

A Study on Perceptions of EFL Teachers on Efficacy of CALL in Pakistan

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Abstract

In this study, efficacy of CALL (Computer Assisted Language Learning) in Pakistan keeping in view the special role of teachers for CALL in their classrooms is investigated. A descriptive survey research was conducted with EFL teachers working at tertiary level in different colleges of Faisalabad. 30 English teachers both male and female were selected as the participants of this study. A questionnaire was given to know the perceptions of English teachers towards CALL as a tool for study and the problems they faced for CALL efficacy in their classrooms.

The results of this study revealed that teachers are having facilities of computer assisted learning at their homes and at a lesser scale in their respective institutions. They are interested in opting new methodologies in their classes and are interested in effective implementation of CALL in their classes if they are provided with the proper material for CALL.

Keywords : CALL ,EFL , Tertiary.

Introduction

CALL is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually interactive element. In houses, workplaces and also in schools, electronic technology has started to be used widely (Bishop, 2003). A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists. However, with the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world.

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In the last few years the number of teachers using computer assisted language learning (CALL) have increased markedly and numerous articles have been written about the role of technology in education in the 21st century. Although the potential of the Internet for educational use has not been fully explored yet and the average institutions still makes limited use of computers, it is obvious that we have entered a new information age in which the links between technology and TEFL have already been established (Lee, 2000).

It is up to the teachers' choice whether they become a CALL observer, designer, implementer, evaluator or manager. Depending on their teaching situations, teachers can simply utilize the computer as a supplement or tool to their work. As Warschauer notes, those who employ computer technology in the service of sound pedagogy would find ways to enrich their instructional programs (Warschauer M. , 1996) .

Literature Review

Computer-assisted language learning (CALL) came of age in the early 1960s (Warschauer R. K., 2000). The use of computer technology in English Language Teaching (ELT) context has also been common since 1960s (Lee, 2000). Different terms have been used to define the integration of computers into ELT context, the most common one is Computer-Assisted Language Learning (CALL). Levy defines CALL as “the search for and study of applications of the computer in language teaching and learning” and goes on to state that “it is used as the general term to cover all roles of the computer in language learning” (Levy, 1997). As obvious from this definition, CALL is a broad term that includes all aspects of computer implementations into language classes.

Warshauer (1996) categorized the development of CALL into three main phases—Behavioristic CALL, communicative CALL, and integrative CALL—which were the result of advancements in computer technology and changes in outlook toward language teaching.

Behavioristic CALL

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Behaviorism was the dominant theory between 1950s and 1960s and it effected the education between 1960s and 1970s. Well known behaviorists were Watson, Pavlov and Skinner. According to these behaviorists, learning was “a response to an external stimulus”. (J.L Duffy, 2005)

Behaviouristic CALL was based on behaviouristic theory. The first example of behaviouristic CALL was “PLATO (Programmed Logic for Automatic Teaching) Project which was initiated at the University of Illinois in 1960” and the role of it was to provide “the more mechanical types of vocabulary grammar drill, thereby freeing class time for more expressive activities” (Levy, 1997 , p.15,16)

Behavioristic CALL, conceived in the 1950s and implemented in the 1960s and 1970s, could be considered a sub-component of the broader field of computer-assisted instruction. Though behavioristic CALL eventually gravitated to the personal computer, it was first designed and implemented in the era of the mainframe. The best-known tutorial system, PLATO, ran on its own special hardware consisting of a central computer and terminals and featured extensive drills, grammatical explanations, and translation tests at various intervals. (Healey, 1998)

Communicative CALL

The second stage of CALL was communicative CALL which was conceived in the 1970s and early 1980s (Healey, 1998). This period was the time that behaviouristic approach to language teaching was being rejected at both theoretical and pedagogical level, and also personal computers were creating greater possibilities for individual work. (Gündüz, October 2005). Since this approach emphasized the process of communication and highlighted the use of the target language in real settings, the programs that appeared in this period featured practice in a non-drill format. Software that had not been specifically designed for CALL was also employed for writing practice. This type of application in CALL is the so-called “computer as a tool” (Brieley, 1991).

Integrative CALL

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The third stage, integrative CALL, emerged with the developments of multimedia computers and the Internet (Warschauer M. , 1996). These two innovations allow the learners to access a more authentic learning environment. As we know, multimedia enables one to integrate four skills, and the Internet provides opportunities to interact in an English language environment 24 hours a day. So according to Warschauer and Healey “four language learning skills (listening, speaking, writing, and reading) and also technology were integrated into language teaching with the help of integrative CALL (Healey, 1998).

In integrative approaches of CALL, students are enabled to use a variety of technological tools as an ongoing process of language learning and use rather than visiting the computer lab once a week basis for isolated exercises (Gündüz, October 2005). By the help of the new developments as multimedia and the Internet, the integration of computers into language teaching may reach high standards. As Stephen Bax indicated, if language students and teachers start to use computers everyday as an integral part of every lesson, like a pen or a book, CALL will be able to be integrated into language classes effectively (Bax, 2003). According to Duffy, McDonald and Mizell (2005) in this continuously developing technology age, teachers’ using computers effectively in their language classes has great importance. This importance of CALL can be emphasized by stating that “using a computer will become as essential as reading” and they additionally indicate that teachers will try to improve their computer competence level in order to use the new technology in a proper and effective way (J.L Duffy, 2005).

Limitations of the Study

There are some limitations in this study, which are as follows:

1. The results of this study were limited to just 30 EFL tertiary level teachers in Faisalabad region so the findings are not generalizable to all of the college or university teachers of Pakistan.
2. Perceptions of the participants might be based on the current knowledge of the teachers and working conditions which may differ from one teacher to another that’s why cannot be generalized.

3. Along with the questionnaire as data collection instrument, in addition personal observation is also used to give the final interpretation and results.

Methodology

For this study descriptive research design was selected as descriptive study is also defined as a survey research. So to conduct the survey and to determine perceptions of participants towards CALL, a questionnaire is used and the results of this questionnaire are analyzed qualitatively and quantitatively. 30 EFL teachers working at tertiary level in different government and semi-government institutions of Faisalabad region were selected as participants of the study. 15 of the participants were female and 15 of them were male and they are teaching at different tertiary levels as intermediate, Graduation and M.A classes. There were 18 questions in the questionnaire which included likert-scale and dichotomy scale having close ended options.

The first part of the questionnaire was generally set to know about the personal details of the respondent. Q.1 to Q.7 was close ended and were arranged to know about the competence level of the teachers and availability of the resources. Q.8 to Q.13 was designed to know about the classroom conditions and teachers perceptions towards CALL and likert scale was applied there. Q.14 was generally designed to know the effectiveness of using CALL in EFL classes and from Q.15 to Q.18 implementation of CALL and the role of relevant authorities to implement successful CALL in our language classrooms is being asked.

Data Analysis and Results

In this analysis part of the data gathered through the questionnaire a mixed approach is used as the percentages are given and the numeric show the respondents' perceptions and efficacy of Computer Assisted Language Learning in EFL classes, and descriptive analysis through qualitative study also lead us to give a specific conclusion to the topic. The results of these data are illustrated through tables.

Q.1) Have you ever attended any training course, workshop or seminar on using computers?

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GENDER	YES	NO	TOTAL PARTICIPANTS
Male	53.4% (8)	46.6% (7)	100% (15)
Female	66.7% (10)	33.3% (5)	100% (15)

Q.2) Do you have computer at your home?

GENDER	YES	NO	TOTAL PARTICIPANTS
Male	80% (12)	20% (3)	100% (15)
Female	100% (15)	0% (0)	100% (15)

Q.3) Do you have internet access at your computer?

GENDER	YES	NO	TOTAL PARTICIPANTS
Male	80% (12)	20% (3)	100% (15)
Female	86.7% (13)	13.3% (2)	100% (15)

Q: 4). Do you teach your English class with the help of computer or any other technological device?

GENDER	YES	NO	TOTAL PARTICIPANTS
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Male	26.7% (4)	73.3%(11)	100% (15)
Female	46.7% (7)	53.3% (8)	100% (15)

Q: 5) Are you familiar with the term (CALL) computer Assisted Language Learning?

GENDER	YES	NO	TOTAL PARTICIPANTS
Male	40% (6)	60% (9)	100% (15)
Female	40% (6)	60% (9)	100% (15)

Q: 6) Being teacher are you interested in CALL (Computer Assisted Language Learning)?

GENDER	YES	NO	TOTAL PARTICIPANTS
Male	93.3% 9(14)	6.6%(1)	100% (15)
Female	93.3% (14)	6.6%(1)	100% (15)

Q: 7). Have you tried to develop your Computer competency level professionally?

GENDER	YES	NO	TOTAL PARTICIPANTS
Male	53.3% (8)	46.7% (7)	100% (15)

Female	46.7% (7)	53.3% (8)	100% (15)
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Through these findings we can indicate that almost 90% of the respondents are having computer facility in their homes and 83% of them both male and female were having internet facility at their computers, 26.7% of the male participants and 46.7% of the female respondents were using computers or some other technological device like multimedia or projectors.40% of the participants both male and female were familiar with the term CALL and 60% of them were not aware of the productivity of CALL in the language classes.93% of the total respondents were interested in using CALL as a study tool in their classes and almost 50% of them have also tried to develop their CALL competency level professionally.

In the next part of the questionnaire from Q.8 to Q.13 where classroom conditions and the perceptions of EFL teachers towards CALL was being asked, the response can be shown through a table.

Sr#.	Strongly disagree 1		Disagree 2		Neither agree nor Disagree 3		Agree 4		Strongly agree 5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Q.8	0%	0%	0%	0%	0%	13.3%	66.7%	60%	33.3%	26.6%
Q.9	0%	0%	13.3%	13.3%	13.3%	20%	53.3%	46.7%	20%	20%
Q.10	0%	0%	6.7%	6.7%	6.7%	20%	60%	60%	26.7%	13.3%
Q.11	0%	0%	0%	0%	6.7%	0%	53.3%	73.3%	40%	26.7%
Q.12	13.3%	0%	0%	0%	20%	20%	53.3%	53.3%	13.3%	26.7%
Q.13	0%	0%	0%	0%	20%	26.7%	60%	60%	20%	13.3%

According to the participants' response it can be concluded that 93.3% of the total respondents supported the view that using computers in a language class is more enjoyable. 70% of the participants were either strongly agree or agree that they need a computer always in their language class to teach the students. 16.7% of them were neither agree nor disagree and 13.3% disagreed this viewpoint. In the questionnaire a general type of question was asked from the participants to have an idea that which aspects of the language are appropriate for CALL and it was analyzed through data that almost every aspect of language are considered appropriate for the efficacy of CALL in the language classrooms.

Items	Male	Female
Grammar		
Comprehension		
Pronunciation		
Vocabulary teaching		
Presentation skills		
Four skills of language		
Teaching with games		

Participants were asked in the questionnaire from Q.15 to Q.18 about the specific role played by the relevant authorities to implement CALL in our language classes and the response is shown through this table.

Sr#.	Strongly disagree 1		Disagree 2		Neither agree nor Disagree 3		Agree 4		Strongly agree 5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Q.15	0%	0%	20%	13.3%	20%	6.7%	40%	73.3%	20%	6.7%
Q.16	13.3	20%	53.3%	46.7%	20%	13.3%	13.3%	13.3%	0%	6.7%

Q.17	46.7%	20%	46.7%	20%	33.3%	20%	13.3%	13.3%	0%	6.7%
Q.18	0%	0%	6.7%	0%	6.7%	0%	60%	26.7%	46.7%	73.3%

Conclusion

In this study, 30 EFL tertiary level teachers were administered a questionnaire in order to reveal their perceptions towards CALL, advantages and disadvantages of CALL as a study tool and the problems faced by these teachers while conducting activities in their language classes through CALL. This survey at a diminutive level exposed the fact that teachers are having facilities of computer assisted learning at their homes and at a lesser scale in their respective institutions. They are interested in opting new methodologies in their classes and are interested in effective implementation of CALL in their classes. In this way certain recommendations can be followed as:

- ❖ Availability of CALL materials through the relevant authorities.
- ❖ Teachers should be trained.
- ❖ Setting up language classes in the computer labs.
- ❖ There should be change in curriculum as a due place be given to CALL activities in the classes.
- ❖ Decreasing the size of crowded classes.
- ❖ Setting up a support center and the provision of more financial budget for CALL.

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The Phenomena of Languages: Death vs. Revival

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There is no such thing as an ugly language. Today I hear every language as if it were the only one, and when I hear of one that is dying, it overwhelms me as though it were the death of the earth.

Elias Canetti

Introduction

Language has always been considered the hallmark of humanity and the prime reason for mankind's dominance. Its characteristics and the processes of its acquisition are the kinds of attributes - perhaps the most important ones - that distinguish humans from all the other species. For some Africans, a newly born infant is a "kintu", a "thing" but not yet a "muntu", a "person" since only when children start learning the language are they regarded as being human (Fromkin, Rodman, and Hyams, 2007, p. 3). However, there are "700" other reasons that point to the significance of human languages. The most significant are the personal enhancement and the enjoyment that people have from studying and learning them (UK Subject Centre for Languages, as cited in Gallagher-Brett, 2005, p. 2). For linguists, analysing languages in literature (i.e., "poetry, ritual speech, and word structure") is important because such languages in context are the best records for the "nature of human cognition" as well as the "collective intellectual achievements of...culture(s), offering unique perspectives on the human condition(s)" (Fromkin, et al., 2007, p. 486).

Linguistic analyses have focused on different areas, one of which is language change. The study of language change is often termed "historical linguistics" and it has increasingly spread "over a wide range of areas", which consequently has produced a desultory and a contradictory literature. In other words, scholars, sociolinguists and psycholinguists, for example, have examined language changes from an angle suitable only for their own fields but not for those of others. In the last twenty-eight or so years, scholars have changed their perspectives towards the types of issues which they have to address when documenting any language change. Traditionally, they were "concerned with reconstructing the earliest possible stages", and describing phonetic changes, that is sounds. Little else, such as changes in syntax, semantics, pidgins, and creoles, dead/dying languages, or even "sociolinguistic and psycholinguistics factors which underlie many alternations" was of interest to them (Aitchison, 1994, p. ix). Nowadays, however, these previously ignored topics have become the focus of many analyses.

Also, in the nineteenth century, linguists had the belief that languages were similar to species (humans, plants, and animals) in the sense that they went through a predictable "life-cycle" process (Hock and Joseph, 1996, p. 446): "birth, infancy, maturation, then gradual decay and death" (Aitchison, 1994, p. 197). It was stated by Bopp (1827, as cited *ibid*) that "languages are to be considered organic natural bodies, which are formed according to fixed laws, develop as possessing

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an inner principle of life, and gradually die out because they not understand themselves any longer, and therefore cast off or mutilate their members or forms". In the twentieth century, linguists do not endorse this simple metaphorical belief although languages do sometimes die out. Examining current thinking regarding languages is the focus of the discussion below.

According to the *Ethnologue Languages of the World* (2011), there are "over 6,909 known living languages" and every 14 days a language dies out (National Geographic, 2012). Crystal (2000, p. 20) believes that these languages can be categorized in relation to the level of existence safety into "five levels". First, there are "viable languages", which have many widespread native speakers; these will thrive for a long time. Second are "viable but small languages", with an estimated population of "1,000" native speakers in isolated communities or "internal organization" but with profound appreciation of their languages as the "marker(s) of" their identities. Also, there are "endangered languages" which are not used by many people, but have "growth in community support", and adequate circumstances. These make survival a possibility. Finally, there are the "nearly extinct languages" which are spoken only by limited number of elderly native speakers.

Language Death and Revival

Apart from these levels of existence safety, there are two phenomena that have been addressed thoroughly by linguists (i.e., language death and revival). As regards language death, although the two terms: dead and extinct, have been used by most linguists interchangeably, others still make distinctions between them. In Crystal's article (1999, p. 56) and Hock and Joseph's book (1996, p. 446), both terms refer to "when the last person who speaks (a language) dies". Fromkin, et al. (2007, p. 486) stated that "a language dies and becomes extinct when no children learn it". Trask - with a broader definition (1996, p. 329) - maintained that in linguistics, a language is considered to be dead/extinct "when it no longer has native speakers... (and the fact that) in some cases, ... (it) may continue to find some use as a ceremonial, literary, scholarly, or, most especially, religious language". For instance, despite having various, evolved descendants, Latin, a theoretically "dead" language, survived by only being used in scientific writings of scholars in Europe and as a religious language in the Roman Catholic Church. Remarkably, some of that church's "clergy learned to speak it". In addition, in the sixteenth century, the ancient Egyptian language, Coptic, was overwhelmed by Arabic and ceased to be a living language. However, it is still being used as "a liturgical language by African Christians today" (ibid).

On the other hand, Aitchison (1994) disagrees with Trask's last point, believing that Latin is a dead language but not an extinct one since it changed its name and appearance through its descendants: "French, Spanish, Italian, and Sardinian". Thus, he maintained that the term extinct must only be used to allude to the tragic event of "total disappearance of a language" (p. 197). Similarly, Shahriar (2011, p. 1) endorses Aitchison distinction but prefers the definition of an extinct language to be: "no longer has any speakers, ... although it is known to have been spoken by people in the past, (but) modern scholarship cannot reconstruct it to the point that it is possible to write in it or translate into it with confidence".

The following are some of the extinct languages of Europe and Asia:

Language Name	Alternate Names	Families	Parent Subgroup	Brief Description	Linguist List Status:
Tangut (China)	Hsi-hsia; Xixia; Tanguhti	Sino-Tibetan	Tangut-Qiang (Tanq)	It was the official language of the Tangut empire (known in Tibetan as Mi-Nyag). In the 11 th century, it broke free of the Chinese Song dynasty and was destroyed by the Mongols in 1227. The last text dates from 1502, so the language continued to be used after the destruction of the Tangut state. It had its own script, despite using the Tibetan script occasionally. It died in 16 th centuries AD.	Extinct
Aequian (Italy)	---	Indo-European (Indo-Germanic he, Indo-Hittite)	Umbrian (umbr)	An ancient language of the Alban hills of East-central Italy near Rome. The Aequi lived in this area at least as early as the 5 th century BC, but after the second Samnite war in 304 BC, they were conquered by the Romans and Latinized. Very few texts exist.	Extinct

(Adapted from Ethnologue Languages of the World, 2011, & The Linguist List, 2012)

Types of Death

Furthermore, scholars have identified four major types of language death (Fromkin, et al., 2007, p. 486).

First, there is the “bottom-to-top language death”. This phrase is applicable for describing languages whose survival has been confined only to special contexts (e.g. religion, science, etc.) as is the case in the previously mentioned example: Latin.

Second, there is “sudden language death”. This happens when all of the native speakers are killed, either by natural phenomena such as hurricanes, volcanoes, earthquakes, etc., or by more powerful neighbours. For example, in the nineteenth century, the Yahi - Native Americans in California - were massacred by the white settlers who colonized their land. Sixteen Yahis who fled into the desert and died from cold, hunger and disease, and only one survived, but eventually died with no language except his/her mother tongue. Also, when the British occupied the island of Tasmania in 1803, the occupying officials regarded the indigenous population as obstacles to the Britons’ schemes of settlement. Consequently, British soldiers were permitted to shoot Tasmanians upon sight. In 1980, only 200 remained alive, but they were held captive in a concentration camp where medical care and adequate food were not available. Similar to the Yahis, the last imprisoned women died old, knowing no word of English (Trask, 1996, p. 324).

Third, there is the “radical language death”. This occurs abruptly when the speakers of less prestigious languages decide to completely stop conversing in their native language - between themselves and to their children - favouring, though reluctantly, the other, dominant one. The adoption of the dominant

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language is regarded as a survival technique occasioned by their not wanting to be identified as natives, especially in countries where natives of minority languages are under “the threat of political, (educational) repressions, or even genocide”. Unfortunately, when their children grow up not hearing the native language of their parents in their environment, that language will vanish as soon as the last one of the native speakers dies.

A dramatic example of this can be found in the history of the United States of America. After the World War I, American officials, national teachers’ organizations, and others in power prohibited the use of any languages besides English in schools (i.e., the languages of children who migrated from non-English-speaking countries). An even earlier instance of this same practice began in the mid-eighteenth century and lasted until the early part of the twentieth century when indigenous Native American children in government schools were forced to abandon their native languages and culture.

The rationale for this practice was that abandoning their native tongues would make it much easier for the children to be assimilated into the English-speaking majority’ (Hock and Joseph, 1996, pp. 447-448). Consequently, as in the case of “Cherokee” children, their percentage of being 75% bilingual dropped to 5%. This is currently the case, regardless of there being “22,000” native speakers, since the Cherokee language is currently threatened by the fact that the tribe’s youth are generally not interested in acquiring their native tongue (Redish, 2001, p. 1).

Fourth, there is the term used to describe the long process some languages take in becoming extinct: “gradual”. This lengthy progression of some minority languages is the opposite of the aforementioned type in the sense that it is not sudden; instead, native speakers slowly but willingly abandon their native languages for sake of more prestigious ones. In each generation, the number of children learning their parents’ native languages dwindles until it reaches the point where there are no more learners. It is then that these native languages are termed “dead”. For example, in 1995, there were only five native speakers of the Livonian language, which is/was spoken in the village of Kurzeme in Latvia country located in the Baltic region of Northern Europe. Also, in 2003, there were just four speakers of Baldemu, the language of a village in the Diamare Division in the north of Cameroon. Both of these languages are nearly extinct because the speakers of the former shifted to Russian, whereas the latter began using Fulfulde, the two dominant languages (Ethnologue Languages of the World, 2011).

Two Possible Scenarios for the Gradual Disappearance

However, it is worth mentioning that there are two possible scenarios for the gradual disappearance of minority languages. The first is “language suicide” (Eckert et al., 2004, p. 107). This phrase is applicable to describe what commonly occurs between two languages which are “fairly similar to one another” (Aitchison, 1994, p. 198). In this situation, it is easy and common for the less prestigious languages to have a tremendous borrowing (i.e., in syntax, phonetics and lexicons) from the ones with greater social approval and from which they have been derived. These kinds of borrowings may lead to the entire effacement of the less prestigious language in the long run.

The best examples which may illustrate the aforementioned points are the ones of two developing languages: pidgins and creoles vis-à-vis the dominant languages. It is more likely for pidgins - “a simple form of a language especially English, Portuguese or Dutch, with a limited number of words

(sounds and syntactic structures), that are used together with words from a local language” (Oxford Advanced Learner’s Dictionary, 2010, p. 1105) - to disappear or to expand and eventually evolve into a totally different language and then become “the mother tongue of a speech community” (i.e., creole) (Aitchison, 1994, p. 190). This process of expansion is a consequence of the massive borrowing from the prestigious languages and is called “decreolization/relexification” (Trask, 1996, pp. 319-327).

For example, the approximately “1,500” residents in a Guyanan village called Bushlot who are of East Indian origin and whose parents were brought from India as labourers in the 19th century, have developed the English pidgin their parents learned from African field-hand workers to what is known today as “Guyanan Creole”. This creole is currently in the gradual process of decreolization. Despite the fluctuations between the usage of the two words that begin infinitives, “fi/fu”, or “tu” - similar in position and meaning to the English “to” - as in “Tshap no noo wa fu/tu du” translated as “the fellow didn’t know what to do”, the predominance of ‘tu’ is increasingly evident. Nonetheless, the usage of ‘tu’ has gone through three stages, according to the types of verbs that it comes with. The first stage is using it after ordinary verbs: “ron:(run), kom: (come), and wok: (work)” as in: “jan wok tu mek moni” translated as (John works to make money). The second stage only appears after “desiderative verbs”; expressing wanting or a desire: “Jan won tu mek moni”: (John wants to make money). Finally, it has been found in usages with “inceptive verbs”, such as “start and begin”: “Jan staat tu mek moni” translated as (John started to make money) (Adapted examples from Bickerton, 1971, as cited in Aitchison, 1994, p. 199).

The second scenario is “language murder” (Eckert et al., 2004, p. 107). It occurs between languages which are different and whose native speakers are in close contact with one another; one of these two languages will gradually disappear. For example, the “500 or so” speakers of Kwegu language - also the name of the village - who live along the bank of the Omo River in Ethiopia, have only one source of income and that is bee-keeping. The honey made is sold almost exclusively to their powerful neighbours: the Mursi and Bodi. For business and survival purposes, Kwegu become bilingual in those languages since they are “socially and economically useful”, but the Mursi and Bodi usually see no advantage in learning Kwegu. This is not the only reason for the decrease in the number of Kwegu native speakers; there’s also the fact that their male Mursi and Bodi neighbours can marry Kwegu girls and male Kwegus cannot marry females of those tribes. In spite of the fact that the first generation of these mixed marriages yield fluent bilinguals in both languages, the next generation becomes less proficient in the dying language: Kwegu (Dimmendaal, 1989, as quoted in Aitchison, 1994, p. 204).

Revitalization versus Revival

With respect to the revival of a dead language, some linguists draw distinctions between the former term and “revitalization”. Language revival is defined as “the resurrection of a dead language”, whereas revitalization is “the rescue of a dying language” (Redish, 2001, p. 2). The latter is observable in the case of Guatemala’s dying language: Uspanteko. Stan McMillen of SIL, who lived there for years and speaks the language, stated that it has been being actively revitalized and its usage promoted by enthusiasts and by the Mayan Academy. The language will be broadcast on radio soon; in addition, the “3,000” remaining native speakers are passing on the language to their children as their native language, rather than teaching them the official government language, which is Spanish (as quoted in Grimes, 1971-2000, p.218).

The definitions of a dead language have been diversified in the sense that what a dead language is for a group of linguists might not be so for others as in the case of Latin, since those others could argue that it is religiously and scientifically still active. Nonetheless, one common characteristic between all dead languages is that none of them produces native speakers. Also, there is the issue of maintaining how successful a revival is. For example, enthusiasts for two languages that “died out” in the 18th century, Manx and Cornish in the British Isles, and for Indian Sanskrit, which has been rapidly dying since the 1970s, have been trying to revive them. For Redish (2001) and Hock and Joseph (1996), the revival is partially successful since some of those enthusiasts have learnt it as a second language. But, for Trask (1996) it is a total failure because there are no native speakers.

The only celebrated example whose successful revival all of the above mentioned linguists have agreed on is Modern Hebrew. Although it has been used in modern times as the language of scripture, rituals, etc., its use as a spoken medium died out centuries ago (Janson, 2002). The language has undergone two attempts at revival. The first one, in the 19th and 20th centuries, was by Zionist movement members who wanted to stress the Semitic identity of the Jewish people by calling for the use of Hebrew as the maker of their identity. This attempt was only partially successful because few people stated speaking the language. In fact some Jewish groups refused to learn it and asserted that Yiddish should instead be the language of Jewish identity. The second attempt was after establishing the country of Israel in Palestine. This attempt is regarded as having been successful, not only because Jews speaking different languages became bilingual but also since their children became native speakers of the language.

Conclusion

Upon consideration, it is obvious after discussing the two phenomena of languages, death and revival, that the reasons behind their existence are either the appearance or the lack of political or cultural repressions, globalization and economic integration, relating language to identity, and the dominance of some languages over less prestigious ones. Nonetheless, can the extinction of some languages in coming century be expected? A realistic answer would be yes. The reasons for this are not driven from the “Darwinian position” endorsed by some linguists, where language death is viewed as a natural development (Hock and Joseph, 1996, p. 451), or even questioning the creditability and the effectiveness of interventionists’ contributions to the survival of endangered ones. Instead it is because of the size of the problem that dying languages face. It is a fact that “half” of the total number of world languages is currently labeled endangered (Crystal, 1999, p. 56), and trying to revitalize them would be trying to hold back the tide, attempting the impossible.

The process of revitalization requires a combination of effort, time, and money, often a great amount of each one. Each endangered language demands the dedication of a group of linguists, which could be an issue because there are not enough of them for all the endangered languages. These linguists would be required to do the arduous tasks of analyzing a language’s structures, vocabulary, sounds, etc. That analysis would consume a lot of time, but would destiny allow native speakers to transmit their language to their children or witness the application of these analyses in schools? That would be most unlikely in all the cases concerned. For instance, in 1995, Bruce Connell was visiting Mambilla in Cameroon doing fieldwork. There, he met Bogon, the only surviving native speaker of the Kasabe language. Because of a time issue, Bruce had to travel back to his country, but he returned after a year. Nevertheless, by then Bogon was dead, and the language disappeared forever (ibid). Also, financing a

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linguist to analyse one particular language would cost almost “\$100,000” a year. So, calculate how much this would cost if a language were being analysed by a number of linguists over three-to-four years (ibid). Moreover, there are many endangered languages. Therefore, I would say that the death of some of these is inevitable; linguists have to accept that at least a few languages are destined for extinction. This would be especially the case if they do not contribute to the construction of their native speakers' identities and/or if those speakers themselves question their languages' usefulness.

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Emphasizing English Language Skills – A Part of Providing Quality Education in Rural Areas

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Abstract

The days have gone by when every organization, be it social or individual, governmental or non-governmental, educational or industrial, focused its attention only on urban regions in rendering their quality service, extending their helping hand in creating an awareness and any other programmes and schemes of development. The present century has been witnessing a sea-change and all the organizations, irrespective of their status, support from internal and external sources and other factors, focus their attention on the uplift of rural areas. The much-sought after society building sector—Education—has also joined this main stream of its powerful flow on the quality education offered to rural stakeholders. Institutes of higher education, viz., colleges, universities and deemed universities, have a greater responsibility towards this goal. Hence, providing quality education to the rural students could be the best way for each institute of higher learning to contribute their best for the overall development of our nation.

There are so many ways to provide quality education to the rural students in a college. They could be curricular, co-curricular, extra-curricular, social awareness programmes; psychological well-being through personality development programmes; vocational and other special skills training sessions, etc. Of these, emphasizing the acquisition of English language skills is the most important one as it turns out to be the primary requirement for the better and suitable employability of the students.

The potential profile of any institution is rightly gauged by its track of placement record. Thus, in addition to their students' subject knowledge, analytical bent, creative skills, competitive spirit, a major thrust has to be given to their English language skills. Better English skills can be equated to better placement.

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Hence, this article makes an attempt to give a brief discussion on the importance of emphasizing English language skills to the rural students at the portals of higher education.

Introduction

The writer considers the topic as a vital issue. He reflected on it in terms of certain fundamental interrogatives like, *What is it that this article should look at?, Who is the target group?, By whom will it be attained?, In what manner, why and what could be the benefit?* The answers to these questions have formed the discussions of this article and they have sprung from his long-standing experience as a teacher of English language and by virtue of his continuous reading of books and journals on English Language Teaching and Learning.

The Issue

Emphasizing English language skills to the rural students will certainly contribute to quality educational service. This is the issue placed for discussion. Teaching as well as learning of English language and the skills thereof are already in practice in the rural and urban regions of our country for quite a long time. But how serious is the pursuit of this process? How effective the programmes are? What is the real output especially among our educated (graduated and graduating) rural youth? How many of them could be suitably and gainfully employed? Answers to all these questions are not very encouraging. Hence, it is right time to think of an effective way that can accommodate all possible resources and lay an **emphasis** on the imparting of English Language Skills to the rural students which, in turn, would undoubtedly pave its way to quality education at the portals of higher education.

The People

To this issue in our focus, the people concerned are the rural students and the teachers in the institutions of higher learning which are situated in rural areas; or in some cases the urban suburban institutes where a considerable number of rural students are admitted for various undergraduate programmes. In addition to these two main groups of the teacher and the taught, there are the other groups/individuals like administrators, policy makers, and experts drawn from

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the industries and corporate world who may also have their say either directly and indirectly. All these eventually work for the main target group: the rural students in institutions of higher learning.

Understanding the importance of the growing need for acquiring English language skills, especially for the rural students, the educational administrators and policy makers should readily green flag such of the programmes/crash courses/bridge courses/seminars/symposia/workshops, etc. Then, the experienced teachers, trainers, and subject experts in co-ordination and co-operation with others concerned should work together, chart out a plan of action and carry out the same focusing on the requirements of the main stakeholder: the rural learners. All these will require collective effort— team work. Team work works in language learning also and so it should be emphasized in processes that focus on enabling rural students to acquire English language skills.

The Ways and Means

With the advent of IT (Information Technology) and internet resources, and in addition to the existing human ware of teacher and trainer resources, one cannot suggest a single foolproof method or even just a few methods to enable rural students to acquire English. As a matter of fact, a successful, open-minded and accommodative team of teachers/trainers of English language skills would certainly accept a kind of all pervasive or an eclectic method--a method that envelopes or takes hold of all the existing means and methods. For, there are plenty of resources to teach and learn English language skills. First of all, the teacher should gauge the students in matters of his/her social and parental status, previous knowledge, his or her level of understanding, aptitude and motivation for language learning, memory power and above all his or her bent for acquiring the four basic skills like listening, speaking, reading, and writing in English.

Of the four basic skills, only the latter two are given importance both at the school and collegiate level. Quite recently, a changing trend in being observed in imparting the first two skills: listening and speaking, the much neglected skills amongst our rural students. Any kind of dyadic communication could effectively take place only when the listening and speaking skills

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gain prominence, be it social, official or personal communication. The rural students, having had their twelve years of education through their mother tongue/vernacular, find it very difficult to cope with the college teaching which is done through English language. Some of them may think that these skills could be acquired by them overnight, by some magic. They are indeed misled and their pursuit turns vain. On the other hand, their parents cherish higher hopes for them and expect that their children would pick up these skills by and by as they graduate from the college. But, quite contrary to their expectation, the children draw more or less a complete blank.

Under these circumstances, the role of an English teacher at the portals of higher education is extremely significant. We do speak of quality quite often, but how many of us think that this particular area of imparting good language skills also contributes its own mite to quality education. A teacher is said to be a huge water tank in the process of disseminating knowledge and skills to his/her students. An English teacher/trainer is more so. This water tank has to flow and irrigate, in particular, the barren as well as unattended lands—the students of rural areas. Only then, it can be vouchsafed that quality teaching has taken place. The trainers in the British Council have a similar view and opine that there is a need, in India, for everyone (from the poorest people in the villages) to learn and use English.

