Contents

Language in India www.languageinindia.com is an open access journal. *Language in India* www.languageinindia.com does not charge readers or their institutions for access.

We have agreements with several database organizations such as *EBSCOHost database*, *MLA International Bibliography* and the *Directory of Periodicals*, ProQuest (*Linguistics and Language Behavior Abstracts*) and *Gale Research* for indexing articles and books published in *Language in India*. The journal is included in the *Cabell's Directory*, a leading directory in the USA.

Articles published in *Language in India* are peer-reviewed by one or more members of the Board of Editors or an outside scholar who is a specialist in the related field. Since the dissertations are already reviewed by the University-appointed examiners, dissertations accepted for publication in *Language in India* are not reviewed again.

===

===
Language in India www.languageinindia.com ISSN 1930-2940 20:6 June 2020

Contents   i

==

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**

Contents   **iii**

Strategies: To Improve Effective Reading Skills

Dr. Sirisha Iruvuri, M.A., M.Phil., Ph.D.
Associate Professor
Nalla Narasimha Reddy Education Society's Group of Institutions
Hyderabad
siriiruvuri@gmail.com
===

Abstract

Reading is a vital skill for the academic success of a student. It develops the mind and it is fundamental to function in today's society. Reading is important in developing a good self-image. It is a significant capability which empowers the access to information, communication. It is a lifelong skill to be used throughout the life. Reading is that part of the learning process through which we get to know about the world. For a student, reading skills are very essential to fare well in regular exams as well as to gain expertise in the concerned field of knowledge. Despite its importance, reading is one of the most challenging areas to be learnt by a student and taught by a teacher. Reading demands different styles depending on the purpose of the reading. The present paper highlights various strategies like skimming, scanning, intensive and extensive reading, comprehension, review which improves effective reading skills.

Keywords: Reading, vital, information, lifelong, skill, skimming, scanning, intensive, extensive reading.

Reading - An Outgoing & Unrestrained Process

Reading is an important communicative process and reading skills are certainly the most important language skills required for academic and professional purposes. "Reading informs, socializes, and shapes an individual's life. Without understanding what is being read, one is not really reading (Bulut, 2015). To enhance once reading skills rapid, well-organized and creative reading techniques are necessary in order to accomplish academic success; academic result depends on the extent how one reads and the importance or prominence he/she gives to this skill of reading. Reading is a most complicated process of receiving and interpreting the written word. It involves recognizing what is written and thoughtfully understanding the matter.

Reading Is Concerned with Four Factors
Decoding, comprehending, text analysis and response.

Decoding or interpreting in reading refers to the process of changing the coded message into information in an order and in a sequence and the interpretation of a written message may be influenced by our social, cultural, educational, professional, and intellectual frames of reference. A person decodes or interprets the message keeping in mind his/her own perceptions, which he/she confidently feels they are correct.

Comprehension in reading refers to the recognition and understanding of the main theme, thoughts, sustaining details and different styles of writing. To figure out different levels of messages one should have decisive and systematic thinking which isvery important.

Text Analysis is a process of finding the associations among various units within the text to make out relevant and irrelevant information, facts and opinions and examples and ideas and draw inferences and conclusions.

Response is our reaction to the written message. It completes the reading process as it is the last step of the reading.

DECODING----- COMPREHENDING-----TEXTANALYSIS-----RESPONSE

The reader reads letters and focuses on them to change the coded message into information	The reader interprets the message and understands its literal meaning	The reader critically examines and evaluates the message	The reader responds to the message

Purpose

Firstly, one should know why we are reading, and what is the purpose of reading the information. Is it for simply to pass the time, for getting information, or to keep the information in the mind and discuss later when we get a chance for discussion. People do read for different reasons:

Some read to have fun during journey and pass their time.
Some read as a hobby from their childhood.
Professionals read and use the information practically in different contexts.
Teachers read to gain knowledge and share information to their students.

We need to start and practice reading at a very early age, so that the interaction between language and literacy allows the child to be exposed to language and understand how it works (Lyon, 2003.) The consequences of reading failure are serious. In the present globalised scenario

students to be part of this competitive society needs to have all the Listening, speaking reading and writing skills. Among these reading plays a crucial role in their fast progress to crack any competitive examinations and many. More concentration should be given on reading skills if they lack the basic skill of reading, they cannot become successful in their academics and at their workplace.

A student has to read and interpret textbooks, research papers and articles in technical journals, teaching notes, lab materials, technical reports, lab manuals and so on. Though the sources for reading may vary, basic purpose of reading is the same.

- ➢ Get an idea of a text.
- ➢ Broad understanding of the subject matter.
- ➢ Obtain Specific information.
- ➢ Understand new changes and developments in a particular field.
- ➢ Discover the authors viewpoint and to seek evidence for one's own point of view.

Reading Different Kinds of Texts

The reader should distinguish the kind of text that he/she has to read. This helps to find out suitable reading strategies.

Reading for Relaxation

When we do this, we don't pay much attention to what we are reading. If we are reading a short story, chat or talk, we may read it mainly for entertainment. The reader may or may not concentrate on the main theme.

Reading Message/Texts

Reading newspapers and magazine articles will enhance our general awareness or knowledge in which we are interested. In this process, the reader must concentrate on the theme, main points and supporting details of the text.

Reading Technical Texts

Reading technical texts is a very difficult process as this deals with the subject-content. Understanding scientific and technical vocabulary involves visual skills, learning of vocabulary, skimming skills, critical reading skills. Here the reader must concentrate the entire theme, main idea, statistical data in the form of graphs and everything.

So reader should be able to find out the purpose of reading before he/she starts reading and comprehending the text.

Reading can be divided into the following categories (Rizvi 2018)

GENERAL READING	ACADEMIC READING	PROFESSIONAL READING
NEWSPAPERS	TEXTBOOKS	BUSINESS REPORTS
MAGAZINES	JOURNALS	PROPOSALS
JOURNALS	RESEARCH PAPERS	BUSINESS LETTERS
NOVELS/STORIES	SCIENTIFIC ARTICLES	MEMOS/EMAIL MESSAGES
ARTICLES	CLASSROOM NOTES	NOTES/NOTICES
PERSONAL LETTERS	LECTURE NOTES	CIRCULARS
EMAILS	THESIS	PROMOTIONAL BULLETINS
GENERAL BOOKS	DISSERTATIONS	CATALOGUES/INSTRUCTIONAL MANUALS
ENTERTAINMENT LITERATURE	ABSTRACTS	CORPORATE BROCHRES

Developing a Good Reading Speed

On all occasions we cannot do reading part slowly. Sometimes we get some situations where we need to go for quick reading. Those times we need to depend and concentrate in the extensive reading as well as intensive reading. Extensive reading is done to get wider knowledge about the subject while intensive reading is required to get an in-depth knowledge and understanding of finer details of the subject.

Most productive examinations demand selective intensive reading (Descriptive and so on).

Recognition type of exams such as Objective type, true or false, multiple choice, etc. requires extensive reading.

Reading speed is measured in words per minute (wpm).

Reading speed	Casual Reading	Academic and Professional Reading
Very fast	+ 400 wpm	+300 wpm
Fast	300-400 wpm	250-350 wpm
Average	200-300—wpm	150-250 wpm
Slow	Less than 200 wpm	Less than 150 wpm

Reading Strategies/ Skills

Reading is a challenging activity because the act of understanding is not always simple. Depending on the purpose of reading, the reader will require different reading strategies and skills to understand the subject-content and language patterns of a message.

These skills include

Vocabulary Skills
- ➢ The reader should recognize the definitions of the words being used.
- ➢ Guessing & inferring the meaning of the words from the structure and their context

Visual Perceptual Skills
- ➢ Accurate Visual perception of words and phrases
- ➢ Quick eye fixations

Prediction Techniques
- ➢ Using the chapter headings to predict the theme of the text
- ➢ Guessing to predict information
- ➢ Using discourse and linguistic clues

Scanning Skills: It is the ability to locate the specific information or facts as quickly as possible.
- ➢ Locating specific information
- ➢ Specific point or fact
- ➢ Relevant graphic details
- ➢ Formulae in a text.

Skimming Skills: It is a rapid reading technique that prepares the reader for detailed reading.
- ➢ The overall purpose of the text
- ➢ Identifying the main idea
- ➢ Identifying the organizational patterns of writing
- ➢ Identifying the theme or central idea.

Intensive Reading Skills; Reading for Details
- ➢ Critically reading a text
- ➢ Distinguish facts from opinions
- ➢ Identify and evaluate a writer's attitude
- ➢ Understand the authors intention
- ➢ Drawing inferences and conclusions.

These strategies can enhance effective reading skills which play a vital role to progress in the competitive world.

==

Works Cited

Bulut, M. The impact of functional reading instruction on individuals and social life, Academic Journals, 2015 10(4), pp. 462-470.

Lyon, G. R. Reading disabilities: Why do some children have difficulty learning to read. What can be done about it? Semantic Scholar, 2003 29(2), pp. 17-19.

Rizvi Ashraf: Effective Technical Communication, 2e McGraw-Hill Education (India) Private Limited 2018 p. 228.

==

A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*

Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam, Prof. L. Lakshmanan and Dr. R. Saravanan

===

Abstract

"Brahma has decreed for us absolute freedom in our sexual pursuits, habits, eating manners, and life. In our society, there is no such thing as wedlock" - Vali

"Not that I loved Caesar less, but I loved Rome more" - Brutus

In the tradition of the kings, *Suryavamsha* or Solar Dynasty and *Chandravamsha* or the Lunar Dynasty were the two major Indo-Aryan dynasties found in ancient India. Rama belongs to *Suryavamsha* Dynasty. In Ramayana, **Vali,** also known as **Bali,** was the ruler of Vanara kingdom known as the king of the *Kishkindha* as per the Hindu epic Ramayana. Vali ruled the kingdom of Kishkindha and ruled it for a long time truthfully. Vali's younger brother was Sugreeva. Vali was blessed by *Bhrama* with the ability to obtain half the strength of his opponent. Vali was invincible during *Treta Yuga*. When the greatest warrior Ravana challenged Vali to come and fight, Vali defeated Ravana. Vali's younger brother was Sugriva. Sugriva was driven out of Kishkindha by the fear of Vali. Sugriva met Rama and requested him to kill Vali. Rama asked Sugriva to challenge Vali and bring him outside Kishkindha because Rama should not enter into the city. Sugriva challenged Vali to a fight. When Vali sallied forth to meet the challenge, Rama emerged from the forest to shoot and killed/assassinated him with an arrow from the back of a tree.

Shakespeare created beautiful works in the English language. His dramas (plays) and poems had an important impact on the poets who followed him. Most of his plays had an impact on the playwrights who followed him. *The Tragedy of Julius Caesar* is a historical plot of Shakespeare's play. *Julius Caesar* was one of the several plays written by Shakespeare based on true events from Roman history. *Julius Caesar* revolves around the planned execution of assassination of Julius Caesar. Roman Emperor Julius Caesar was assassinated by a group of senators during a meeting of the Senate at the Theatre of Pompey in Rome.