The teachers' in institutes of higher learning, in the process of emphasizing English skills for the rural students, may face several problems and practical difficulties in imparting such skills. One of the major drawbacks is the mother tongue influence of the students in their English learning. It is not rigidly advised that our English teachers and trainers have to turn high puritans in using English language alone in their classroom, training and language laboratory sessions. When their mother tongue facilitates their skills acquisition, it is not a great fault on the part of the teacher or the trainer to use the mother tongue/vernacular to reach his/her students. The point is that it can be sparingly used. At the same time, encouraging and empowering the English language teacher/trainer to use as much as English possible in his/her teaching will certainly lead to a better communicative performance in their learners.

Any such programme drafted at the institutes of higher learning can be taught or trained in addition to the regular hours spent in English as a separate subject, since English as a subject

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encompasses other items in its agenda like prose, poetry, one-act plays, etc. The emphasis given to the language skills is more functional and it calls for a special approach from the teachers and the taught. It has already been stated that the field of IT (Information Technology) has emerged as a handy tool for learning anything and everything under the sun. And learning English language skills is no exception to this. There are many teacher- and learner-friendly programmes and software. The teacher has to be receptive in the first place and has to consider IT as a boon. If the teachers, especially the orthodox and traditional teachers of English language understand the situation, they will see a useful companion in the computers.

The Fruit

If the team of teachers and trainers understand the reality as discussed above, they will certainly be doing yeoman service in emphasizing English language skills to the rural students in various parts of our country. They would help the rural students to improve their employability. If the institutions want to enhance their profile of placement, particularly their rural students, it is to English skills they have to turn their attention. The rural students are adept in their arithmetic and mathematic skills, they have very good exposure to international scenario by way of reading newspapers and watching TV programmes, but what they lack is communicative skill. They can communicate well in their regional language, but they are tongue-tied when it comes to English language. Their better employability is based on their better English skills.

Conclusion

Hence, at the portals of higher education, let us work together to see that the most downtrodden amongst our students—the rural youth—establish their right to learn the basic skills of English language in addition to his or her learning of the other subjects. Uplifting the rural youth is a good step for the national uplift. Even some of the outreach programmes can have a module on emphasizing English language skills to the rural folk. A step taken in this line by the educators at the institutes of higher learning will surely be the right step in providing quality education to the rural students.

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Gender and Careful Linguistic Behaviour

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Introduction

In sociolinguistic research, the topic of gender difference in accordance with language use has thrown light on a number of social, cultural and psychological aspects of both groups in every community. In Pakistan, this sociolinguistic aspect of language use also needs to be studied critically for the equal rights and security of women identity. This will investigate the variation of some sociolinguistic features by examining them within the language of both genders in order to determine whether there are differences according to speech style in terms of degree of 'carefulness'.

The research is closely related to some of the fundamental issues of gender differences in language use. Gender differences can be understood by the analysis of language in the context of general behaviour.

Gender differences, in the context of sociolinguistics, have been studied in great detail over the past few decades. There are mainly two significant approaches which provide direction in this research area. The dominance approach suggests that males have a dominating role from the beginning and females have a subordinating role and their language use represents the same identification indeed. The difference approach is based on the argument that men and women belong to different subcultures and there is an essential difference in their social and psychological hierarchy. However, the gender difference through language use is very important to study the sociolinguistic and cultural aspects of every community as it personifies the general tendency of male and female behaviour.

Objectives

1. The study aims to observe variation of some sociolinguistic features by examining them within the language of both genders in order to determine whether there are differences according to speech style in terms of degree of 'carefulness'.
2. The study aims at finding out the frequencies of those words which are casually used by both genders to see difference in using specific sociolinguistic feature i.e.

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hypercorrect grammar, hedges, use of modal verbs, special linking words in Urdu language and the words spoken in Italics (Intensifiers).

Research Questions

This study was designed to find out the answers to two major research questions:

- (i) Is there any significance difference between the usage of hedges, hypercorrect grammar, modal verbs, words spoken in Italics and special linking words with reference to Urdu language between both genders during conversation?
- (ii) Is there any significance difference in using the correct and hypercorrect grammar in both genders? Moreover this variation will be observed at inter speaker and intra speaker levels?

Although the issue of gender difference in language use is not new to the world, however, it is an important discussion in present times. This is because the emergence of group identity of females as a significant separate culture in all societies has added their importance to the community. This distinction can be observed in Pakistan as well. This difference cannot be overlooked and needs to be studied in detail as it has not yet been explored much from this perspective.

Despite the enormous information about the ways in which both groups have different style of language use, it is difficult to find out valid constraints on gender difference with reference to careful linguistic use. It is mostly a complex mixture of social and psychological aspects. There are a number of variables like education, age, economic condition and social status which may affect. This study aims at finding out this difference with a special context i.e. the link between gender and careful language use in Pakistani community.

Research Design

To make it a significant contribution in the field of sociolinguistic research with reference to local community, a multidimensional research design has been formulated with specific tools and techniques. Data for this study has been taken from multimedia resources. Twelve television programs based on talk shows and panel discussions were recorded as input data.

Data is analyzed both qualitatively and quantitatively by categorizing under different heads to facilitate the process of analysis. Linguistic variables during communication are categorized based on Hedge use; modal verbs and use of hypercorrect grammar. These

features were analyzed to examine the frequency of difference between males and females for the usage of these categories. The input TV recordings were taken from different Pakistani channels. It was ensured that issues covered on these talk shows involve social, political, economic and educational aspects of life so that the frequency of difference could also be studied through a comparative analysis. Talk shows and panel discussions have been chosen to acquire a formal domain of language use. Informal domain such as home, family and sports were not being included.

Population

This study is based on conversational analysis. That's why the people who participated in panel discussions and live talk shows were the target population for this purpose. Moreover, in this circle of population, it is easy to find out variety of social, political and economic background. It was necessary to include maximum diversity.

Sample

The purposive sampling technique was used and only those participants were selected who were related to the media group that owned the recording. It was ensured that equal proportion of males and females participants was present in the samples.

Instruments

The observation technique was used as an instrument for data collection. Therefore, tape recordings were used. This type of observation is called concealed observation. In concealed observation participants are not aware of being observed.

Collection of Data

Data for the study was collected from television programs. In total, ten television programs, based on talk shows and discussion panels, were selected to generate data for the research. To find out variety of speakers having different kind of socio-cultural background, these programs remained very much important throughout the research. It was manageable to find out maximum three males and three females with sufficient part of conversation within these programs. It was easily possible to find out required frequencies and percentages of each linguistic variable.

In the beginning, it was examined that these talk shows and panel discussions cover a variety of domains pertaining to the social, political, economic, educational and religious aspects of life so that the frequencies of various linguistic variables in different speakers could also be studied through a comparative analysis.

However, since in Pakistani media mostly talk shows and discussion panels have very formal and serious pattern of conversation. So, all the data, gathered for the present research contained the formal domain of language use. Informal domains, such as home, family and sports, were not included.

Variables

Independent variable was gender which was measured on nominal scale. Nominal variables are assigned unique but arbitrary values. Huizingh (2007) said that nominal scale applies when a property is not quantifiable but can only be identified. Examples include properties like hair colour, brand of tennis racket, gender, and blood group.

Other five linguistic variables, given below, were dependent variables on ratio scale.

- 1) Hypercorrect grammar
- 2) Hedges
- 3) Special linking words (Urdu language)
- 4) Intensifiers (Urdu language)
- 5) Modal verbs

“The ratio scale possesses all the properties of the interval scale and in addition has a natural zero point. Consequently, not only the differences between the numbers on the scale have a real and consistent meaning, but this also applies to the ratio between two numbers. Examples of yardstick are lengths, widths, distances, sums of money and numbers.”(Huizingh, 2007)

Chi-Square Test

With the help of chi-square test, it is easy to determine whether the observed frequencies in different categories of a variable match with the expected frequencies (Huizingh, 2007). In this study, the test was used to find out whether two variables were having the differences. The test was performed with the ‘Nonmetric Tests’ command which was meant to test the distribution of each variable. This test can be used to determine whether

various categories of a variable contain equal numbers of cases. Hence, it helped to find out the differences in frequencies of each linguistic variable in accordance with their usage.

Transcription of Data

Since no standard symbols are available for the transcription of Urdu data but linguistic variants have been written in bold and transliteration of a material has been done. Moreover the study is only relevant with lexical items of conversation instead of paralinguistic items. It is comparative study for finding out differences in frequencies of linguistic items.

Quantitative Analysis

Section I

Summary of All Clips with All Linguistic Variables

Linguistic variables	Male 1	Male 2	Male 3	Female 1	Female 2	Female 3
Hypercorrect	3	2	2	6	4	4
Hedges	2	2	2	4	4	4
Special linking words	3	2	3	6	5	5
Words spoken in Italics	3	3	3	4	5	3
Modal verbs	2	2	2	4	3	6

Note: M1=First male, M2=Second male, M3=Third male, F1=First female, F2=Second female, F3=Third female

Table 6 reflects that on average, M1 has done three times hypercorrect grammar and the usage of modal verb is two times, M2 has done two times hypercorrect grammar on average and the usage of hedges are also two times only, M3 has used three times on average special linking words and same times used those words being spoken in Italics. F1 has done on average six times hypercorrect grammar, six times used special linking words on average and the frequency of the rest of linguistic variables remained four times for each. F2 has used three times modal verbs and five times special linking words. F3 has used significant numbers of the usage of modal verbs whereas hedges have also been used four times on average.

Table
Statistical Comparison of Both Genders with Reference to All Linguistic Variables
under Observation

	Male		Female		χ ² value	p-value
	f	%	f	%		
Hypercorrect	7	13	14	32	7.09	0.131
Hedges	6	14	12	22		
Special linking						
words	8	18	16	30		
Speak in Italics	7	16	13	24		
Modal verbs	6	14	10	19		

Note: M1=First male, M2=Second male, M3=Third male, F1=First female, F2=Second female, F3=Third female

Chi square test shows that the ratio of using hypercorrect grammar of males is 13 % and females is 32%, at least one and a half time greater than males'. Likewise, the ratio of using hedges is 14% of males and 22% of females. The ratio of males in using special linking words with reference to Urdu language is less than the ratio of females for using these particular particles. The ratio of using words spoken in Italics of males is not equal to females' ratio for using these words. Males also tend to use less modal verbs as compared to females. Their percentage of using them is 14 % and females use them with 19%.

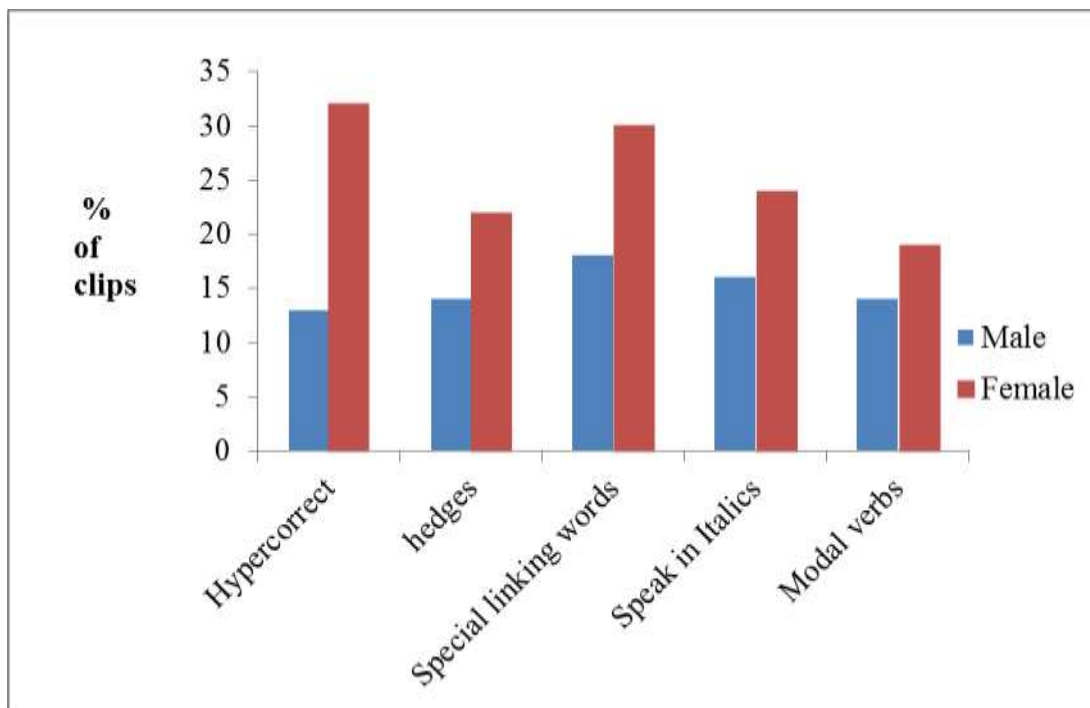
As we know that with the help of chi square test, it is easy to determine whether the observed frequencies in different categories of a variable match with the expected frequencies or not. (Huizingh, 2007) In this research, the test was used to find out whether two variables were having the differences. The chi square test performed with the Nonmetric Tests command which was meant to test the distribution of each variable. This test can be used to determine whether various categories of a variable contain equal numbers of cases. So it

helped to find out the differences in frequencies of each linguistic variable in accordance with their usage.

The statistical analysis of all above linguistic variables shows some meaningful differences of using these variables with reference to both genders. It is not statistical difference as word count analysis is difficult to have large data for counting frequencies. Conversational analysis is delimited on required words, phrases and sentences. Whereas, it is needed for statistical difference a huge data based on lot of numbers and their multiplication. The differences of percentages and graphical representation of data provides enough evidence for the difference.

Graphical Representation of Linguistic Variables Taken for analysis

Figure 1



On x- axis, those linguistic variables have been written, which used for finding out the variation in both genders. On y-axis, percentages of clips have been shown.

Quantitative Analysis

Section II

Table

Summary of Twelve Clips of the Usage of 'Hypercorrect Grammar' of Both Genders

Hypercorrect Grammar	M1	M2	M3	F1	F2	F3
1	0	0	0	1	3	2
2	0	1	3	2	3	2
3	1	1	3	6	4	5
4	2	1	3	6		
5	2	3	3			
6	3	3	3			
7	3					
8	3					

Note: M1=First male, M2=Second male, M3=Third male, F1=First female, F2=Second female, F3=Third female

Eight clips have been taken for hypercorrect grammar analysis, in which if we see table1, M1 has used one time hypercorrect grammar in three clips, two times in four clips, two times in five clips, three times in six clips and three times also in seven and eight clips . M2 has used one time in two clips and three times in seven clips. Likewise, M3 has used three times on average. If we see F1 then hypercorrect grammar has been used one time in one clip, two times in two clips, six times in three clips and six times in four clips. F2 has done three times in one clip and three times in two clips and four times in three clips. F3 has used two times in one clip, two times in two clips and five times in three clips. So, on average, if we see according to these clips, females tend to do more hypercorrect grammar during cross-cultural communication.

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Table

Summary of Eight Clips of the Usage of ‘Correct Grammar’ of Both Genders

Correct Grammar	M1	M2	M3	F1	F2	F3
1		3	4	3	2	1 2
2		5	4	3	2	2 3
3		5	5	4	3	2 3
4		6	5	4	3	3 3
5		6	5	5	3	3
6			6	5	4	3
7				5		
8						

Note: M1=First male, M2=Second male, M3=Third male, F1=First female, F2=Second female, F3=Third female

Eight clips have been taken for the analysis of correct grammar. In which M1 has used three times in one clip, five times in two clips and six times in five clips. M2 has used four times in clip one, five times in three clips and six times in six clips. M3 has done three times in one clip, four times in four clips and five times in seven clips. In opposite case, F1 has done two times in one clip, three times in three clips and four times in six clips. F2 has done two times in two clips, three times in four clips and three times in six clips. F3 has done two times in one clip, three times in two clips and three times in five clips. It shows that women are less frequent in using correct forms of grammar regarding those particular variables taken for observation

Table

Summary of All Clips with Hypercorrect and Correct Grammar Usage of Both Genders

	M1	M2	M3	F1	F2	F3
Hypercorrect Grammar	3	2	1.75	6.125	4.5	3
Correct Grammar	5.375	4.5	4.25	2.75	2.75	2.5

Table 3 shows that on average, M1 has used three times hypercorrect grammar whereas five times correct form of grammar, M2 has used two times on average hypercorrect form of grammar and four times correct form of grammar and M3 has used on average only one time hypercorrect form of grammar and four times correct form of grammar. On other part, F1 has used on average six times hypercorrect form of grammar and two times correct form of grammar, F2 has used on average four times hypercorrect form of grammar and two times correct form of grammar, and F3 has used three times hypercorrect form of grammar and two times correct form of grammar.

Table

Statistical Comparison of Both Genders with Reference to Hypercorrect Grammar

Usage and Correct Grammar Usage

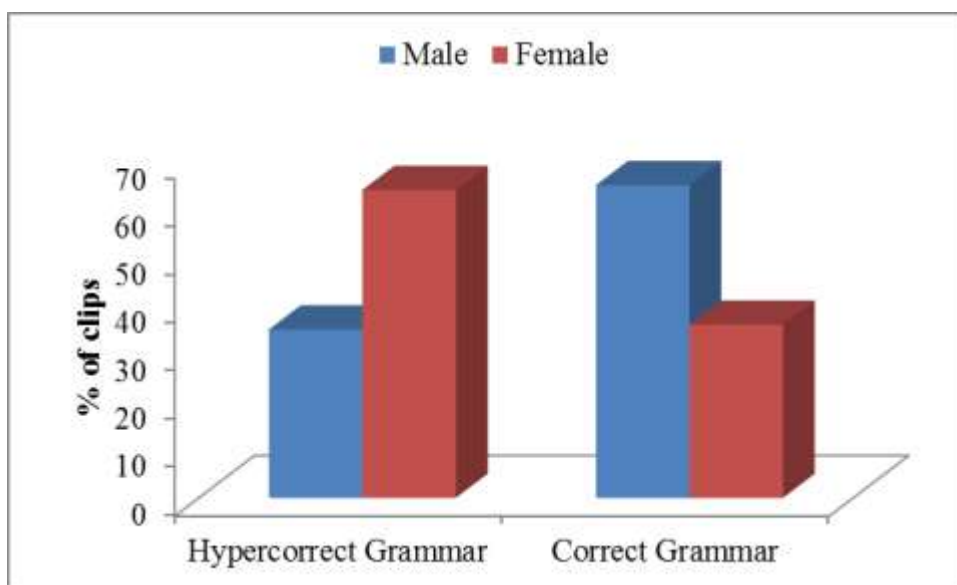
	Male		Female		χ ² value	p-value
	F	%	F	%		
Hypercorrect Grammar	7	35	14	64	3.95	0.047
Correct Grammar	14	65	8	36		

Table 4 shows the chi square value of using hypercorrect and correct grammar with intra speaker and inter speaker variation. The value of chi square (p=0.047) shows the significant difference between using hypercorrect grammar in both genders. If we examine this calculation with simple percentages of both genders values, it seems that 35% males are

using hypercorrect grammar and 65% males are using correct grammar with those particular words taken for analysis, females tend to use quite opposite direction. They use 64% hypercorrect grammar and 36% correct grammar.

Evidence also shows that there is found difference not only in inter speaker cross cultural communication, but significant difference is also found across the intra speaker variation. Male tend to use correct grammar more as compared to hypercorrect grammar and females tend to use less frequently correct forms of grammar in relevant society.

Figure 2



On x- axis, those linguistic variables have been written, which are used for finding out the variation in both genders in order to find out the difference between the usage of hypercorrect and correct use of grammar. On y-axis, percentages of clips have been shown.

The quantitative analysis was aimed at enlisting the frequencies of under examined linguistic variables and finding out whether the differences in frequencies exist and with what proportions. The overall aim was to find out the phenomenon or degree of carefulness in language use. The qualitative analysis was discussed in the context and function of linguistic variables. It also examined the linguistic variation with respect to gender dialogues and their feelings. It examined the special usage of Urdu language words to distinguish between the genders. In short, the social role and linguistic behaviour of genders were investigated.

To some extent, this study achieved these objectives but language is a dynamic phenomenon. It is not possible to provide definite answers. Apart from gender, there are a **Language in India** www.languageinindia.com ISSN 1930-2940 13:6 June 2013
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number of social, psychological and economic factors that are involved in the phenomenon. These all are sometimes working as an independent phenomenon. Sometimes they act as a mutually connected phenomenon. This study assists in understanding the phenomenon of careful linguistic use of the relevant community in Urdu language. Quantitative analysis was proved to be a successful way to measure the word frequencies of Urdu language speakers.

Qualitative analysis proved more appropriate to address questions, such as the speaker is using which variable at what time with which frequency and why. Both methods have clearly defined the language change phenomenon, with special reference to gender. Language change is a process which exists in every society and every culture. So the present study is a fine contribution in this context.

Differences in Women's and Men's Language

Data was analyzed under SPSS. Chi-squared test was used to convert the simple means into percentage value.

Linguistic variables	Male	Female
	%	%
Hypercorrect	13	32
hedges	14	22
Special linking words	18	30
Speak in Italics	16	24
Modal verbs	14	19

Total eight clips were taken for analysis containing approximately 40 minutes. Every speaker has an average seven to eight minutes to speak, so the required words were taken through word count analysis. After counting the words, mean of every speaker relevant to every linguistic variable had been taken. But the objective was not limited to these lines. Chi-squared test was applied on each category and the difference was found.

Unfortunately, significant different of one hypothesis was not found as the dataset was not large enough. The data based on conversation is difficult to find out in large sizes. However, the actual purpose behind these variables was to find out the degree of carefulness in women's linguistic behaviour.

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Accordingly, there was meaningful difference in using these linguistic variables. The percentage of using all these linguistic variables was higher in women language use as stated above. According to this corpus, women were using 32 % of hypercorrect grammar whereas men were using 13 %. Women were using 22 % hedges and men were 14 % hedges. Women were using 30% special linking words of Urdu language and men were using 18 %. Women were using the words spoken in Italics 24 % and men were using 16 %. Women were using modal verbs 19 % and men are using 14 %.

A qualitative inquiry was also done into the related process of language variation with respect to gender and language change. An effort was made to see that in which conditions or circumstances speakers are changing linguistic variables and using some variables with low or high frequency.

Women's Carefulness in Language Use

In the considered community, women language use was more careful than men. They were using hypercorrect grammar more frequently. In under-examined grammatical particles, this is the elimination of glottal sound after some consonants due to more conscious and careful linguistic behaviour of females. It is observed that when they are in any kind of emotional state in cross cultural communication like anger or despair, they use hypercorrect forms more often. This is the phonological variation. So there can be a number of other factors involved in phonological variation as women have high pitch than men. It is observed that if any consonant sound of b, r, and n comes before glottal /h/ sound, they are observed to skip the glottal sound in Urdu language. In normal emotional state or relaxed mood they do not do so more frequently. So, particularly, with this reference, this study shows that speaker's emotional state sometimes has visible impact on language in peripheral manner. It is also noted that this linguistic change is not seen as a diachronic change in Urdu language. Speakers are using both forms of these grammatical particles with glottal sound and without glottal sound. Only variation is found and this variation is found with significant difference on both inter speaker and intra speaker level.

According to Meyerhoff (2006), the linguistic variation is quite predictable and depends entirely on the immediate linguistic context in which variants occur. The same speaker will sometimes use one variant and sometimes the other variant. The same speaker may even alternate in different sentences. Since 1960s, Sociolinguists have observed considerable evidence showing that speaker variability can be constrained by non-linguistic

factors as well as by linguistic factors. However, it was argued by Meyerhoff (2006) “No social or contextual constraint determines where you will hear one form rather than another 100 per cent of the time. However, they will tell you how likely you are to hear different forms in different contexts and with different speakers. The difference is probabilistic.”

Another important result is that the elements of language change and gender correlate and there is further research required in this area. According to Trudgill (1986, p 79), “The men have a great many expressions peculiar to them which the women understand but never pronounce themselves. On the other hand, the women have words and phrases which the men use, or they would be laughed to scorn. Thus it happens that in their conversations it often seems as if the women had another language than the men.” Furthermore, “The geographical, ethnic group and social class varieties are at least partly, the result of social distance, while sex varieties are the result of social differences.”

According to this study, as far as women language use is concerned, it is comparatively more careful than men. Their language is representation of their general behaviour. Although, significant difference is not found due to small corpus but there was statistical difference with reference to four categories of linguistic variables. These are hedges, special linking words in Urdu language, words spoken in Italics ad modal verbs. In case of the usage of hypercorrect grammar showed striking results.

Linguistic variable	Male		Female		χ^2 value	p-value
	f	%	f	%		
Hypercorrect Grammar	7	35	14	64	3.95	0.047
Correct Grammar	14	65	8	36		

In the fourth category of linguistic variable, hypercorrect grammar, it is clearly noted that the difference is significant. Not only there is significant difference in the use of hypercorrect grammar in males and females, there is significant difference in using hypercorrect grammar and correct grammar which shows the intra speaker variation. Women used 64 % hypercorrect grammar and 36 % correct grammar on average and men used 35 % hypercorrect grammar and 65 % correct grammar on average. The value of chi-squared

($p=0.047$) shows the significance difference between using hypercorrect grammar in both genders.

The linguistic variables chosen for the research have been further eliminated by specific number of words or phrases. These words have necessary functions in Urdu language.

Women's Linguistic Behaviour is parallel to Their General Behaviour

To analyze the data, main course was speakers' conversation. As conversation is very vague term for data analysis quantitatively so it would be more appropriate to say that conversation is based on speech units. Every speech unit has some utterances and those utterances have been analyzed separately to find out the frequencies of proposed linguistic variables. An utterance has an exact definition to refer to the whole linguistic production of each person (Bayer, 2000). It has the single function in a conversation during each turn, in a single sound, in a word, in a phrase, in a sentence, or even in a series of sentences.

Other studies have shown that women tend to use the standard language more than men do. Climate (1997) believes that females generally use speech to develop and maintain relationships. They use language to achieve intimacy. Tannen (1990) states that women speak and hear a language of connection and intimacy, while men speak and hear a language of status and independence.

Hypercorrect grammar is the term which non-standard usage that results from the over application of a perceived rule of grammar or a usage prescription. A speaker or writer who produces a hypercorrection generally believes that the form is correct through misunderstanding of these rules often combined with a desire to seem formal or educated. Linguistic hypercorrection occurs when a real or imagined grammatical rule is applied in an appropriate context. In this study, there is a significant difference between the uses of hypercorrect grammar of selected words taken from Urdu language.

The chi-squared value ($p=0.47$) shows this significant difference. Women use 64% hypercorrect grammar and 36 % correct grammar. Overall, men in this corpus use 35 % hypercorrect grammar and 65% correct grammar. Hence, we can say that there is also significant difference in the use of hypercorrect grammar and correct grammar.

Contribution of This Study

Language use and gender has become a universal, obvious and frequently observable phenomenon on international and national level but limited work has been done in Pakistan to fully explore the processes of language variation according to gender role. With particular reference to Urdu language wide-ranging efforts are needed to work in this area. The study investigates these phenomena and provides an insight into these processes from linguistic and social role of gender perspectives.

This study is likely to contribute to the following distinct areas:

Providing valuable understanding of the language use processes involved in linguistic variation and the role of gender in using Urdu language. Language change is also a burning issue regarding sociolinguistic studies. The process of language change through gender is considerable element of this study. With reference to this study, it is noticeable that the glottal sound /h/ performs as phonological linguistic variable. Two variants of this variable are being used by Urdu speakers.

(h) = /h/, / Φ /

It will help in understanding of different behavior of males and females towards using some linguistic item in different way. For example, the qualitative data analysis shows some important findings regarding the issue. During the intensity of emotions, women seem to pronounce hypercorrect forms of grammars with reference to those particular particles taken from the corpus. Women are considered more emotional than men according to some psychological studies. And their language reflects their emotional state.

The study will add to research methodology in Pakistan in the field of language use and language variation with reference to gender. For example, the research provides far-reaching information in conducting research design to analyze the conversation with modern techniques of content analysis and SPSS. So, it is proved as a better specimen to observe the recorded data under qualitative and quantitative approach.

Recommendations

To understand the mechanism of linguistic use and gender, language change and language variation in Pakistan with particular reference to gender further investigation is needed. The present study has raised a number of issues which need further exploration. One consideration for further research could be to work on the gender language use in other

domains of social life. The present research has focused on the formal domains of language use. Informal domains of language such as family, home and friends, need to be explored.

Apart from the domains studied in this work, a wide range of other parameters such as professional, economic background, family background, social class, ethnic identity etc need to be considered as they play a very significant role in the process of language maintenance and variation. Therefore, it should be studied in the context of language change & variation and the role of gender in this regard.

This work has explored how far television reflects the process of language variation in accordance with gender and other related processes. Another area of further research could be related to the study of how these phenomena are reflected in live talk and conversation. Moreover, written corpus can also be studied. Print media such as newspaper and magazines can also be interesting areas of investigation for future research in this regard. For example, daily conversation reflects the actual usage of language.

Any change or variation in language through various factors and the impact of an assortment of factors should be quantified and then explained with in-depth description. As words are not only the words spoken by speakers, they are in fact the representative of different social and psychological backgrounds. Through conversation analysis, the process of language change, language variation, language hybridization, borrowed words in language and many other areas with the influence of gender can be studied and analyzed for language planning and language development.

There are still many dimensions that are unexplored and require further research. For instance, it is necessary to explore what are the linguistic and socio-cultural implications of language change and variation with reference to gender use in advertisement on both the electronic and print media. Another area of further research could be related to the study of implication of language change and gender in the pedagogical context of Pakistan. There is also need to address how these processes can be exploited to devise an approach to teaching and learning of language in Pakistan.

Conclusion

It is not possible to give final answers to the research questions raised at the beginning of this research. However, this work provides an insight into wide-spread areas of language differences with respect to gender usage and language variation. It is noted that linguistic variation has been observed with synchronic change and on the both inter speaker and intra

speaker variation levels. Significant findings emerged as a result. Firstly, the research establishes the statement that female speakers are more careful than male in using different linguistic variables. Secondly, with reference to the use of hypercorrect grammar, female speakers use it more frequently in their language due to their more careful and conscious behaviour towards language use. Apart from assessing the careful behaviour, it is essential to quote the linguistic variation in using particular linguistic items of hypercorrect grammar.

The glottal sound /h/ is being eliminated in Urdu language if it occurs after three consonant sounds i.e. /r/, /b/ and /n/. The interpretation and analysis procedures involved in the study also make it evident that linguistic use and linguistic variation are very much relevant to the gender. In our community, these dimensions are interrelated to a great extent and strongly reflect upon each other. Language change is a continuous and on-going process. Therefore, it is interesting to study this area for further planning and development of language.

It is expected that this work will not only help in understanding the process of language differences and language variation with respect to gender role but also will open new dimensions in this area of exploration. It will provide more awareness of the use of Urdu language in Pakistani community and its change and variation in terms of its speaker's usage. It will also contribute towards efforts for the planning and development of Urdu language.

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Evolution of Human Language – A Biolinguistic, Biosemiotic and Neurobiological Perspective

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Abstract

An attempt is made here to approach the origin and evolution of human language from the foundational perspective of the faculty of language as a species specific attribute, found nowhere else in the animal kingdom. The rebirth of cognitive psychology started with Noam Chomsky as a major development in attempting a scientific basis of the understanding of language with a major empirical basis in neurobiology and neuroethology. While the study of language still remains a challenging area for philosophical and methodological debate, it enlightens many new areas of cognitive psychology and sets many new neuroscientific agenda for future research.

The biolinguistic, biosemiotic and neurobiological perspective focuses the origin of language problem as a working programme to find fruitful answers to many questions in neurology and attempts solutions to correct many language disorders in clinical practice.

Introduction

Despite a number of theories and approaches proposed to explain the origin of language in humans (Afzal et al 2007, Nehal and Afzal 2012) the basis of language generation and development in human remains a mystery (Smith and Kirby 2008). Tremendous advancements in the field of neurology, psychology, developmental genetics, computer science and engineering have addressed different fields of language and communication research and many questions of biology, psychology and medicine are being solved (Christiansen and Kirby 2003).

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However, a comprehensive theory of evolutionary linguistics still remains to be attempted (Witzanky 2011). It appears that language research provides a crucial juncture for many fields to explore the brain functioning itself and the complex interface of gene, brain, behavior and language axis is involved, having an evolutionary course of making the genetic tool kit and hence meet with the functional and developmental requirements to fulfill this important task in an effective manner (Margoliash and Nisbaum 2009).

Until a unanimous theory of language is developed, the epistemological and methodological issues will continue to surface for a complete deciphering of the linguistic code (Mondal 2012). This paper will address these issues through three approaches – a biolinguistic, biosemiotic and neurobiological perspective of language structure which can shade some new light on nature and method of language study itself.

Biolinguistics

The main concern of language as an internal faculty of the organism to respond to the challenges of the environment, as are the genetic, immunological and behavioral outputs, is considered a primary faculty which helps in adaptation to the environment. Hence it is an internal trait which led Chomsky (1957) to consider it as language organ and Pinker (1994) to consider it as innate core and basic to evolutionary development.

The biolinguistic approach is a great success as the developments in genes, developmental pathway and behavioral disorders led biologists to search the language roots in evolutionary past, hence proto-language, fossil language, language genealogies and many approaches in language study emerge and the main engine for language research in biolinguistics is provided by Chomsky's generative grammar (1965) which, though powerful, has still many limitations.

- (i) The genetic constraints of evolution predate the evolution of language and all animals despite the sharing of genes couldn't develop language.
- (ii) The computer simulation studies suggest that cultural evolution is far more effective in language evolution than biological adaptation (Berwick 2009).

- (iii) The universal grammar might have originated as a complex organ like visual system through Baldwin effect (1896, 1897). The Baldwin effect has been called organic selection, which explains callus and sterna of ostrich. The characters more used are genetically assimilated and inherited.
- (iv) Simulation studies by Christiansen et al (2002) have addressed this question. In one experiment, learners of language who are biased toward learning a language, differentially reproduce and language learning is internalized in the genome. However this is unlike the visual system, as the visual environment is less changing while the language environment is changing fast.
- (v) Under rapid linguistic change, genes can't evolve fast enough, to keep pace with the moving target.
- (vi) Coevolution of gene and language can also occur, simulation studies further show that gene-language change can occur only if genetic pressure is extreme or coevolution can occur only if language is entirely genetically coded. This is not possible.
- (vii) On these grounds, universal grammar couldn't have evolved on evolutionary grounds. Only cultural evolution can explain it.

Biosemiotics

A very different approach to evolution has been suggested by biosemioticians, the importance of which has attracted attention of a number of serious scholars of linguistics. We have here a powerful group of scholars who have argued for a primary versus secondary organizer module of language. Marcello Barbieri (2010) has tried to resolve the conflict between Thomas Sebeok and Noam Chomsky in biosemiotics. He first traced the similarities between the two scholars thus –

- a) Language has biological roots.
- b) Language is a faculty, a modeling system.
- c) Recursion is the basis of generating unlimited number of structures from a finite set of elements.
- d) Innate faculty to acquire language lies within a few years.

However the difference is centered around the cognitive development and the brain – wiring which is prolonged in human ontogenesis unlike the case in other mammals viz. embryogenic, foetal, infant and child development which has prolonged span and in the heterochrony of ‘*cerebra bifida*’, the development of brain is followed by the development of language (though only after birth).

The biosemiotics of language is an extension of the famous semiotic theory having an innovative attempt toward science of semiotics itself, from –zoosemiotics (including animal life), to life and code semiosis which are extensive and it is essentially triadic (observer-object-interpretant, Pierce 1906), instead of Saussure’s diadic form (1916). Chomsky similarly had major innovation in the study of linguistics viz. he replaced behaviorism of Skinner (1959) with modern cognitive base, introduced innate and generative type of universal grammar (1959) and a common program of the principles called minimalist programme (1995).

While Sebeok (1979, 1991) placed interpretation as the chief feature of language, Chomsky placed syntax as governing the meaning with simplicity and economy of words, a principle to be discovered like principle of least action in physics or periodic table in chemistry.

Modern linguistics separates so-called external language (E. Language) and internal language (I.Language). The former has two components – the phonetic one (to receive and produce sound) to cognitive system (gives meaning to it), to which a third is added, i.e., syntax which is a processing system evolved only among humans. Hauser et al (2002) gave twofold classification thus – FLB (broad sense) and FLNS (narrow sense) which is syntax alone. In bio-semiotics the animal perceives the world through a subjective environment ‘*unwelt*’ which is species specific. This *unwelt* is perceived by ‘*innenwelt*’ (Uexkull 1909) which is primary modeling system. Thus, animals and man have similar primary modeling system, but not language (Lotman 1991), human language is the result of a later evolutionary addition, the secondary modeling system (this is so to say the FLN of Chomsky, though more evolved one).

The biosemiotic approach to the evolution of language has been perfected by Marcello Barbieri (2003), as a system of organic code which evolved in the living world since the first cell evolved. The ribo-world is the unique prebiotic world that had a trinity of genotype, phenotype and ribotype. This starts in the beginning with genetic code as a pure code (code semiosis) and later on as interpretative code (hermeneutic semiosis). Semiosis is the production of signs and meaning with independence between them (there is no necessary link between the two).

A semiotic system is a system of two independent worlds connected by the convention of code. Hence semiotics has three entities – the sign, the meaning and the code. Furthermore, there is a code maker (agent) which makes all these three.

In the primitive world before cell, there were only molecules and bondmakers (agent) that joined molecule by chemical bonds, there being a template and making of the copies of nucleic acids. Proteins couldn't be made by copying and required four types of molecules, the DNA, a carrier of genetic information (a messenger RNA), a peptide bond maker (a piece of ribosomal RNA) and molecules that carry both the nucleotides and amino acids (transfer RNA), the remarkable feature of protein makers was that there had to be a strict correspondence between genes and proteins and the evolution of translational apparatus had to go hand in hand with the evolution of genetic code.

Protein synthesis then arose due to integration of two distinct processes – the code itself and the template – dependant peptide maker or a codemaker. The ribosoids provided this codemaker and are the oldest of the phylogenetic molecules; the genes, proteins and ribosoids are all manufactured molecules, only ribosoids are makers of these molecules; cells have thus three types of entities – genotype, phenotype and ribotype (codemaker). Thus cell is a true semiotic system and code semiosis is a reality. From this, Barbieri (2003, 2006) concludes that organic code or code semiosis has three features – a) organic codes exist by the presence of adaptors and are universal (b) the presence of two or more organic codes show context – dependant behavior of cells and there is no need of interpretation at the cellular level (hence two types of biosemiosis – one depends upon coding and one depends on interpretation) and, finally, c) in a new great step of macroevolution, the appearance of new organic codes took place.

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The biosemiotic approach thus sees the evolution of language as precise and devoid of any interpretation and the syntax, if any, has to be based on organic codes rather than requiring more universal laws of Chomsky ala periodic table, or principles of least action.

Code Model of the Origin of Language

In the first step, the code model of the origin of language has been developed by anthropologists and semioticians identifying three features of signs (languages) – a) sign is an icon of object, viz., a tree, mountain, etc b) the sign is an index associated with an object, viz., cloud with rain and c) sign is a symbol; a flag of a country where no physical link exists between the two. While animal communication is solely based on icons and indexes, human language is based on symbols (Deacon 1997). Hence animals have no symbols.

Sign

This is because animals have only one modeling system, which is also found in humans. This modeling system is based on building a mental world out of a real world, and the Natural selection is a process which helps animals to reduce the gap of reality. Animals are able to do it by icons and indexes because they represent physical properties; they do not use symbols as symbols are arbitrary and increase distance from reality. This is the base of so-called primary modeling system. However, man has a secondary modeling system too which is based on symbols.

Pedogenesis and Late Embryonic Period

This second system is the result of man being a juvenile ape (fetalization theory of Louis Bolk 1926). Animals have developed embryonic life such as pedogenesis, neoteny and pedomorphosis. While humans have horizontal line of sight while standing erect, primates can look around while walking on all four (Gould 1977). The Evo-devo approach is called for (Kanopka and Geshwind 2010) as bigger brains, flat faces, reduced body hair and upright postures are all present in foetal stages of all primates but extension of these features in the post-uterine period is only a human feature. Hence for language no new genes are required for the larger size of human brain, only late embryonic period is enough for the brain

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development. Man in fact needs twenty one months of intrauterine life for development of complete size of the brain, so this large brain development outside uterus is an innovation to escape the limited uterus size and narrow space of the birth canal. New brain – wiring is thus the basis of language development in man. This brain wiring is subject to environmental interaction between child and other individuals and hence language could develop only among humans.

Marcello further cites the example of *Cardia bifida* in the development of two hearts in a single circulatory system in a developing embryo, as the two primordial diverticula coming together beside the gut, fail to fuse due to physical separation, say by means of a flap of an object, and form two hearts epigenetically. In case of language too, animal genes (similar with man) are epigenetically regulated to provide language development (no new genes are required).

Postnatal Development and Language

Jean Piaget's (1954, 1960) postnatal development of cognitive abilities (object, space, time, causality, number, word) has four elaborate stages, viz., – sensory motor, preoperational, operational and formal. No new neural connections are formed in all these periods – only intensity of the wiring tends to decrease. The brain ignores most incoming signals, but it allows human interactions that take place in first few years of postnatal development. The wiring of nervous system is achieved by an overproduction of neurons followed by elimination of those which don't come in contact with nerve growth factors (Changeaux 1983, Edelman 1987). The programmed cell death (apoptosis) is activated by molecules of death – however in case of language, not internal growth factors are required, only external factors of the human interactions are enough. Thus the genes of language are the same as genes of modeling system in animals but here the codemaker is not individual brain but the community of interacting brains (so-called distributed language, Cowley 2007).

Conclusions Relating to Code Origin of Language

A few conclusions are reached here for the code origin of language –

- (i) Origin of language was due to a small set of new codes (foundation).
- (ii) Evolution of language was due to appearance of other codes at various stages of development and finally the foundational codes were strongly conserved and remain as the language faculty of all human beings.

Neurolinguistic View of Language

Evolutionary inquiry on generation of language as listed above lack a further mechanistic component of language to be studied empirically, particularly in case of syntax which is related with subdomain of language. Neuroanatomic and neurophysiological research is concerned with language processing, finding neuronal pathways and their local circuits from infrastructures of speech and language. This includes mapping from gene to brain circuit to linguistic phenotype at the level of computational operations.

Science of Comparative Ethology

The science of comparative ethology has a working programme on the communication and cognition research. In language processing, what factors of non human species can be taken as conserved? This requires language processing (viz., phonology, syntax, semantics) to be decomposed into more elementary operations viz. concatenation, labeling and constituent construction.

There are two different foundational perspectives on language as a computational system for communication versus language as a system for optimizing communication.

Language is used for communication- but not necessarily optimally designed for this purpose. The optimal path is, psychologically speaking, more concerned with combining constituent thoughts, generating new internal representation (Chomsky, 2000). These are the so-called two aspects of language not yet understood properly.

In genetics, linguistic behavior has a gene – brain behavior linkage, which has been elaborated as mapping from genetics to neural circuitry to computational neuroscience to language processing (David Poeppel 2011). Much progress has been made in this regard.

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This in the past years required a threefold approach a) the functional anatomy of language, b) physiological data on timing, and finally c) the analytic relation of the language and neurobiology, the so called granularity mismatch problem.

The division of brain into Broca's area in the left inferior frontal lobe and Wernicke's area in the posterior superior temporal lobe has been associated respectively with production (syntactic aspects of language) and perception (meaning) of the signal. This was reflexive, as held earlier, now only it is taken as there being internal representation/computations as 'mental operation' (data generated through fMRI, PET, EEG, MEG etc point out that there are many more cortical and sub-cortical regions beyond the left and right hemispheres implicated in various tasks).

Some interesting features are noted here.

a) **Information Processing**

There is a dual stream of information processing (Poeppel and Hickok 2004). For speech recognition, acoustic signals are initially analyzed in the dorsal and posterior superior temporal gyrus and superior temporal sulcus. These initial stages of perceptual analysis are computed bilaterally in the superior temporal cortex (Binder et al, 2000), there being computational specialization between the two (timing properties).

From this two streams originate: a) A ventral pathway (superior temporal sulcus, anterior temporal lobe, middle temporal gyrus, inferior temporal sulcus and inferior temporal gyrus), this stream gives sensory/phonological representation to lexical or conceptual representation (i.e., from sound to meaning). b) A dorsal pathway include Sylvian parietotemporal area, inferior frontal gyrus, and anterior insular premotor cortex provide substrate for mapping from sensory/phonological representation to articulatory motor representation. The early analysis is bilateral (ventral one is more bilateral) and dorsal pathway is more left – lateralized. (There are further many fine grained subdivisions).

Here it may be noted that these regions are not given to entire syntax phonology, rather to distributed elements – the base of recognizing words, words to phrases and phrases

to sentences. Processing is further related to cognitive domains and spatially decomposed into sub routines.

b) **Time Resolution Processing**

There has been extensive behavioral and neurophysiological research during last ten years, that show that processing happens on multiple time scales concurrently, as asymmetric sampling times (AST) as high rate (25-50 Hz) and at lower rate (below 8 Hz). This allows processor to analyze lexical information at one scale and rapid phonemic information at the other. Genetically, selective dysfunction of the circuit for slow sampling induces dyslexia, leading phonological representation poorly mapped to orthography, and poor reading performance. Similarly optogenetic techniques (Sohal et al 2009) show that cell types can regulate gamma band activity and sensory processing important for speech recognition and hence provide a basis for processing linguistic representation of particular grain size (segmental information).

c) **Granularity Mismatch Problem**

A major problem of cognitive neuroscience is the relationship between alphabets of neuroscience (viz. neuron, synapse, oscillation, long term potential) and alphabet of language viz. syllables, noun phrase, question formation, etc. this is not an easy question to be answered. In linguistics, language has the adult speaker/listener with acquisition of language as fine-grained trait whereas in neurobiology, the real phenomena are to find where lies the actual syntax. This is a granularity mismatch problem.

Linking these two areas requires computational analysis. This requires a task, a way for word recognition and mapping it into circuits that can be related to nervous tissues. This reduction is still not easy, for we do not know if a syllable maps on a dendrite, neuron, assemble, cortical column or some assembly of parts. An important concept is concatenation (like X and Y generate X-Y) or linearization and how is it linked to mind or the circuitry, underlying the gamma band which is related to speech.

This type of correlation between neurobiology and language comprehension provides a tool to approach genetic and evolutionary study of language which can further lead us to

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explain bigger categories as syntax or even communication. Such concepts as concatenation and rapid sampling can also give us tools for computational routine aberration to language pathology which can lead us to a better use of language related disorders. The task is to decipher appropriate computations and granularity to approach the issue for evolutionary, genetic or epigenetic explanations as suggested by biolinguistic or biosemiotic approach.

Conclusion

There are, thus, three aspects in evolutionary linguistics to which the common points of language research (however diverse these three adaptive systems be), are linked (Simon and Kirby 2003); the evolutionary wherewithal (the toolkit), the language learning (infant stages) and the cultural transmission (necessary for social interaction). The complexity of language structure and function is based on the triad of time scale which is hallmark of language faculty among humans. A universal theme to unite all these three approaches has been attempted by universal generative grammar approach and explained by game theory (Nowak et. al. 2001), but its existence or acquisition in developing individual is still debatable. At present therefore, there is no consensus of a universal grammar or an interactive approach.

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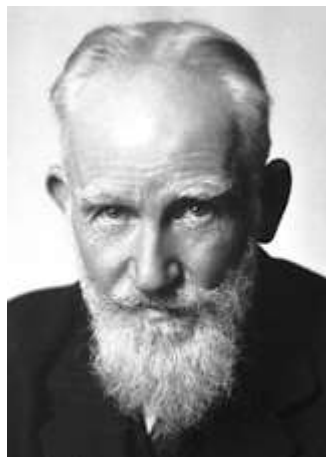
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George Bernard Shaw as an Unknown Novelist

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G. B. Shaw

Courtesy: www.nobelprize.org

Abstract

This paper presents G. B. Shaw as a novelist which is not known to many readers. His early writing was novel writing. It paved a good path for the development of Shaw's skills in writing his plays of ideas. His novels are the roots for his off-shoot plays. His five novels are 'Immaturity' (1879), 'The Irrational Knot' (1880), 'Love Among the Artists' (1881), 'Cashel Byron's Profession' (1882) and 'An Unsocial Socialist' (1883). They are full of biting satire and carping criticism of all the ugly aspects of Victorian life.

Keywords: Pugilist, socialism, capitalism, motifs, carping criticism, salutary and grovel.

Introduction

G. B. Shaw, a prolific dramatist, came to the theatre with a moral purpose. He used drama for the purpose of bettering the lot of humanity. His plays sparkle with his brilliant wit. His humour is dry and intellectual. His characters are products of social forces. He was a skilled dramatic craftsman. But his novels have not received adequate attention till now. Historians of fiction hardly took notice of them. Therefore, it is salutary to attempt a critical review of the five novels of Shaw.

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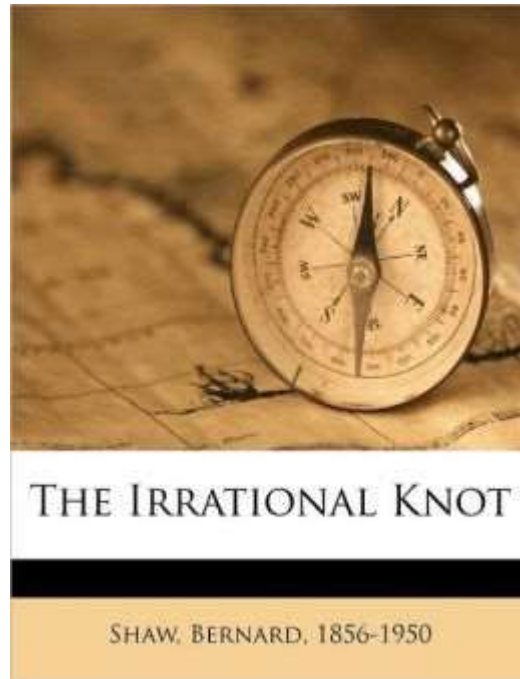
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Shaw's novels are very green things. They are very carefully written. They were written according to a definite plan. 'Five pages a day and one novel a year', says Bernard Shaw himself. They were all written in Shaw's early London years when he was still struggling to stand on his own feet. He wrote five novels. He began a sixth novel in 1888 but left it unfinished. He received rejection slips from all the publishers to whom he sent the five novels, one after the other. The social revival of 1880's gave birth to a number of propaganda magazines. Then Shaw became an ardent Socialist. So those magazines received his novels as worthy material, and Shaw's novels were serialized in them in the reverse order of their composition.

G. B. Shaw's Novels

Immaturity (1879) is the first novel of Shaw. It is true to its title, betrays the novelist's own immaturity and inexperience. Robert Smith, the hero of this novel, resembles the young Shaw in many respects. He is shy, self-conscious, and ill at ease with the women he comes across. He has read a great deal and is critical of people and events. As a clerk in a carpet company, he lives in private lodgings, when he meets Harriet Russell, the self-supporting milliner. He is rather enamoured of this new woman. But, in course of time, she marries a painter, who is "altogether different from the Pale Scholar". Smith leaves the carpet company on a point of self-respect, becomes the private secretary of an idle member of parliament, whose daughter, an incorrigible flirt, enchants him for a while. In the end, he meets Harriet to learn from her that he is only a boy - "Just a bad case of immaturity". The plot of this novel is not coherent and the interest is not quite sustained. But there are many amusing portraits of the Victorians types. Also there are many purposive discussions on marriage, art, music, literature and education.

The Irrational Knot



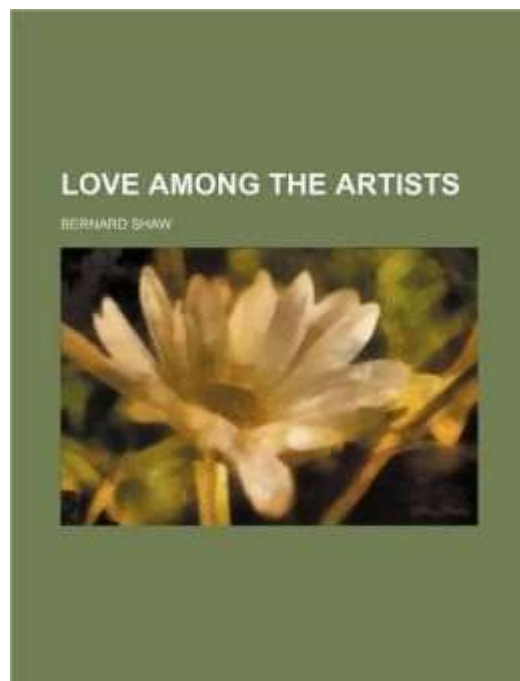
Soon after finishing his first novel, Shaw joined the debating club called the Zetetic Society where he learned to speak and argue, to be rational and practical. These attempts of Shaw are clearly seen in his second novel, “The Irrational Knot” (1880). This novel shows marked improvement in plot-construction, characterisation and in maintaining a balance between narrative and dialogue. The hero of this novel is an electrical engineer, Edward Connolly, who is rational and critical to the bone. He comes into contact with Marian Lind, an upper middle class girl, with all the inhibitions of her class. But these were only latent. When Connolly stabilises his position by the invention of the electro-motor, he marries Marian, facing a great deal of opposition from her father’s side. But soon he discovers that she is not quite the sort of woman he took her to be, and realises that an ordinary working girl would have shared his tastes and interests much better than Marian. She also feels unhappy with the intellectual machine she had married and so she links with Sholto Douglas, a conceited young poet of her own class though she rejected his proposal on two occasions earlier, she elopes with him to New York when a suitable opportunity arises. Now Connolly applauds her grit in running away and wants to make things easy for her by seeking for divorce. But Marian is not happy with Sholto. He was jealous of her and suspects her too often even during their voyage. On hearing that Connolly was seeking for divorce, Sholto quarrels with Marian and they part on bad terms in New York. She lives in some poor lodgings and cables the news to her cousin in London. Connolly guesses the hardships of a woman in a city, goes to New York and offers to take her back without any fuss. But she would not return since she was already with child.

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Shaw dovetailed skilfully into this main story, the story of Connolly's sister, Susanna and Marian's cousin, Marmaduke. Susanna earns her livelihood independently by acting in operas and ballets. She attracts Marmaduke. They live together as man and wife, without any formal ceremony of marriage, and they have a daughter also. But, Susanna becomes an incurable-dipsomaniac. Consequently her reputation on the stage suffers. When reconciliation with Marmaduke is found to be impossible, she leaves for the United States to accept a long standing theatrical engagement. She is a failure on the American stage; she begins to sink day by day and dies in the same lodging where Marian also lives, a few days after Marian's arrival. Later, Marmaduke consents to marry according to the wishes of his parents. Shaw claimed that the morality in this novel is original. He also claimed that he had anticipated the morality of Isben's "A Doll's House" in this novel.

Love among the Artists



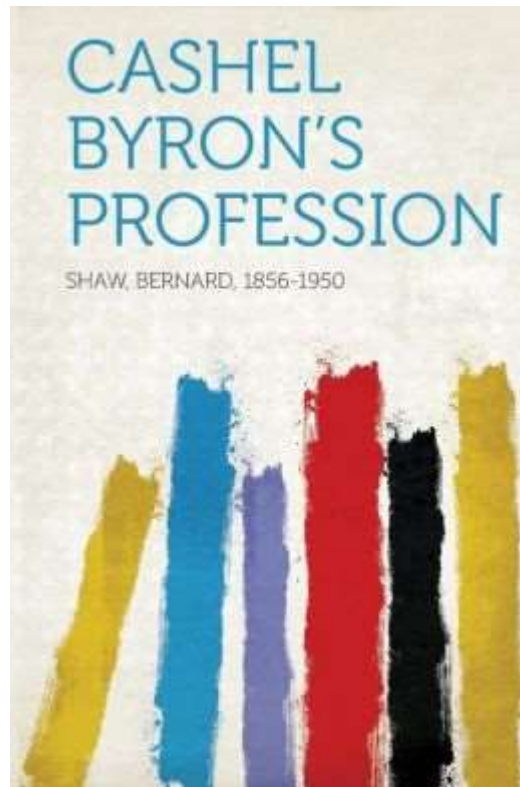
The third novel "Love among the Artists" (1881) was interrupted by an attack of small-pox which made Shaw grow his famous beard. It is the story of two artists, a Welsh Composer, Owen Jack and an actress, Magdalen Brailsford_who had to struggle hard against a Philistine public and the tyranny of a family of prudes respectively, to pursue their vocations independently. These two are contrasted against the Pseudo-painter, Adrian Herbert, and the commercial-souled, Polish pianist, Aurelie. Love inevitably plays a prominent part and there are mutual attractions and repulsions. In the end, however, the genuine artist remains un-

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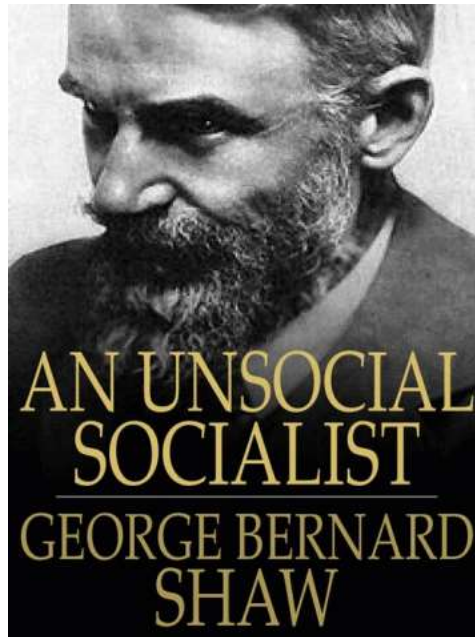
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married. This novel anticipates the motifs of “Candida”, “Man and Superman” and “Pygmalion”. Like a flower girl of the play ‘Pygmalion’, Madge takes lessons in elocution from Jack and becomes a first-rate actress.

Cashel Byron’s Profession



“Cashel Byron’s Profession” (1882), the fourth novel, was the most popular of Shaw’s novels. This is the story of an actress’s son, Cashel Byron who becomes a famous pugilist. He gradually works his way to Lydia Carew, the orphan owner of a large estate, with whom he falls in love. She is also in love with him. But his status is believed to be inferior compared to hers. Besides, he is engaged in a questionable occupation. These two complications keep the lovers apart for some time. They are getting over the dramatic appearance of Cashel’s mother who announces that Cashel is the sole heir to a big fortune. Cashel marries Lydia and forsakes pugilism for politics. Another most thrilling event in the novel is the actual wrestling contest at the Agricultural Hall between Cashel Byron and another champion, **paradise**. This is described in detail and was thoroughly enjoyed by the readers of the novel. It has autobiographical significance. Shaw practised boxing in his younger days. **What is this – Is paradise - name of a boxer in the novel?**



In the last novel, “An Unsocial Socialist” (1883), Shaw points out his new faith, Socialism. He had been converted to it just then by Henry George and Karl Marx. The hero of this novel Sidney Trefusis is the son of a capitalist. Educated in Cambridge, he presently understands that “Property is theft”. He preaches this with unabated passion and exposes the villainies of capitalism. He marries an intensely passionate girl of his own class, Hetty, but after a short period refuses to live with her on the plea that, in her bewitching presence, he cannot carry on his work of serving the cause of the workers. In his wanderings, he comes across a few aristocratic college girls with whom he flirts. His wife learns about this and hazards a journey to see him in biting cold. He pacifies her and sends her back. But she contracts high fever of which she dies shortly after her return home. The pompous funeral arranged by her wealthy and snobbish father, and his typically bourgeois reactions, are nauseous and intolerable to Sidney. Hence he boycotts the funeral, but erects a humble and cheap memorial which wounds the vanity of his father-in-law. But in course of time they are reconciled. Sidney takes a lead in the labour movements and dedicates his life to the amelioration of the condition of the workers. He gains a variety of experiences. He marries a second time a very clever and quick-witted girl and a cousin of his first wife, Agathawylil.

Everything in this novel - story, plot, and characterisation - is subordinate to the preaching of socialism. The title is appropriate because the hero is unsocial in his behaviour even towards his closest relatives. In his novel we have a clue to Shaw’s change-over to play-writing. Shaw visualised a bright future for the artist in a socialist state in this novel where the

hero declares: “Art arises when men rise and grovels when men grovel”. With the raising of living standards of the people, it is possible to improve the lot of the artists. Finally, Shaw brings forth the idea of a socialist state as a remedy for all the ills of the world. This theme of the novel later developed in the play “*The Apple Cart*” of Shaw.

Conclusion

All the above *five* novels were written in the prime of Shaw’s youth-between his twenty-second and twenty-seventh years. The subjects which interested him most at the time – marriage, the place of artists in society and the reorganisation of the society, found expression in them. We find traces of Shaw in almost all the heroes. Shaw also portrays the new women in Harriet Russell, Agathawylil, etc. There is in the novels a lot of ‘theatrical’ element which Shows that they are ‘a preparation for the plays’. Dialogue and discussion take the place of narration and description more and more as we proceed from earlier to the later novels.

All the novels were written in conformity with the Victorian novel. But they were full of biting satire and carping criticism of all the ugly aspects of Victorian life. They were daring exposures of the villainies of capitalism that partly explains why the novels were rejected by the publishers. Though the novels were rejected, they gave Shaw a good training in the art of writing, in inventing stories, in constructing plots and in creating characters. This training was responsible for Shaw’s extraordinary output. The playwright is not an isolated phenomenon or a sudden off shoot but quite a logical and natural growth.

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George Bernard Shaw as an Unknown Novelist

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Role of Communication in the Improvement of One's Personality

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On Personality

To improve personality, it is important to know something about it. Basically, the personality is the way of thinking, feeling and behaviour that make a person different. Everyone in this world wants to be attractive. It is a myth that if you are good looking, only then you have a good personality. In fact, more than 70% of one's success and happiness will be a result of how well you interact with the world. Finally, it is your personality that determines whether people are attracted to, or shy away from you. When we say that someone has a 'good personality' we mean that they are likeable, interesting and pleasant to be with.

Personality Can Be Developed

If one wants to add attraction in his/her personality s/he should have to develop it. While talking about the need of personality development, the first thing which clicks into our mind is to face the interviews. To get the real success in them one should have an impressive personality with confidence, to cast an everlasting impression in the mind of a panel. Secondly, the need of personality development arises in creating tight bonds in society. As all of us know that the man is a social animal, so if we want to have good social interactions and relations, personality plays a vital role. Our good personality is the true reflection of our good attitude, kindness, compassion, patience, perseverance, courage, honesty, determination, enthusiasm, logical sense, admitting own mistake and correcting it, self-confidence, gratitude and many other valuable human qualities. Thirdly, in this highly civilized and competitive world, if one wants to survive, can she/he survive without developing his/her personality? The answer to this simple question is- 'No'. We can't even think of such a thing. How can it be possible if we want to live well in this world?

Personality Defined

As all of us know that personality is the sum total of one's physical self, energy self, mental self, intellectual self and spiritual self. The physical self relates to our senses, we can get it by proper nourishment and growth of body; the energy self relates to metabolism and the gross manifestations of energy; the mental self is related to stress and psychology and for it calmness and concentration of mind is a must; the intellectual self indicates the understanding power and thinking power of a person; last, but not least the spiritual self is the one that keeps one happy in all kinds of circumstances, and guards the spirit of man from breaking and splintering. Thus the

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word 'personality' comes from the Latin word 'Persona'; the meaning of the word is an actor's mask. Just as a person can play the role of an actor in any play, in the same manner every person in the world is wearing a mask on his/her face and they act their parts in their lives. Shakespeare himself said in his poem *The Seven Ages of Man*:

“All the world's a stage,
And all the men and women merely players,
They have their exits and entrances,
And one man in his time plays many parts,
His acts being seven ages.”

Two Phases of Life

Everyone has two phases of life: - 1) Inner self and 2) Outer self. So, for improving our personalities we have, to spend time on some self-improvement efforts. For such improvement, or to get perfection in all these selves, self-effort is the only key.

A person should follow some tips to improve his/her personality, like having a friendly connection with all; be a leader and guide; be positive always; carry an opinion; and other common tips:

- Be a good listener.
- Read more and more increase your interests.
- Carry an opinion.
- Show sincerity when connecting with people.
- Be yourself.
- Have a positive attitude.
- Be fun loving and see the humorous side of life.
- Be helpful.
- Have integrity and give respect to others.
- Be a good Conversationalist.

The last point, to be a good conversationalist, is a very important point to improve one's personality.

Functions of Communication

In the absence of communication, human beings will have to exist as lone individuals, never benefiting from the sharing of emotions, experiences, knowledge etc. that could be gained only through connection with others; that involves the transfer or exchange of ideas, information and understanding between individuals. It can be defined as: “Communication is not merely a transmission of meaning from one agent to another through sounds and symbols. It establishes the fact that there is a system of language commonly owned, perceived and recognized for communication by the members of a community.”¹

Personality and Communication

It is true that there are many factors that contribute to the development and shaping of a personality, like heredity, environment, child rearing, gender differences and in some cases some unique situations. Some genetically inherited physical and mental capabilities have an impact on how others see you and, subsequently, how you see yourself. Environment affects acquisition of values, beliefs and expectations due to socialization, and interaction with others. Gender differences encourage children, preparing them for their future in jobs fitting their gender. Good rapport with others as children grow, will enable them to receive messages from caregivers and other adults as to what is appropriate for them to do in life. When children have been abused during childhood or experienced some horrifying, life-threatening event, or witnessed a tragic event which could leave mental scars that make one be fearful, less trusting, less confident and so on. If a person wants to remove the evil effects of these experiences, she/he has to communicate, get counseling, and meet with people who could encourage, uplift the spirit and bring healing into their lives.

Conversation

Communication including conversation is an important step in developing one's personality. Conversation can often be the making or breaking point resulting in either solidifying a bond with new people, or putting them off in an uneasy uncomfortable awkward position; and one would walk away from there, wanting to slap oneself.

Deliberate Transfer of Knowledge

Communication is a deliberate transfer of knowledge. It can be called a very dynamic process to interact with the internal or the external world. Every moment of life people are communicating either verbally or nonverbally. It has been assumed that facial language contributes 55% of total communication, 38 % paralinguistic and 7% spoken language. Now effectiveness of language must not be concentrated upon only in the case of spoken language. All of the extent and behavior style of our communication determines one's personality. Personality is the sum of total of the ways in which an individual reacts to and with others. Personality means a dynamic concept of describing the growth and development of a person's whole

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psychological system. Every time people are interacting with an outsider, and his/her interior attitude or state of mind is continuously being reflected.

So, communication is a medium upon which anyone's personality is reflected. Communication really matters for improving the personality. Anyone who can express his feelings and emotions, address real output of what remains inside his brain, can develop a personality by himself to get appreciation and encouragement from others. But some people lack this potential to interact with others, and so they face problems of double personality. Inside they are one person and outside they are communicating or interacting totally differently. One's attitude, behavior and personality can be noticed and evaluated by the communication skills he/she possesses.

Personality Development

It is not wrong to say that if one wants to develop his personality, he has to develop his communication skills first, because if one cannot express one's views to others, it is not possible for anyone to understand one and one's talent. If you have talent or experience, you have to tell others and without communication it cannot be done.

Personality development is the developing a personality cult so as to create a strong positive impression about self with the targeted group, or in general; and more pertinent aspect of such personality are to maintain and prove in a long run. If one wants to take hold of the benefits of social environment; to develop oneself; to influence others and to get promotions in one's work place, one has to develop one's communication skills. This is what a North Carolina state university sponsored study had to say about the importance of communication in work place:

"Communication skills were considered more important than either technical knowledge...or computer skills."²

Only the development of one's skill can develop one's personality. With the help of communication now anybody can develop a winning personality and change his or her future.

In every aspect of our life, a good personality holds a great value. Whether you are a budding professional, an established career person, or perhaps a home-maker, it is something that will help you develop and maintain solid relationships with others.