===
Language in India www.languageinindia.com **ISSN 1930-2940** 20:6 June 2020
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius
Caesar from Shakespeare's *Julius Caesar*   7

This paper attempts to draw the similarities between Hindu Epic Ramayana's Kishkindha king Vali's assassination and Roman Emperor Julius Caesar's assassination in Shakespeare's drama.

Keywords: *Ramayana*, Hindu epic, Solar Dynasty, Rama, Lakshmana, Vali, Sugriva, Shakespeare drama, *Julius Caesar*, Brutus, assassination, Republic Rome.

Introduction

According to the Indian puranic literature, the **Suryavamsha Dynasty** or **Sun dynasty** or **solar dynasty** was founded by the legendary king Ikshvaku according to Harivamsa [1]. Ayodhya served as the capital of many kings from the solar dynasty and is also the birthplace of Rama. Hastinapur served as the capital of many kings including Gowravas and Pandavas (Guru Family) from Chandravamsha. Rama belonged to the Ikshvaku dynasty [1-3]. The sun dynasty did not contain any "black marks" which mean that the sun dynasty people were conquerors – clear-cut, black-and-white kind of people whereas the Chandravamsha dynasty contains "black mark" which means that the Chandra people were very emotional, artistic, and highly unreliable. They were distinctly different types of people.

Ramayana was written about 500 B.C. by Valmiki, a sage. It a long narrative poem of 24000 verses and divided into six kands [4]. Ramayana was the story of Rama the king. The father of Rama was the king of Kosala. His capital was Ayodhya. Dasaratha had four sons and Rama was the eldest of them. He was born to the first wife of Dasaratha, Kausalya. Bharata was the second and was born to the second wife of Dasaratha, Kaikeyi. The other two, Laksmana and Satrughna, were born to Sumitra, the third wife of Dasaratha. Rama had to sacrifice the throne and had to leave for the forest along with Laksmana and Sita. One day Sita had been abducted by the king of Lanka, Ravana [4].

Rama and Laksmana searched every mountain, forest, and river-bank for Sita. Hanuman instructed them that to go to the bank of Pampa and seek the assistance of Sugriva who was in Rishyamooka hill. Rama and Laksmana proceeded towards Rishyamooka hill and Sugriva met them.

Vali

Vali was also known as **Bali**. He was a vanara king of Kishkindha. He was the husband of Tara and the son of Indra. Vali's younger brother was Sugriva. Vali was blessed with the ability to obtain half the strength of his opponent. Vali was invincible during Treta Yuga. Tara was an apsara (Divine nymph) who rises from the churning of the milky ocean. Tara married

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   8

Vali and bore him a son named Angada. Tara was intelligent, had good presence of mind, was courageous and devoted to her husband Vali. She was considered as one of the Panchakanya. Sugriva lived in Kishkindha and Sugriva used to assist Vali. One day a demon, called Mayavi, came to Kiskindha and challenged Vali to fight with him. Vali and Sugriva rushed out to fight with Mayavi. By seeing both of them, Mayavi frightfully entered into a cave. Vali chased him into the cave and asked Sugriva to wait outside.

Sugriva saw s stream of blood gushed out from the cave and Sugriva thought that Vali had been killed by Mayavi. In order to prevent Mayavi from coming out of the cave, he blocked the mouth of the cave with a huge rock.

Sugriva thought that Vali was dead, and he ascended the throne of Kishkindha. But Vali was not dead and after someday Vali appeared. Vali killed the demon and managed to get out of the cave. He thought Sugriva had treacherously sealed the den and seized the kingdom during his absence. As a result, he drove Sugriva away from his kingdom and took away his wife.

Sugriva met Rama and Lakshmana and told them his story and appealed to Rama to kill Vali so that he could be free from this life of constant fear and could get back his wife. Rama assured him; and they became friends and allies. Rama asked Sugriva to challenge Vali to fight outside Kishkindha. Sugriva challenged Vali for a fight as per the advice of Rama.

Death of Vali [5-8]**:**

Vali was very courageous. Tara advised Vali and tried to stop him. She begged Vali to act on her advice and not to go to fight with Sugriva, by saying that it was Rama and Lakshmana who were helping Sugriva and they had an alliance. Vali could understand the love and affection of his wife Tara, but Vali argued that a warrior like him cannot refuse a challenge. Vali replied to Tara that Rama and Lakshmana were virtuous persons. Even if he was fighting against God he can't ignore a challenge for a fight and remain quiet. Consequently, Vali rose in great anger and vowed that he would kill Sugriva mercilessly this time. The two brothers dashed against each other and fought hand in hand. Sometimes they rolled on the ground and sometimes flew into the air. For long Rama watched the valour of Vali. Rama watched their fight and he threw a sharp arrow by standing behind of a tree (Figure.1). Rama's arrow went straight to the heart of Vali. Vali was mortally wounded [22]. Vali saw Rama when he came near him with his companion.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   9

Figure.1: Vali and Sugriva Fight and Rama Threw a Sharp Arrow by Standing Behind a Tree. Courtesy: Hindi Webdunia.com [22]

Vali argued with Rama, why he had thrown a sharp arrow by hiding in a tree in a cowardly way. Also, he told that I thought you were a virtuous person. How could you have done such a vicious act? Also, dying Vali told Rama, "If you are searching for your wife you should have come to me for help and friendship. Whoever took Sita, be it Ravana himself, I would have defeated them and would have brought them to your feet, to your mercy."

He argued, "Sugriva made my wife a widow and stole my kingdom. What was my crime? Even if I committed a crime (with my brother), what is your right to kill me? You should have discussed with me about my crime and your problem. I would have helped you in getting Sita, your father King Dasharatha helped my father King Indra to fight against rakshasas."

Rama replied that "You, O monkey, have for no reason whatsoever grievously wronged your faithful younger brother Sugriva. Although there was no fault of his, you attacked him, you

Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   10

insulted him, you exiled him, and you threatened to take his very life. Not only that you even took up his wife as your wife."

Vali replied, "Marriage and all its traditions and ceremony on the relationship between men and women are of your human society". We are not a human being, and this is not known to us. Brahma has decreed for us absolute freedom in our sexual pursuits, habits, eating manners, and life. In our society, there is no such thing as wedlock. We are not human beings, we are monkeys and there is no one to one relationship, and your law, traditions, and ethical codes are not applicable to us."

Vali was convinced and transformed by Rama's answer that he realized that he has wronged Sugriva. Vali gave him his own necklace to Sugriva to seek forgiveness from Sugriva which is the symbol of giving his kingdom to Sugriva. Later Vali told his wife Tara that "I go, please assist Sugriva and serve him". Sugriva received the necklace from his brother Vali, which was the sign of the next king and Vali fell dead. While dying, Vali uttered the names of Rama and attained the exalted heaven. Sugriva felt very sad and he said, "I have assassinated my own brother Vali with the help of Rama. How can I become the king and take care of the kingdom?"

Then Lord Rama told him, "Follow the instructions of your brother; that is the way you can please him. He wants you to become the king."

Figure.2: Vali Vadham, and Tara was mourning.
Courtesy: You Tube- Srimad Ramayanam Upanyasam [23].

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius
Caesar from Shakespeare's *Julius Caesar*   11

This was the saddest part of the Ramayana epic. The lamentations of Tara and Angada (Vali's wife and son) made everyone to feel sad (Figure.2). They came down carrying the dead body of the great Vali, making everyone's heart grow heavily.

Julius Caesar Summary
Roman Republic Government

Julius Caesar is one of the historical plays written by William Shakespeare 400 years ago. Roman government was a Republic, where senators were elected by the people to rule the country on behalf of the Roman citizens who elected them. The people's representative house was called as Senate House of Pompey, located in the Theatre of Pompey in Rome.

Julius Caesar's Victory

The great politician and army commandant Julius Caesar reentered Rome accompanied by his supporters in triumph after a victory in Spain over the sons of Pompey, one of the former leaders of Rome in February 44 B.C. It is the feast of Lupercalia, February 15, a day when two men would run through the street and strike those they meet with goatskin thongs. Julius Caesar's wife's name was Calpurnia. Julius Caesar was immensely popular with the people of Rome. He was a successful military leader who expanded the republic to include parts of what are now Spain, France, Germany, Switzerland, and Belgium. During Caesar's civil war with Pompey, the latter fled to Egypt. Meanwhile, in the midst of a civil war between Cleopatra supporters and those of her brother, Cleopatra sought help from Caesar. In order to avoid being caught by her brother's forces, she was secretly taken into Alexandria rolled up in a carpet. Her servant unrolled Queen Cleopatra in front of Caesar inside the general's suite. Julius Caesar was attracted by the beauty of Cleopatra and fell in love with her.

Many members of the Senate, a group of appointed (not elected) political leaders, resented Caesar's popularity and arrogance. After Caesar attained the status of dictator for life in 44 B.C.E., these officials decided to strike the ultimate blow against his power. Caesar had served the Republic for eight years in the Gallic Wars, fully conquering the region of Gaul (modern-day France). After the Roman Senate demanded Caesar to disband his army and return home as a civilian, he refused, crossing the Rubicon with his army and plunging Rome into Caesar's Civil War in 49 B.C.E. After defeating the last of the opposition, Caesar was appointed "dictator for life" in early 44 B.C.E.[11]

Amid the festival, a soothsayer calls out to Caesar as he passes and warns him against the Ides of March, 15. Caesar ignores the soothsayer by calling him as a dreamer and dismissed him. He did not take it seriously. Upon seeing Cassius, Caesar informs Antony to be cautious about

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   12

him. He is worried that Cassius is dangerous. Antony tells him not to worry about Cassius. Meanwhile, Brutus and Cassius meet and talk about the power Caesar has gained.

Antony offered a Kingly crown thrice at Lupercal and all the times Julius Caesar refused it.

Casca joined them and informed them that the cheers they heard were Caesar turning down the crown. Casca meets with Cicero that there are many strange things happening in Rome that night, such as a terrible storm rages and many supernatural events took place. Cicero tells him that men construe omens the way they see fit.

Roman Dictator (Autocratic)

A dictator is one who rules the country with total power. Before Julius Caesar came to power the Roman government was a republic. Julius Caesar came to power and the Roman Republic had become richer and richer and often the soldiers of the defeated armies were forced into slavery. Julius Caesar's rule effectively transformed the Roman government.

Conspiracy

Cassius was worried that if Caesar had enormous power, then he will reduce the power of the Senate. So, Cassius secretly formed a plot against Julius Caesar and wanted Brutus to join it. Brutus told him that at the present situation he cannot commit to anything immediately. Cassius knew that all of Rome respects Brutus, and his participation would bring honor to the deed.