Oral Expression

One of the key facets of personality development is communication. This is the ability of a person to effectively communicate verbally. Some people are gifted with verbal communication skills, while others are simply too shy and unsure of their abilities to even want to try. Speech is important in so many ways; be it at home, at school, or at the workplace, one needs to be able to articulate well the thoughts and ideas one has. In personality development, the

importance of speech is summed up into two parts: to gain positive perception from others, and to put our thoughts and ideas in the form of oral expression.

It is, without doubt, very difficult to improve our personality if we cannot even verbalize what it is we want to say. If we hesitate to speak for fear of being misjudged by others, if we are too shy to open our mouth in a gathering, it will really be difficult for us to develop our personality, life and future.

Part of our development is derived from what we learn from others, but if we have poor oral communication skills and do not want to improve it, then we are blocking the doors our own growth. Being able to express ourselves through speech is essential for building relationships with people, but if we continue to hold ourselves back and decline all kinds of opportunities to improve, then no development will be seen.

It is said ‘where there is a will, there is a way’. There is always a way around a problem, and if speech is something you are finding hard to deal with, you should not worry as there is a way to solve this. By following some tips you can achieve your goal to communicate effectively by these means of communication. By following these, you can kill two birds with a single stone: Improve your speech and develop your personality.

Some Steps Suggested

First of all, one should be confident about oneself. One needs to believe that one is capable of expressing oneself. Secondly, use polite speech and good body language. Now this is something other people miss out on; the words one uses and one’s body language will show the type of person one is. So this is something one should be careful about. Thirdly, one must modulate one’s voice and should not speak either too fast, or too slow. Voice quality, along with body language and content, always plays a very crucial role on how people will perceive one when one speaks.

Personality development is a broad field and if one really wants to win it, one has to address all the aspects related to it. Communication is one of the many areas that should be given sufficient attention, because without it, people’s perception of a person and that person’s ability to express himself/herself would be deeply affected.

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Communicative English in Teaching-Learning Process: A Critical Analysis

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Abstract

The aspiration for accomplished communication has brought an enviable demand for teaching English across the globe. People want to develop their command over English. Students want to master English to a high level of accuracy and fluency. The demand for appropriate teaching medium has turned out to be mandatory. Until now, different mediums and approaches have been used for teaching English in the classroom. There are many varying opinions with regard to the issues i.e. which medium is more effective in teaching English as a foreign language in classroom. Moreover, the most important issue is how to teach English in our classrooms. At present Communicative Language teaching is the call of the hour as it has been continuously adopted by textbooks and curriculum in different levels of education. Therefore, the author has very minutely emphasised the teaching of English through skill-based pedagogy.

Keywords: Lingua franca, Chunk, Language Commission, Internationalisation.

Minimum Working Knowledge

The importance of English is felt globally nowadays. But, in Indian context it is less used as a lingua franca. It is really felt that English is to be taught principally as language. Most of our students need only a communicative or working knowledge of English because they only need to express themselves clearly in English. For this reason they do not prefer to read English Literature as its function is somewhat different from that of knowing the language. English Literature should be read by choice by those who have the special liking for it. Indeed the study of literature is an advantage for the person who knows the language.

Official Position of English

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The post-independent India has laid some major steps in strengthening the position of English. In this connection I would like to quote the documentation prepared by the then *Official Language Commission* (1956),

“Since we need knowledge of English for different purposes, the content and character of that knowledge as well as the method of imparting it has to undergo a change. English has to be taught hereafter, principally as a language of comprehension rather than as literary language so as to develop, in the student learning it, a faculty for comprehending writings in the English language, more especially those relating to the subject matter of their specialized fields of studies. No doubt, to a limited extent a capacity for expression would also accrue and may usefully be cultivated along with the faculty of comprehension; however the change in the character and knowledge of English apposite to our requirements thereafter, as distinguished from the past is clear enough. The requirements of knowledge for comprehending English is mainly a matter of understanding the basic grammar and structure of language and thereafter, principally, a question of widening the vocabulary in the desired direction. A perception of the literary beauties of Shelley’s lyrics and of Shakespeare’s poetic imagery is not strictly related to the requirements of the case ...There will be full-fledged faculty available in our universities for the specialized study of the English language and literature in the same way in which there would be such faculty for other important languages and literature. The special requirements must not, however, determine the general position in the educational system” (Kohli, 6)

For Purposes of Communication in Selected Fields

Most of the people in India need English for communication purposes in the fields like business, administration, judiciary, media, medicine, science, technology and above all teaching etc. So, we have to improve the language skills like speaking, listening, reading and writing as much as we can. This is very much clear that English needs to be taught as language of utility but not for literary application to a great majority of our students.

The Importance of Learning English as Language

English is one of the world's most acclimatized languages. It has obtained its position in international, social, cultural as well as political activities. English strives as the standard language nowadays. It invites people sharing from the present to the future, from local to global, from country to continent etc. In today's hi-tech business world English is no longer regarded as a foreign language. It is the global means of communications. Officially, English has got special status among more than two billion speakers. Therefore, English is called the lingua franca. Thus we can state the importance as follows.

- i. English is used as an international language.
- ii. English is used as a library language.
- iii. English is used as a link language in communication.

English for Technology

In this cutting-age of technology, communication and entertainment have been given much emphasis. The phone call has been replaced by the text message and the letter has been transformed into an e-mail, cable TV gives us hundreds of channels at a time and movies on demand and the Internet provides unlimited and unregulated information at the click of a button. In this high-tech and fast-paced world where we are inundated with choice, few of us take time to slow down and sit down to absorb a piece of literature without relying on shallow, uninfected communication and read mostly for short bursts pieces of information.

The Goal for Teaching English as a Language

The demands as well as justification for making students learn English as a language for many practical uses and benefits. Its opportunities can open doors to higher socio-economic status and improved quality of life. It is apt to justify that "The fact that English is particularly rich in literary text. If students are to derive the practical benefits that come with learning English, we must ensure that they can use the language effectively. They must, in other words, acquire the language skills required, to be able to communicate through English" (I.E, v). Hence, we can achieve our goal for teaching English only by developing language skills.

Internationalisation and English

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Communicative English in Teaching-Learning Process – A Critical Analysis

A close scrutiny and survey reveals the fact that “With the increasing ‘internationalisation’, English has become a global resource or rather a global lingua franca. According to an estimate by the British Council, there are 800 million speakers of English worldwide, out of which, a staggering 450 million are non-native speakers. This research affirms that in today’s world, no country can stake its claim on English. So, unlike in the past, English does not belong to a particular society or community. The concept of global or world language, stress on the fact that English is the possession of any country that uses it” (Chaudhary, 2009)

The Cultural Fashion of Teaching English

Culture and language are like the two sides of a coin. English language introduces us to the civilization of another country. Through this language it is possible to share and communicate the wisdom, philosophy, science and technology etc. Our national consciousness was accelerated by the writings of Rousseau, Lincoln, and Burke. Through English, Tagore, Gandhi and Nehru have also been able to communicate our real aspirations to the whole World. Therefore, it is befitting to say that our cultural fashion is to be prioritized in giving place to the language as a medium for transferring our superb thoughts and intelligence.

Current practices in using English as the medium of instruction and where does it lead?

i) School level English

A new learner finds English as a new language. Teacher teaches it as per the fixed syllabi prescribed by the board or council. The number of classes is fixed in the time-table. The text book is the main source and means of learning in the classrooms.

ii) English studied as second language

In a country like India, where diversity exists in culture as well as languages spoken, most of the High Schools deliver the subjects in regional language. English is learnt as the second language. English is taught as any other subject again in a regional language. This aspect restricts the thinking process only to the vicinity of the regional languages. The terminology of second language also

reduces the priority of teaching and learning in English. Surveys indicate a high failure rate in the subject called Second Language that is English. Also educators feel the quality of English usage becomes degraded. Some state that even those students who pass the subject do not know reading, writing and speaking English properly.

iii) Regional language to English as medium of instruction is not a smooth transition

It is a widely prevalent truth of learning that during teaching – learning process the regional language interrupts as well as helps to a great extent to learn English. Mostly, the teachers and the learners receive their understanding through the sheer intervention of the regional language.

A survey has been made taking 1000 students of different classes of Kalinga Polytechnic, Bhubaneswar, which reveals the demand of learning English with the help of regional language. This observation is based on the fact that 64% of students are of the opinion that regional language is not the right way to have an understanding of the English language. And 28% of students give their positive response accepting regional language as the means of learning English, whereas the rest 8% of students remain indifferent in their opinion either positively or negatively.

iv) Understanding still difficult

In spite of the use of the regional language as a means of teaching English to help the learners understand, the subject is still very difficult for the learners, since they have not learnt English from kinder garden class. The original thought and objective of the author remain hidden. It is due to the rendering of the thoughts of the author in the regional language (most of the time the teacher is not able to do that very well). Therefore, it still seems to be hard for the students to understand English language.

v) Can there be ease in usage?

Though it has been a tough task, still there are simple ways to learn English through the adoption of the methods of communicative approach. The correct understanding of the original thought is possible not only by the so-called structural idiomatic usage of the language, but by the communicative means.

Can there be Changes?

Certainly by adding the changes to the existing pattern of teaching, one can easily bring about a great transformation. It is possible if the language teachers adhere to the principles of the new methods such as audio-visual aids, modern pedagogy; teaching through smart classes etc. to convey the meaning to the learner through simple, relevant and useful words and phrases.

Using Communicative English as Method of Instruction

In the class rooms, the teaching and the learning processes ought to be in the form of highly intelligible systems. The original text and its real meaning need to be explained using the communicative approach. Both teacher and learner should try to elucidate the original thoughts using modern technology. The methods of instructions will be of much significance while using communicative English.

The Possible Benefits

There has been a lot of discussion about the acceptance of English as a medium of instruction at different levels of study. In my opinion English should be taught as a compulsory subject at the school level. By virtue of the usage of communicative English as a method in the process of teaching-learning, it will be most useful in bringing many benefits and results to the learners as well as to the society at large. Our students need to know English to pursue higher education. A big chunk of students opt to study medicine, engineering, management and many other professional courses which are of great demand these days. So, English has to be offered not only as subject but also as the good medium of instruction. There has been a trend to teach the English language in many countries of the world. So the significance of English has been felt internationally. In addition to it, the real knowledge of English will benefit students in getting job anywhere across the globe.

To conclude, keeping the utmost attention to the need-based achievement, one ought to be in touch with English. English is very much associated with better education, better opportunities, inter-regional mobility, communication and higher social status. English has become a pervasive presence in the social matrix of India. Hence, we need to be updated with the acquisition of vocabulary to learn, or to make others learn the English lessons through the formalities of language learning which will really enrich our knowledge of English, as well as gain a real understanding of the English language. Therefore, it will be good to teach English as a simple language of communication.

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The Importance of Language is the Expression of Culture

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Culture: State of Inwardness

Culture is the state of inwardness concerned with the attainment of higher ideals like simple living and high thinking. It is impossible to study the English Language by dissociating it from the culture from which it grew. Only when a culture grows and displays a fine state of living, in that atmosphere of idealism and nobility a language grows.

Indispensability of Language to Express Culture

A culture grows when it manifests a disposition to enable one to live better. Language is a primary channel through which cultural concepts, ideas and practices are floated. Mere ideas exist in a vacuum if there is no language to express. It is here the indispensability of language comes in the expression of culture. No culture can be expressed without the instrument of language.

Finer Culture, Finer Language

In fact, there is a connection between life, literature, and language. Finer life shows finer culture to express a finer culture a finer language is required. The language must be equally suitable for the expression of noble ideas. Expression of life is closely associated with expression of language. A cultural experience to be valued must be expressed in a noble medium of language.

For example, such ideas are given in the following manner:

1. People must live within limits and restrictions.
2. Freedom does not mean doing as one likes.
3. Freedom does not mean irresponsibility.
4. A mature freedom arises only when there is a principle of self-restraint. Without self-control social control is impossible.
5. The individual must live nobly. So that the society is inspired by the individual and society draws norms for culture from such ideas of self-restraint.

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6. If the individual does not behave properly the society cannot be good. For a society to be good the individual must be good.

Self-control as the Basis for Social Control

It is a two way expression of two different principles converging to the same point. Self-control is the basis of social control. If the individual does not behave in a dignified way how can we expect the society to have dignity?

The greatest sign of culture is avoidance of anger and adoption of self-control. It is said that anger destroys three fourth of man's energy. Shelly said once, "The secret of all moral is love; love is the centre and circumference of everything" (12). It is love that unites the entire world as one family. This is an idea which is pervasively found in all the writings of Swami Vivekananda. Love unites as many people as possible more effectively than anger. Anger divides individuals. Anger divides nations. It is the root cause of all human tragedy. That is why it is stated in the preliminary paragraph that people must live within limits and restrictions having self-control as base structure and social control as super structure and love as the means to attain the goal.

Bearing and Forbearing

Bearing and forbearing are two marks of great culture. The first noun 'bearing' shows dignified aristocratic behaviour and conduct and the second noun 'forbearance' or 'forbearing' shows self-restraint and self-control. A dignified man shrinks or refrains from indulging in acts of violence. A dignified man does not choose harsh words. He applies the gentle method of love to correct people and lead them to virtuous behaviour.

Importance of Language Use

So much has been said in this essay about culture. Can we say it without the use of language? W.B. Yeats had of the opinion that language was the antenna of civilization. We can say language is the blood corpuscle of the human system. The importance of language in expression of culture is what has been emphasized in this essay.

Some examples are given to prove that without the use of language as a medium of expression culture cannot flourish. For example, Carlyle once said, "Virtue is its own reward"

(142). It is a marvellous expression of a wonderful ethical idea. What it means is that virtue does not require external appreciation from anyone to be virtuous and is itself a rewarding experience. By being virtuous one is in a state of joy and bliss. Carlyle puts the whole idea in a pithy compressed form.

Another illustration is taken from Edmund Burke. Burke makes a reference to this idea that Britain forgot revenue and pursued trade when he reviews the history of relationship between Britain and American colony. As long as this practice continued, there was no problem between America and Britain. But Britain thought of revenue taxation and Americans opposed it. By trade both Britain and America gained mutually but by the idea of the revenue tax America became the loser, Britain became the gainer. This now proves a viable cultural idea that by mutual beneficial trades both countries had a cordial relationship.

Small Minds and Noble Minds

Now this follows a famous utterance of Edmund Burke “Great empires and little minds go ill together” (82). What is implied is that great empires can be managed only by great minds and not by poor minds.

Wordsworth in a similar way brings out a new form of ethics from nature as a source of moral inspiration. “One impulse from vernal wood can teach me more of good and evil than all the sages can” (Blach, 221). It is now clearly established that mere sermonising is treated as a mental activity whereas nature moves humans to a greater state of moral idealism and nobility.

Dr. Johnson once said, “We are perpetually moralists, but we are geometricians only by chance” (*The Works of the Poets...*, 54). He even went to the extent of saying that “He that thinks reasonably must think morally” (*Preface to Shakespeare*, 14).

What Do These Examples Prove? Medium and Matter

Now all these examples go to prove that without the medium of language as a tool for powerful expression no culture can be expressed. No ethical idea can be made clear and explicit. The purity of the language is involved in the expression of culture. If the medium is not pure and noble it is impossible to express marvellous cultural ideas in a simple intelligible

way. On the one hand language is based upon clarity and intelligibility in communication and on the other hand very grand cultural ideas wait to be expressed through the instrument of language.

The relationship between language and culture is like the relationship between the body and the soul; one is inseparable from the other. Both medium and matter must be expressed as far as possible in a very elevated manner.

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Remedial Writing Instruction for Primary School Students with Difficulties in Tamil Language

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Abstract

Remedial writing instruction is part of a larger basic skills academic re-education program focused on students who did not benefit from conventional strategies or procedures.

The present study uses an exploratory-cum-one shot pre-test post-test non-experimental design comprising of non-equivalent groups for initial development and try-out of a need based remedial instruction program on 17 students from 5 government schools randomly identified as falling below a set cut-off score on a criterion referenced Tamil writing assessment device.

The 12-week teaching program spread across 36 sessions of 45-minute duration each for 3 days a week, was carried out using an assortment of individual as well as small group based strategies, techniques and activities drawn from several sources, but based on a discernible 4-tier interventional model. It involved (i) direct skills based instruction on identified individual skill deficits; (ii) teaching the generic structure, semantics, grammar and organization of writing; (iii) promoting self management strategies for writing; and, (iv) use of technology-assisted procedures for writing.

Results indicate the possibility of developing a comprehensive remedial teaching package program for improving Tamil writing in primary school children and demonstrates significant gains between their pre to post test writing scores ($p < 0.001$). Admittedly, the rather inferior research design used in this study precludes sufficient external validity and wide spread applications of the results in classroom settings across the country. Nonetheless, it paves the way for a need to undertake more intensive, highly focused and case-controlled studies on writing intervention strategies on several other Indian languages for benefit of such students in our country.

Introduction

Writing is an important foundation skill for success in school. It is a complex form of communication involving a process that covers organization and structuring of sentences,

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use of correct grammar, punctuations and spelling. As a skill to be mastered by every student, it involves handwriting or keyboarding when digital personal devices are used. Unfortunately, many students show difficulties in written language production. They may lack knowledge of the writing processes, employ deficient strategies for organization, planning, goal implementation and self-regulation (Grigorenko, Mambrino & Preiss, 2012).

Some common errors in writing seen in primary school children involve use of faulty grammar, inclusion of unwanted space between alphabets, words or sentences, illegible handwriting, letter-word substitutions, improper arrangement of letters or words, spelling mistakes, disproportional alignment of written matter, etc. (Harris, McKenzie, Fitzsimmons & Turbill, 2009; Boscolo, 2008; Liow & Lee, 2004). Suat (2008) classified writing errors of young children as grammatical and semantic errors. Examples of grammatical errors are missing subject, active-passive disagreement among verbs, missing adverbial clause of place, etc. Semantic errors are in the form of use of unnecessary, conflicting or confusing words, using incorrect idioms and proverbs etc.

Although assessment, identification and listing of writing errors for a particular language in primary school children constitutes an independent ongoing area of research, simultaneous work on evolving remedial writing teaching techniques is also a growing concern. There are several well prepared and copyrighted 'remedial writing instruction programs' available (Taft & Mason, 2010; Tandy & Howell, 2008; Graham & Harris, 1999). In a related study, writing intervention strategies of instruction, summarization, peer assistance, setting product goals, word processing, sentence combining, inquiry, pre-writing activities, process writing approach, study of models and grammar instruction were used on young school children with some measure of success (Graham & Perin, 2007). Graham, Harris & Larsen (2001) highlighted six principles to be considered when planning, preparing and programming for remedial writing instruction. They are: (a) providing effective writing instruction; (b) tailoring instructions to meet individual needs; (c) intervening early; (d) expecting that each child will learn to write; (e) identifying and addressing roadblocks to writing; and, (f) employing technologies.

Indian Studies

In the Indian scene, some researchers have targeted the natural writing errors in native children in their own languages or in English as second language (Paparagudu, 2006; Venkatesha, 2005; Hegde, 1998; Thimmappa, 1998). There are hardly studies on writing remediation. By following trends in the west (Jeong-Bae, 2008; Warschauer & Healey, 1998), Shamir & Johnson (2012) used 'Computer Assisted Language Learning' (CALL) techniques for teaching 'English as Foreign Language' (EFL) or 'English as Second Language' (ESL) for school students with some measure of success. Another approach tried by Das (2002) successfully used 'Mastery Learning Strategies' (MSL) (Bloom, 1976) by providing corrective feedback information and promoting writing in children. The specific techniques envisaged in this program for achieving optimum writing

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effectiveness (Kulik, Kulik & Bangert-Downs, 1990) include group study, tutorial help, text books, workbooks and programmed instruction, audiovisual methods and academic games. Raghavan (2001) developed a remedial instruction program to target spelling mistakes, illegible hand writing, irregular slant, proportion, alignment and forms of letters among normal as well as children with writing problems. Others have used assistive technology (Reddy et al. 2001), models and examples (Naik, 1999), multimedia based modular approaches (Reddy, Lokanatha & Ramar, 1998), stop-start strategies (Prasad, 1997), teaching aids (Sharma, 1997), concept attainment models (Srivastava, 1996) and/or Programmed Instruction Materials (Bhatia & Kusum, 1995) in varying combinations to achieve different levels or degrees of success with assorted groups of children.

Study on Tamil

Notwithstanding all these, research exploration pertaining to writing Tamil by children from primary school grades is not yet begun in the Indian scenario. Further, a comprehensive package of remedial writing instruction is unavailable. In the background of these facts and spurred on by the need, rationale and justification emerging thereof, the present study was undertaken with the aim:

- (i) to develop a comprehensive remedial teaching package program for improving Tamil writing in primary school children.
- (ii) to evaluate the efficacy of the developed remedial teaching package program for improving Tamil writing on a select sample of primary school children.

Method

The present study makes a combined use of an exploratory-cum one shot pre-test post-test non-experimental design comprising of non-equivalent groups.

(a) *Operational Definitions*

The key term used in this study is remedial teaching package program intended for improving Tamil writing in primary school children. Remedial writing instruction forms part of a larger basic skills academic re-education program focused on students who did not benefit from conventional pedagogical assistance, strategies or procedures. A small group of children in every class are unlikely to benefit from regular modes or content of instruction targeted toward the whole class. Hence, they may require an additional level-appropriate developmental education, basic skills education, compensatory education, or academic upgrading before addressing the sequences of an increasingly advanced course content to realize their level of full competency. Such strategies and procedures need to be characteristically individualized or carried out in small groups. It should be made

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systematic, sequential, customized, purposeful, procedural, flexible, matched to learner speed, activity based, cost effective and eliminative of barriers in terms of time and space. There is a clear distinction to be made between remedial teaching and coaching, as the latter involves a repetition of lessons already offered before (re-teaching).

(b) Procedure

The study was completed in two phases. Based on an exhaustive review of literature, a comprehensive catalog of available writing remediation strategies, techniques, procedures, aids and activities was prepared in first phase. Following this exercise and based on factors like convenience, economy of time, portability, availability and urgency, a short listed pragmatic remedial teaching package for improving Tamil writing on a select sample of primary school children was deduced for final try-out and field testing.

In the second phase, field testing or final try-out of the developed remedial teaching package for improving Tamil writing was carried out by recruiting 17 subjects for the experimental sample by roping students in class, three under five government schools in Coimbatore, Tamil Nadu, from those falling below a set cut-off score of 4 out of 40 (10 %) on a criterion referenced 'Tamil Writing Assessment Device' (TWAD) exclusively developed for this purpose. This need-based diagnostic device comprising of test items was drawn from the text books in Tamil language for class one in primary schools prescribed by the Government of Tamil Nadu. The FIVE competency areas covered for assessment in this tool were: (a) Completion of Vowel and Consonant Sequences; (b) Formation of words which begin with given letter; (c) Making meaningful words; d) Supplying required personal information; and, (e) Construction of sentence. Recording of observed reactions and parent ratings were carried out with prior permission, informed consent and open knowledge of the respondents by respecting the ethical issues and guidelines as enshrined in official documents for such practices. The details of sample selection and characteristics are given in Tables 1 & 2. **Please see at the end of the paper.**

(c) Tools

The data collection instruments used in this study included (a) Demographic Data Form; (b) Tamil Writing Assessment Device; (c) Teacher Interview Format; (d) Student Records; (e) Direct Observation; and (f) Writing Evaluation Scale.

The *Demographic Data Form* was prepared to collect details on or about the child and teacher participants in the study including their personal information, school and home. The *Tamil Writing Assessment Device* was essentially a criterion referenced tool to ensure recruitment of subjects into the treatment group. A 2-week test-retest reliability check exercise for this tool on a sample of 20 students measured a co-efficient ratio of r: 0.921.

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The *Teacher Interview Format* was essentially an open ended discussion arrangement to elicit suggestions from teacher educators, text book writers and teaching faculty at the District Institute of Education and Training, Coimbatore, on the possible remedial techniques, activities or teaching aids that can be put into use for enhancing Tamil writing competencies in the affected children.

Additionally, *Student Records* in the form of examination scripts, copywriting, black board copying, submitted assignments, and home assignment work books, formal or informal class tests were perused, both, before and after the intervention program. Further, *Direct Observation Techniques* were also used to enlist the pre-test, post-test common writing errors committed by the students in the experimental group. Eventually, a formal *Writing Evaluation Scale*, another need-based summarizing instrument was developed and used for listing the various types and/or frequency of the observed writing errors. The pre and post therapy errors were eventually subjected to statistical analysis in terms of frequency counts and percentages.

(d) *Remedial Writing Instruction Program*

Broadly, the remedial writing instruction program envisaged in this study can be conceptualized as a four tier model focusing on (i) direct skills based instruction, based on identified individual skill deficits; (ii) teaching the generic structure, semantics, grammar and organization of writing; (iii) promoting self awareness strategies for writing; and, (iv) use of technology assisted writing procedures. While many institutions offer writing intervention programs; they seldom encompass or provide opportunity by genuinely addressing all these four needed aspects to maximally exploit the true potential of individual children with such problems. The overall long term goal for any such program must be to teach the student to internalize what is being taught and reach a level of independent mastery. The locus of control should not and cannot be an externally school or teacher driven, but an internal self-driven child controlled activity.

The first tier of the intervention program used in this study drawn from several sources (Boyle & Scanlon, 2010; Chapman & King, 2006; Graham, 2006; Berninger, Mizokawa & Bragg, 1991) recognizes that there are *idiosyncratic individualized writing skill sets* unique to each child that need to be explicitly identified, addressed and directly corrected. For example, there are recognizable visual, auditory, kinesthetic or tactile learners which have to be used for individual learners. Likewise, there are learners who process information sequentially while others do it simultaneously. The sequential learner progresses well if the teaching or learning units for writing are arranged as micro units successively, and presented to the student. A mismatch between learner preferences and the teaching strategy has often become the source leading to poor learning in students (Graham et al. 2012).

In the ongoing school curriculum systems in our country, there are discrete and often demarcated compartments of reading-writing activities. For example, the language

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teacher or curriculum stands alone and apart from the science teacher in owing responsibility for improving the students writing competencies. In actuality, this can be never so. The science teacher can and must incorporate the study of morphology into science lessons or can and must apply syllable division rules and phonetic analysis to help students decode a vocabulary word in science class. As students appreciate the connectedness of specific isolated skills to content areas across subjects, the remediation process becomes increasingly meaningful and more easily internalized.

The second tier involved procedures for *teaching a structure to organize, retain, comprehend and express information*. The aspects of writing that get under this category include handwriting, spelling, punctuations, text structure, sentence cohesion or structure and vocabulary. For example, one research-proven structure is for students to use a graphic organizer to take notes or as a pre-writing step to organize an essay. It helps students understand how they learn and what tools they can use to maximize their strengths to compensate for their weaknesses. The third tier includes the inculcating of *self awareness and use of self regulation strategies* as exemplified by the ‘Self Regulated Strategy Development’ (Lane et al. 2008; 2009; Graham & Harris, 2000; Englert, et al. 1991).

In actuality, the three tiers are interconnected and overlapping. For example, students with significant fine motor deficits can be negatively affected in their written output. Similarly, the student needs to have an awareness of when and how s/he can bypass a strategy. The last tier is to focus on use of *technology assisted procedures*, such as, word processors, palm tops, digital personal devices, keyboarding, computer aided spell check programs, word prediction programs, grammar and style checkers, multimedia applications, power point presentations, voice activated programs, speech synthesizers and voice recorders. An assortment of remedial writing instruction techniques, aids and activities drawn from several sources is given (Table 4). **Please see below at the end of the paper.**

The remedial writing instruction program in this study was implemented by the first investigator over a period of 12-weeks spread across 36 sessions of 45-minute duration each for 3 days a week. The sessions were conducted based on individual as well as small group activities. The ground level *strategies* covered the use of enriched environmental stimulation through providing ample opportunities for writing, daily record keeping and creating a literate classroom atmosphere. Among the *techniques* used as part of this program were reinforcement, group discussion, guided practice, activity scheduling, home assignments, brain storming, and management through self observation, self recording or self instruction. More specifically, related *activities* included writing readiness exercises, air writing, grip or grasp training, posture training, writing to dictation, copying geometric shapes, written text from board or computer screen, tracing, cutting, pasting, poster preparation and displays. The various *teaching aids* used during the remedial writing instruction program included the use of ergonomically designed

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grippers, black boards, processors, voice recorders, word or spelling lists, dictionaries, pictionaries and thesaurus, pens, pencils, paint materials, crayons, etc (Table 4).

Results & Discussion

The results of ground level experience gathered in this study suggest the possibility for developing a comprehensive remedial teaching package program for improving Tamil writing in primary school children. The tentative indications are that the program must be envisaged as falling under the discussed FOUR tiers covering FOUR components, viz., strategies, techniques, activities and teaching aids. The goal must be to view writing as a process involving development of self awareness. It must attempt to incorporate teaching aids or preferably the contemporary digital paraphernalia for fostering writing competencies for young children. Results on evaluation of the remedial writing instruction program evidenced significant gains in the measured pre and post test writing raw scores as well as percentage scores of children in the experimental group (T: 3.833; Df: 31; SED: 1.539; p: <0.001). Although, admittedly, the present study has made use of a rather inferior research design which precludes sufficient external validity and generalization of its efficacy in classroom settings across the country, it paves way for the need to undertake more intensive, highly focused and case controlled studies on writing intervention strategies on Indian languages for the benefit of such students in our country.

The comprehensive listing of an assortment of remedial writing instruction techniques, aids and activities involving provisions for *plentiful opportunities for writing and a literate classroom atmosphere* by means of activities like journal keeping, generating stories based on personal experiences and writing reports for sharing in collaboration with one another have been severally emphasized (Behrman, 2002). Additionally, techniques like *teacher modeling, peer group teaching, discussion and guided practice*, providing temporary supports that help scaffolding their learning to write, using word banks, spelling lists, pictionaries and planning sheets as incorporated in this study are reaffirmed. The interventional setting allowing participants to engage in brainstorming, talk with one other about what they were doing and share their writings in the class either orally or through their written materials is an evocative strategy. Wherever necessary, it is recognized by this study that information has to be supplemented by use of conventional skills instruction, providing *personalized one-to-one assistance* explicitly and systematically for students who need to be taught phonemic awareness, semantic webbing, generating and organizing writing content using text structure (story, grammar), spelling, and phonics skills (Gipps, Mc Callum & Hargreaves, 2000).

The student's written works being prominently displayed, the classroom walls being adorned with word lists and packed with lots of reading-writing materials has proved to be a useful adjunct. Further, home assignments on writing were given, a *non-threatening parent-teacher conference* held periodically to discuss the writing difficulties experienced by the children. Of course, handwriting was also given attention with stress on punctuation

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and spacing between words, paragraphs and text (Berninger et al. 1997). Adopting few strategies advocated under ‘Self-Regulated Strategy Development Model’ (Harris & Graham, 1996), an important ingredient in this remedial writing program was the use of *self-management techniques*, such as, self-instructions, goal setting, self-observation, self-monitoring, self-recording, self-reinforcement and self-evaluation (Englert, et al. 1991). Self-management techniques facilitate independence by systematically fading reliance on external controls like instruction, feedback or praise through shifting control to the child (Smith & Fowler, 1984). Self-management is defined herein as ‘the personal and systematic applications of behavior change strategies that result in the desired modification of one’s own behavior’ (Cooper, Heron & Heward, 1987, p. 517). Research has shown that changes in behaviors achieved through self-management training are maintained over periods of time and across instructional settings even when there are no trained service providers (Gardner et al. 1983).

Although not used extensively in this study, the *use of technological tools* for writing, such as, word processors, palm tops, digital personal devices, keyboarding skills, computer aided spelling check programs, word prediction programs, grammar and style checkers, multimedia applications, power point presentations, voice activated programs, speech synthesizers and voice recorders have been severally recommended (King, 2005; MacArthur, 1999; 1996; Graham & MacArthur, 1988). Such devices help students in doing away with tedium of recopying, enable them to display their writing on screen in a wide range of fonts, sizes and formats while their typing provide them an interesting alternative option to use their fine motor skills (Bangert-Downs, 1993).

However, *idiosyncratic remediation strategies* for few children with particular written language problems were given by way of writing readiness exercises, air writing, use of the vertical plane (chalkboard), simultaneous verbal cues, reinforcement with tactile input, instructions and practice using appropriate pencil grip, formation of symbol skills, copying of geometric shapes, practice to increase fluency and direct instruction to improve writing organization. Writing was rehearsed as a process with communicative intent involving planning, drafting, revision, and editing for the reader as an audience. Emphasis was placed on short assignments, with minimum stress on speed or time, grading for content of work and then on quality, avoiding negative reinforcement, using oral exams and allowing oral presentations from the student, and giving tests in untimed conditions. *Reward rather than punishment techniques* like impositions for faulty spelling or staying after class hours were preferred and implemented throughout the program. On the whole, the tenor for implementation of this writing remediation program was success oriented than inducing failures or fear of success (Graham & Harris, 1994; 1988).

Compensatory mechanisms were used by way of task analysis, task slicing, or dividing the writing task into smaller units and performing each subtask independently. This helped students from being intimidated by the prospect of having to write large texts or passages. Several copying activities in this writing remediation program covered copying

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from one book to another, copying print or non-print materials, copying on a board or from board to book. Both, ruled and un-ruled paper were used although the format for writing was left optional - the one most comfortable for a given student. Of course, as in English, there is no cursive format in Tamil. *Notes taking* activities were regularly practiced since many were found to be slow and inefficient in that task. A special focus was paid to *spelling learning and correction strategies*. Even if these pupils spell correctly on a weekly spelling test, they falter during a composition wherein they may simplify their word usage. They need to be taught on how to pre-organize before writing (or typing) a draft. Another step would be to go back and work on fixing misspelled words. Many times, the spell checker on a computer may not help the student because the misspelled word is not close enough to the correct one. In such situations, they were taught to develop strong phonetic analysis skills to spell words phonetically or according to their sound (Jones & Christensen, 1999).

A common complaint of the students was that their hand gets tired when writing. This was noticed to be due to a variety of factors, such as, inappropriate grip, tight pencil grip or inefficient tripod hold or sitting writing posture. In few cases, ergonomically efficient grippers had to be supplied to enhance their efficiency of pencil grasp. In two cases with writer's cramp, *behavior therapy techniques* based on supinated writing combined with local muscle relaxation procedures was used although they were excluded from the final sample. However, in general, activities to help the student manipulate and relax muscles in the writing hand were routinely practiced, such as, rubbing palms of hands together, shaking hands slightly though firmly or clasping hands together and stretching upwards. The initial stress on writing for such children were on content and mechanics of writing rather than quality or neatness, since many of them could not simultaneously work or focus on both (Richards, 2005).

In sum, teaching students with writing difficulties is a complex activity. There can be no single program to address the needs of all students. It can and must vary according to their age, grade, developmental levels as well as the language under focus for a given child or groups of children. Even as this study has explored the possibility of developing a comprehensive remedial teaching package program for improving Tamil writing in primary school children, it paves way for a need to undertake more intensive, highly focused and case controlled studies on writing intervention strategies on several other Indian languages for the benefit of such students in our country. Effective teaching for writing requires specific training and the knowledge to integrate elements of varying programs to build an educational intervention package that is most appropriate for an individual student. As teachers, one should never lose sight of the end goal: to empower young children with writing skills and strategies to function independently in the world and to be happy, productive members of society.

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Table 1: Details of the Schools & Sample

<i>SNo</i>	<i>School</i>	<i>Student Strength</i>	<i>Present</i>	<i>Absent</i>	<i>CWSN</i>	<i>Intervention Cases</i>
1.	1	39	33	6	0	5
2.	2	25	19	6	0	5
3.	3	35	31	4	0	2
4.	4	16	11	5	1 (P.H)	1
5.	5	18	12	6	1 (M.R)	4
	Total	133	106	27	2	17

Table 2: Details of 3rd standard falling under critical scores

<i>SNo</i>	<i>School</i>	<i>Standard</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Rural / Urban</i>
1.	1	3	5	0	5	Rural
2.	2	3	3	2	5	Rural
3.	3	3	2	0	2	Rural
4.	4	3	1	0	1	Rural
5.	5	3	4	0	4	Rural
	Total		15	2	17	

Table 3: Pre and Post Test Writing Individual Scores for Interventional Group

<i>Student Code</i>	<i>Scores</i>		<i>Percentage</i>		<i>Improvement Percent</i>
	<i>Pre-Test</i>	<i>Post-Test</i>	<i>Pre-Test</i>	<i>Post-Test</i>	
1	3	12	7.5	30	22.512
2	0	5	0	12.5	12.55
3	2	4	5	10	54
4	2	1	5	2.5	2.51↓
5	1	4	2.5	10	7.45
6	3	13	7.5	32.5	2135
7	1	4	2.5	10	7.45
8	0	4	0	10	140
9	2	8	5	20	15
10	1	8	2.5	20	17.5
11	3	27	7.5	67.5	60
12	4	5	10	12.5	2.5
13	2	3	5	7.5	2.5
14	0	9	0	22.5	22.5
15	0	7	0	17.5	17.5
16	0	3	0	7.5	7.5
17	0	4	0	10	10
<i>Total</i>	24	121	-	-	-
<i>Mean</i>	1.41	7.31	-	-	-
<i>SD</i>	1.33	6.20	-	-	-
Total	17 Students in below 10% group on Standard I Diagnostic Test				

(Unpaired T Test: 3.833; df: 31; SED: 1.539; p: 0.0006)

Table 4: Assortment of Remedial Writing Instruction Strategies, Techniques, Aids & Activities

Snos	Domain	Strategies	Techniques	Aids & Activities
1.	Individual Related	Enriched Environment Stimulation	Opportunity Training	Record keeping & diary writing
			Creating a literate classroom atmosphere	Setting classroom library
			Journal Keeping	Hanging spelling lists
		Ensuing Writing Readiness	Training on Prewriting Skills	Cutting, Pasting & Origami
			Guided Practice	Air Writing
			Prehension/Grasp Training	Board Writing, Use of Ergonomically Designed Grippers
			Supinated Writing	Hand-Wrist Exercises, Grasp-Grip Exercises & Posture Training
		Imitation	Teacher Modeling	Copying Geometric Shapes, 3-Dimensional Figures
			Peer Group Teaching	Tracing & Shadowing
		Foster Creativity	Brain Storming	Story writing
			Group Discussion	Designing picture dictionaries, posters & displays
			Word building & Scrabble games	Drawing Non-print Symbols
			Solving cross word puzzles	Free-Hand Drawing
			Spell checkers, Dictionary search Thesaurus Use	Preparing word bank & work sheets
		Operant Conditioning	Rehearsal, Reinforcement, Task Analysis,	Home Assignments
			Prompting (Physical-Verbal), Fading	
			Activity Scheduling, Cueing	
2.	Writing Related	Dictation	Phonemic Awareness	Phoneme-Grapheme Correspondence
		Copying Text from Board/Computer Screen	Semantic Webbing	Correct Spelling Recognition

		<i>Peer Group Correction</i>	<i>Grammar Correction</i>	<i>Paragraphing</i>
		<i>Paraphrasing</i>	<i>Spelling Learning</i>	<i>Notes Taking</i>
		<i>Drafting</i>	<i>Phonic Skills</i>	<i>Summarization</i>
		<i>Revising</i>	<i>Calligraphy</i>	<i>Cursive Writing</i>
		<i>Editing</i>	<i>Punctuation</i>	<i>Spacing (between words, paragraphs & text)</i>
3.	<i>Self Management</i>	<i>Self Reinforcement</i>	<i>Self instruction</i>	<i>Relaxation Training</i>
		<i>Self Observation</i>	<i>Goal setting</i>	<i>Palm-Finger Muscle Relaxation</i>
		<i>Self evaluation</i>	<i>Self monitoring</i>	<i>Feedback</i>
		<i>Self Assessment</i>	<i>Self recording</i>	<i>Non threatening Parent Teacher Conferences</i>
4.	<i>Technology Assisted</i>	<i>Keyboarding</i>	<i>Word Processing</i>	<i>Palmtops & Laptops, Multimedia, Power point preparations</i>
		<i>Browsing</i>		<i>Internet use</i>
		<i>Software or Hardware Assisted</i>	<i>Digital Personal Devices</i>	<i>Voice activated programs, Speech synthesizers</i>
				<i>Word prediction programs, Grammar checkers, Voice recorders</i>

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Power for Women Poems of Adrienne Cecile Rich

Selvalakshmi. S. and Dr. Girija Rajaram

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Adrienne Cecile Rich and Her Works



Adrienne Cecile Rich
Courtesy: www.poetryfoundation.org

Adrienne Cecile Rich (May 16, 1929 – March 27, 2012) was an American poet, essayist and feminist. Prominently, Adrienne Rich is the one out of hundreds of woman straining for justice. She was called "one of the most widely read and influential poets of the second half of the 20th century", and was credited with bringing "the oppression of women and lesbians to the forefront of poetic discourse."

Adrienne's first collection of poetry, *A Change of World*, was selected by the senior poet W. H. Auden for the Yale Series of Younger Poets Award; she went on to write the introduction to the published volume. Rich famously declined the National

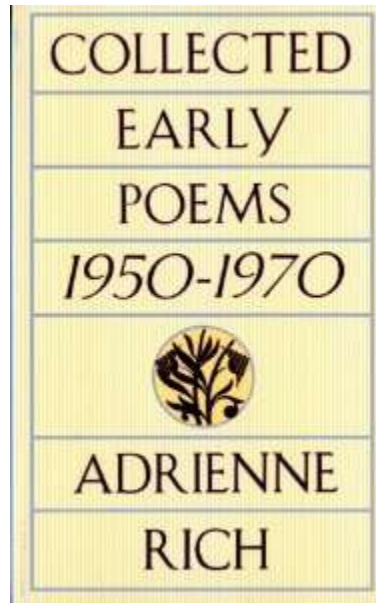
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Medal of Arts, protesting the United States House of Representatives and Speaker Gingrich's vote to end funding for the National Endowment for the Arts.

A New Definiton for Woman



Rich gradually forges a new definition for woman's power in her poetry. In Patriarchal systems, public forms of power are taboo for women. Therefore, only the most extraordinary woman breaks through the "male monopoly of formal overt power".

Adrienne Rich is a major figure in the recent history of American poetry and a frequent contributor to the magazine *The Nation*. In addition to twenty-two poems she had contributed fifty years for writing. She had written essays and reviewed for magazine; a remark in her review is on John Berryman's *77 Dream songs* could serve as self-analysis "One is conscious, as in few other poets, of a steely thread of strength running through the dislocation and the ruin".

***Translations and Song* – Speaker of the Poem**

In the poems "Translations" and "Song", Rich pictures the real condition of women in the patriarchal society. She is the speaker in the poems. In "Translations" she

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talks about the pitiable condition of woman who suffers mentally because of her husband. In “Song” she discusses about the loneliness of a woman. When both the women are compared there is lot of difference. The first one suffers till the end but the second comes out of the suffering and becomes the role model to all the women of the world.

In the poem “Translations” the author asks to the world to show a woman of her age or a younger person. She will be able to identify the woman easily with words like “enemy, oven, sorrow” which is enough for her to confirm that she is woman of her time. All the human beings will eagerly look from someone to show love on them. Woman may face lot of disturbance because of the extent love showed on her. The love makes her a slave to the society.

Woman in the Male-Dominated Society

Rich explains the wretched condition of a woman in the male dominated society as,

“We’ve trained it like ivy to our walls
baked it like bread in our ovens
worn it like lead on our ankles
watched it through binoculars as if
it were a helicopter
bringing food to our famine
or the satellite
of a hostile power.(Translations)

Rich says woman of her sort used to do all the household duties like stirring rice, ironing a skirt and typing a manuscript till dawn. All these works are considered as the works of a woman which is meant only for her. Woman’s good heart doesn’t think that she has been cheated with full of love and care for her family she practices to do all the heavy works.

Life as Making a Phone Call

The author describes the life of working woman by her realistic words, “trying to make a call from a phone booth”, she is making the call to her husband but her pathetic condition under the male dominated society is pictured very well by Rich,

The phone rings endlessly
in a man’s bedroom
She hears him telling someone else
Never mind. She’ll get tired. (Translations)

A lovable woman who thinks about her husband is broken into pieces by these words. Woman won’t consider another woman as her enemy but she thinks another woman as an enemy because of a man. The poet says the woman’s life is put into sorrow only because of her innocence she must have fought for her rights like a strong pillar. Rich brings a different view in the poem “Song” in overcoming loneliness and with that she informs how strong a woman wants to be in patriarchal society.

Song – Loneliness on a Daily Basis

The poem “Song” reflects out suffering of woman out of loneliness and the poem is about the personal experience of Rich. She experiences the loneliness on a daily basis, but she does not see their loneliness as a negative in her. She accepts the loneliness which she is undergoing and compares it with airplane, flying across the rocks. The image of a plane is used because it will ride lonely in an empty airspace with nothing in sight for miles except for a rocky mountains.

Loneliness of an Inanimate Object

Adrienne compares her loneliness with an object rather than another person or even with an animal that actually has feelings. The image of an inanimate object to explain loneliness works well in the readers’ mind. The author declares so many people

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in the world become like a rocky mountain. She uses the situation to bring out the positive attitude within her. She says the plane might feel isolated and alone in the sky, but its mission combined with the magical atmosphere marks its incredible journey. The poet wants all the women must be firm in reaching their destination. They should not give up at any cost.

Psychic Horizon

The most powerful words of the poet are scattered right through the poem which establishes a psychic horizon in which the tone manages to be both conversational and oracular; in which the reader can feel solitary and communal by these lines,

You want to ask, am I lonely?
Well, of course, lonely
as a woman driving across country
day after day, leaving behind
mile after mile
little towns she might have stopped
and lived and died in, lonely(Song)

An Exclusive Feminine Point of View – A Universal Womanhood

In speaking of an exclusive feminine point of view, the author promotes the idea of a universal womanhood cutting across all barriers of age, income, class, race and other divisive factors. The poet being the feminist tries to picture the woman strongly. She uses the image of a woman; she is across the country as a measure of her loneliness to a human who is driven out of the country. The woman is stopping in town on the way but she is not staying long enough to get to know people or meet friends. Instead, she sees different things every day and meets new people. This presents a powerful image of the author's loneliness. The woman is still continuing her journey to reach the target. These places represent decisions she could have made, but have forgone in order to search for better things, perhaps see the world.

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Lonely – All Alone in the City

The writer explores a person being the only one in a house or in an entire city that is awake. The lines

If I'm lonely
it must be the loneliness
of waking first, of breathing
dawn's first cold breath on the city
of being the one awake
in a house wrapped in sleep (Song)

There is obvious loneliness shown these lines. The author is completely alone while all are sleeping in the house. Most humans generally need to interact with other humans in order to exist here the poet feels very lonely because there is no one to communicate with her. The poet provides images that explored and pointed out her loneliness in the first three stanzas. She brings an empowered woman in her last stanza.

Change of Tone

In the fourth and final stanza, the poet changes her tone. The theme is the same; it is about her loneliness, having lost her husband. In the fourth stanza the poet uses images like rowboat and burning wood which shows more of a sense of power rather than loneliness, by the lines,

If I'm lonely
its with the rowboat ice-fast on the shore
in the last red light of the year
that knows what it is, that knows it's neither
ice nor mud nor winter light
but wood, with a gift for burning (Song)

Viewing Loneliness in a Positive Way

The author proves herself by seeing her loneliness in positive way. She is beginning to be empowered. The images of a rowboat rowing quickly along the shore, and wood burning are the images of power finally show she is ready to face the loneliness. The poet's loneliness was still there but isn't lost and she begins to start her life and feel better after her loss. The poet makes the poem to have a positive end.

To Conclude – Two Kinds of Woman in the Same Person

In these two poems “Translations” and “Song”, the poet brings both kinds of woman. The first poem pictures how a woman can be exploited in many ways at home and also in the public. The second poem pictures the same woman can be powerful to overcome the hurdles and to be an empowered. It is appreciable to notice the same writer, Adrienne Rich, picturing a woman who is not only exploited at home but also in the society. At the same time she is skillful in picturing a woman who is more powerful to face the world. When a woman realizes her power she will do tremendous things.

Adrienne Rich wants the entire woman in the world to be an empowered woman by her own will power. When an empowered woman is broken down into pieces due to critical situations she can rebuild her from the same pieces and she could face the world stronger than ever. Thus, Adrienne makes herself as an example to all women calling upon them to self-empower themselves.

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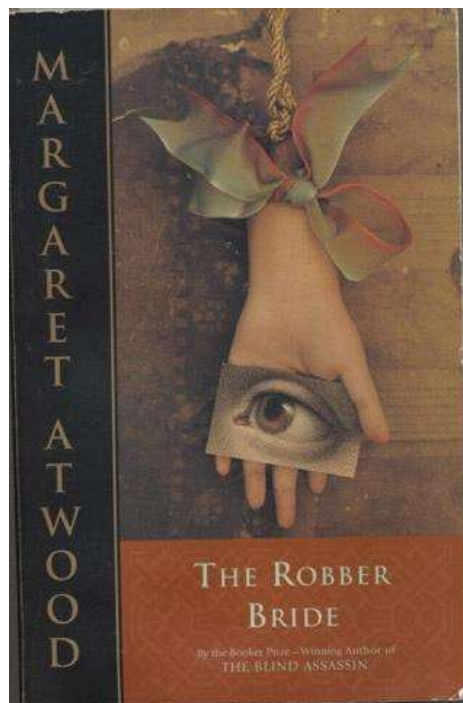
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Subversion of Identity in Margaret Atwood's *The Robber Bride*

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The Robber Bride

Margaret Atwood's novel *The Robber Bride* (1993) is a postmodern work of fiction which explores and unravels gender as a socio-cultural construct. It deals with how society and culture imprison both men and women into constructed stereotypes of masculinity and femininity attributing both men and women gender specific traits. The novel not only questions essentialist notion of gender identities as fixed and stable but also challenges the differences attributed to men and women owing to their biological sex. These biological differences in sex construct the gap between men and women's position in patriarchal society- exalting men's status and marginalizing women.

Grimm's Fairy Tale - The Robber Bridegroom

The novel is the reversed version of *Grimms' Fairy Tale's The Robber Bridegroom*. The title is subverted by Atwood to *The Robber Bride* to elucidate and prove the hollowness, artificiality and instability of gender identity. *Grimm's Fairy Tale - The*

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Robber Bridegroom is about a robber who was a ‘man-eater’ and trapped women in the name of marriage and murdered them to consume their flesh. In her novel Atwood constructs female character- Zenia as a robber bride, a ‘man-eater’ and a trickster who embodies and represents the traits not only of femininity but also those that are exclusively associated with masculinity. The trickster figure can be defined in literature and legend usually as, “a male, (who) crosses boundaries, disrupts the social order, and embodies contradiction. He is a shape-changer and a liar” (Stein 143). It is emphasized through the character of Zenia that, “the contradictions within the construct of the body, contradictions so acute that they may well make it impossible for anyone to be the sexed woman of conventional representation” (Hite 123). It is through the character of Zenia, that gender identity comes out to be a “dynamic matrix of interrelated, often contradictory, experiences, strategies, styles and attributions mediated by cultures and one’s specific history, forming a network that cannot be separated meaningfully into discrete entities or ordered into a hierarchy” (Garland Thompson 284).



Margaret Atwood

Courtesy: www.poetryfoundation.org

Zenia as Represented by Atwood

Zenia is represented by Atwood as a woman who changes her gender identity according to the type of person she encounters and intends to exploit. Knowing the weaknesses of all three women characters, she projects herself as oppressed and physically abused before Tony, as a cancer patient before Charis and as a religious

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hybrid before Roz to evoke their sense of pity and sympathy and to exploit the same to her own advantage. Thus Zenia's character of displaying co-existence of both masculinity and femininity i.e. , "deft shifting among gender roles" is an example of Atwood's deconstruction and subversion of gender (Sheckels and Sweeney). According to Bouson, Zenia not only "embodies the repressed pasts of the three women who all have survived painful childhood traumas, but also buried aspects of their identities" (19). She proves to be a deceiver and liar but also acts as a trickster which "robs" the three women "of their illusory sense of self coherence" and so called stable identity (Bouson 19).

Performing Feminine Identity

All three women characters Tony, Charis and Rose learn to perform their feminine identity under the influence of their family and other patriarchal institutions like school, college and church. Millett explains the formative influence of family as:

The chief contribution of the family in patriarchy is the socialization of the young (largely through the example and admonition of their parents) into patriarchal ideology's prescribed attitudes toward the categories of role, temperament and status. Although slight differences of definition depend here upon the parents' grasp of cultural values, the general effect of uniformity is achieved, to be further reinforced through peers, school, media, and other learning sources, formal and informal. (35)

Role of Family

Therefore it is family that propagates the accepted norms and patterns of femininity which every woman in society is expected to follow. Women abiding the dictated norms of femininity are treated as normal otherwise their normality, sanity and even womanhood is put to question by society.

Tony's Identity

Tony's identity as woman is shown to be dormant and crippled owing to the constant marital conflict between her parents. The family trauma and tussle ultimately casts a negative influence and results in her suppressed and dormant sexual identity. Tony is defined to be "disguised as herself, one of the most successful disguises" (TRB122).

Growing up in a home which confines her in the ambience of conflict and discord among her parents, Tony becomes quite practical and tolerant in many ways. Her mother not only detests her father, but also the whole Canadian Culture and finds difficult to come terms with it. She excuses the flat accent of her husband but the same accent is checked and corrected in Tony, being a girl, “Don’t talk like that! She hisses at Tony. She means the accent. Flat she calls it So Tony is a foreigner, to her own mother, and to her father also, because she talks the same way he does, she is -and he has made this clear- not a boy” (*TRB* 145).

Tony is defined as “odd” by the girls at McClung Hall as she “did not go out on dates; she did not have anybody to go with. Therefore to fight against this oddity of hers she is dressed “like a doll” against her dislike, as it is considered abnormal for her to refuse indulging into things that are set as appropriate feminine traits (*TRB* 115). Even her friend West’s extra concern is “found... alarming by her. It is described as, “Tony couldn’t have handled a date with anyone, much less West. She couldn’t have handled the implication, or the hope. Hope of that kind might unbalance her. She didn’t want to get involved with anyone, underlined, full stop” (*TRB* 123).

Identity of Charis

Like Tony, Charis’s (original name Karen) identity too is constructed under the influence of family and other social institutions. She is single- handedly brought up by her maniac mother due to her father’s death before her birth. Her insane mother’s torture teaches her to “smil[ing] even when she didn’t feel like it”(*TRB* 234). During her childhood until her puberty, she is sexually exploited and raped by her Uncle Vern and is never believed by her aunt who calls her “A liar” “like her mother “ (*TRB* 261).

The sexual exploitation of Charis has a devastating effect on her body and mind. In order to escape the physical and sexual affliction and trauma she constructs her new identity named as ‘Charis’, “ He (Uncle Vern) splits her in two right up the middle and her skin comes open like the dry skin of the cocoon, and Charis flies out.” She is powerless in fighting off her uncle’s harassment, and ruptures and dissociates herself from her body, splitting herself into two fragments, one that is physical, weak and at the mercy of her uncle’s lust and other one is a virtual body, her aster projection, created by her thoughts in a state of extreme depression and powerlessness and is defined as:

the feather, light as air. There is no pain in it at all... What she sees is a small pale girl, her face contorted and streaming, nose and eyes wet as if she is drowning – gasping for air, going under again, gasping. On top of her is a dark mass, worrying at her, like an animal eating another animal. (TRB 262).

Beauvoir explains this dissociation of identity as:

Fated as she is to be the passive prey of man, the girl asserts her right to liberty even to the extent of undergoing pain and disgust... she is above all sadistic: as independent subject, she lashes, flouts, tortures this dependent flesh, this flesh condemned to the submission she detests - without wishing however, to disassociate herself from it. (377)

This new constructed identity is named as Charis which is “a less damaged version of herself” (Vickroy 59). Her weaker part i.e. Karen is suppressed and subdued only to emerge at times of extreme depression and helplessness. Charis is strong enough only “to keep her [self] alive” (263TRB) not to fight against her passivity and subordination imposed by patriarchal society that confines her to the gendered space.

Identity of Roz

The third woman character of the novel and friend of Tony and Charis is Roz who is born to Catholic mother and Jewish father. Roz’s identity is constructed under the cumulative influence of gender as well as racial segregation that leads to her suffering and marginalization not only because of her sex, but also because of her skin colour. She suffers both gender and cultural bias and also the religious strife - between her catholic and Jewish identity, “Whereas once Roz was not Catholic enough, now she isn’t Jewish enough. She is an oddity, hybrid, a strange half person” (TRB 344). The feminine identity is imparted to Roz by her mother, who herself is portrayed as imbibing and following all the norms of womanhood of patriarchal society. Beauvoir explains:

Mother saddles her child with her own destiny... even a generous mother, who sincerely seeks her child’s welfare, will as a rule think that it is wiser to make a ‘true woman’ of her, since society will more readily accept her if this is done...the treasures of feminine wisdom are poured into her ears,

feminine virtues are urged upon her, she is taught cooking, sewing, housekeeping along with care of her person, charm and modesty. (309)

Femininity is associated with being “saint” (*TRB* 319) which is despised by Roz, “If Roz’ mother was a saint, Roz did not especially want to be one” (*TRB* 319). After returning from war her father dominates and overpowers all, “filling the kitchen with is bulk, his loud voice his multilayered smell; filling the house with it, filling up all the space” so that both her mother and she herself are “pushed off to the edge” so that almost no space is left for them. Her mother, “who is so unbending, bends” before her father, “she abdicates” (*TRB* 332). For all the decisions she says, “Ask your father”. Roz detests her mother’s abdication before her father. Holding her mother being herself responsible for her subordination she justifies her exploitation thinking that her father’s attitude “serves her right” (*TRB* 333). Despite her husband’s infidelity, Roz’s mother, passively forgives him, accepting her fate without any protest

Role of Religion

A very large part is “played by religion in the life of woman”. As in “Western religions God the father is a man, ... Christ is still more definitely a man of flesh and blood ... angels have no sex, according to theologians; but they have masculine names and appear as good looking young men. God’s representatives on earth: the Pope, the Bishop, the Priest who says Mass... - all these are men.

Catholic View

The catholic religion among others exerts a most confused influence upon the young girl... Mary Magdalene lies at Christ’s feet, washing them with her tears and drying them with the hair of her head, her woman’s long hair” (Beauvoir 317). In the novel the inferiority and silence of women is compared to Virgin Mary. Roz contemplates about the position of Virgin Mary with God:

who sat on the left hand of God? There must have been someone because God had a left hand as well as a right hand and nothing about it could possibly be bad because God was perfect, and Roz couldn’t see that side being left empty (And where was the Virgin Mary in all this) (*TRB* 327)?

Greer comments:

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The Church also acknowledged one head, *a locum tenens* for God Himself. The man was the soul, and the woman the body: the man was the mind and the woman the heart; the man was the will and the woman the passions. Boys learnt their male role from father and girls their female role from their mother. (246-47)

Computing perfection with God and hence man, Roz well establishes man as representative of God and woman as representing Virgin Mary. This is shown through her mother who, “looks at Roz’s father mutely, the same kind of mushy cow-eyed look the Virgin Mary gives the baby Jesus or the holy spirit in the pictures; she dishes up his food and sets the plate before him as its some kind of offering” (*TRB* 332). Roz’s painful hybrid identity is pacified by her mother’s comment, who says that, “religion didn’t matter so much in a man” (*TRB* 322).

Privileging Son over Daughter

Roz’s father’s attitude of privileging son over daughter becomes quite apparent when he tries to compensate his desire of having son by treating Roz as a son, “You’ll be my right hand man, he would tell her.” (*TRB* 306). Here Roz denies being:

A son. She didn’t want to be a man at all, right hand or otherwise. Such a strain, being one, from what she could see; such a pretence of dignity to maintain. She could never get away with her witless frivolity act if she were a man. But then, if she were one she might not need it. (*TRB* 306)

Concurrent Subversion of Identity

It is seen that all the three women characters in the novel display subversion of identity, deconstructing and subverting the stereotypes of gender. According to Judith Butler gender identity is explained to be a performance that is reiteratively done which is “at once a reenactment and re-experiencing a set of meanings already socially established” (*Gender Trouble* 140). These repetitions are unstable and produce different meanings under different context and times resulting in the subversion of dominant norms.

Butler’s argues in this context as, “if the rules governing signification not only restrict, but enable the assertion of alternative domains of cultural possibility, i.e. new

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possibilities for gender, that contest the rigid codes of hierarchical binarisms then it is only within the practices of repetitive signifying that a subversion of identity becomes possible (145).

Negating Expectations of Patriarchal Ideology

Tony not only subverts gender norms of ideal feminine image, she also negates the social and cultural expectations of patriarchal ideology, by opting History and War as subjects for her study and career. In the gendered society, the subjects too are gendered - the career in war and history are pre-labeled as masculine and women are discouraged from pursuing their career in the same. Millett reveals that:

Patriarchy enforces a temperamental balance of personality traits between the sexes, its educational institutions, segregated or co-educational, accept a cultural programming toward the generally operative division between “masculine” and “feminine” subject matter, assigning the humanities and certain social sciences (at least in their lower or marginal branches) to the female- and science and technology, the professions, business and engineering to the male. (42)

Tony’s interest in something as morose and morbid as war is forbidden not only by men but her women friends Charis and Roz, also discourage her in spending, “so much of her time on something as negative as war” (*TRB* 25). “Male historians think she’s invading their territory and should leave their spears, arrows, catapults, lances, swords, guns, planes and bombs alone. They think she should be writing social history, such as who ate what and when, or Life in feudal family.” Not only males but female historians too encourage and strengthen gender role stereotyping. Though few in number they all, “think the same thing but for different reasons. They think she ought to be studying birth; not death, and certainly not battle plans. Not routes and debacles, not carnages, not slaughters” (*TRB* 21, 22).

The Modern History professor, despite being a man “is more interested in economics than he is in bloodshed” and instructs Tony that war is not “an appropriate subjects for girls” (*TRB* 169). Tony being a history professor too finds, “As a rule her (own) students are mostly men: not a lot of women find themselves deeply attracted to

such courses as Late Medieval Tactical Blunders or Military History as Artefact” (TRB 23).

Thus Tony believes and proves that though “Women are not usually called upon to commit such cold- blooded acts(like men) but this does not mean they are incapable of them” (TRB 405). Tony as a history professor “unflinchingly investigates the atrocities and cruelties of history which proves that gender roles are artificially designed and constructed to confine and restrict women to the gendered spaces” (Vickroy 56).

Like Tony, Roz too suffers in opting her father’s business: being a businesswoman instead of businessman. Whereas Roz has grown up thinking “business was something mysterious, something way beyond her, something her father did behind closed doors. Something only fathers did, that girls were forever too dull-witted to understand.” But when she handles the business she finds that she could “do it better. Better than most. Most of the time” (TRB 93).

Being a businesswoman Roz suffers from the behaviour of woman employees of office. Whereas the domination and superiority of men is easily accepted by both men and women, woman’s domination is not easily digested by people, particularly women. Roz cites the example that, “If she were a man she could get away with a brief nod; but she is not a man, and she knows a whole lot better than to try acting like one” (TRB 88). She further comments:

It’s complicated being a woman boss. Women don’t look at you and think Boss. They look at you and think *Woman* as, in *Just another one, like me, and where does she gets off?* None of their sexy little tricks work on you, and none of yours work on them; big blue eyes are no advantage. .. Whereas the same very women would fetch and carry for a man boots, no question... bring his slippers in her mouth, overtime no problem. (TRB 88-89)

Deconstruction of the Myth of Sexual Passivity

The myth of women’s sexual passivity and inferiority is deconstructed in the novel through Roz’s multiple “love affair(s), or rather... sex affair(s)” where for her “the sex was great and it was “something she was good at.”

Tony's childlike appearance and her dress is described as having purchased from "children's section at Eaton's" and is explained by Murray as, "at least in part, a refusal to take on the dress codes of the adult world, and with it the world of gendered sexuality." Tony not only refuses to be assimilated into feminine stereotype of gender but also subverts other things associated with feminine image of society, "She is not shown to be specially attractive to men, and does not enter into the illusory magic of make-up, feeling that" (1V). "Lipstick is alarming on her... With her big glasses and her big eyes behind them and her too skinny neck, the effect is street urchin crossed with newly hatched bird" (TRB 17).

Simone de Beauvoir claims that:

The social significance of the toilette allows women to express, by her way of dressing, her attitude towards society. If she is submissive to the established order, she will assume a discreet and stylish personality. Here there many possible nuances: she can present herself as fragile, childlike, mysterious, frank, austere, gay, sedate, rather bold, demure. Or if, on the contrary, she scorns the conventions, she will make it evident by her originality. (*The Second Sex* 547)

Therefore women can refuse to be assimilated into the conventions of feminine norms "by an audacity of dress that emphasizes her nature as sexual object, therefore her dependence" (Beauvoir 547).

Stereotyping Gender Role

Along with gender role stereotyping the novel also examines how sex role stereotyping subjugates and confines women to their bodies as sexual objects and commodities. Atwood deconstructs this myth to show that both gender and sexuality is socio-culturally constructed. Gender identities are proved to be fluid and unstable where "femininity and masculinity are not essential universal categories but discursive constructions" therefore "the cultural construction of subjectivity per se" is concerned with "a range of possible masculinities and femininities" (Barker 25).

This is displayed efficiently by Tony, who under the influence of Zenia overcomes her childlike and sexually cold temperament and becomes sexually free and

independent. She is inspired by Zenia's boldness to face the truth of her emotions for West which she had long suppressed.

Charis, due to her sexual exploitation by her uncle in her childhood, finds it almost impossible to enter into sexual relation with any man. But in order to discard the traditional myth prevalent in society that women's "anatomy compels her to remain clumsy and impotent like a eunuch" (Beauvoir 398), leaving her passive and sexless, Charis, "slept with several (men)" as "she didn't want to be considered uptight or selfish about her body, and she's even lived with one man, although it hadn't lasted. He ended by calling her a frigid bitch, as if she was doing him some injury or other" (TRB 209). Charis's sexual frigidity is explained to be the outcome of her childhood sexual abuse, not the result of her biological identity. On being called as "frigid bitch" by men, she questions herself "Hadn't she been affectionate enough. Hadn't she nodded her head when he talked, hadn't she cooked the meals and laid herself down compliantly whenever he wanted her to, hadn't she washed the sheets afterwards, hadn't she tended him? She was not an ungenerous person" (TRB 209). Beauvoir discloses the reason of sexual frigidity of women to be "resentment" (413).

Charis's boyfriend Billy represents the common perception of society about women being sexless. According to Irigaray, "Female sexuality has always been conceptualized on the basis of masculine parameters" (23). Billy finds the 'abnormality' of Charis as normal. "He thought women were like that: without urges, without needs. He didn't pester her about it, he didn't question her, he didn't try to fix her, as the other men had done- tinkering away at her as if she was a lawnmower" (TRB 209). Her own experience during her physical relation with Billy was like:

she felt...like a trampoline with someone jumping up and down on it... as it was she merely detached herself, floated her spirit off to one side filled herself with another essence – *apple, plum*- until he had finished and it was safe to re-enter her body...Once in a while she cried, which Billy seemed to find normal. Her tears had to do nothing with Billy. (TRB 208)

On learning about Zenia's concept of sex as "fun" Charis is amazed, as according to her knowledge women are as sexually naïve and sexless, and her own experience with

sex “was either nothing or it was painful, or it was overwhelming, it put you at risk” (*TRB* 426).

Luce Irigaray explains the reason behind the sexually passive identity of women to be the mistaken belief of men, “Feminine pleasure has to remain inarticulate in language, in its own language...And so what is most strictly forbidden to women today is that they should attempt to express their own pleasure” (77).

Kate Millett explicates the sexual dominance of men and subordination and passivity of women i.e. ““sexual behaviour” is almost entirely the product of learning”... as the “product of a long series of learned responses - response to the patterns and attitudes, even as to the subject of sexual choice, which are set up for us by our social environment” (32).