Brutus was a close friend to Caesar and had a moral dilemma to join hands with Cassius. But the Conspirators convinced and delivered letters to him from Roman citizens, voicing their fear of Caesar's ambitions. Caesar is his friend, but Brutus wanted what is best for the Roman republic. Somehow, Brutus was convinced and he joined hands with the conspirators led by Cassius to murder Julius Caesar to prevent him from becoming dictator of Rome. Cassius knows that the senators are planning on making Caesar as a king the next morning. He started to tell Casca about the plot to kill Caesar, but Cinna shows up and interrupts him. He hands Cinna some letters to plant anonymously in Brutus' home and invites Casca to dinner that night in order to convince him to join the conspiracy.

The conspiracy to assassinate Caesar began with a meeting between Cassius and Brutus in February 44 B.C.E [14, 15]. Brutus and Cassius recruited Decimus to join them [16]. All three were Roman senators. The three men then began to recruit others. They attempted to strike a balance: they aimed to recruit enough men to surround Caesar and fight with his supporters, but not so many that they would risk being discovered. They preferred friends to acquaintances and

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar* 13

recruited neither reckless youths nor feeble elders. In the end, Brutus, Cassius, and Decimus recruited senators near the age of forty, as were they. The men assessed each potential recruit with innocent-sounding questions.

The Ides of March

On the Ides of March of 44 BC, a day used by the Romans as a deadline for settling debts, conspirators and non-conspirators met at the Senate House of Pompey, located in the Theatre of Pompey, for the senate meeting. Usually, the senators would be meeting at the Roman Forum, but Caesar was financing reconstruction of the forum and so the senators met in other venues throughout Rome, this being one of them. There were gladiatorial games underway at the Theatre of Pompey, and Decimus, who owned a company of gladiators, stationed them in the Portico of Pompey, also located in the Theatre of Pompey. The gladiators could be useful to the conspirators: if a fight broke out to protect Caesar, the gladiators could intervene, if Caesar was killed but the conspirators came under attack, the gladiators could protect them, and since it was impossible to enter the Senate House without going through the Portico, the gladiators could block entrance to both if necessary.

The Senate

The senators waited for Caesar's arrival, but he did not come. The reason for this is that early that morning, Calpurnia, Caesar's wife, was awoken from a nightmare. She had dreamt that she was holding a murdered Caesar in her arms and mourning him. Other versions have Calpurnia dream that the front pediment of their house had collapsed and that Caesar had died; yet another shows Caesar's body streaming with blood. Calpurnia had no doubt heard Spurinna's warnings of great peril to Caesar's life, which helps explain her visions. Around 5 A.M., Calpurnia begged Caesar not to go to the senate meeting that day.   After some hesitation, Caesar acquiesced. Although not superstitious, he knew that Spurinna and Calpurnia were involved in Roman politics and decided to be cautious. Caesar sent Mark Antony to dismiss the Senate. When the conspirators heard of this dismissal, Decimus went to Caesar's home to try to talk him into coming to the Senate meeting. "What do you say, Caesar?" Decimus said. "Why did you pay attention to a woman's dreams and the omens of foolish men?" After that Caesar decided to go to the senate meeting.

A Similarity between Death of Vali and Julius Caesar

VALI	JULIUS CAESAR
He was the King of Kishkindha.	He was the King of Rome
Wife name Tara. (A beautiful Apsara -	Wife name Calpurnia.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   14

Divine nymphs)	
He got an affair with Ruma wife of Sugreeva.	He got an affair with Cleopatra. (A beautiful Queen of Egypt- The most world famous).
He was the son of god Indra and Aruni, biological son of Vriksharaja.	He was the son of Gaius Julius Caesar and Aruelia Caesar.
He was brought up by monkey's king.	He was born in an aristocratic family of Rome.
Vali was very courageous. Vali defeated Ravana the king of Srilanka & tied Ravana with his tail.	Julius Caesar defeated the troops of the Roman Senate, commanded by his rival **Pompey the Great**. Also he defeated Greece and Egypt.
Sugriva was ostracized from the kingdom. Also, Vali forcibly took Sugriva's wife Ruma. and the brothers became bitter enemies.	Caesar decided to put Cleopatra back on the throne of Egypt. Caesar went to war with her brother Ptolemy and killed him in the battle. Cleopatra became the ruler of Egypt once again.
Vali's own brother Sugriva has become bitter enemy and Sugriva has association with Rama and Lakshmana.	Julius Caesar's own Senators became enemy and they joined together along with Marcus Brutus, Gaius Cassius and Decimus Brutus Albinus.
When Vali was hit by Lord Rama's arrow, which could rend the earth, he fell in pain and he looked around and saw Lord Rama was coming there. Vali could not believe it.	When Julius Caesar went inside the Senate, the scenario became totally different. He was stabbed by Cimber and many others. But when Brutus too stabbed him, Caesar could not believe it
Vali said, "I thought you are a virtuous person. How could you have done such a vicious act?	Brutus himself killed Caesar, which made Julius to say **"You too, Brutus?"**.
Result: 1. Vali was killed by Rama at the outside of Kishkindha by a sharp arrow from the back of a tree. Rama was an avatar of Vishnu. 2. Vali was assassinated by Rama at the outside of Kishkindha if we consider Rama	**Result:** 1. Julius Caesar was killed by the Conspirators of the Senate, because they loved Republic Rome more than Dictator Julius Caesar. 2. Julius Caesar was assassinated by his

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   15

only as a character in Ramayana.	enemy at the Senate Theatre of Pompey at Rome on 15th March 44 B.C.

Mark Antony learned of the plot the night before from a conspirator named Casca. The conspirators had anticipated this and feared that Antony would come to Caesar's aid. They arranged for Trebonius to intercept him just as he approached the portico of the Theatre of Pompey to delay Antony's coming. When he heard the commotion from the Senate chamber, Antony fled.

A group of more than 60 conspirators were waiting for Caesar there, their daggers ready at the Senate on March 15, the Ides of March. Brutus and Cassius were the brains behind the conspiracy. Caesar arrived at the Senate; the conspirators presented the deed as an act of Tyrannicide. 60 senators were party to the conspiracy; they were led by Cassius, Brutus, and Decimus [12]. Lucius presented him with a petition to recall his exiled brother.[14] The other conspirators crowded round to offer their support. The senators Cimber and Casca stabbed Julius by standing close to him [14, 15]. Caesar turned around and quickly caught Casca by the arm[16]. Casca, frightened, shouted, "Help, brother!". The entire group, including Brutus, stabbed the dictator. Caesar tried his level best to get away but, blinded by blood in his eyes, he tripped and fell. The group stabbed Caesar 23 times, killing the Roman leader [17, 19]. Caesar's death was mostly attributable to blood loss from his stab wounds.

DECLARATION MADE SEVERAL SENATORS FEAR THAT CAESAR WANTED TO OVERTHROW THE SENATE
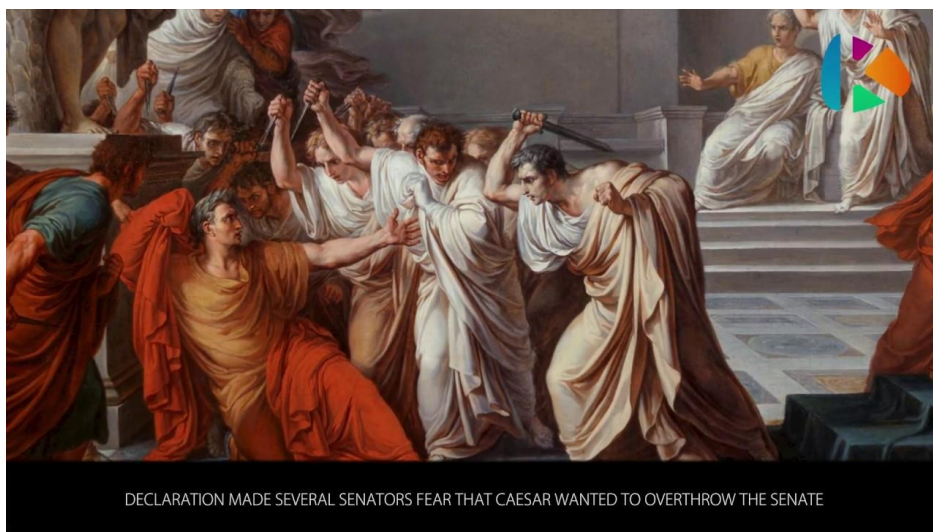
Figure.3: Historical Events: Assassination of Julius Caesar
Courtesy: You Tube: Wiki Videos by Kinedio.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   16

Latin Call: *Et Tu, Brute?* "You Too, Brute?"

This expresses a combination of disappointment and it is a sentence having the meaning of Betrayal, treachery, perfidy, untruth, double hearted, traitor, villainess and crafty. Julius Caesar was shocked, his long-term, trusted friend, and adopted son betrayed him [21].

Brutus was a best friend for Julius Caesar. Brutus was one of the dear most friends of Caesar. Decimus came to Caesar to take him with him saying that he had to be crowned. Caesar's wife had already seen a premonition of Caesar's death and so wasn't letting him go out but when his friend pleased him, he agreed.

But when he went there the scenario became totally different. Caesar was stabbed by a dagger by many, but when Brutus too stabbed him, Caesar could not believe it and so his final words were ***Brutus, you too*!!** The friend whom he loved so much gave the deepest cut to him and that hurt him more than the wounds. Brutus himself killed Caesar due to his greed to become the next king which made Julius to say, *"You too, Brutus?"* Caesar fell. Then he fell over, pulled his toga over his head, and bled to death.

Julius only says one line while dying. Caesar's last words were by seeing Brutus *"You too, Brutus?"* in English. When he saw his honorable friend Brutus among the conspirators wishes him dead, he accepted it because he felt that Brutus makes the best decisions for Rome. The version best known in the English-speaking world is the Latin phrase "Et tu, Brute?" ("You too, Brutus?");[10][11] this derives from William Shakespeare's Julius Caesar (1599), where it actually forms the first half of a macaronic line: "Et tu, Brute? Then fall, Caesar." Figure.3 shows the assassination of Julius Caesar at Theatre of Pompey in Rome [24]. A wax statue of Caesar was erected in the Forum displaying the 23 stab wounds [17].

Result of Rome after Julius Caesar's Assassination

Roman Emperor Julius Caesar, the Roman dictator, was assassinated by a group of senators on the Ides of March (15 March) of 44 BC during a meeting of the Senate at the Theatre of Pompey in Rome. The perpetrators stabbed Caesar 23 times. The act was undertaken ostensibly over fears that Caesar's unprecedented concentration of power during his dictatorship was undermining the Roman Republic. Despite the death of Caesar, the conspirators were unable to restore the institutions of the Republic, and the ramifications of the assassination led to the Liberators' civil war and ultimately to the Principate period of the Roman Empire. The Liberators' civil war had put an end to the Democratic Republic of Rome and Rome risen to become Roman Empire.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   17

Result and Discussion for Vali from Ramayana

Vali was Killed - One School of Thought

  Rama or Ramachandra is considered to be the seventh **Avatar** of the Hindu god **Vishnu**. His adventures, notably the slaying of Ravana. Rama was an obedient son, a responsible brother, a great husband, a Great Ruler. He loved all and received love from all. If we considered him as an avatar of God Vishnu, we have to accept Vali was killed by Rama at the outside of Kishkindha by a sharp arrow from the back of a tree.