Imposed Passive Sex Role

Mitch’s imposed passive sex role on Roz is performed by her to maintain the myth of sexual inferiority of women. Roz describes, “Mitch would never have forgiven her if she’d jumped on him in public, or even given him a big smooch during the kiss- the- bride routine. He’d made it clear by then that there were jumpers and jumpees, kissers and kisses, and he was to be the former and she the later” (*TRB* 312). Beauvoir highlights man’s perception of woman’s sexuality, “that she should be in no way independent, even in her longing for him”. And woman is “obliged to offer man the myth of her submission, because he insists upon domination.... Since she can only *be not act*” (397, 381).

Subversion of the Belief of Women’s Passivity

Atwood subverts the belief of women’s passivity by giving power to Tony in reversing the name of her husband from Stewart to ‘West’ (*TRB* 14). By reversing the hands and letters- from right to left, Tony constructs her own language. By doing this she not only rejects the Patriarchal language but also laws of patriarchy. Irigaray argues, “Women, by writing in a language... resists the dichotomies founded in an order, a grammar of gender” (Parsons 91).

Reversion of Gender Stereotypes

In the novel not only names, but gender stereotypes are reversed as well. West, as opposed to the stereotype of hegemonic masculinity, displays femininity and appears more “frangible” and “subject to breakage” than Tony (*TRB* 9). He is dumped and ditched by Zenia twice and projected as “poor-angel; man-like” depending on both Zenia and Tony for his survival. Tony’s friends Charis and Roz “make him nervous” (*TRB* 168). He is seen as “a baby” who is “incapable of handling practical issues of life,” and is “fond of sacrificial gestures” and is so vulnerable and delicate that Zenia is afraid of “getting him dirty” (*TRB* 173).

Judging from the socio-cultural parameters of gender ideology, all the traits embodied by West can be stereotyped as feminine. He is shown as so vulnerable that “one contemptuous flick of her (Zenia’s) hand could splatter him all over the sidewalk” (*TRB* 173) certifying that not only can men befool women, “women can make fools of men ... even if they weren’t fool to begin with” (*TRB* 175). Zenia exploits West as well as Tony, blackmailing her for money and also snatching West from her after her marriage. Whereas later on Tony is able to “reconnect with the regenerative powers”, West is left desolated and frail, “West’s desolation is palpable. It envelops him like a cloud of midges...It’s as if he is blind” (*TRB* 175-176).

Zenia challenges West’s sexuality and strength and defeats him on sexual grounds proving his masculinity and virility as powerless in comparison to her feminine sexuality. She traps West by concocting a story of her as sexually frigid owing to her “sexually abused... childhood, by a Greek Orthodox Priest” and “challenge[s]” him to “Warm up the ice maiden”. She even tells him that, “she was faking orgasm to please him” (*TRB* 406, 407).

Zenia defines sex as, “a huge plum pudding, a confection of rich delights” and discards West as sexually “boring” (*TRB* 407). Whereas Billy is sexually dominant, he is shown to be depending on Charis for his survival. Charis not only supports Billy financially, but also lends him moral support “his very existence depends on her” (*TRB* 210). “She understood his emotions which came at her in a deluge- watery chaotic, a melancholy blue in colour, like a great wave of tear. He was so lost, so wounded, how could she refuse to offer him whatever comfort she had” (*TRB* 214)? This dependency of Billy on Charis subverts the myth of masculinity as independent, active and supporting.

Mitch's hegemonic masculinity is challenged by Zenia who leaves him weak and powerless. Deconstructing the concept of women as oppressed and men as oppressor, she leaves Mitch helpless and powerless before herself. Mitch is "not used to getting dumped, to being betrayed, because it never happened to him before" (TRB 376). After being deserted by Zenia, Mitch is also not forgiven by Roz, "she's always depended on him, not to lose his nerve. But now there is a crack in him, like a crack in glass; a little heat and he will shatter. But why should it be Roz's job to sweep up?" She tells him, "you can't treat me like a rest stop",... "not any more"(TRB 379, 380). Mitch is so much devastated by Zenia that at last he commits suicide.

Zenia embodies the traits of both the sexes, performing both masculinity and femininity quite dexterously according to the victims she encounters. She is explained to be "on no side but her own" (TRB 185) and performs both as oppressor and oppressed as and when required.

Dissolution of Gender Boundaries

Through the character of Zenia Atwood dissolves gender boundaries as well as gendered spaces proving it to be porous and fluid. As a women character she narrates her past life history, and manipulates it to evoke admiration or pity of the listener. To Tony she presents herself as positive shadow, with her sexually exploited childhood at the hands of her Russian mother who sold her in prostitution when she was just five, "It must have started when I was five, six, earlier may be. Really I can't remember a time when I didn't have some man's hands in my pants" (TRB 164). Despite her sufferings she comes out to be an independent woman with "a touching gallantry, a steely courage in the face of adverse destiny" (TRB 167). Thus Zenia represents herself as an epitome of identity free from the shackles and fetters of gender and sex role stereotypes and is imitated by all the three friends.

Roz and Zenia

Roz gets the strength from Zenia, to discover the power she already had, that helps and prepares her in the upbringing of her children which is free from constraints of gender stereotyping. Roz tells herself:

You are woman, with a man inside watching a woman. You are your own voyeur. The Zenia's of this world have studied this situation and turned it to their own advantage; they haven't let themselves be moulded into male fantasies, they have done it themselves. They have slipped sideways into dreams, the dreams of women too, because women are fantasies for other women. Just as they are for men. (TRB 392)

A Fair Glittering Edge

The daughters of Charis and Roz are described as “have [ing] a fair glittering edge to them. None of them is what you would call self-effacing. All three would be at home on horses, riding astride, hair flying scouring the plains, giving no quarter” (TRB 402). All three daughters are constructed as independent and active betraying the feminine ideal of culture and society. Tony perceives the:

Confidence, their straight ahead level gazes, their humorous but remorseless mouth. They have none of the timidity that used to be so built in for women. She hopes they will gallop through the world in style, more style than she herself has been able to scrape together... and the twins have become so gigantic; gigantic and also careless. Tony is slightly afraid of them. They might step on her by mistake. (TRB 402)

Roz's daughters Paula and Erin change the gender of all the characters of their story books from male to female: “They decided that all the characters in every story had to be female. Winnie the pooh was female, Piglet was female, Peter rabbit was female. If Roz slipped up and said, “he” they would correct her: She! She! They would insist. All of their stuffed animals were female too.” On being questioned by Roz about their calling of stuffed animals as female, they answered, “Can't you see?” This perception of the twin daughters is explained by Roz as “simply the lack of penises, on the stuffed animals” (TRB 293).

From the *The Robber Bridegroom* to *The Robber Bride*

According to Freud and other gender theorists masculinity and power is linked with having the symbol of power i.e. penis and women is represented as lack, because of not having penis. The twin daughters' link femininity with the absence of penis on their

soft toys but absence of penis is not associated with the absence of power. The twin daughters' not only change the gender of the male characters to female, "opt[ing] for women in every single role", but also the title too, i.e., from the *The Robber Bridegroom* to *The Robber bride*. They also argued, "For the control of story- change the ending mom! Make them go back! I don't like this part" (TRB 293). Hence they tend to deconstruct the myths, traditional and stereotype of gender promoted through the work of art by criticizing it and replacing it with women characters.

Roz brings up her daughters against the accepted ideal of femininity with the belief that, "girls should not be given the idea that being pretty is the only thing that counts- and that other people's opinions of how they ought to arrange their bodies are more important than their own"(TRB 356). Whereas Roz daughters are independent, strong and active, enjoying the violent ending of the stories claiming, "somebody had to be boiled", her son Larry didn't like, "violent stories", as they gave him, "nightmares" (294TRB). This reflects the total reversal of his gender roles as, "masculine behaviour" is believed to "spring from a root of possible violence" and to be women is to be "weak, futile and docile" (Beauvoir 354, 359).

Portrayal of Gay, Homo- and Hetero-Sexuality and Role of Patriarchy

Roz's son Larry and her assistant Boyce are presented as gay. Boyce's himself reveals his identity to Roz at the very beginning, "I am gay as a grig, but I won't embarrass you in public. My straight act is impeccable" (TRB 90). Here being 'straight' is mentioned as an 'act' rather than biological trait. This reflects the theory of gender given by Judith Butler who assertively describes gender as "a corporeal s t y l e, an 'act,' as it were, which is both intentional and performative", where "'performative' itself carries the double-meaning of 'dramatic' and 'non-referential' " (*Performative Acts* 521-22) and can be defined as, "that discursive practice which enacts or produce that which it names" (*Bodies That Matter* 13).

The comment of Rachel Alsop is quite apt in this regard, "By appropriating the symbols of masculinity and exaggerating them macho/gay men are exposing the artificiality of normative heterosexual masculinity. What gay men's looks suggest can be even more 'masculine' than their heterosexual counterparts, thus challenging claims that only heterosexual men are real" (148). Thus Boyce's both the identities -of gay and

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straight as performance undermines “heterosexism and homophobia at the heart of hegemonic masculinity” (Alsop, Fitzsimons and Lennon 132). Like any woman he even is good at “mother[ing] and tak[ing] care of her[Roz]”(TRB 89). It is explained that as long as he ‘performs’ his gender identity well it is not possible to make out whether he is gay or straight, whether “he hates women”...or “he wants to be one” (TRB 90).

Therefore according to Butler, “Gender is a set of free- floating attributes ... constituting the identity it is purported to be... It is always a doing, though not a doing by a subject who might be said to pre-exist the deed.”(24-25).

Homosexuality like heterosexuality is shown to be artificially constructed. Roz “sometimes thinks he’s a surrogate son; on the other hand, he might be a surrogate daughter” (TRB 89) who is successful in “bring[ing] out the lady in her” (90). Similarly Zenia’s identity too is put to question because of her performance of both masculinity and femininity. Boyce questions if, “she was really a woman. It could be a man in a dress” (TRB 436). Thus Butler states:

The construction of coherence conceals the gender discontinuities that run rampant within heterosexual, bisexual, and gay and lesbian contexts in which gender does not necessarily follow from sex, and desire, or sexuality generally does not seem to follow from gender- indeed where none of these dimensions of significant corporeality express or reflect one another. (*Gender Trouble* 135-36)

The gay relation of Boyce and Larry is accepted by Roz’s daughters quite easily while she herself needs sometime to accept this relation. This is due to the fact that homosexuality is considered as biological anomaly; an “arrest of development” by the society that ostracizes homosexuals as abnormal (Beauvoir 426). On the same account Larry is blackmailed by Zenia.

Thus patriarchal ideology privileging heterosexuality victimizes not only women but men. Hornacek reveals that the patriarchal system is equally exploitative for men and they not only “benefit from patriarchy but are also hurt by it” (qtd. in Hooks 74).

Therefore “rigid sex roles” have been identified as “the primary source of their [men’s] victimization” (Hooks 80). Gay sexuality is presented by Atwood as normal, and not a biological abnormality asserting that “the fences so firmly in place around the gender corrals are just a bunch of rusty old wire” (*TRB* 454). Describing sexuality as a discursive construction, Parsons argues that “Sexuality of the body thus cannot be abstracted from its actual situation in history, since it has no meaning apart from the ways in which it is defined within particular discursive practices”(72).

Atwood’s Women Characters - Atwood Subverts and Destabilizes Gender Categories

Atwood enables her women characters to explore and discover the truth of their existence and identity by breaking silence, subverting their identity and expressing themselves in their own language. Cixous argues that in order to liberate themselves from patriarchal ideology, woman needs to reject male, rule- bound language by having their own female discourse, “Woman must write herself: must write about women and bring women to writing, from which they have been driven away as violently as from their bodies”(334). She further suggests that, “only when women inhabit their bodies fully and write from them can they produce a female language and female texts capable of challenging historical and political constructions, of subverting the dominant linguistic order, and of representing themselves”(Davies 59). Therefore by adopting ‘écriture feminine’ or feminine writing, “women can struggle to undermine the dominant phallogocentric logic, split open the closure of binary opposition and revel in the pleasure of open-ended reality” (Moi 106).

Tony’s left hand becomes her strength which is treated as wrong by others. It is by reversing hands and letters that she creates her own language and a powerful identity which is quite contrary to her real identity. She claims, “despite its good performance her left hand was scorned, but her right hand was bribed and encouraged”... but “tony continued to write left handed” (*TRB* 138). By reversing hands and letters she rejects patriarchal language and creates her own language, “this was her language, so its rules and regularities were at her mercy” (*TRB* 116). Thus “writing is precisely *the very possibility of change*, the space that can serve as a springboard for subversive thought, the precursory movement of a transformation of social and cultural structures”(Cixous 337).

Like Tony, Charis too is able to reunite with her disjointed identity Karen and is able to confront the truth of her suppressed identity by identifying herself with Zenia. Zenia, on entering in her life as helpless, emaciated cancer patient merges first with Karen and then with Charis, finally returning her words to Charis. For Charis words are described as, “pictures”... and then “screams and moans, and then the smell of rotting meat, and of burning, flesh, and then physical pain” (*TRB* 64). Thus Charis finds her voice, “seize[s] the occasion to speak” (Cixous 338) and becomes “who she is ” (*TRB* 50).

Roz too is projected as passive and silent to the subordination of her husband Mitch enduring all without protest. She suffers from the disintegration of her identity shifting and changing names, from “Roz Greenwood to Roz Grunwald and later to Roz Andrews after her marriage with Mitch.” The changing of names decipher “Roz’s transformations and her upward mobility” along with “her insecurities, for everyone of her identities is shadowed by the others” (Howells 95). In order to adjust and adapt herself to her displaced identity and passivity under patriarchy she “learned to keep her big fat mouth shut” (301), there was “no room... for a yes or no”(301*TRB*). Under the influence of Zenia she learns a new language i.e. “adds layers of language to herself, sticking them on like, like posters on a fence” (345) and is able to fight back her husband’s exploitation.

All the three friends Roz, Tony and Charis are able to fight against their artificially constructed gender identity by subverting and destabilizing the constructed gendered space by encountering their suppressed identities in the reflection of Zenia; who transcends the boundaries of socially constructed gendered space and lives a life free from all restraints. It is dealt efficiently in the novel that along with femininity, masculinity too is performative and power is linked with one’s sex rather it can be displayed by person of either sex. According to Somacarrera, “For Atwood and Foucault power is unstable because it is diffused throughout all social relations rather than being imposed from above” (44-45). Atwood herself questions the reality of power as, “power after all is not real, not really there: people give it to each other” (*Power Politics* 16).

Thus we see that Atwood subverts and destabilizes gender categories as discursively constructed in society and culture. By subverting gender boundaries Atwood

liberates not only her women characters but men characters too from the imprisonment of gender stereotypes.

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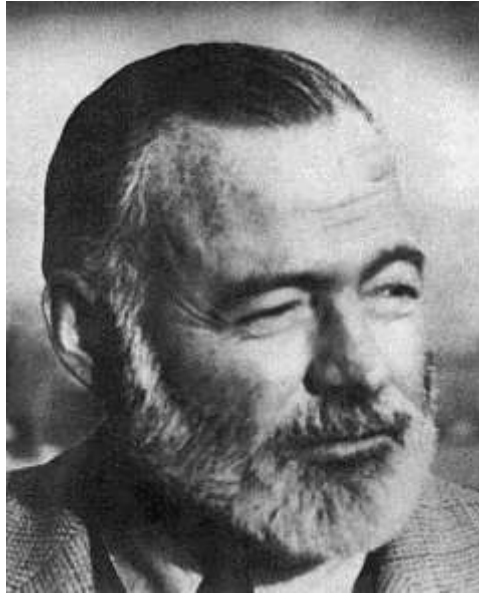
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Art and the Artist in Hemingway's *To Have and Have Not*

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Ernest Hemingway 1899-1961

Courtesy: www.americanlegends.com

The Legend of Hemingway and Its Impact on the Study of Hemingway Novels

The problem with Hemingway critics is their obsession with the legend of “Hemingway the blowhard, of Hemingway posturing with movie queens, bullfighters, and big fish, or of Hemingway the hard drinker who made pompous male pronouncements in men’s magazines” (Benson 47).

This larger-than-life image, which Hemingway so assiduously cultivated and which the critics so stubbornly pursued has led to serious distortions in the study of the novelist’s art and vision. This preoccupation with the writer’s life has led to the extreme narrowing of the critical focus on the writer’s work. He has been dubbed as an ‘unintellectual’ writer whose writing is marked by conspicuous absence of any idea, or any trace of commitment of any kind, or any objective concern with the historical, cultural and social issues.

If we can forget the man and more so the legend that surrounds him and just concentrate on his writings without the aid of extra-literary disciplines we shall discover the

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full canvas and complexity of Hemingway's values and vision as a writer. Once this task is accomplished we shall find that Hemingway was a liberal and committed humanist who over and over again projected in his fiction the humanist ideal of secular and liberal values. It is here that we find the golden streak of his fiction which is central to the understanding of his vision both as man and writer.

Honesty and Integrity

Honesty and integrity are the two cornerstones of Hemingway's code of artistic integrity, which emerges most clearly through his ironic, sometimes satirical portraits of the fake artists in a number of his works. He values the honest rendering of authentic life experiences and any one failing to observe this norm becomes an object of his ridicule. The way he rails at Andersons' pomposity and artificiality in language and life in the *Torrents of Spring* is a sure proof of his commitment to the values of truth, honesty and integrity both in life and art.

Hemingway's devastating and satirical portrayal of phoney artists such as Cohn in *The Sun Also Rises*, Roger in *Islands in the Stream*, Laughton and Gordon in *To Have and Have Not* provides us the key to the understanding of the versatility, maturity and wholesome aspect of his art. For Hemingway, the "only test was that everything he put down had to be honest" (Garnett 10) and this conviction precluded any sort of commitment to a particular political or social or economic ideology. For him, man was central and anything that caused suffering to him or stifled his conscience was anathema. It is here that we find Hemingway's strong aversion to politicians and disinclination to join any 'ism'. He was independent of any ideology or politics.

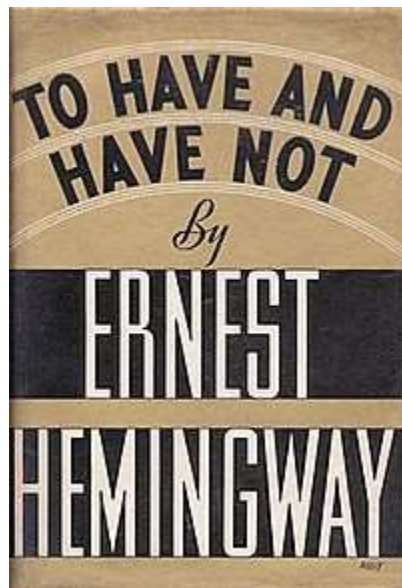
Non-Ideological and Apolitical Stance

Hemingway's non-ideological and apolitical stance was at variance with the stance taken by the majority of writers in the 30's when to be a leftist was a craze, rather, a mania. The literary atmosphere of the 30's was saturated with the outpourings of all kinds of literature of social commitment. It was Hemingway's disinclination of being uncommitted to the leftist political agenda in the 30's that invited strong denunciation from the writers as well as the critics. Stanley Cooper rightly observes:

His increasingly public persona and the subject matter of his books

convinced many that Hemingway was interested only in his own pleasure and amusements. With the American economy in shambles and the social fabric seemingly about to tear apart, many critics believed that Hemingway's interests – bullfighting, big game hunting and marlin fishing – were escapist and elitist. Millions were out of work in his country, and he was going on safari in Africa. Basic social and political questions were being debated and he was condemning the decadence of the Spanish bullfight. (49)

To Have and Have Not



Most of the criticism of Hemingway was based on political grounds and came mainly from so-called Leftist critics. Then appeared *To Have and Have Not* and praise started pouring in from these very quarters for Hemingway's treatment of the devastating impact of Depression and his sympathetic attitude towards the Republicans in the Spanish Civil War. They saw in these works Hemingway's actual conversion to communism but they were surely mistaken, because these works are not the statement of his political views or ideas; but they show his concern with the suffering humanity at large in these harrowing times. For Hemingway, commitment to art was far more important than commitment to a particular ideology and the basis was his strong belief that politics, political ideologies, government and economic systems are all transitory; what is permanent is art. In *Green Hills of Africa* he wrote: "A thousand years makes economics silly and a work of art endures forever, but it is

very difficult and now it is not fashionable” (109). Hemingway believed that art was the only part of any civilization that could remain alive and vital for generations to come.

Thus, to judge art and the artist by contemporary, political and social standards is to be short-sighted and false. There are always good writers and bad writers. *To Have and Have Not* can profitably be read, apart from its social theme, as Hemingway’s statement of his strong aversion to everything that is fake and phoney in art.

Gordon the Author

It is through Gordon, the writer with so called leftist leanings that Hemingway brings out vividly and forcefully, the corrupting and corroding effect of commitment to a particular political ideology on the work of a writer. Gordon has written three books dealing with social issues and the latest book he is writing is about the strike in a textile factory. Hemingway tells us that art influenced by a particular cause or ideology tends to degenerate into a kind of formula writing. The following dialogue between Gordon and Spellman, a lousy young man, makes this point clear:

‘What are you doing now?’” Gordon asked.

‘Not much.’ said Spellman. ‘I get around a little. I’m taking it sort of easy now. Are you writing a new book?’

‘Yes. About half done.’

‘That’s great.’ said Spellman. ‘What’s it about?’

‘A strike in a textile plant’

‘That’s marvellous’, said Spellman. ‘You know I’m a sucker for anything on the social conflict’.

‘What?’

‘I love it’, said Spellman. ‘I go for it above anything else.

You’re absolutely the best of the lot. Listen, has it got a beautiful Jewish agitator in it?’”

‘Why?’, asked Richard Gordon, suspiciously.

‘It’s a part for Sylvia Sidney. I’m in love with her. Want to see her picture?’”

(*THHN* 141)

Deft Use of Irony

It is, indeed, Hemingway's deft use of irony in bringing Gordon and Spellman together in the bar. It is through this direct conversation between the writer and his self-proclaimed 'fan' that we come to know not only about the fake artistic standards of Gordon, the Leftist writer but also the kind of readers his works attract. Spellman is a rich spoilt brat for whom Gordon's books are just as good as drinks, or marijuana, or Sydney's picture which provide him a good form of entertainment. Gordon is in for big blow at the hands of a real communist who tells the writer that his books are just "shit". Both these judgments are a sad commentary on Gordon's integrity as a writer—the rich, the haves whom he denounces like his works and the have-nots whose cause he champions consider them to be 'shit.'

For Hemingway, dishonesty and falsity in rendering experiences in art are the cardinal sins that a writer can commit and this is exactly what Gordon does, and he does it because he is capable of doing only this. Gordon does not know the difference between reality and perception, thus leading him to his naive, rather insipid, presentation of social issues in his works. He writes on social themes because it is fashionable to do so and not because he understands the complex issues involved therein. This is nowhere more evident than his perceived impression about Marie Morgan.

Marie Morgan – Stereotyped Freudian Interpretation

Marie is in bad shape mentally and physically, as she is coming home from Sheriff's office where she was briefed about Harry's mortal wounding. But for Gordon, she epitomises what a lady of her age and background can do. He has never known her, never met her, never talked to her, but he claims to possess the whole inner life of that type of woman. He constructs a stereotyped Freudian interpretation of Marie as the slovenly, frigid, middle class house wife belonging to the working class, in whom her husband has lost interest since a long time ago.

Gordon's Relationship with Helen, His Wife

Hemingway, through ironic juxtaposition reveals Gordon's "lack of perception as artist and his selfish use of human beings." (Wylder 114). As against her perceived frigidity, Marie enjoys vigorous and mutually satisfying sex life with her husband, Harry. Gordon's preconceived and misconceived notions about Marie's type of women from the class he is

“supposedly” fighting for, become evident in Gordon’s real life relationship with his wife, Helen.

Hemingway is at pains to show Gordon’s false leanings towards Leftism through Marie and Helen, both of whom belong to working class. Gordon’s affair with Mrs. Bradley also shows his hypocrisy both as a writer and as a man. Helen’s father was an Irish boiler maker and a good union man. When Helen objects to her husband’s affair with Mrs. Bradley, he calls her a slut and disparages her father. As a writer, Gordon is supposed to sympathise with ordinary, working class people, but he is just a wastrel who has strayed into the realms of art.

In Hemingway’s artistic credo, a good writer is basically a good man, but Gordon is just the opposite. He is both a bad writer and a bad man. There can be no more insulting words than what Helen says of him as a man and as a writer: “No, not all right. All wrong and wrong again. If you were just a good writer, I could stand on the rest of it maybe. But I’ve seen you bitter, jealous, changing your politics to suit the fashion, sucking up to people’s faces and talking about them behind their backs.” (*THHN* 138).

Gordon’s Nemesis – Mrs. Bradley

Gordon’s nemesis is sure to come very soon and he receives it at the hands of the rich lady, Mrs. Bradley, who had interested him “both as a woman and as a social consciousness.” (*THHN* 105). Mrs. Bradley was a rich amoral lady whose hobby was to collect writers and their books as exhibition objects. So, Gordon was merely a collector’s item in her gallery of writers like him.

Gordon becomes cold and frigid on seeing Tommy, Mrs. Bradley’s husband during their sex act and gets his ‘reward’ in the form of stinging slaps across his face from none other than Mrs. Bradley. “In the darkness he had felt the slap across his face that lighted flashes of light in his eyeballs. Then there was another slap, across his mouth this time. ‘So that’s the kind of man you are’, she had said to him. ‘I thought you were a man of the world. Get out of here’. (*THHN* 140) The ‘leftist’ is wronged by the ‘rich’ and that provides him another subject matter for his next book.

Decent Writer, But Morally Dead Man

That Gordon is a decadent writer and a morally 'dead' man becomes crystal clear from the foregoing analysis. What also becomes more clear and evidenced is Hemingway's strong belief and faith in the honest rendering of authentic life experiences in the works of art. What passes under the garb of ideology at a particular period in the name of art is anathema to Hemingway for whom politics and ideologies are fleeting, temporary and inconsequential, whereas art is abiding and permanent. Hemingway's works are strong testimony to his strong aversion to thuggery in the name of art resorted to by writers like Gordon and Cohn and Roger and Harry.

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Nursery Rhymes as an Effective Instructional Material for Young Language Learners

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Definition of Nursery Rhymes

There is a certain age at which a child looks at you in all earnestness and delivers a long, pleased speech with all the true inflections of spoken English, but with not one recognizable syllable. There is no way you can tell the child that if language had been a melody, he had mastered it and done well, but that since it was in fact a sense, he had botched it utterly. (Dillard, 1988, 106)

The gentle tune of *Twinkle, Twinkle, Little Star* brings back nostalgic feelings even for adults. Nursery Rhymes are often defined as “A short, rhymed poem or tale for children”, and are considered as traditional songs for young children in Britain and many other English speaking countries. Though the tradition of nursery rhymes as a primary source for teaching English language to children began as early as in the seventeenth century, its influence upon English language teaching remains pivotal.

Teaching Methods and Nursery Rhymes

Throughout the twentieth century, History of English language teaching saw the rise and fall of a variety of language teaching methods. Changes in approach and methods of teaching English have been an outcome of a transition of ideas as to the kind of proficiency the learners need. Hence, the reformers in the 20th century differentiated between the methods of teaching language based on the objectives of language teaching, theory of language, theory of language learning, syllabus, Role of teachers, learner roles and the role of instructional material. Any method used in a language teaching class must also ensure proper selection of instructional material, to help the young learner achieve the kind of proficiency aimed at.

Language acquisition occurs when comprehension of real messages occurs, and when the acquirer is not 'on the defensive'... Language acquisition does

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not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.” (Krashen, 1981, 202)

Importance of Interaction in Language Learning

David Vale in his book *Teaching Children English*, stresses the importance of interaction and activity-based approaches within the language classroom as it offers much towards the overall needs of children. He points out that by integrating such approaches children study activities which have practical educational value, and are motivated in what they are studying. He also emphasizes that children should be introduced to a wide range of the language items that makes it meaningful and understandable. It is also to be noted that children should not be introduced to the English language in an artificially pre-determined, strenuous sequence of grammatical structures or functions.

Nursery Rhymes as Resourceful Instructional Material

Nursery rhymes have always remained a resourceful instructional material for this purpose. No matter how old one is, or how learned he is, it is fascinating to note that the nursery rhymes we learn as children remain fresh in our minds, even as we age. This is because of the foundation it lays in minds, of the language that we use almost every day. Though its didactic value is vast, the part played by nursery rhymes in forming the basis for language learning is integral. It's even more interesting to know how children acquire English as a second language through such nursery rhymes. This is so because, rhymes are one of the most enthralling and culturally rich resources that can easily be used in a language classroom, and it offers a change from droning classroom activities.

It is also a valuable resource to develop student's basic abilities in language learning such as Listening, Speaking and Reading. They can also be used to teach various important structural aspects of the language such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Learning English through rhymes also provides a non-threatening atmosphere for students, who usually find it intimidating to speak English in any formal setting. Important features of the language such as stress, rhythm, intonation are also presented through nursery rhymes; thus, through using them, the language which is broken into a series of structural units, is learnt.

Main Functions of Nursery Rhymes in Language Learning

The main functions of the nursery rhymes in a language learning context can be pointed out as follows:

1. Phonemic awareness
2. Developing the vocabulary
3. Inductive learning of Grammar
4. Developing auditory skills in the language learner.

Use of Nursery Rhymes in Language Learning Class

To understand how nursery rhymes help in language acquisition, it is important to note how they are taught. The teacher selects the rhymes, appropriate to the age group it aims at. After the rhymes are selected, the teacher recites the rhymes with actions, to the eager set of listeners. The students remain silent and listen attentively when the teacher recites the rhyme. After repeating the rhyme for a couple of times the students are made to sing along with the teacher.

Though the student will not be able to memorize the whole rhyme at once, they attempt to utter a few words that they have memorized. The teacher also helps the students, by prompting, as they try. Through this method the young learner is able to repeat the rhyme many times till it is unconsciously internalized in their memory, laying the foundation for language acquisition.

Internalizing Basic Grammatical Structures

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Meaning plays an integral role in teaching grammar. Thus, it is necessary to learn any grammar point in context. Rhymes must be selected and taught effectively for the young learner to learn grammar efficiently. Nursery rhymes are used to both present and practice grammar.

Since rhymes are repeated numerous times, comprehended, and considered, they act as an efficient tool for internalising specific grammatical structures. The patterns in nursery rhymes usually consist of simple grammatical items such as noun, verb, adjectives, phrase structures etc. Through repeating and trying to understand the nursery rhyme taught, the grammatical structures become more deeply internalized. Grammar is instilled in to the young minds through the sentence patterns, tense and other such grammatical units found in the rhyme.

Though young learners do not realise the importance or the need for grammar in a language, its foundations are unconsciously internalised in their learning patterns.

Phonemic Awareness

The importance of learning the sounds of language in any successful language acquisition was established only during the late years of the nineteenth century. Many reformers such as Wilhelm Vietor, Henry Sweet and others in the nineteenth century shared beliefs about the principles on which a new approach to teaching foreign languages should be based. They believed that the spoken language was pivotal and phonetics should be applied to teaching any new language.

Phonemic awareness or phonological awareness can be defined as the awareness that language is made up of various sounds, and establishing the importance of these sounds in formation of syllables, words, and sentences. Many speech language pathologists have explained the importance of phonemic awareness in an educational setting. It is essential to lay the foundation for spelling and reading abilities in a learner. Many researchers have also stressed that children with weak phonological skills have weak reading skills.

Nursery rhymes play a very important role in developing phonemic awareness in kindergarten students. By spending most of their time listening and reciting rhymes, they are unconsciously listening to how sounds of the language are incorporated within words and sentences.

When a teacher teaches a nursery rhyme, she exaggerates and stresses on the rhyming words. When the rhyme is finished, it is noticed that children learn words that rhyme, faster. Once these rhyming words are learnt by the students the teacher then prompts the student to produce new words with the same rhyming scheme by prompting the beginning phoneme.

Development of Vocabulary

Nursery rhymes are composed of fantastic and charming stories, vibrant language and colourful characters. These rhymes have caught the mind's eye of children and fascinated them for centuries. Children are also introduced to a fantasy world that helps them expand their horizons of imagination. As seen earlier, nursery rhymes are taught to children with actions, performed by the instructor. The teacher performs different actions to help children in learning the word and the rhyme better. By actions children learn the meaning of a word through association of actions. Nursery rhymes are often recited by the teacher in the class to an eager set of young learners and when the teacher recites it, she does so using various gestures and actions to enhance children to understand better.

Theory of Total Physical Response

James Asher's Theory of Total physical response, often termed as TPR, is a language teaching method built around this co-ordination of speech and action. It focuses mainly on learning a language through physical (motor) activity. James Asher's theory is similar to Krashen's hypotheses about how comprehensible input and stress reduction plays important role in any successful language acquisition. Many linguists have agreed that the right hemisphere of the brain receives signals and then transfers it to the left hemisphere which helps in incorporating the signals and helps in the production of the language.

Based on this theory one can understand how through actions the student guesses the meaning of what the word stands for. Typically, a nursery rhyme consists of easy to understand vocabulary plus a catchy rhyme. This allows children to learn to sing the rhyme

easily, and because of this particular aspect nursery rhymes are more often used as a means to assist young children build their vocabulary.

Substituting New Words for Known Words

Nursery rhymes also help in expanding the student's vocabulary by introducing them to newer words that can be substituted for normal words used in day to day conversations. The young language learners' vocabulary is also built through the understanding of words used in the rhyme.

With the development of science and technology, Nursery rhymes and the themes that are dealt with in it, has also developed. Rhymes are made colourful and entertaining with multimedia visualisations, gripping the young learner's attention both visually and auditory. It consists of vividly coloured cartoons, animatedly singing and dancing the rhyme, entrancing the interests of the young language learner. Many linguists have theorised how "Motivation" plays an integral part in any successful language learning. The same way young English language learner should be motivated in learning it. Nursery rhymes cater to this need by regulating their motivation; and also performing the entertaining role to keep the learner's attention intact.