Vali was Assassinated - Another School of Thought

  Rama or Ramachandra was considered to be a human being as per the Ramayana. Ravana got boon that No devas, Asuras, gods, animals, Yakshas can kill him. **He forgot to mention humans in his boon** as he underestimated the human being. Thus, Lord Vishnu was born as a human being to kill Ravana. Therefore, Rama is a human being as per the character of Ramayana. There was no enmity between Vali and Rama before Vali was killed. With this background, we can say that Vali was assassinated by Rama at outside of Kishkindha if we thought Rama was a character in Ramayana as a human being.

Result and Discussion for Caesar from *Julius Caesar*

Caesar was Killed - One School of Thought

  Brutus, a friend of Caesar who loves Rome more, has joined the conspirators in the assassination, a betrayal that was captured by the three words, "You too, Brutus?". Then Caesar fell. Then he fell over, pulled his toga over his head, and bled to death. Julius Caesar was killed by the Conspirators at the Senate House of Pompey because Senators of the conspirator loved Republic Rome more than Dictator Julius Caesar. Brutus was a good friend of Caesar and an idealist and a patriotic man. During the funeral speech, Brutus said that "why did I kill Caesar and for this was my answer: **It's not that I loved Caesar less, but that I loved Rome more."** (3.2.21). Brutus had given a very clear view in this statement that all the wellbeing of the Romans was more important than anything else. It was indirectly stated that our Rome should be a Democratic Republic Rome, and no one should become a dictator in this Rome. Julius Caesar wanted to become a dictator and to become a Tyrant. Brutus displayed idealism and nobility and he justified to the Romans why Caesar was killed by them [21]. For the sake and welfare of the country anyone can be killed.

Caesar was Assassinated - Another School of Thought

  Julius Caesar was assassinated by his enemy at the Senate House of Pompey at Rome on 15th March 44 B.C. because the Senate Conspirators wanted to come to power. Caesar was not ambitious and never wanted to because tyrant and he had denied the crown 3 times along with that he had also kept 75 silver drachmas for the Romans. He wanted to make Rome as a rich

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   18

nation. Brutus was a very good friend of Caesar and his mind was manipulated by the conspirators. This was the reason for the Caesar's assassination.

Conclusion

Rama watched Vali and Sugriva's fight and he threw a sharp arrow from the back of a tree and it went straight to the heart of Vali. Vali fell mortally wounded. Vali saw when Rama came near to dying Vali. Vali argued with Rama, Rama was the Lord of culture, breeding, discrimination, and justice. How could you do this injustice? You have destroyed the firm basis of your own virtues. When two persons were opposed to each other, how can you support one, hide and attack the other? Pray, tell me what drove you to do this terrible decision. You had done a thing which has ended my life. Rama argued that Vali deserved such an end as he did not follow dharma. Vali asked Rama Who are you to speak to me about Dharma? Your act is a black mark on the Solar Dynasty. A dark black mark will be there in sun and this dark represents killing Vali. The solar dynasty does not have any black mark, because of your action, the sun will be blacked by a solar eclipse for some minutes so that everyone can see this because of your action.

Julius Caesar's assassination was one of the most famous events in Western history. Even today many debates are going on whether Julius Caesar deserved it or not. Mark Antony made an agreement with Brutus not to place blame on the conspirators during Mark Antony's funeral oration. However, he could manage to turn the mob against the conspirators; the mob started turning against the conspirators and followed Mark Antony. This was one of the best arts of effective communication.

===

References

[1] Geography of Rigvedic India, M.L. Bhargava, pp. 15-18, 46-49, 92-98, 100-/1, 136, Lucknow 1964.

[2] A. K. Mazumdar, The Hindu history. Rupa Publications India. ISBN 978-81-86772-17-1 (2008).

[3] Zimmer, Heinrich, Joseph Campbell (ed.), Philosophies of India, London, E.C. 4: Routledge & Kegan Paul Ltd, ISBN 978-81-208-0739-6. (1952).

[4] Valmiki Ramayana. Valmiki ramayana.net. Retrieved 19 May 2020

[5] Valmiki Ramayana Kishkindha Kanda Prose Sagara 11

[6] Valmiki Ramayana, Ramayana written by Maharshi Valmiki.

[7] Mahabharata Book III: Vana Parva, Section 278: online text for the section of the Mahabharata describing Rama's alliance with Sugriva and the killing of Vali.

[8] Ramayana, Book IV, Canto 16: online text for the section of the Ramayana of Valmiki describing Bali's death at the hands of Rama

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   19

[9] http://www.thespiritualsscientist.com/2012/01/why-did-lord-rama-kill-vali-from-behind-a-tree/.

[10]   R. K. Narayan, Critical Perspectives, Sterling Publishers Pvt. Ltd., 1994.

[11]   Andrews, Evan. "6 Civil Wars that Transformed Ancient Rome". HISTORY. Retrieved 28 May 2020.

[12]   "Cassius Dio — Book 44". penelope.uchicago.edu.

[13]   "Ides of March: What Is It? Why Do We Still Observe It?". 15 March 2011. Retrieved 11 June 2018. (29)

[14]   Plutarch – Life of Brutus. The brother was Publius Cimber.

[15]   "Internet History Sourcebooks". sourcebooks.fordham.edu.

[16]   Plutarch, Life of Caesar, chapter 66:

[17]   Cohen, J. (11 October 2012). Julius Caesar's Stabbing Site Identified. Retrieved from History.com

[18]   Woolf Greg (2006), Et Tu Brute? – The Murder of Caesar and Political Assassination, 199 pages – ISBN 1-86197-741-7

[19]   "Spot Where Julius Caesar Was Stabbed Discovered". Live Science. Retrieved 19 February 2017.

[20]   Prof. L. Lakshmanan and N. Karpaha, "Frailty, Thy Name is Cleopatra", Language in India Journal, Vol.17:12 December 2017.

[21]   http://www.wikiwand.com>julius_Caesar_(play)

[22]   http://hindi.webdunia.com>ramchartimanas.

[23]   You Tube- Srimad Ramayanam Upanyasam.

[24]   You Tube: Wiki Videos by Kinedio.

==

Ms. N. Karpaha, M.A., M.Phil.	Prof. Dr. D. Nagarathinam	Prof. L. Lakshmanan	Dr. R. Saravanan
Former Asst. Professor / English Holy Cross College Tiruchirappalli - 620 002 n.karpaha@gmail.com	Principal T.K. S. College of Tech. Theni – 625 534 Drnagarathinam1960@ Gmail.com	HOD / English A.D. College of Nursing Laxmanmegalai @gmail.com Aundipatti 625 512	Professor and Head / Mech. M.I.E.T. Engineering College Trichy- 620 005 Saranroever @gmail.com

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Ms. N. Karpaha, M.A., M.Phil., Prof. Dr. D. Nagarathinam,
Prof. L. Lakshmanan and Dr. R. Saravanan
A Comparative Study of the Death of Vali from the Epic *Ramayana* and the Death of Julius Caesar from Shakespeare's *Julius Caesar*   20

NARRATIVE SKILLS IN BHOJPURI SPEAKING GERIATRIC AND YOUNG ADULTS

ANIL KUMAR ADHIKARY
Assistant Lecturer
Tribhuvan University Teaching Hospital
Katmandhu Hospital
Nepal
&
SATISH KUMARASWAMY
Associate Professor & Principal
Dr. M.V. Shetty College of Speech and Hearing
Malady Court, Kavoor, Mangaluru-15
Karnataka, India
sat8378@yahoo.com
===

INTRODUCTION

Language is defined as "a system of conventional, spoken or written symbols by means of which human being as a means of social group and its participants in its culture communicate". (Varsney, 2000)

Language comprises of different component. Each component interacts with each other during the communication.

- **Phonology**: Rules of how sound are combined in language.
- **Morphology**: Rules of word formation in language.
- **Semantics**: Rules that governs how meaning is expressed by word and sentences.
- **Syntax**: Rules of sentence formation in language.
- **Pragmatics**: Rules to use the language in social context. (Denham &Lobek,2010)

Hockett (2010) proposed a list of design features or a set of characteristics of human language and distinguished it from other communication systems. These include:

- **Semanticity**: Specific signal can be matched with specific meaning.
- **Arbitrariness**: No logical connection between form of signal and thing it refer to.
- **Discreteness**: Message in language are made of smaller repeatable unit.
- **Displacement**: The language user can talk about things in present and past.
- **Productivity**: Language user can create new utterances.

- **Patterning**: A large number of meaningful utterances can be recombined in a meaningful way. (Denham & Lobek,2010)

Communication is a process by which information is exchanged between individual through a common system of symbols, sign, and behaviour, also technique for expressing ideas effectively in speech or writing. the information exchanged include ideas, facts, concepts, attitude and even emotions. It involves two processes called as encoding and decoding. Communication may be intentional or non-intentional and may take linguistic and non-linguistic forms and may occur through spoken or some other modes. (Webster Oxford Dictionary, 2000).

Narrative analysis is process in which researchers listen to the conversation of speakers and attempt understand the experience of individual about the world around them. it focuses on the way in which people make use of their experience in order to represent themselves and their world to themselves. Narrative analysis makes use of stories, interview, conversation and life experience as a unit of analysis to understand the way people create meaning in their life.

Labov (1972) described narration as a form of discourse that allow the speaker to give interpretative meaning to sequence of event. The difference in the cognitive ability between the two populations allows them to use the linguistic ability and modify them in different way. Age related change in the brain structure and function affect the change in cognitive function like memory and attention which create difference in communication among geriatric and young adult. Young adult due to maturing brain allow them to use the cognitive system better compared to the geriatric in which neural deterioration will affect the overall performance.

Narrative is a good indicator of linguistic development as well as a factor which contribute in building good reading, comprehension and fluency skills. Narrative analysis is a systematic procedure for the analysis of recording the naturally occurring talk produced in the everyday human interaction. Narrative analysis discovers how an individual understand and respond to another in their turn of talk and how such turn are organised in to sequence of interaction. Narrative analysis has served as a distinctive tool to evaluate the pathological and non- pathological condition in the field of speech language pathology.

The average life span of human being is increasing, so it is important to know the narrative skills of older individual and it is also taken into consideration when we assess the older individual. From previously mentioned studies, it is clear that there are no studies on narrative analysis done on any group of population in Nepal. Narrative analysis in Bhojpuri speaking geriatrics is important as the method provides for clinically applicable language sample. Nepal is a multilingual and multicultural society and these factors may directly affect the narrative skills. The present study

focuses in comparing the narrative skills of Bhojpuri speaking geriatrics and young adults.