To Conclude

Nursery rhymes have always proven to be one of the best ways to teach a language to young learners, as they convey a lot to learn, keeping the learner's attention intact. A young learner loves to play with colours, catchy rhyme and gripping music. Nursery rhymes are a perfect combination of all these.

With the advent of science and technology, and ever-changing learner's needs, new instructional materials are introduced every day. Though use of Nursery Rhymes as instructional material has reduced considerably, it will always remain one of the best, entertaining, educating sources of language learning.

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Colophon:

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Nursery Rhymes as an Effective Instructional Material for Young Language Learners

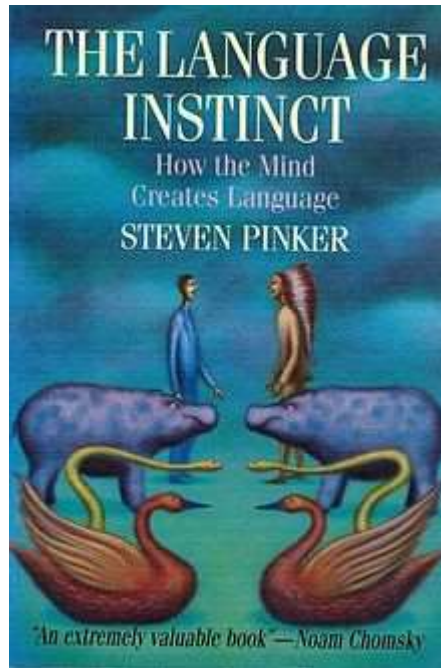
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**Biological Basis of Language Revisited:
A Review of Steven Pinker's *The Language Instinct* (1994)
USA: William Morrow and Company**

Sweta Sinha, Ph.D.

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Abstract

The processes of origin/ evolution of language have been a subject of debate for several decades. It has been with man long before the invention of writing though its importance has been widely underestimated. The article reviews Steven Pinker's "The Language Instinct" (1994) in light of the existing debate. Through his book Pinker tried to claim that if two people come in contact then language is bound to develop. The faculty of language is not just a product of cultural influence but it has a strong and verifiable biological basis. Sympathizing with the Chomskyan perspective of Universal Grammar Pinker claims that human mind has its own language 'mentalese' which acts as an interface between the spoken form of language and the mental lexicon. The book makes an interesting reading offering evidential support for the claims that Pinker makes in the book.

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The Faculty of Language

The origin of the faculty of language in humans has always been a subject of great debate for centuries. The fact that it is unique to humans (not considering the communication system in primates, ants and honey bees to be equivalent to that of a human language) has always created a sense of awe and inquisitiveness around this subject. Various approaches have been modeled so far in an attempt to describe the acquisition of language which occurs so effortlessly in humans especially the first language (L1). The fact that there was language long before writing evolved is widely underestimated by literate investigators. Language was already high defined biological product, complete in all sense, long before writing was invented.

Biological Basis of Language

The approach which has gained the maximum popularity and has been the subject of constant debate, discussion and research is the one propounding the biological basis of language. This approach refutes the claims made by the “Standard Social Science Model” (Barkow, Cosmides & Tooby 1992) which advocates the role of surrounding culture in the acquisition of language.

The Language Instinct



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

Steven Pinker is a linguistics professor at Harvard University and is known worldwide for his work with language. *The Language Instinct* offers Steven Pinker's thesis and research on how language and communication is an instinct native to all humans. The most interesting central topics discussed in this book are how language is an instinct and how children develop language and grammar skills, the idea of a "Universal Grammar" and what it says about language and the mind, and how language and thought are not the same. Pinker's book on how language is learned, how it works, changes and is ultimately a basic human instinct, is informative and interesting the whole way through.

Language – A Complex Specialized Skill

Pinker believes that language is a complex, specialized skill which develops in children spontaneously and is evolutionary in nature. He introduces the topic aptly with the following lines:

“Imagine that you are watching a nature documentary. The video shows the usual gorgeous footage of animals in their natural habitats. But the voiceover reports some troubling facts. Dolphins do not execute their swimming strokes properly. White-crowned sparrows carelessly debase their calls. . . . Who is this announcer, anyway?” (p.370)

Pinker advocates the instinctive nature of language just like Darwin who was the first one to make a claim in this direction. (Darwin 1871, 1896)

We Just Cannot Help It

Language is unique and innate to humans. Focusing on the universality of language he says the children learn the complex language without any formal education and they keep reinventing the language not because it is required but because they just cannot help it. The faculty of language is as innate as the process of sucking in the newborns. We humans are simply born with this. The children are capable of understanding the complexity of language and also to construct normal sentences without any effort.

Mental Faculty – Construct the Utterances in the Mind

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In such a case language is then a mental faculty and one constructs the utterances in the mind. Now the question is whether language determines thought or thoughts determine the language or do we have a separate language to think altogether. Pinker calls such a language as “mentalese”. Discarding the linguistic determinism theories (Sapir 1921, Whorf 1956) Pinker argues that if languages determine our thoughts then why at times we feel that there is a difference between what we “wanted to say” and “what we actually said”, why at times we fail to get exact words to describe what goes exactly in our mind. Pinker points out the lack of objective evidence for such a belief.

In order to prove his point Pinker cites the examples of languageless adults and human babies. We should give a thought as to how they manage to think without any language. He argues saying: “infants come equipped with these skills; they do not learn them by listening to their parent’s speech” (pg. 267).

Physical Symbol System Hypothesis

Pinker comes up with a theory of thinking called “the physical symbol system hypothesis” or the “computational” or the “representational” theory of mind. Cognitive scientists and psycholinguists are trying to figure out what kind of representations and processors are present in the brain. Any particular thought in our head embraces a vast amount of information but when it comes to communication attention spans are short and mouths are slow. Only a fraction of the message gets encoded in the form of words. Thus people do not seem to think in their respective language, they think in the language of thought. But in such a case mentalese must be richer than other languages in some ways and simpler in others. Knowing a language is nothing but to know how to translate mentalese into strings of words and vice-versa.

How Language Works

After the first three introductory chapters Pinker in his fourth chapter “How Language Works” he focuses on the design features of language and language grammar. Differing from Chomsky’s deep and surface structures Pinker tries to establish his claims. The two most important design features of language are: it helps to convey a concept from mind to mind virtually spontaneously and it makes infinite use of finite medium. We use a code to translate

between orders of words and combinations of thought. This code or set of rules is called generative grammar (Chomsky 1957) The way language works is that each person's brain contains a lexicon of words and the concepts they stand for (a mental dictionary) and a set of rules that combine the words to convey relationships among concepts (a mental grammar). So then, what are the design features of grammar? Grammar is nothing but: the infinite use of finite medium (distinguishes human brain from other artificial language devices) and it is a code that is autonomous from cognition (grammar teaches us to arrange words in a sentence but at times we can understand even the ungrammatical sentences).

In Disagreement with the Chomskyan Position

According to Chomsky (Chomsky 1957) words of a language are acquired in the form of categories and language is made up of phrase structures (PS). The insights behind the UG are much more interesting because they are about living minds and not dead tongues (Chomsky 1968). The principles and parameters of PS specify only what kinds of ingredients may go into a phrase in what order. They do not spell out any particular phrase. An auxiliary is a kind of function word that comes at the periphery of the sentence trees.

Pinker does not agree with Chomsky at the point that deep structure is obligatory and that it is universal across all human languages. Every structure indeed has two levels where the deep structure is defined by the super rules and it acts as the interface between the mental dictionary and phrase structure. In the surface structure, the position from which the phrase was moved contains an inaudible symbol that was left behind by the movement transformation called a "trace". Because of it, the surface structure contains the information needed to recover the meaning of the sentence; the original deep structure which was used only to plug in the right sets of words from the lexicon plays no role.

World of Words

Taking the readers to the level of words Pinker correctly claims that the world of words is as fascinating as the world of syntax. People must have a mental rule for generating new words from the old words and this area is specifically an exhaustively dealt with in morphology. The output of one morphological rule can be the input for the other morphological rule. But such

rules are applied only in case of regular words whose origin and use is rule based. In case of irregular words which do not follow a set rule, they are stored on brain as mental lexicons and they act as stems and not roots for the morphological processes.

According to Pinker a word being a linguistic object built out of parts by the rules of morphology behaves as the indivisible, smallest unit with respect to the rules of syntax- a syntactic atom. Also words are a string of linguistic stuff that are arbitrarily associated with a particular meaning one item from the long list we call mental dictionary.

Shifting between Various Organizational Levels

Pinker keeps the reader shifting between the various organizational levels of language. Immediately after discussing the words he starts discussing sounds which actually are the constituent elements of words. He says that phonetic perception is like a sixth sense which is actually manifested in the form of language and that speech is illusional because of the absence of any visible physical boundary. Thus speech perception is another biological miracle which makes the language instinct. It is possible because of the duality of patterning of language. (Hockett1968). The sound segments are processed in a way to produce a sequence which is both meaningful and can also be easily pronounced. Discussing about the biological basis of language Pinker gives an account of the organs involved in the process like: vocal cords, lungs, larynx, tongue, lips etc.

An inventory of phonemes is the thing that gives a language its characteristic sound pattern even in a speech stream that contains no real words. Phonemes are not assembled in a one dimensional pattern but like a tree. Onsets and rimes not only define the possible sounds of a language; they are pieces of word- sounds that are most salient to people. Onsets and rimes make syllables. Syllables are collected into rhythmic groups called feet and they are further classified as strong (s) and weak (w).

Phonological rules apply to the phonemes in a sequential manner. But the rules “see” features not phonemes and they adjust features not phonemes. If sound waves are at the bottom of the hierarchy from sound to phonemes to words and so on then we can say that human speech perception works from the top down rather than just from the bottom up direction.

Talking Heads

The seventh chapter “Talking Heads” discusses the organization of sentence in a language. How do we understand a particular utterance in the form of a sentence? According to Pinker, the first step is to “parse” it. The mental program that analyzes sentence structure during language comprehension is called the parser. The parser analyzes each element of the construction and categorizes it into phrases or parts of phrases. This rule determines if a phrase is an NP or a VP or any other type of phrase and then accordingly the comprehension of the complete utterance occurs. A parser also enables the movement of phrases. Words can also help by suggesting to the parser exactly which other words they tend to appear with inside a given kind of phrase. During the span of words between the moved phrase and the trace people must hold the phrase in memory. Connecting phrases with traces is a hairy computational operation. The parser, while holding the phrase in mind, must constantly be checking for the trace. There is no way of predicting how far down in the sentence the trace will appear. In case of phrases which restricts the movement of elements the parser skips looking for a trace. Such restrictions can turn some phrases into “islands” from which no words can escape. Parsing is actually the first step in understanding a sentence. But there is much more to understanding a sentence than parsing it. The act of communicating actually relies on a mutual expectation of cooperation between speaker and listener.

Sentence Order

Most languages have SVO or SOV order, fewer have VSO; VOS and OVS are rare and OSV may be non-existent. The largest number of universals involves implications: if a language has X it will also have Y. Universal implications are found in all aspects of language. When linguists talk about gadgets of language, they do not talk about the correlations among all linguistic items. Differences among languages, like differences among species, are the effects of three processes acting over the long span of time- mutation (linguistic innovation); genetic inheritance (the ability to learn) and isolation (migration or social barrier). Languages are spoken by the children who learn them. Languages disappear by the destruction of habitats of their speakers. Just as we cannot preserve every species on earth we cannot and should not preserve

language but then a language is a medium from which a culture's verse, literature and song can never be extricated.

The Baby Born Talking - Describes Heaven

In the chapter "The Baby Born Talking - Describes Heaven" Pinker tries to draw attention on the systematic nature of errors that occur in a child's speech. Most children do not begin to talk until they are a year old, do not combine words until they are one and a half, and do not converse in fluent grammatical sentences until they are two or three. All infants come into the world with linguistic skills.

Babies continue to learn the sounds of their language throughout the first year. By six months, they are beginning to lump together the distinct sounds that their language collapses into a single phoneme. During the first year, babies also get their speech production system geared up. Shortly before their first birthday, babies begin to understand words and around that birthday they start to produce them. Words are usually produced in isolation; this one word stage can last from two months to a year. Around eighteen months, language takes off. Vocabulary growth jumps to the new-word-every-two-hours minimum rate that the child will maintain through adolescence. And syntax begins with strings of the minimum length that allows it: two.

Roles of Errors

The errors children do make are rarely random garbage. Often the errors follow the logic of grammar so beautifully that the puzzle is not why the children make the errors, but why they sound like errors to adult ears at all. So why do children make this kind of errors? There is a simple explanation. Since irregular forms have to be memorized and memory is fallible. The three year old is a grammatical genius- master of most constructions, obeying rules far more often than flouting them, obeying language universals, erring in sensible adult like ways and avoiding many kinds of errors altogether.

Language Senescence

Acquisition of language normally is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty and is rare thereafter. Even if there is

some utility to our learning a second language as adults, the critical period for language acquisition may have evolved as part of a larger fact of life: the increasing feebleness and vulnerability that biologists call “senescence”.

So far Pinker has been trying to establish the biological basis of language drawing analogies from other biological processes. Now the big question that looms at this stage is that if language is a biological faculty then it must have a biological centre as well which can be physically perceived in the form of genes. Pinker tries to answer this question in the tenth chapter of his book “Language Organs and Grammar Genes”. He tries to put forward the evidences which could show that there are genes that build parts of brain that control grammar.

Lateralization, Neural Network

Neuroscientists have actually seen language in action in the left hemisphere. Aphasic’s brain almost always show lesions in the left hemisphere. A patient with a sleeping right hemisphere can talk but a patient with a sleeping left hemisphere cannot. What exactly is engaging in the left hemisphere? Bellugi’s findings (Bellugi 1967) show that language whether by ear and mouth or by eye and hand is controlled by the left hemisphere. The left hemisphere must be handling the abstract rules and trees underlying language, the grammar and the dictionary and the anatomy of words. Gazzaniga’s coworkers found that all areas that have been implicated in language are adjacent in one continuous territory. This region of the cortex, the left perisylvian region can be considered to be the language organ. (Gazzaniga 1970)

Pinker himself talks about neural network or the neural gates which act in the same way as the logic gates- AND, OR and NOT. The neural networks are neural gates that compute the logical relations. All genes are made up of sequences of bases arranged in a DNA molecule and the structure of DNA is affected by proteins which are the transcription factors. So now we can define a grammar gene- “grammar genes would be stretches of DNA that code for proteins or trigger the transcription of proteins in certain times and places in the brain that guide, attract or glue neurons into networks that, in combination with the synaptic turning that takes place during learning are necessary to compute the solution to some grammatical problem.”

Genetic Variation

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When we talk of genes, we must also pay some attention to genetic variation. No two human beings are genetically identical; after all, it is this genetic variation that has led to evolution. If this is the case and if there are language genes then normal human beings have to be innately different from each other and they should have different language instincts. But this is not the case actually. The differences are minor and quantitative without any major qualitative difference. The difference ranges within a narrow range. These variations are microscopic. This is governed by natural selection. That variation is there for a purpose: by shuffling the genes each generation, lineages of organisms can stay one step ahead of the microscopic, rapidly evolving disease parasites that fine-tune themselves to infiltrate the chemical environments of their hosts.

Human Language versus Animal Communication System

Human language is different from other modes of animal communication system. Even the seat of human language in brain is special. Language could have arisen and probably did arise, in a similar way: by revamping of primate brain circuits that originally had no role in vocal communication and by the addition of some new ones. Chomsky, according to Pinker was too flip when he dismissed natural selection as having no substance, as nothing more than a belief that there is some naturalistic explanation for a trait. In fact it is not so easy to show that a trait is a product of selection. The trait has to be hereditary. It has to enhance the probability of reproduction of the organism relative to organisms without the trait, in an environment like the ones its ancestors lived in. There has to have been a sufficiently long lineage of similar organisms in the past. And because natural selection has no foresight, each intermediate stage in the evolution of an organ must have conferred some reproductive advantage on its possessor.

Environment – Not the Sole Governing Factor

Pinker sums up his book by going back to the same claim that he made at the outset of the book that the environment should not be considered as the sole governing factor behind the development of language faculty. He, however, does not rule out its role completely but he tries to establish that heredity too has a major role in the development of language. We are endowed with a mental grammar which is highly complex. Learning would be impossible unless there is a

common underlying rule over which the language is built. That is the Universal Grammar. Pinker tries to sum up the claims of Evolutionary Psychology in the following points:

- Language has its own intricate mental software and there is a universal design to the rest of human minds,
- “Learning” cannot be possible without some innate mechanism,
- Learning is accomplished by different modules each keyed to the peculiar logic and laws of one domain,
- The biological systems have developed owing to natural selection and not by accidents and
- “Culture” too plays an important role whereby people get an access to shared knowledge.

Universal and Mental Computation

Language instinct is universal. Languages can be mutually unintelligible but under the surface structure they have a common Universal Grammar. Children learn by generalized role models. They learn by drawing similarities. The sense of similarity must be innate. For language acquisition, what is the innate similarity space that allows children to generalize from sentences in their parents’ speech to the similar sentences that define the rest of English?

There must be some kind of mental computation that helps the child to draw similarities. This sense of similarity is computed by the Universal Grammar built into the learning mechanisms. According to language instinct a mind has adapted computational modules rather than the blank slate or the lump of wax. Language instinct takes into account the commonalities among all normal people. It does not think about the differences between them. So, environment is important. In the same way heredity too is important.

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Asif Currimbhoy's *The Clock* as a Social Commentary

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Drama: Splendid and Supreme Art

Of all the literary forms, drama is the most splendid and influential one as it appeals to all our senses. It is a visual art and an effective medium of communication through which the whole saga of human life can be illustrated in a better way. It not only presents the moral, political, ethical, philosophical, and religious conditions of the human society all over the world, but also takes a deep insight into the consciousness and sub-consciousness of human mind and represents man's joys, sorrows, conflicts, hopes and visions with great beauty. Bharatmuni in *Natyashashtra* states: "Theater is life. There is no art, no craft, no learning, no yoga, no action, which cannot be seen in it (qtd. in Adya 35).

Currimbhoy: India's First Authentic Voice in Drama

Asif Currimbhoy (born 1928) emerged as a notable Indian English Playwright in the post-independence period. Faubian Bowers commented about him that he is "India's first authentic voice in the theatre" (7). He is a social dramatist. He has 30 plays to his credit which cover a wide range of themes from history and politics, society and religion, art and metaphysics. His plays are necessarily "emotional reaction" (Baratham 39) to what he feels and sees around him. As a dramatist he deals with the contemporary world of changing values. His plays represent and make an appeal to all humanity. He presents life as it is, not as something it should be.

The Clock

The Clock (1993), a one-act play by Asif Currimbhoy, covers a vast range of social issues. It is a mirror to contemporary life with all its concomitant frustration, isolation, helplessness, materialism, lust, loneliness and moral degradation. *The Clock* portrays the travails of Henry, a salesman or a tired salesman to be exact. It is also apparent on a bigger scale that this

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Asif Currimbhoy's *The Clock* as a Social Commentary

play is a social commentary. It touches all the problems brought on by wealth and success in our culture. The play is an exposure of middle-class delusions.

Henry Finding His Place under the Sun

Henry is the product of modern materialistic society. He lives in a competitive world where his only worry is “deadlines, quotas and bigger and better sales” (Currimbhoy16). His only desire is to be successful as success matters a lot in this world. Here, business, money and sales represent the accepted norms of social values. Like Willy Loman, Henry is just one example out of thousands and millions of those who try to find their place under the sun – the sun which is always hidden behind the confusing set of material values. Business success and the number of zeroes on the bankcheque of the professionals are the only parameters that determine the success of a man in today’s world. For that reason everybody is after the “pot of gold at the end of the rainbow” (Currimbhoy 24).

A Representative of Modern Man

Henry is a true representative of modern man. He lives a drab, purposeless and meaningless life. He is tired of his dull routine, of “getting up, dressing, going to work, returning home, going to sleep....sorta purposeless” (Currimbhoy 17). It is New Year eve and his birthday. Instead of celebrating, all he concerns is that he “must sell 5000 worth before midnight or nothing at all” (Currimbhoy 27). His wife, Mary, also wants him to be successful like his friend Joe and earn more and more money.

Under the strain of the sales targets, Henry has lost even the track of time. He finds a solution of his problems in wine and he is not ready to change himself even at the risk of life. He is fed up with his job as a salesman. He says that “last twenty years of service as a salesman. But the sum total is that I am fed up . . . right upto here [he indicates his throat forcefully] (Currimbhoy15).

Disturbed Human Mind

The Clock describes the disturbed human mind and the consequent frustrations of a salesman who has resigned his job. Every now and then, Henry gets lost in his own thoughts

even in the presence of others. His mind keeps wandering all the time-nursing old grievances and thinking of the past stupid mistakes. He finds nothing to look forward to. He has lost ambition and hope and looks older and more tired before time.

Loss of Innocence

The materialistic attitude of modern man marred the innocence of his relationships with others. He suffers from isolation. Henry belongs to a lower middle class family and his job matters a lot for him and his family. Henry decides to resign as he can't continue his job. He does not discuss with his wife, Mary, while taking such a serious decision. He prefers flipping a coin to discussion with her. He informs her only after resigning. It shows the communication gap between husband and wife. Mary blames Henry of not thinking about her, about her wishes. But she, herself, is not concerned with the pressure under which Henry works. She wants him to be successful at any cost. She forces him to meet the targets and continue the job. Neither does she respect his decision, nor bothers about the tension he undergoes in his job as a salesman. She compels Henry to ask his friend, Joe for help. After Joe's visit she says that "He looks quite prosperous. Why can't you be like him?" (Currimbhoy 23).

Soft Targets of Patriarchal Society

Women are the soft targets in this patriarchal society. As in the play itself, Henry blames Mary for everything wrong that is happening with them. He makes Mary responsible for his unfinished university education because he had to look after his pregnant wife at that time. Mary was responsible for this unwanted pregnancy-he thinks. Mary earns extra penny by doing odd jobs. She does not think about her pride in doing so. But Henry, as he is a man, and therefore his pride matters a lot. He hesitates to ask even his old friend for help. For Henry, the pride of others and especially that of a woman does not matter. Rather even at a time, when his family is in a tight position, he gives Joe an impression of prosperity just to satisfy his sense of pride. The economical condition of Henry does not allow him to move out of the locality but even for it, he blames Mary. The condition of Mary which shows the predicament of modern woman reveals what Simone de Beauvoir says in her seminal work *The Second Sex*, "One is not born rather becomes a woman"(267).

Money-minded Modern Society

People have become completely money minded in modern society. Joe and Henry were once good friends and neighbours but now time and distance have increased differences in their status. They meet after years and when they meet they start talking about money matters. Henry is in tight situation and Joe can help him but Henry does not tell him about it as there is no intimacy left between them. Henry pretends to be happy and satisfied with life and when Mary asks Joe for help, he replies that “it’s simple because he’s successful and I ain’t. That’s why!” (Currimbhoy 25) and when Henry asks for help he gets none.

Children – A Burden for Henry

Henry’s innocent children also become a victim of his frustration. Henry returns from office and in place of spending a good time with his kids, he finds them a nuisance. He cannot control himself and give them a hard hit when they quarrel. His responsibility towards his children becomes a burden for him.

Henry, the symbol of modern man finds himself trapped in the web of life. He finds life “a one way street with neat little blocks sliced up in years”, and “the gutter waters flow all the way” (Currimbhoy14). Like Jimmy Porter of *Look Back in Anger*, he feels disgusted with everything – his wife, life, children, job and even his ordinary name ‘Henry’. He is sick of it all and wants some way out.

Devaluation of Moral Values

The fall and devaluation of moral values in the modern society find a presentation in the present play. Commercialism and materialism are eating into the moral fibre of our society like a cancerous virus. Sexual exploitation, adultery and lust have become common things. Women are not safe at work places. Jean, young girl-secretary in Henry’s office tells him that the boss made a comment at her the other day. Henry, a 45-years old man, who is enough to be her father, commits adultery in thoughts. The Boss crosses all the limits. He has rapist’s intentions for Jean and wants Henry to help him in this matter. The Boss is rich and for that reason he is important. The honour of a girl values nothing before money. As Henry says: “We must all sell, sell and

sell” (Currimbhoy41), modern man sells not only merchandise but also his character for materialistic gains.

Symbolic Significance

The title of the play *The Clock* has a symbolic significance which shows the condition of modern man. He is bombarded from all sides to become successful which means to be rich and powerful. Time passes and he feels more pressurized by the burden of his responsibilities. Henry looks, again and again, at the wall clock because he has a target to be achieved before twelve at midnight. No one can stop the hands of the clock. The tick-tock of the bell is like the “harnessing bell” of the horse that reminds the traveler to go ahead because there are “miles to go” before he sleeps (Frost 63-65).

Therefore, the play presents a true picture of modern society where money dominates moral values and man dominates woman indicating that materialism has corrupted man completely. Man has turned a worshipper of mammon. Society, friends, family, children and even his own ‘self’ are not his own due to his materialistic attitude. And this reality of the modern ‘waste-land’ has been presented honestly by Currimbhoy in the present play.

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Asif Currimbhoy’s *The Clock* as a Social Commentary

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Effect of Bilingualism on Speech in Noise Perception in Young Adults

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Structured Abstract

Introduction: Although speech is typically well understood under quiet conditions and low task demands, many environmental factors such as noise and reverberation negatively affect speech understanding (Crandell & Smaldino, 2000; Nabelek & Mason, 1981).

These factors are present to some degree in the listening environments encountered in everyday life and it masks the speech signal by obscuring the less intense portions of the signal, resulting in a reduction in the redundancy of acoustic and linguistic cues in speech (Helfer & Wilbur, 1990). This effect increases as the signal to noise ratio (SNR) decreases (Miller, Heise, & Lichten, 1951). In addition, other factors, including cognitive demand (Luce, Feustel, & Pisoni, 1983), and listener- or speaker-related variables such as language background may also affect speech understanding even in quiet, and can combine with environmental factors to further degrade the speech understanding (Helfer & Huntley, 1991; Nabelek, 1988; Newman & Hochberg, 1983; Takata & Nabelek, 1990).

There is strong evidence that bilinguals have a deficit in speech perception for their second language compared with monolingual speakers under unfavourable listening conditions, despite performing similarly to monolingual speakers under quiet conditions. This deficit persists for speakers highly proficient in their second language and is greater in those who learned the language later in life. Bilingual (BL) listeners typically achieve a similar level of recognition of their second language (L2) in quiet relative to monolingual (ML) listeners. Under degraded listening conditions, both BL and ML listeners' speech recognition deteriorates. However, when perceiving L2 stimuli, BLs are disproportionately more affected by noise compared to MLs of that language (Cooke, Garcia Lecumberri, & Barker, 2008; Garcia Lecumberri & Cooke, 2006; Kang, 1998).

Need for the Study: Most of the studies which have considered the language variables affecting speech in noise perception have considered bilingual language acquisition. In addition, only few studies of speech perception by bilingual listeners have carefully controlled for second language proficiency and even fewer have presented speech in everyday listening environments that contain noise and reverberation. Furthermore, only limited numbers of studies have considered the effects of variables pertaining to language background on the perception of speech in noise in adults especially in Indian languages.

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Effect of Bilingualism on Speech in Noise Perception in Young Adults

Aim and Objectives: The purpose of this study was to assess the effect of language proficiency in bilinguals on speech perception in noise in varying signal-to-noise ratio (SNRs).

Method: A total of 20 normal hearing Kannada-English bilinguals between age ranges of 18 to 25 years participated in the present study. The subjects were divided into two groups based on their language proficiency according to international second language proficiency rating scale (Wylie, 2006). Group 1 consisted 10 bilinguals who achieved a score of 1 (Basic transactional proficiency) and Group 2 consisted of 10 bilinguals with a score of 4 (Vocational proficiency). Participants had normal hearing sensitivity defined by pure-tone thresholds of 20 dBHL or better at octave frequencies from 250 Hz through 8000 Hz in both the ears and none of the participants had any difficulty in speech recognition in quiet.

Speech perception ability in noise was assessed using Speech-in-Noise Test (SPIN) administered at 4 different SNRs. The stimuli used for SPIN test included 35 words in which 7 words were practice items in both Kannada and English respectively. The words were selected based on high frequency occurrence and familiarity rating by 5 Kannada-English speakers. These words were digitally recorded in a sound treated room on to a DELL Inspiron N4010 laptop via a Logitech MPW 21 microphone and using the PRAAT software at a sampling frequency of 44100 Hz. Four-talker babble was used to generate words with 4 different SNRs using Mat lab software 7.10 version, which yielded a total of 4 wordlists each with 7 words.

The first list had a SNR of +5dB and the second, third and fourth list had SNR of 0dB, -10dB, -20dB respectively. The test was carried out in a sound treated room suite with ambient noise levels within permissible limits (re: ANSI, 1991, as cited in Wilber, 1994). The SPIN test was administered binaurally via TDH 39 headphones in pseudo random order using GSI-61 Audiometer, and DELL Inspiron N4010 laptop. The presentation level was set to MCL.

The listeners were instructed to listen to the words carefully and repeat the words they perceived. Prior to actual testing, the listener was familiarized with the task and stimuli by making them listen to several trials passively. The test was administered in both languages for both the groups. Each correctly repeated word was awarded one point for a total possible score of 28 points. The percentage of correctly repeated words was calculated for each list.

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The obtained data was subjected to descriptive statistics to obtain the mean and standard deviation and inferential statistics to obtain the significance levels.

Results and Discussion: The mean recognition scores for group 1 in Kannada SPIN test at SNR5, SNR0, SNR-10 and SNR-20 were 100%, 95.71%, 95.71% and 54.28% respectively. For group 2 at SNR 5, SNR 0, SNR -10 it achieved a score of 100% and for SNR -20 it was 54.92%. In contrast for English SPIN test both groups achieved mean recognition score of 100% at SNR5, 0, and -10. At SNR -20 reduction in scores were seen for both the groups (Group 1-74.28% and Group 2 -77.78%) Thus, maximum recognition scores were obtained at SNR 5 and minimum scores obtained at SNR-20 in both the groups for both English and Kannada. In other words, the recognition scores reduce with reduction in the SNR.

The result of the present study is well in accordance with previously reported literature, which has demonstrated that speech recognition scores decrease as the SNR decreases (Miller, Heise, & Lichten, 1951). To estimate the statistical significance among the two groups, Independent samples' t' test was carried out and mean scores were compared between and within the groups across different SNRs. The results revealed that there was no statistically significant difference between the groups for both Kannada and English SPIN test at all the SNRs (SNR 0 ($t=0.081 > 0.05$), SNR -10 ($t=0.081 > 0.05$), SNR-20 ($t=0.962 > 0.05$) for Kannada and SNR -20 ($t=0.663 > 0.05$) for English). The results also indicated that there were no differences in the recognition scores within the groups for SNR -20 for both Kannada and English SPIN tests though, both groups performed poorer in Kannada SPIN TEST. Hence the findings revealed that both the groups performed better in their second language compared to the first language, these results are in contradiction to the previous findings (Cooke, Garcia Lecumberri, & Barker, 2008).

Summary and Conclusion: The results of the present study did not reveal any observable differences for speech in noise perception between two groups of bilinguals. These findings are not in consonance with the previous findings which report degraded speech in noise perception in bilinguals compared to monolinguals. These differences in the findings can be attributed to differences in the type of bilingual group, type of the stimuli and different language combinations considered in the study compared to previous studies. This cautions

further research in the particular domain using different types of speech stimuli and language combinations to find the speech in noise perception skills in bilinguals.

Introduction

Speech perception involves the mapping of speech acoustic signals on to linguistic messages (e.g., phonemes, distinctive features, syllables, words, phrases etc). Although speech is typically well understood under quiet conditions and low task demands, many environmental factors such as noise and reverberation negatively affect speech understanding (Crandell & Smaldino, 2000; Nabelek & Mason, 1981). Both noise and reverberation are present to some degree in the listening environments encountered in everyday life (Helfer & Wilbur, 1990).

Reverberation refers to the persistence of a sound in an enclosed environment. It is measured in reverberation time (RT), the time required for a sound pressure wave of a specific frequency to decay by 60 dB after the signal ceases. Speech perception tends to deteriorate as RT increases (e.g., Moncur & Dirks, 1967; Steinberg, 1929). When noise is present in an acoustic environment, it masks the speech signal by obscuring the less intense portions of the signal (Helfer & Wilbur, 1990).

The result is a reduction in the redundancy of acoustic and linguistic cues in speech, an effect that increases as the signal to noise ratio (SNR) decreases. That is, performance on speech-perception tasks tends to deteriorate as the SNR decreases (e.g., Miller, Heise, & Lichten, 1951).

Although both noise and reverberation can degrade a speech signal in isolation, these distortions often occur simultaneously and, together, are more detrimental than the sum of the component distortions (Nabelek, 1988) Hochberg, 1983; Takata & Nabelek, 1990). The documentation of language background variables is of particular importance; these variables may include language history (age of onset of acquisition), percentage of language use for both languages, language competency in both languages, language stability (the extent to which proficiency is changing) for both languages, and contexts of language use in both languages (Grosjean, 1997;). van Hapsburg & Pena, 2002

Language factors that could account for the decreased speech- recognition performance of bilingual listeners in their second language have been suggested (Flege, 1995; Mayo et al., 1997). Reasons for these performance decrements has been attributed to a number of factors, including degree of exposure to the language, age of second-language acquisition and adversity of the listening environment. For example, Florentine (1985b) found that while non-native listeners' ability to understand English speech in noise improved as their exposure to the language increased, only two non-native listeners with exposure to English since infancy performed like native listeners, when assessed with the Speech Perception in Noise (SPIN) test (Bilger et al. 1984, Kalikow et al. 1977).

These findings are suggestive of the existence of other factors that could account for reduced speech-in-noise performance in bilinguals, such as the complexities involved in the management of two languages. In the bilingual speech recognition process, phonological input is believed to spread activation to phonologically-similar lexical candidates of both the target language and the non-target language. This cross-language activation then generates cross-language competition, which is thought to cause a slowing of their cognition process (Colomé, 2001).