REVIEW OF LITERATURE

Communication has been described as the critical tool for life adjustment, linking people to their environment. So, when communication disorders are present then this link may be easily broken. Communication disorder affects people of all age, the prevalence and the complexity of these condition increase with age. The two trajectories of disability and ageing can be applied to those with communication disorders. The disability with ageing group includes the people who have lived most of their life without disability and experience subtle communication problems but the ageing with disability group includes people who have lifelong or early onset of communication disorder. So, the communication gets affected with age and hence affect the maintenance of the social roles. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3074568/

Narrative competence as a function is critically dependent upon the working memory. Resources are particularly relevant when investing the story telling of the elderly person whose working memory capacity may diminish over time (Craik & Byrd, 1982). The situation may be more severe for those suffering from dementia since working memory impairment is hallmark of dementia, in particular, Alzheimer's disease. (Kees & Maconi, 2005)

Speech language pathology is another where narrative is studied deeply. Ulatowska (2000) study was to characterise the salient features of African American discourse of aphasics and non-aphasics in a discourse task. He focussed on African Americans because majority of the study have focussed on Causasians and very limited study has been done on African Americans in spite of their higher degree of susceptibility to neurogenic disease. His research focussed on repetition of narrative of cognitively normal and African American aphasics and he identified two types of repetition ie "Self and other repetition". In general, speech of African American is characterised by higher degree of repetition. (Smitherman,2000).

Ageing deficit

There will be a change in individual performance in later stages of their life span when we compare with the youngsters. The deficit can be positive or negative. Coupland, looked at the phenomenon called "painful self-disclosure" in elderly conversation (Coupland et al, 1988). They found that these stories about illness or bereavement which youngsters find unpleasant can have the function for older speaker. Howard (2006) point out that several areas tend to get better and better as we get old. An obvious area of increment is vocabulary and conceptual development. Finally, although problems like dementia have a serious impact on the production and comprehension of those who are affected by these conditions make up only small

proportion of elderly. It has been pointed out that the feature of ageing that the researchers have focussed or reflect very deeply embedded attitude we have toward elderly. These attitudes are by no means shared across cultures. (Kees & Maconi, 2005)

Ageing refers to the biological process of growing older with the passage of time (Finch,1990). It represents the accumulation of psychological, physical, and social changes in human being over time Ageing is a natural and inevitable phenomenon which is a risk factor for many diseases. So as the individual start ageing there is a gradual wear and tear of the body as well as decline in the cognitive function and it happens in communication also. So due to this reason geriatric population must put more effort to convey their message to other which makes their communication pattern different from youngsters. Ageing seems to have very little or no effect on the way older people engage them in conversation. For the most part, older adult tends to be adept at conversational turn taking, maintaining the topic, and modifying the intent of their message depending on the listeners needs. So, it is important for an audiologist and speech language pathologist study about the geriatric population because a large amount of population constitute geriatric , communication problems are highly prevalent in old age people as well as it has got serious impact on the quality of life. (Kees & Maconi, 2005)

Narrative has been defined as minimum of two independent clauses produced in succession relating to a single event (Labov, 1972). These are four major types of narratives: recounts, event cast, accounts and stories (Health,1986).

Recounts: Reports a past experiences usually in a chronological "Blow by Blow" manner.eg: "How did your day go?"
Event cast: It is a narrative that "Set the stage" by describing roles, relationship and recent event that define situation.
Accounts: It share experience in a more detail. It goes beyond the chronological sequencing of event found in recounts, providing more of individual evaluation and interpretation of events.
Stories: stories are highly organized and most recognisable form of narrative with distinctive structure and tone. (Mclaughlin,1998)

Researcher have analysed the structure of narrative story and found each story is composed of setting a goal, an episode and outcome. The relationship among the constituents are viewed as analogous to syntactic relationship and these are termed as story grammar. (Lund & Duchan, 1993). At a discourse level disorder of narrative structure an cohesion provide an invaluable window in to the occurrence, nature and the character of developmental disorder. (Ulatowska, 2000)

Discourse refers to an extended verbal exchange or some topic essentially conversation. Conversation demonstrate an organisational structure based on such element such as topic-initiation, topic-maintenance, repairs (Grice,1975). The nature of discourse styles depends upon different context. These styles are call ed genres (Lund& Duchan,1993). It includes conversation, discussion, argument, etc. and it involves at least two participation. Researchers have characterised five different discourse genres. (Lund & Duchan, 1993).

Language and communication in aging

Most people wonder about how aging affects a person way of talking, and they include the things like forgetting whether you have told someone something, and so forth. Most of the research on language and aging has focussed on what would be considered ageing deficit. These include hearing loss, memory loss, and degenerative condition like Alzheimer's disease. (Meyerhoff, 2000)

Sensory, cognitive, and neurological changes have been shown to explain some of the language differences the older adult and younger adults. Sensory deficit that clearly contribute to language deficit include loss of visual acuity and aural acuity. Non-linguistic cognitive abilities such as cognitive speed, working memory and executive function have been seen to decline with increasing age and it mediate some age-related changes in language behaviour. Changes in brain and sensory organ are often thought to cause cognitive changes, in turn, result in change in language performance.

Many language skills remain well preserved in old age but they are often perceived s decline in their communication abilities. Most common language related problems include word finding problems, difficulties in understanding spoken language in certain circumstances. Experimental studies suggest that some language abilities changes with increasing age while other vary little through lifetime. In studies of language use the following are often defined: phonology, morphology, semantics, syntax, pragmatics and discourse. (http://www.bu.edu/lab/files/2011/11/Clark-Cotton-Goral-Obler.-2007.-Language-andCommunication-in-Aging.pdf)

Phonological skills in aging

Older adult speech is qualitatively different from younger adult. Older adult speech is lower in volume, slower and less precise in articulation than younger adult. Researches have shown that older adult also have difficulties in processing speech than younger adults.

Lexical skills in aging

Word level production in older adult are found to decline with passage of age. i.e., word retrieval and spontaneous production of specific words. Difficulties have

been documented in for adults as in their 50's but significant difference is seen for individual who are in theirs 70's or above.

Semantic skills in aging

Older adult generally performed good on vocabulary tests; so it indicates the intact semantic knowledge. Lexical decision task, semantic priming (the phenomenon of recognising word more quickly when it is preceded by a semantically related word) appears to be equally robust in both groups of individuals. Sentence comprehension studies have shown that older adult's capacities to comprehend word in sentence are intact unless the complexity of sentences varies.

Syntactic skills in aging

Older people show evidence of declining syntactic abilities, as they tend to use simpler syntactic structure and tend to make more error than adults. Older adults are slower and less accurate than young adult in paraphrasing, answering question and making judgement.

Discourse skills in aging

Studies of discourse in older adult have examined naturally (spontaneous conversation) and elicited production (storytelling, picture description) and found some difference between discourse of older adults and younger adults. However the individual difference in discourse performance has made it difficult to generalise across all the age groups. Older adults are often less skilled in reading stories and giving instruction for completing task, as they omit more essential element than younger adults, creating discourse that is less fluent and harder to follow.

Pragmatics and Non-verbal skills in aging

Older adults tend to face more difficulties in producing and processing complex sentences when they encounter real situation. For an older adult with hearing loss non-verbal cues are really important. Researches have shown those older adults are poorer in identifying the emotions encoded in the facial expression than the youngsters. http://www.bu.edu/lab/files/2011/

Changes related to linguistic functioning

Age related variability in cortical activity during language processing was studied in 2006 by Fridrikson, Morrow, Moser and Baylis. They found age related increase in cortical activation in Broca's area, Wernike's area and right homologue of the Broca's area during simple language task such as picture naming and brain area typically associated with language processing.

Changes in cognitive style and memory can be reflected in linguistic alterations. Their impact may be seen in the strategies they use to decode message,

formulate association and select topics for expression. The older adult must remember what has been said to participate effectively in conversation.

Conversational Analysis

Conversational Analysis (CA) is a systematic procedure for the analysis of recorded, naturally occurring talk produced in everyday human interaction. The principal aim is to discover how participants understood and responded to one another in their turns at talk and how such turns are organized into sequences of interaction. CA approach makes use of recording the naturally occurring conversations, which would have taken place even if they had not been recorded. CA occurs in real contexts and is a bottom up, data-driven approach. It aims to describe and explain how the participants displayed their interpretations of each other's talk.

Narrative analysis

Narrative Analysis is a systematic procedure for the analysis of recording the naturally occurring talk produced in everyday human interaction. "Narrative" is sequence and consequence: events are selected, organised, connected, and evaluated as meaningful for a particular audience. Storytellers interpret the world and experience in it; they sometimes create moral tales - how the world should be. Narratives represent storied ways of knowing and communicating (Hinchman & Hinchman, 1997). Westby (1989) stated that narrative skills forms the bridge between oral language and literacy by providing examples of the extended, decontextualized, cohesive discourse units that a child will encounter in written texts. In the field of Speech Language Pathology, narratives have served distinctive evaluative functions. A narrative is some kind of retelling, often in words, of something that happened (e.g. a story).

Gender difference in narrative

Gender does seems to result in the production of narratives between boys and girls (Wodak,1986). Wodak suggested that boys and girls produce different types of narratives. Narrative by girls tends to be more "descriptive" while boys' narratives are more "analytic". Wodak attributes this difference to difference in socialization. Boys, on the other hand, are socialized into positively valuing analytical thinking while girls on other hand are socialized in to being emotionally expressive.

WESTERN STUDIES

Ulatowska, Freedman, Doyel & North (1983) studied narrative discourse production in impaired aphasics. The task given were telling stories, summarising stories, and giving moral to stories. The data were analysed in terms of sentential grammar, discourse grammar, and subjective ratings of content and clarity of language. The results showed that aphasics produced well-structured discourse. The

language of the aphasics' discourse was reduced in both complexity and amount, as compared to that produced by normal.

Kaczmarek (1984) performed neurolinguistic analyses of verbal utterances in patients with focal lesion of frontal lobes. Six groups of subjects were examined including patients with left dorsolateral frontal lesions, left orbitofrontal lesions, right frontal lobe lesions, posterior aphasics, posterior brain-damaged patients without aphasia, and a matched control group. Results indicate that the left frontal lobe is involved in organization of linguistic information. Its dorsolateral part seems to be concerned with forming the sequential pattern of an utterance, and the orbital part with the directed development of a narrative.

Goodglass, Christiansen & Gallagher (1993) compared morphology and syntax in free narrative and structured tests: fluent vs. non fluent aphasics. Conduction aphasics were evaluated on a free narrative story elicitation test and on a structured, cross-modal morphology and syntax battery (MSB). The latter permitted comparison of the same set of morphosyntactic forms in both production and comprehension. Results suggest distinctive oral production profiles, with agrammatics inferior to paragrammatic in use of auxiliaries, verb inflection and passive word order. Only agrammatics commonly omitted articles or main verbs. The use of noun plurals and possessives did not discriminate between the groups.