There is strong evidence that bilinguals have a deficit in speech perception for their second language compared with monolingual speakers under unfavourable listening conditions, despite performing similarly to monolingual speakers under quiet conditions. This deficit persists for speakers highly proficient in their second language and is greater in those who learned the language later in life. Bilingual (BL) listeners typically achieve a similar level of recognition of their second language (L2) in quiet relative to monolingual (ML) listeners.

Under degraded listening conditions, both BL and ML listeners' speech recognition deteriorates. However, when perceiving L2 stimuli, BLs are disproportionately more affected by noise compared to MLs of that language (Cooke, Garcia Lecumberri, & Barker, 2008; Garcia Lecumberri & Cooke, 2006; Kang, 1998).

Need for the Study

From the above literature, it is clear that the language background has an effect on speech in noise perception. Most of the studies which have considered the language variables affecting speech in noise perception have considered bilingual language acquisition. In addition, only few studies of speech perception by bilingual listeners have carefully controlled for second language proficiency and even fewer have presented speech in everyday listening environments that contain noise and reverberation. Furthermore, only limited numbers of studies have considered the effects of variables pertaining to language background on the perception of speech in noise in adults especially in Indian languages.

Aim of the study

The purpose of this study was to assess the effect of language proficiency in bilinguals on speech perception in noise in varying signal-to- noise ratio (SNRs).

Method

A total of 20 normal hearing Kannada-English bilinguals between age ranges of 18 to 25 years participated in the present study. The subjects were divided into two groups based on their language proficiency according to international second language proficiency rating scale (Wylie, 2006). Group 1 consisted 10 bilinguals who achieved a score of 1 (Basic transactional proficiency) and Group 2 consisted of 10 bilinguals with a score of 4 (Vocational proficiency).

Participants had normal hearing sensitivity defined by pure-tone thresholds of 20 dBHL or better at octave frequencies from 250 Hz through 8000 Hz in both the ears and none of the participants had any difficulty in speech recognition in quiet. Speech perception ability in noise was assessed using Speech-in-Noise Test (SPIN) administered at 4 different SNRs. The stimuli used for SPIN test included 35 words in which 7 words were practice items in both Kannada and English respectively.

The words were selected based on high frequency occurrence and familiarity rating by 5 Kannada-English speakers. These words were digitally recorded in a sound treated room on to a DELL Inspiron N4010 laptop via a Logitech MPW 21 microphone and using the PRAAT

software at a sampling frequency of 44100 Hz. Four-talker babble was used to generate words with 4 different SNRs using Mat lab software 7.10 version, which yielded a total of 4 wordlists each with 7 words. The first list had a SNR of +5dB and the second, third and fourth list had SNR of 0dB, -10dB, -20dB respectively.

The test was carried out in a sound treated room suite with ambient noise levels within permissible limits (re: ANSI, 1991, as cited in Wilber, 1994). The SPIN test was administered binaurally via TDH 39 headphones in pseudo random order using GSI-61 Audiometer, and DELL Inspiron N4010 laptop. The presentation level was set to MCL. The listeners were instructed to listen to the words carefully and repeat the words they perceived. Prior to actual testing, the listener was familiarized with the task and stimuli by making them listen to several trials passively. The test was administered in both languages for both the groups.

Each correctly repeated word was awarded one point for a total possible score of 28 points. The percentage of correctly repeated words was calculated for each list. The obtained data was subjected to descriptive statistics to obtain the mean and standard deviation and inferential statistics to obtain the significance levels.

Results and discussion

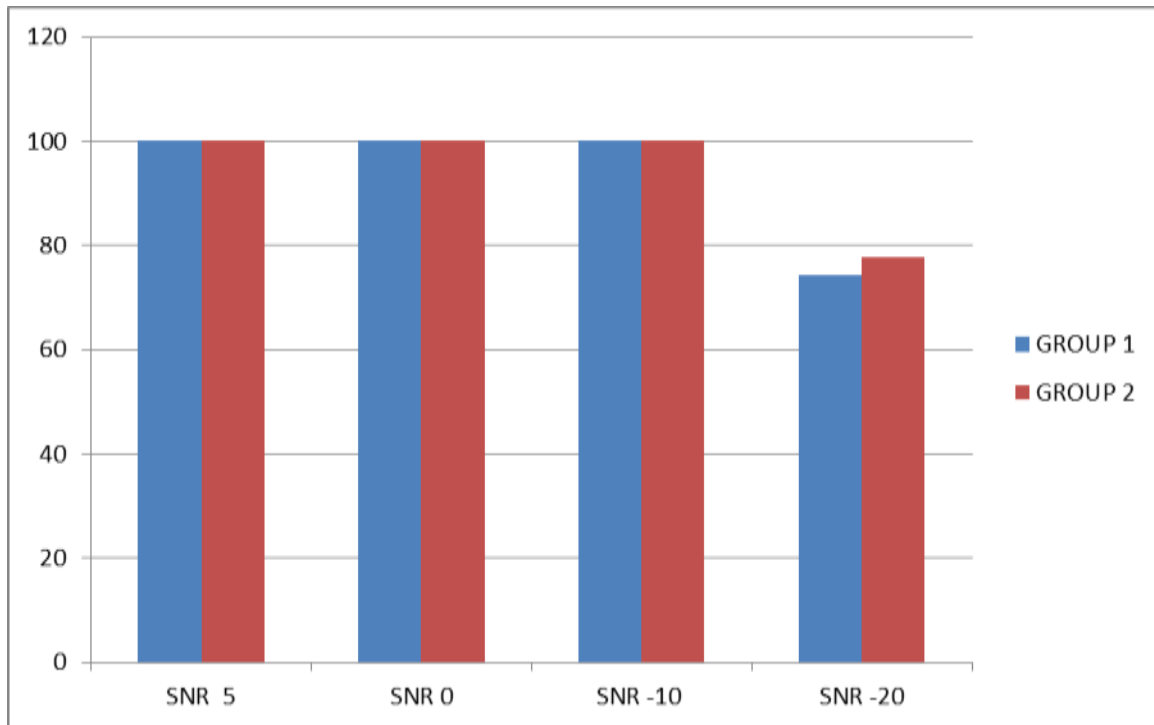
The task performed in both Kannada and English SPIN test at different SNR's by the two different levels of bilinguals (ie. group 1 and group 2) were subjected to statistical analysis. The mean recognition scores are shown in table 1. In Kannada SPIN test Group 1 achieved a score of 100%, 95.71%, 95.71% and 54.28% at SNR5, SNR0, SNR-10, and SNR -20 respectively. Whereas for group 2 at SNR 5, SNR 0, and SNR 10 it achieved a score of 100% and for SNR -20 it was 54.92%.

In contrast, for English SPIN test both groups achieved mean recognition score of 100% at SNR5, 0, and -10. At SNR -20 reduction in scores were seen for both the groups that is (Group 1-74.28% and Group 2 -77.78%) Thus, maximum recognition scores were obtained at SNR 5 and minimum scores obtained at SNR-20 in both the groups for both English and Kannada.

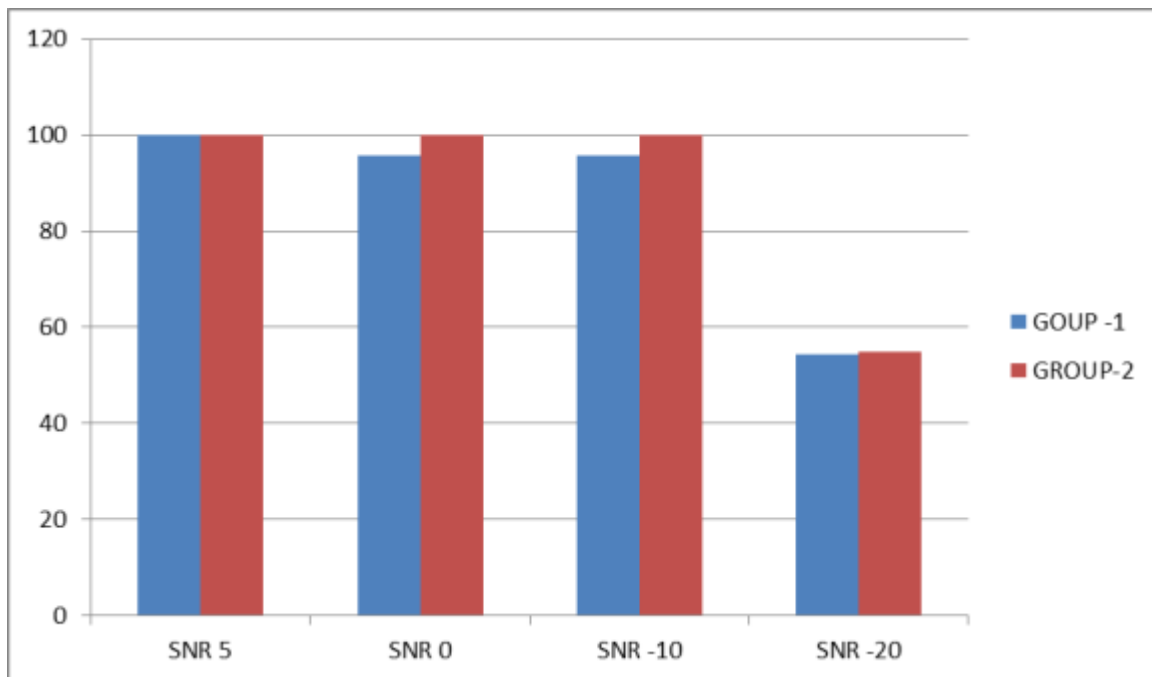
Table: 1 Mean recognition scores of group 1 and 2 in both Kannada and English SPIN test.

	SNR 5	SNR 0	SNR -10	SNR-20
Kan Group-1	100	95.71	95.71	54.28
Group2	100	100	100	54.92
Eng Group1	100	100	100	74.28
Group 2	100	100	100	77.78

Graph: 1 Mean recognition scores at different SNR's in Kannada SPIN test.

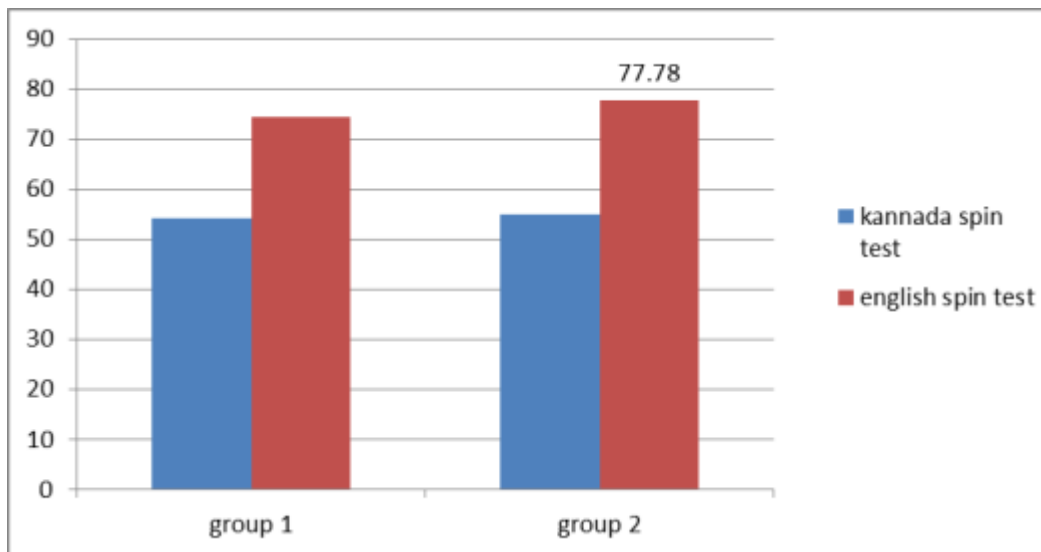


Graph: 2 Mean recognition scores at different SNR's in English SPIN test.



As it can be evidenced from Graph 1 and 2 maximum recognition scores were obtained at SNR 5 and minimum scores obtained at SNR-20 in both the groups for both English and Kannada SPIN test. In other words the recognition scores reduce with reduction in the SNR. The result of the present study is well in accordance with previously reported literature, which has demonstrated that speech recognition scores decreases as the SNR decreases (Miller, Heise, & Lichten, 1951).

Graph: 3 The Mean scores at SNR-20 in both Kannada and English SPIN test.



As the above graph 3 depicts there is a decreased mean recognition scores at SNR-20 and also significant difference in mean recognition scores in the groups for both Kannada and English SPIN test.

To estimate the statistical significance among the two groups, Independent samples 't' test was carried out and means scores were compared between and within the groups across different SNRs. The results revealed that there was no statistically significant difference between the groups for both Kannada and English SPIN test at all the SNRs(SNR 0($t=0.081 > 0.05$),SNR -10 ($t=0.081 > 0.05$), SNR -20 ($t=0.962 > 0.05$) for Kannada and SNR -20 ($t=0.663 > 0.05$) for English, as depicted in table 2 and 3.

Table: 2 Results of 't' test for Kannada SPIN test.

	SNR0	SNR-10	SNR-20
't'	-1.858	-1.858	-.050
df	17	17	17
significance	0.81	0.81	0.96

Table: 3 Results of 't' test for English SPIN test.

	SNR -20
't'	-0.433

df	17
significance	0.670

As it can be evidenced from table 1, the mean recognition scores were 100% at SNR 5 in Kannada, similarly at SNR 5, 0, and -10 for English SPIN test. Hence the significance could not be assessed.

The results also indicated that there were no differences in the recognition scores within the groups for SNR -20 for both Kannada and English SPIN tests though, both groups performed poorer in Kannada SPIN TEST. Hence the findings revealed that both the groups performed better in their second language compared to the first language, these results are in contradiction to the previous findings (Cooke, Garcia Lecumberri, & Barker, 2008).

Summary and conclusion

The results of the present study did not reveal any observable differences for speech in noise perception between two groups of bilinguals. These findings are not in consonance with the previous findings which report degraded speech in noise perception in bilinguals compared to monolinguals. These differences in the findings can be attributed to differences in the type of bilingual group, type of the stimuli and different language combinations considered in the study compared to previous studies. This cautions further research in the particular domain using different types of speech stimuli and language combinations to find the speech in noise perception skills in bilinguals.

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Different View Points on Princess Diana's Death

Don Jacobs

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Princess Diana

Courtesy: www.biographyonline.net

Different View Points on Princess Diana's Death

This article is a semi-review of the analysis of the speeches “delivered” by four different sources. Below are my thoughts of the four views separately. My views are based on my interpretation of what I read in the texts.

All speech is delivered with some purpose. The status of the speaker, the state of his or her audience, content, and the manner of delivery, including sentence and word choice, all somehow relate to the purpose of speech.

Princess Diana was a well-known personality and her untimely death in a motor accident stirred the hearts of millions around the world.

Eulogy

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Don Jacobs

Mourning Death or Celebrating Life? - An Analysis of Eulogy for Princess Diana

www.dictionary.com defines eulogy as “a formal speech or piece of writing praising a person or thing, esp[ecially] a person who has recently died.” Not all the four sources that I deal with may not be directly considered as an eulogy. Two of these are reports, one on TV and another on the Internet as part of an encyclopedia.

BBC



The first of the four views discussed in the book is the view presented on BBC, the local news broadcasting. They presented basic information of how it happened and the background information. They also provide the commentary of those who were close to her and the reaction of the public.

http://news.bbc.co.uk/onthisday/hi/dates/stories/august/31/newsid_2510000/2510615.stm

http://news.bbc.co.uk/2/hi/uk_news/6175119.stm

The speaker is the news station and their political views and limitations are stretched to the fullest in almost everything they review. That includes this as well. They focus on the main incidents happenings, not getting into the controversial details present at the moment.

The audience is worldwide and it could be anyone who can understand the topic and what has happened. The audience there can be from as young as an 8 year old to a 90 year old or even older. The audience however must have an in depth knowledge and desire or interest in the topic that is the death of Princess Diana.

Now the main purpose of this news report is to alert the public of the tragedy and what is being done about it. The purpose is not to go into detail of everything real and assumptions being made. That is saved for a little later after the tragedy has ended and the audience has calmed down.

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Queen Elizabeth's Televised Speech



Queen Elizabeth II
Courtesy: www.biography.com

Queen Elizabeth talked about the loss of Princess Diana three days after her accident. I assume the time had come for her to recompose her stature as the queen to a point where she can lead help those watching her for guidance. During her speech she was very weary and tired and depressed looking to some degree. <http://www.youtube.com/watch?v=y7cYjOssB5Q>

During her speech she only focused on the good things of Diana as expected and she reminded everyone once again of her life accomplishments. She also expressed her emotions towards Diana in a positive manner and her desire to honor her and her deeds and to encourage others to do the same. She also expressed her grief to all the families who were affected.

Queen Elizabeth's audience was like the first one, all over the world, and very similar. But, unlike BBC, what was different about her speech was that the audience valued her word more than BBC's report and had more respect for her.

The purpose of the Queen's speech was to assure, comfort, and express her feelings and sum up the feelings of others in a positive manner to encourage those who watch her or look to her for leadership. That purpose was filled in the most complete form possible if you ask me.

Earl Spencer's Eulogy for Diana

Earl was Diana's brother and his eulogy was presented to a worldwide audience. He talked about his sister, her disabilities, her works, and life accomplishments. More importantly, her true or inner personality and her securities and insecurities, her being or soul.

<http://www.americanrhetoric.com/speeches/9thearlspencerdianaeeulogy.htm>

Earl, being her brother, had a personal relationship with her and shared the experiences he had with her over the years for himself and on behalf of the family. He was emotional in his speech and showed the deep and sentimental nature of their relationship.

The audience was, as I said above for other speeches, an international audience; they were viewing the ceremony from all around the world through TV and radio broadcasts. More important is the fact that the audience has known of the tragedy for some time and has had some time to cope with it. The audience is watching to show their respects for Princess Diana.

The point of the Eulogy was to remind everyone of the true Diana and this was accomplished. Through this eulogy those watching had a glimpse of Diana again in a sense and were encouraged to remember her in a way she could be honored, rather than mourning her death. There was also a suggestion to not idolize her but rather look at what she has done and build off of it.

Wikipedia Entry for Princess Diana

Wikipedia has an entry of their take on the story. But it is not necessarily their view point but rather all the information they could get that was credited to some degree. Wikipedia is

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known for having a lot of information. At first it was all questioned but in today's world a lot of work has been put in to it to fix that by review and sourcing all the information. Point is that they have given all the details of what happened, the controversy of how it happened and the background story. They also have information on the current news about the subject.



Wikipedia

http://en.wikipedia.org/wiki/Death_of_Diana,_Princess_of_Wales

The speaker is, well, a collective identity and long term collection of news that always has room to grow. Because of this all the information is presented, good and bad. And the information has been checked multiple times for error.

The audience of this is unique because it was meant for everyone but in reality the users of the information are those seeking it. To be more specific, the users are those searching for answers and details that are not just the good and 'safe' but the ugly truth itself. But know that there isn't much ugly truth.

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Neologisms in Urdu A Linguistic Investigation of Urdu Media

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Abstract

Scientific-technical revolution, development of mass media, impetuous development of social life resulted in appearance of an enormous amount of new words and meanings. It resulted in so-called “neologism”. Neologism is an important morphological process to produce new words in a language. It is used as one of the ways to generate new words and word forms in the language. Neologisms are especially useful in identifying inventions, new phenomena, or old idea, which have taken on a new cultural context. The present paper will discuss the process of neologisms in Urdu media.

Keywords: Word-formation, Neologism, Coinage, Society and Media, Word-formation processes.

1.1 Introduction

The speakers of a language can coin new words according to their needs with the help of already existing words or word-forming elements in the language. The amount of newly generated information that we utilize in our daily lives far surpasses the accumulative amount of information that we produced in past generations. Therefore, we need to create or coin a huge number of new labels and names for everything new that has come into existence in recent times.

Languages as social phenomena have ceaseless links with other languages and cultures. When civilizations and cultures interact with native languages, they exercise considerable impact on the languages in various ways. These interactions, sometimes, result in showing up new kind of morphological and syntactical structures.

Urdu is also one of the languages that absorbed many foreign elements due to various socio-linguistic backgrounds. The outcome of this interaction enables speakers to create new expressions in the language and these newly coined expressions often become popular and used by the way of mass media as well as electronic media. Media plays an important role to introduce these newly coined words. After being introduced, these words or word

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combinations become the accepted part of the language if generally used by the public even rejected by its opponents.

1.2 Methodology

Creating new words is especially reflected in language as needs of society in terms of new concepts, constantly arising from the development of science, technology, culture, public relations, etc. Neologisms reflect the socio-cultural situation in Urdu media too. In this way to identify the neologisms and its process, the data was taken from the leading Indian Urdu newspapers “Rashtriya Sahara” and “Inquilab”.

1.3 Neologisms and Linguistics

A *neologism*, from Greek *neo* ‘new’ + *logos* ‘word’, is a newly coined word that may be in the process of entering common use, but has not yet been accepted into mainstream language. Neologisms are often directly attributable to a specific person, publication, period, or event. According to *Oxford English Dictionary* the term *neologism* was first used in print in 1772, and thus, is arguably a neologism itself.

The main purposes of neologisms in the light of linguistic observation are to update the existing lexicons and dictionaries with the newly coined words, and the analysis and description of the neologisms themselves in terms of distribution over word-classes, statistics on derivational methods, statistics on loan words origination etc.

Neologism as a linguistic phenomenon can be seen from different aspects: time (synchronic), geographical, social and communicative. Thus neologism is “...a unit of the lexicon, a word, a word element or phrase, whose meaning, or whose signifier-signified relationship, presupposing an effective function in a specific model of communication, was not previously materialized as a linguistic form in the immediately preceding stage of the lexicon of the language. This novelty, which is observed in relation to a precise and empirical definition of the lexicon, corresponds normally to a specific feeling in speakers. According to the model of the lexicon chosen, the neologism will be perceived as belonging to the language in general or only to one of its special usages; or as belonging to a subject-specific usage which may be specialized or general” (Rey, 1995,77).

Neologisms can be either loan words in the form of direct loans and loan translations, or newly coined terms, either morphologically new words or by giving existing words a new semantic content. For the individual, some words may be unknown without necessarily being neologisms. A special term that the interpreter does not understand is not automatically a neologism. It is a part of the linguistic competence and general knowledge of the interpreter that s/he is able to determine whether a term is “new” or just unknown to him/herself. Neologisms have to become generally known to the public through their usage in a specific context. (Banjar, 2011)

According to Crystal (1992), Neologism can be defined as the creation of new lexical items as a response to changed circumstances in the external world, which achieves some currency within a speech community at a particular time. The newly coined words convey the idea of novelty to a certain extent. New words in the language are constantly entering the lexicon to describe new concepts and technologies and what they mean to us. Conversely, older words continually fall out of use as they decrease in cultural significance.

Neologisms form a highly relevant linguistic category for many reasons. They are elements that make a language living and dynamic rather than dead, they are indicative of language change, they form a serious obstacle in computational analysis and translation, and they help to show productive morphology of a language (Janssen, 2011).

Neologisms or coinage is one of the processes of creating new words. In the media journalists often coin new expressions with the help of different word formation processes (compounding, shortening, hybridization, claque and affixation etc). People try to outdo each other with more attractive and unique expressions to name their products, which results that these trademarks names are adopted by the common person and become “everyday words of language” (Yule 2006, 53).

1.4 Neologisms and Society

Neologisms tend to occur more often in cultures that are changing rapidly and also in situations where there is easy and fast propagation of information. The new terms are often created by combining existing words or by giving words new and unique suffixes or prefixes.

After being coined, a newly coined word invariably undergoes scrutiny by the society and by language experts to determine its suitability to the concerned language. Many of newly coined words are accepted very easily where as some are rejected. Non-experts who dislike the neologism sometimes also use this argument, deriding the neologism as “abuse and ignorance of the language.” Some neologisms, especially those dealing with sensitive subjects, are often objected to on the grounds that they obscure the issue being discussed, and that a such word’s novelty often leads a discussion away from the root issue and onto a sidetrack about the meaning of the neologism itself. Proponents of a neologism see it as being useful, and also helping the language to grow and change; often they perceive these words as being a fun and creative way to play with a language. In addition, the semantic precision of most neologisms, along with what is usually a straightforward syntax, often makes them easier to grasp by people who are not native speakers of the language (Banjar, 2011).

Neologisms are accepted as parts of the language. Other times, however, they disappear from common use just as readily as they appeared. Whether a neologism continues as part of the language depends on many factors, probably the most important of which is acceptance by the public. If a newly coined word continues to use by the masses, it always eventually sheds its status as a neologism and enters the language even over the rejection of its opponents.

1.5 Neologisms and Media

A neologism can be a brand new word gaining usage in a language, or a new meaning for a word already in existence. Such a term isn't typically in common use, but may become so if it is used often. Neologisms can come from a variety of places and might be gleaned from scientific or technical language, come from other languages, be derived by putting two words together, or they may be solely invented.

Language specialists suggest new words often migrate into a language most with great cultural changes or with the integration of two cultures that speak two different languages. Arguably, things like social media may also have great influence on what new words could become part of a language.

Neologisms are especially useful in identifying inventions, new phenomena, or old idea which has taken on a new cultural context. Neologisms often become popular by way of mass media, the internet, or word of mouth. Every word in a language was, at some time, a neologism, though most of these ceased to be such through time and acceptance.

Neologisms are central for innovation, and that journalism is central for introducing them, using the following intuitive arguments:

- innovation is the introduction of something new;
- in order to introduce something, it needs to be communicated;
- communication requires shared language;
- new things need new words or word combinations to be a part of the language;
- the news makes/spreads the new words to us so that the new things can be included in our language, discussed and introduced;
- therefore: Journalism enables society to discuss new things and introduce innovations.

Media introduces language for how innovation happens. Therefore, innovation journalism enables society to discuss innovation processes, which can affect the rate of innovation even more than the journalism about the innovations themselves.

1.6 Classification of Coinages in Urdu Media

New words in the language are created with a variety of morphological processes there are some common processes, which are extensively used to create new words. In this paper, I have tried to classify the various processes, which are used to coin new words in the Urdu media.

1.6.1 Hybridization

Among many features of languages, hybridization is a very common phenomenon in bilingual or multilingual communities. Hybridization can be simply defined as the mixing of words and phrases of two different codes or languages. It plays an important role in the language variation and change. It is also used in Urdu media to create new words. Here are some examples of hybridized expressions coined in Urdu media.

- saibar mujrim cyber-criminal (Nov, 04, 12 Inquilab)
- aitimi hathiyar atomic weapon (Dec, 12, 12 Sahara)

- kisaan union farmers union (Dec, 12, 12 Sahara)
- jame partnership Comprehensive partnership (Dec, 11, 12 Sahara)
- gosht suplayar meat supplier (Dec, 18, 12 Sahara)
- tol vasuli toll collection (Nov, 28, 12 Sahara)
- sigret noshi smoking (Nov, 27, 12 Sahara)
- sher bazaar share market (Nov, 27, 12 Sahara)
- baik sawaar bike rider (Oct, 07, 12 Sahara)
- khalai mission space mission (Nov, 20, 12 Sahara)
- film saaz film maker (Nov, 28, 12 Sahara)
- shadi haal marriage hall (Dec, 14, 12 Sahara)
- urdu akedemi Urdu academy (Dec, 11, 12 Sahara)
- sikyaorti daste security troops (Nov, 22, 12 Sahara)

The above examples reflect the innovations specific to the Urdu media, which is the result of English impact on Urdu. These coinages can be regarded as deviation with reference to the norms of classical Urdu.

1.6.2 *Loan translation or Calque*

Sometimes new words are coined with the help of loan translation or loan words. Loan translation or calque is a process of translating the components of a word or phrase from another language to create new words in the target language. Crystal (1997) defines calque as “a type of borrowing where morphemic constituents of the borrowed word are translated item by item into equivalent morphemes in the new language. Here are some examples of loan translation used in Urdu media.

- kala bazaar black marketing (Nov, 15, 12 Sahara)
- mahi parvari fishery (Nov, 01, 12 Sahara)
- sabz inqilaab green revolution (Jan, 06, 12 Sahara)

In the above examples *kalabazaar* and *sabz inqilaab* are the translated forms of original English words *black-marketing* and *green revolution* where as *mahi parvari* is the translated form of original Hindi word *machhli paalan*.

1.6.3 Compounding

Compounding is a common morphological operation, which is extensively used as one of the various ways to generate words and word forms. According to Toman (1992) a compound is a morphological complex word containing at least two elements, which can otherwise occur as free form i.e., as independent word. In case of Urdu, compounds are formed from a variety of sources such as Perso-Arabic, Indic as well as English. Here are some compounds used in Urdu media today.

- | | | |
|-----------------|----------------|------------------------|
| • aag zani | conflict | (Nov, 04, 12 Inquilab) |
| • muslim kush | anti Muslim | (Nov, 08, 12 Sahara) |
| • jhola chhap | quack | (Nov, 09, 12 Sahara) |
| • chhota haathi | small elephant | (Nov, 08, 12 Sahara) |
| • khud sozi | self burning | (Nov, 28, 12 Sahara) |
| • chiragh khana | light house | (Dec, 14, 12 Sahara) |

1.6.4 Affixation

Affixation is the morphological process whereby an affix is attached to a root or stem, It is a very common morphological process, which is productively used to coin new word in the language. The two primary kinds of affixation are *prefixation* (the addition of a prefix) and *suffixation* (the addition of a suffix). Here the examples of affixation in Urdu media can be cited from bollywood movie names and T.V programmes as well.

I. Suffixation

- | | | |
|--------------|----------------------------------|----------------------|
| • zaiqe baaz | a good cook | (T.V show, Starplus) |
| • hunar baaz | skilful / talented | (T.V show, Likfe OK) |
| ishq zaade | a person who is
madly in love | (Hindi movie) |

II. Prefixation

- | | | |
|-------------|------------|----------------------|
| • be khwabi | dream less | (Dec, 13, 12 Sahara) |
|-------------|------------|----------------------|

1.7 Conclusion

To conclude the discussion we can say that neologism or coining new words is an important tool to study the variation or change in the language. We often coin new words to describe new ideas and things, but also when no word currently in existence can accurately express our sentiments. The interaction of the different people speaking various languages

especially in bilingual or multilingual communities is resulting in the formation of new vocabulary. These new words are created from a variety of sources and might be gleaned from scientific or technical languages, come from other languages in the form of borrowing (direct words or translated forms) or they may be solely invented.

After the coinage, sometimes these new words become the accepted part of the language or disappear from common use just as readily as they appear. The acceptance by the public is most important factor of a neologism for being a part of the language. If its speakers continuously use a newly coined word, it gradually enters the language even over the rejection of its opponents.

The role of media is very important to introduce these new words in the language; a new word is popular by way of media because media introduces these words. Journalists often coin new expressions to make news interesting and effective which sometimes results the coinage and if these newly coined words are accepted by the masses, they become the part of the language.

In case of Urdu like other languages, it also permits neologism. Media is allowed to create new words for new expressions, new names for the products, technology and medicine can create for new ideas and techniques, and writers are allowed to neologies to convey the new ideas but finally in that of the many neologisms created, adapted, mutilated, very few survive.

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Writing is an Individual Activity

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Introduction

Writing is one of the most significant human activities. Writing allows us to communicate, either at a distant place or at a distant time. In writing, we can record our own memory. Writing comes last in learning the four language skills, LSRW. However writing has its own place, its own ability and its own importance in the general scheme of learning language skills.

Learning Writing

No one invented the art of writing just as no one invented the art of speech. But both are the results of a long period of endeavours. In the earliest stage, learning writing involved low level skills like learning to write with fingers on sand. Then writing moved to the next stage with iron needles on the palm leaves. The credit goes to John Gutenberg who invented the printing machine and paved the way for the development of writing on paper.

Definition of the Word *Writing*

The word *write* comes from Indo-European root 'wrid'-tear, scratch. In Greek 'rhine' means file, rasp. Early Indo-European writing meant 'searching marks' on the surface. The oldest English form 'writan' means score, draw and later, write.

Writing has three basic methods. Writing is a completely new phenomenon. Writing is borrowed from one language and applied to a new language. Later on a new script has been developed, not as a new phenomenon, but as a new form of writing.

History of Writing

The earliest writing was invented by the Sumarians in Mesopotamia about five thousand years ago. Again, a thousand and five hundred years later, the Chinese invented writing. The last invention of writing was two thousand years ago by the Mayans in Meso-America. Some scholars claim that the Egyptians and Indus valley people also invented writing.

Although the invention of writing was not common, the borrowing of writing from one culture by another was common among countries. The Egyptians were inspired by the early Mesopotamian writing. The Egyptians developed a writing system for their language. The

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Etruscans in Italy borrowed the Greek alphabet. The Roman alphabet spread all over the world and many languages used it.

Writing is an Individual Activity

In writing, different structures are used, but writing is an individual activity. Writing English helps us to improve occupational and personal writing skills. Raimes (1983) suggests that writing makes the learners experience a new way of learning. While writing the text a learner uses the knowledge of the language he has already gained, and he or she is able to use the vocabulary and new and old information. Penny (1996) says, ‘The objective of writing in a foreign language is to get learners acquire the abilities and skills they need’ (162).

Elements of the Writing Process

In writing, the individual composes hidden thoughts, often in privacy and reduces the thoughts to writing. Writing is an individual effort and work, and it must follow the rules. In writing, the discrete nature of linguistic signs should be appreciated consciously. The learner must recognize the structure of each word, dissect it and reproduce it in alphabetical symbols which he must have studied and memorized before. This preparedness is needed to put words in sequence to form a sentence. (Thirumalai 1977)

We need to recognize that since writing is governed by rules of grammar, we may commit more errors in writing. Errors in speaking may be considered somewhat transitory since we do not often tend to have any record of it. On the other hand, writing creates a record and our errors are easily recognized. Writing is the expression of the mind of the writer. Most writers write when they have some inner feelings related to their own self, or someone else, or surroundings, or the political and economic situation of the state, and such.

Conclusion

Writing is a significant activity of human beings. In writing a writer records his memory. Writing is the result of a long period of endeavour. In the beginning writing was borrowed from one language by another language and later on a new script was invented. The Roman alphabet spread all over the world. The individual composes his or her thoughts in privacy and reduces his or her thought to writing. Thus writing is an individual endeavour.

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