Li, Williams & Della (1995) study investigated the effects of listener and topic familiarity on procedural and narrative discourse variables. Twenty-two aphasic patients (5 Broca's, 7 conduction, and 10 anomic aphasics) and 10 normal speakers served as subjects. Topic familiarity influenced discourse production in both procedural discourse and story retell situations. In procedural discourse, a greater number of optional steps were provided with familiar topics. During retelling of familiar topic stories, a greater proportion of action and resolution clauses were included. Listener familiarity affected the story retell task only. A greater percentage of subjects provided the setting when the listener was familiar.

Randall (1999) suggested that the "internal narrative" seems to continue expanding in older age, and that there was no reduction of the interpretative capacity of one's life story. In fact, older adults appeared to be interested in making sense of life experiences, expressing a subjective appreciation of events and describing emotional states, more than younger adults seem to do.

Wilkinson (2006) applied conversation analysis to aphasic talk and found out the CA has been made by researchers drawing on conversation analytic findings into the structure of aspects of ordinary, non-aphasic, talk such as repair organization and turn organization and indicates some of the ways in which this approach to aphasia has been used within intervention studies and everyday professional practice.

Yim & Yih (2006) studied Conversational analysis between the conversation of patient with Dementia and their professional nurses to understand conversations and to identify typical conversational problems between nurses and patients with dementia. Result showed that the communicative problems between nurses and patients in terms of expressions were identified as "directive and authoritative expressions", "emotional and competitive expressions", "evasive and on-looking expressions", and "excessive use of title only", such as calling them granny or grandpa without proper names.

Hough (2007) studied the incidence of word finding in normal ageing population and study indicated that aged individual had selective impairment on picture naming of noun as well as category naming. She also studied adult age-related word fluency difference for common and goal directed categories. Result showed that elderly adult performed similar to young and middle-aged adult for goal-directed category but produced significantly fewer accurate responses and fewer strategies than other groups.

Wetherell, Botting & Ramsden (2007) in a study on narratives in adolescent subjects with specific language impairment (SLI), compared the 99 typically developing adolescents and 19 peers with specific language impairment. The subjects were given two different types of narrative task: one, a story telling condition and the other a conversational condition. Four areas of narrative (productivity, syntactic complexity, syntactic errors and performance) were assessed. They concluded that the group with specific language impairment was poorer on most aspects of narrative skills.

Feyereisen, Berrewaerts & Hupet (2007) evaluated pragmatic skills in the early stages of Alzheimer's disease and they concluded that persons with dementia of Alzheimer's type (DAT) produced a larger number of words than control participants and they benefited from the task repetition. However, they were less able to take into account previously shared information, used no definite referential expressions and were more idiosyncratic in their descriptions of the referent. This decline of communicative effectiveness was found not to relate closely to executive deficits.

Beeke, Maxim & Wilkinson (2007) in a study using Conversation Analysis to Assess and treat people with Aphasia brought about the implications of using CA as a tool for assessment and treatment in aphasia.

Taehan, Kanho, Haknoe & Chi (2007) studied conversation analysis for improving nursing conversation and the result of the study provided theoretical backgrounds and basic assumptions of conversation analysis which were influenced by ethnomethodology, phenomenology, and sociolinguistic. In addition, the characteristics and analysis methods of conversation analysis were illustrated in detail. Lastly, how conversation analysis could help improve communication was shown, by examining researches using conversation analysis not only for ordinary conversations but also for extraordinary or difficult conversations such as conversations between patients with dementia and their professional nurses.

Gloria (2009) studied the narrative skills in the age group of 5-6-year-old typically developing children and concluded that children had more phonological errors and they used reduction and unrelated repair strategy. Studies show that the normal development of phonology and morpho-syntax continues by the age of 6 years.

Yi (2009) analysed the conversation between elderly patients with dementia and nurses to identify functional structure and patterns of dialogue sequence in conversations between elderly patients with dementia and nurses in a long-term care facility. Essential parts of the conversation were the assessment and intervention phases. In the assessment phase three sequential patterns of nurse-initiated dialogue and four sequential patterns of patient-initiated dialogue were identified. Also, four sequential patterns were identified in nurse-initiated and three in patient-initiated dialogues in the intervention phase. In general, "ask question", "advise", and "directive" were the most frequently used utterance by nurses in nurse-initiated dialogue, indicating nurses' domination of the conversation. At the same time, "ask back", "refute", "escape", or "false promise" were used often by nurses to discourage patients from talking when patients were raising questions or demanding.

Jorgenson & Togher (2009) compared the narrative skills between traumatic brain injured patients and control groups and they found out that, there was a significant difference between participants with and without TBI for all measures in the monologic narrative. In the jointly-produced narrative, there was no significant difference in performance and participation between individuals with TBI and control participants. Participants with TBI demonstrated a significant improvement between the monologic and the jointly-produced task in story grammar and informational content.

Marini, Martellj, Gagliardj, Fabbro & Borgatti (2009) analysed narrative skills in William syndrome and its neuropsychological correlates and compared the narrative skills of WS patient with typically developing children's and found out WS participants showed visual-spatial deficits but scored within the normal range, according to their mental age, in the linguistic assessment. For the narrative task, they showed good phonological, lexical and syntactic skills, but their story descriptions were less effective than those produced by the TD group on measures assessing global coherence and lexical in formativeness, showing dissociation between macro and micro linguistic abilities.

Eme, Lacroix & Almeciia (2010) studied linguistic features and discourse organisation in 52 functionally illiterate French men and women and reported that the subjects had great difficulty handling morphosyntactic rules, referential cohesions and the narrative schema. The authors concluded that individuals who have not succeeded in learning to read also have impaired oral language abilities.

Kozlowski (2010) used conversational analysis technique to analyse the conversation of person with severe traumatic brain injury and he found the patient with TBI showed impaired participation in communication exchange, especially in greeting behaviour. Verbal communication was mostly affected by difficulty in producing fluent and intelligible language and using pragmatics. Non- verbal communication was impaired by difficulties in prosodic aspects.

Heilmann, Miller, Nockerts & Dunaway (2010) evaluated properties of the narrative scoring scheme using narrative retells in young school-age children, the authors concluded that the NSS was significantly correlated with age and each of the microstructural measures.

Murray (2010) tried narrative analysis to distinguish clinical depression from early Alzheimer's disease in elderly people, and they found out significant group differences on the informativeness discourse measures. AD participants producing less-informative samples than DEP and control participants. DEP and control groups did not significantly differ on any discourse variable.

Rousseaux, Verigneaux & Kozlowiski (2010) did the analysis of communication in conversation after severe traumatic brain injury and revealed the patients with TBI were impaired in their participation to communication, especially in greeting behaviour. Verbal communication was mostly affected by difficulties in producing fluent and intelligible language and using pragmatics (responding to open questions, presenting new information and introducing new themes, organizing discourse and adapting to interlocutor knowledge). Non-verbal communication was impaired by difficulties in using pragmatics (mostly adapted prosody). Participation

and verbal communication correlated with the executive functions, language and behavioural assessment.

Stead, Donovan& Hoffman (2015) investigated the effect of time of day on language in healthy aging and Alzheimer's disease. Language samples were evaluated for quantity (total utterances and words per minute) and quality: mazes or fillers, repetitions and revisions, abandoned utterances and type token ratio or percentage of different words to total words. Result showed that healthy ageing group performed significantly better on cognitive measures across the day than the AD group. Healthy ageing group produced significantly longer narrative than the AD group.

This may be due to the greater amount of personal experience and to the way that older adults might represent themselves as communicative actors in context.

INDIAN STUDIES

Mukundan (2006) studied verbal fluency measure, comparing the performance of younger and older adult. And she found that in the subject above the age of 80 years, performance of the task decreased. because of the time constraint involved.

Mukundan and Basanta (2007) analysed age effects in the detection of lexical ambiguity. their study was designed to compare the performance of the group of younger and older healthy English speaking adult on a task involving matching of multiple meaning of words and the results showed that the aging did not impact significantly the ability to discern the lexical ambiguity when words were presented were presented in isolation.

Mathias (2008) used conversational analysis to study the language characteristics between normal geriatric and middle-aged adult, and her study indicated that geriatrics show increased trouble sources and decreased resolution.

Sam, Thomas and Goswami (2008) did a study on the effect of ageing on oral and written confrontation naming in Kannada and English and found that there was an overall decrease in the accuracy of naming response with age semantic errors were more evident in older group for oral and written naming in both languages. Kannada written naming was found to be better than English written naming across all the age group emphasizing the role of orthographic regularities in naming.

John, Veena, George & Rajashekhar (2008) did a comparative study of narrative and procedural discourse in normal young adults and elderly subjects, together with of the influence of age, gender and education in the Malayalam speakers provided results which that the discourse skills alter with the advancing age in all the parameters taken. There was an increase in the number of words, mean length of

utterance (MLU). Speaking rate and reduction in the number of the sentences produced in elderly as compared to young adults.

Hegde, Shruthy & Subba Rao (2010) evaluated the narrative skill performance in normal young adult under familiar and non-familiar communication context and they states that the number of trouble sources and the repairs strategies used were higher in young adults than the middle aged adults and geriatrics.

Nebu & Kumaraswamy (2014) studied narrative analysis in Malayalam speaking geriatrics. The result shows that there is no significant difference between the trouble sources and type of repair strategies in familiar and unfamiliar tasks, while the repair sequences value and type of resolutions showed highly significant difference. The comparison of type token ratio for familiar and unfamiliar tasks revealed that there is a highly significant difference for both open and close class words.

NEED FOR THE STUDY
The average life span of human being is increasing, so it is important to know the narrative skills of older individual and it is also taken into consideration when we assess the older individual. From previously mentioned studies, it is clear that there are no studies on narrative analysis done on any group of population in Nepal. Narrative analysis in Bhojpuri speaking geriatrics is important as the method provides for clinically applicable language sample. Nepal is a multilingual and multicultural society and these factors may directly affect the narrative skills. The present study focuses in comparing the narrative skills of Bhojpuri speaking geriatrics and young adults.

AIM OF THE STUDY
The aim of the present study was two folded:
1. To investigate the narrative performance among 20-30 years old young adult and 60-70 year old geriatrics for familiar and unfamiliar task.
2. To compare narrative performance across group for familiar and unfamiliar task.

METHODOLGY
Participants
A group of 20 individuals have been chosen for the present study and the individual are divided in to two groups.
1. First group consists of 10 healthy young adult individuals with age of 20-30 years (5 males and 5 females).
2. Second group consists of 10 healthy geriatric individuals with age of 60-70 years (5 males and 5 females).

Two groups were matched for age, gender, socio-economic status, education and linguistic background participated in the study. The participants used Bhojpuri as their native language for communication.

Inclusion criteria

Subjects who did not have any neurological impairment and memory problems were omitted from the study.

DATA COLLECTION PROCEDURE
Test environment

A quiet room was used for the recoding of speech samples. The subject was seated comfortably on a chair at a distance of one foot from the laptop placed on the table. Participants speech was recorded using standard laptop (HP PAVILION G6) with a standard microphone with the help of PRAAT voice recording and analysis software 5.1 version. (Boersma& Weenick,2009). Sampling rate was 44100 Hz and quantization level set at 16 bits.

Narrative sample of 5-10 minutes was recorded for each subject regarding their past events of both familiar & unfamiliar contexts. Familiar contexts involved story narration & past experiences of life (eg: About marriage, any traditional festivals, childhood etc.) Non-familiar contexts involved asking subjects to imagine the specified situation and narrate with respect to different characters/personality (eg. Clinician would ask 'what developments will you do if you become a Prime Minister, what change you would do if you become school principal?).

Data coding and analysis

Obtained data of 5 minutes (hundred utterances were selected) were transcribed and analysed to study types of trouble sources such as phonological, morphological-syntactic, semantic, discourse and also repair strategies such as repetition, unrelated, elaboration, reduction and substitution along with the complexity and success of resolution like most successful, successful and unsuccessful and type token ratio using the systematic procedure [Orange, Lubinski & Higginbotham (1996)].

Analysis of trouble sources, repairs and resolutions

According to the guidelines by Orange, Lubinski & Higginbotham (1996), the data was analysed to study the trouble sources, repairs, along with complexity and success of resolutions. Trouble sources (TS) were divided into phonological, morphological-syntactic, semantic, discourse and other trouble sources. The categories for describing repair types were repetition, elaboration, reduction, substitution and unrelated. Repair resolutions were analysed as most successful, successful and unsuccessful. Repair complexity was coded as simple or complex.

Analysis of type token ratio

The data was analysed in terms of Type Token Ratio (TTR). Based on the classification given by Yule (2002), open class words (content words) like nouns, verbs and adjectives and closed class words (functional words) like conjunctions, prepositions, articles and pronouns were used.

According to Wren, Martin & Rao (2008), once the closed and open class words were identified the total number of words; total number of different words and type token ratio of each category were calculated using the ratio:

TTR= Total number of different words/Total number of words

The data was then treated with statistical analysis using Man Whitney U test.

RESULTS AND DISCUSSION

The data was collected, transcribed, analysed and statistical evaluated for finding out the significant difference, and the results are discussed below:

Group	Paramerer	Parameter	N	Mean	Std. Deviation	Median(IQR)	t value	p value
Youngsters	Familiar	REPAIRS	10	6.20	3.259	6(3.75-8.25)	11.010	.000
		RESOLUTION	10	4.30	1.418	4(3-6)		HS
		TROUBLE SOURCE	10	10.60	3.978	9(7.75-14.25)		
	Unfamiliar	REPAIRS	10	7.80	1.874	8(6-9.25)	12.566	.000
		RESOLUTION	10	6.60	2.503	7(4-9)		HS
		TROUBLE SOURCE	10	11.60	2.547	11(9.75-14)		
Geriatrics	Familiar	REPAIRS	10	6.90	2.183	7(5.5-9)	32.422	.000
		RESOLUTION	10	5.50	1.354	5.5(4-6.25)		HS
		TROUBLE SOURCE	10	12.80	2.700	13(10.5-15)		
	Unfamiliar	REPAIRS	10	8.20	2.300	9(6.75-10)	29.445	.000
		RESOLUTION	10	7.20	1.751	7(6-9)		HS
		TROUBLE SOURCE	10	13.40	1.713	14(12-14.25)		

Table 1: Showing the significant values for the following comparison in Young adults and Geriatrics:

a) Young adults' familiar task verses unfamiliar task. (Repairs, Resolution, Trouble source)
b) Geriatrics familiar task verses unfamiliar task. (Repairs, Resolution, Trouble source)
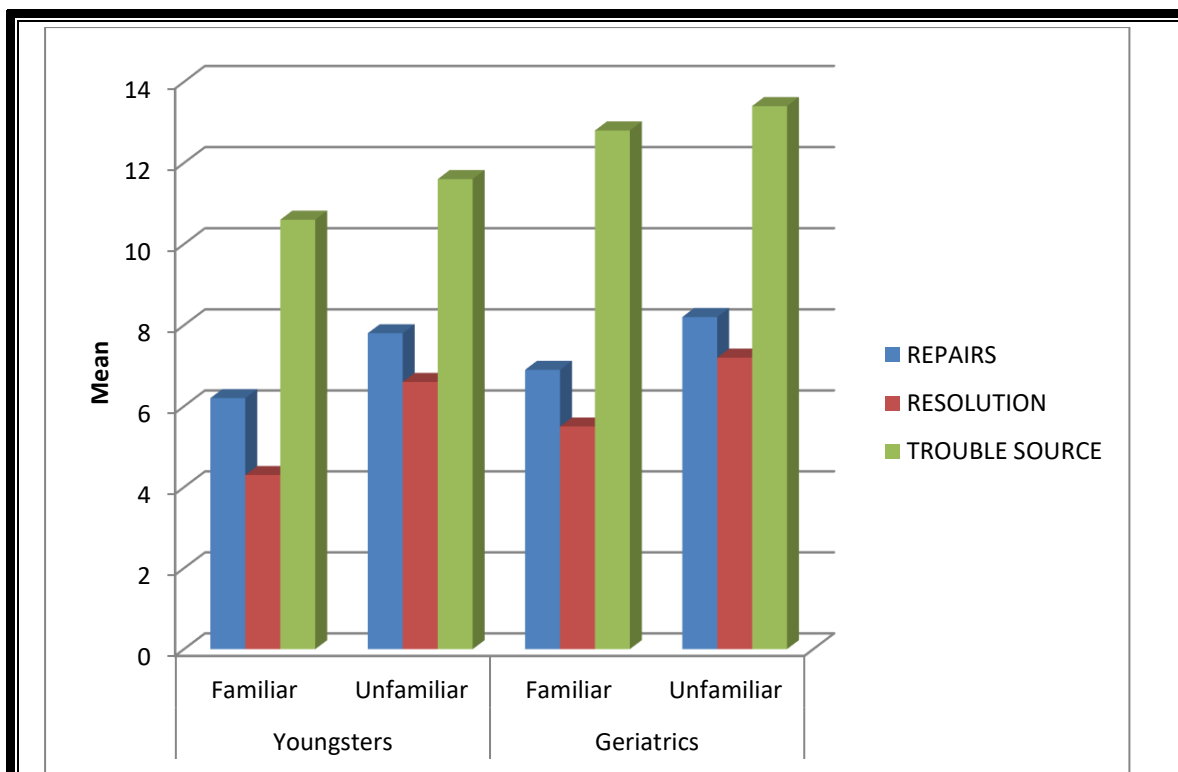
Figure1: Showing the mean score value for familiar and unfamiliar task in young adult verses geriatrics.

From the above figure it can be inferred that there is a slight difference in the performance of young adult and geriatrics for familiar verses unfamiliar task. High significant at (P= 0.00) for Repairs, Resolution and Trouble sources were noted when compared with familiar and unfamiliar task compared between Young adult Verses Geriatrics.

Paramerer	Group	Parameter	N	Mean	Std. Deviation	Median(IQR)	t value	p value
Familiar	Youngsters	Closed	10	37.10	7.249	34.5(32.25-43.25)	3.12	.002
		Open	10	42.50	5.148	42(38.75-46.75)		HS
	Geriatrics	Closed	10	33.50	5.276	33.5(31.75-36)	2.94	.004
		Open	10	38.10	6.315	39(33-43.25)		HS
Unfamiliar	Youngsters	Closed	10	42.10	4.999	40(38.75-45)	.34	.733
		Open	10	42.70	7.889	42(39-46.5)		NS
	Geriatrics	Closed	10	35.30	5.314	35(30.75-40.5)	.07	.945
		Open	10	35.40	5.461	34(31-41.5)		NS

Table 2: Showing the comparison between the following:
  a) Young adults Open class word Verses Closed class word (Familiar verses Unfamiliar)

b) Geriatrics Open class word Verses Closed class word (Familiar verses Unfamiliar)
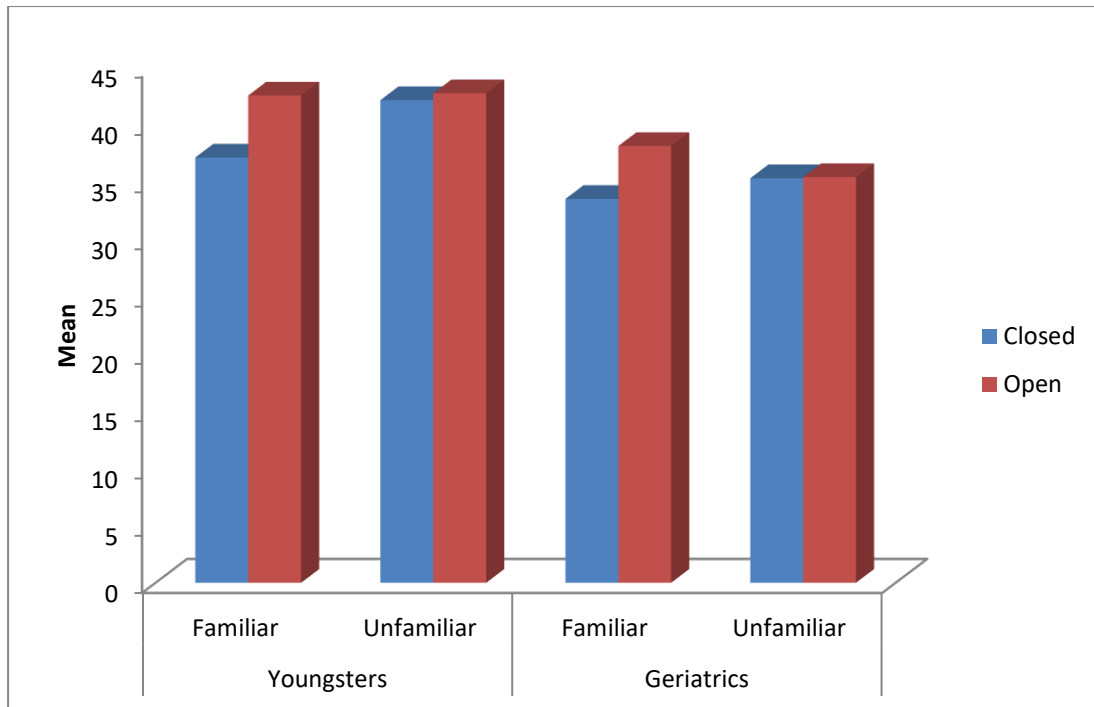
Figure 2: Showing the mean score values for open verses closed class word in familiar and unfamiliar task condition for Young adult and Geriatrics.

From the above figure it can be inferred that there is a difference in the performance between two groups in familiar and unfamiliar tasks. Open class verses Closed class word in familiar task showed highly significant (p= 0.004) in geriatrics but Open verses Closed class word in unfamiliar task is not significant (p=0.733) in young adults and not significant (p=0.945) in geriatric population.

Parameter	Group	Paramerer	N	Mean	Std. Deviation	Median(IQR)	t value	p value
REPAIRS	Youngsters	Familiar	10	6.20	3.259	6(3.75-8.25)	1.35	.195
		Unfamiliar	10	7.80	1.874	8(6-9.25)		NS
	Geriatrics	Familiar	10	6.90	2.183	7(5.5-9)	1.30	.211
		Unfamiliar	10	8.20	2.300	9(6.75-10)		NS
RESOLUTION	Youngsters	Familiar	10	4.30	1.418	4(3-6)	2.53	.021
		Unfamiliar	10	6.60	2.503	7(4-9)		sig
	Geriatrics	Familiar	10	5.50	1.354	5.5(4-6.25)	2.43	.026
		Unfamiliar	10	7.20	1.751	7(6-9)		sig
TROUBLE SOURCE	Youngsters	Familiar	10	10.60	3.978	9(7.75-14.25)	.67	.512
		Unfamiliar	10	11.60	2.547	11(9.75-14)		NS
	Geriatrics	Familiar	10	12.80	2.700	13(10.5-15)	.59	.560
		Unfamiliar	10	13.40	1.713	14(12-14.25)		NS

Table 3: Showing the comparison between the following:
   a) Young adult familiar Verses unfamiliar (Repairs, Resolution, Trouble sources)
   b) Geriatrics familiar Verses unfamiliar (Repairs, Resolution, Trouble sources)
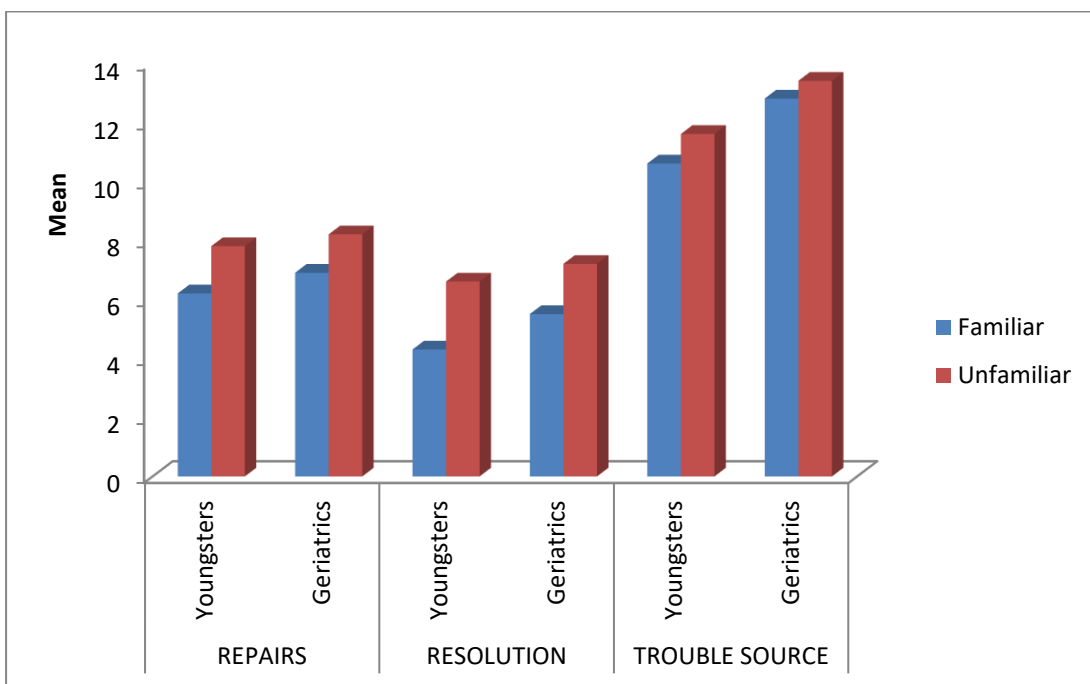
Figure 3: Showing the mean score value compared within Young adults and Geriatric in Familiar verses unfamiliar task for Repair, Resolution and Trouble source.

From the above table it can be observed that there is no significant difference within young adults as well as Geriatrics for Repair in familiar verses unfamiliar task (No significant at p=0.195 for Young adults, and p=0.211 for Geriatrics) as well as no significant difference was observed for Trouble sources in familiar verses unfamiliar task for both Young adult and Geriatrics. but significant difference was noted for

Resolutions in familiar verses unfamiliar task for young adult (significant at p= 0.21) and Geriatrics (significant at p=0.26).

Parameter	Group	Paramerer	N	Mean	Std. Deviation	Median(IQR)	t value	p value
Closed	Youngsters	Familiar	10	37.10	7.249	34.5(32.25-43.25)	1.80	.089
		Unfamiliar	10	42.10	4.999	40(38.75-45)		NS
	Geriatrics	Familiar	10	33.50	5.276	33.5(31.75-36)	.76	.457
		Unfamiliar	10	35.30	5.314	35(30.75-40.5)		NS
Open	Youngsters	Familiar	10	42.50	5.148	42(38.75-46.75)	.07	.947
		Unfamiliar	10	42.70	7.889	42(39-46.5)		NS
	Geriatrics	Familiar	10	38.10	6.315	39(33-43.25)	1.02	.320
		Unfamiliar	10	35.40	5.461	34(31-41.5)		NS

Table 4. Showing Non-significant for Open and closed class word in familiar verses unfamiliar condition for Young adults and Geriatrics.
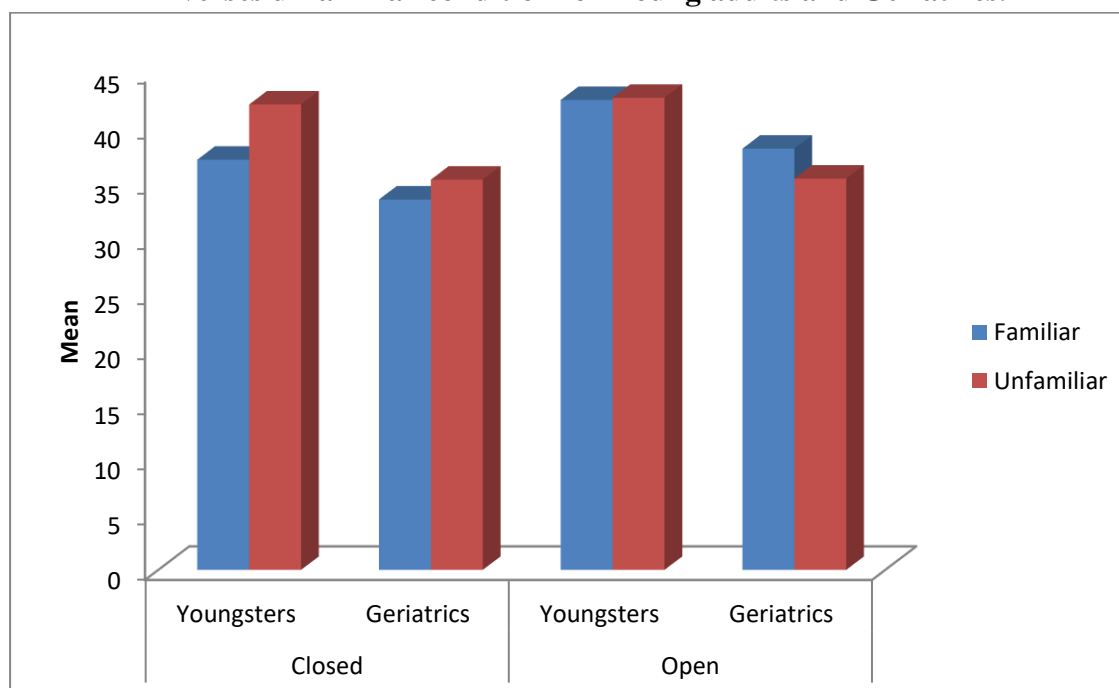
Figure 4: Showing the mean score value compared for familiarverses unfamiliar task for Open class and Closed class word for Young adults and Geriatric.

From the above figure it can be inferred that there is no difference in the amount of Open class word used as well as closed class word used in familiar verses unfamiliar condition in both Young adult group as well as Geriatrics group. So, there was no significant difference in the amount of Open and Closed class word used in familiar verses unfamiliar condition.

Parameter	Paramerer	Group	N	Mean	Std. Deviation	Median(IQR)	t value	p value
Closed	Familiar	Youngsters	10	37.10	7.249	34.5(32.25-43.25)	1.27	.220
		Geriatrics	10	33.50	5.276	33.5(31.75-36)		NS
	Unfamiliar	Youngsters	10	42.10	4.999	40(38.75-45)	2.95	.009
		Geriatrics	10	35.30	5.314	35(30.75-40.5)		HS
Open	Familiar	Youngsters	10	42.50	5.148	42(38.75-46.75)	1.71	.105
		Geriatrics	10	38.10	6.315	39(33-43.25)		NS
	Unfamiliar	Youngsters	10	42.70	7.889	42(39-46.5)	2.41	.027
		Geriatrics	10	35.40	5.461	34(31-41.5)		sig

Table 5: Showing the significant value for following comparison:

a) Open class word in familiar and unfamiliar (Young adults verse Geriatrics)

b) Closed class word in familiar and unfamiliar (Young adults verse Geriatrics)

Figure 5: Showing the mean score value for Open and closed class word compared in Young adult verses Geriatrics for familiar and unfamiliar task.

From the above figure it can be inferred that there is a slight difference in the amount of open class word used as well as closed class word used for unfamiliar task when compared between Young adult and Geriatrics. Closed class word was highly significant at (p=0.009) for unfamiliar task and open class word significant at (p= 0.027) for unfamiliar task when compared between young adult and geriatrics.

Parameter	Paramerer	Group	N	Mean	Std. Deviation	Median(IQR)	t value	p value
REPAIRS	Familiar	Youngsters	10	6.20	3.259	6(3.75-8.25)	.56	.580
		Geriatrics	10	6.90	2.183	7(5.5-9)		NS
	Unfamiliar	Youngsters	10	7.80	1.874	8(6-9.25)	.43	.675
		Geriatrics	10	8.20	2.300	9(6.75-10)		NS
RESOLUTION	Familiar	Youngsters	10	4.30	1.418	4(3-6)	1.94	.069
		Geriatrics	10	5.50	1.354	5.5(4-6.25)		NS
	Unfamiliar	Youngsters	10	6.60	2.503	7(4-9)	.62	.542
		Geriatrics	10	7.20	1.751	7(6-9)		NS
TROUBLE SOURCE	Familiar	Youngsters	10	10.60	3.978	9(7.75-14.25)	1.45	.165
		Geriatrics	10	12.80	2.700	13(10.5-15)		NS
	Unfamiliar	Youngsters	10	11.60	2.547	11(9.75-14)	1.85	.080
		Geriatrics	10	13.40	1.713	14(12-14.25)		NS

Table 6: Showing no significant value for the following comparison:

a) Young adult verses Geriatrics for familiar and unfamiliar condition (Repairs, Resolution, Trouble sources).
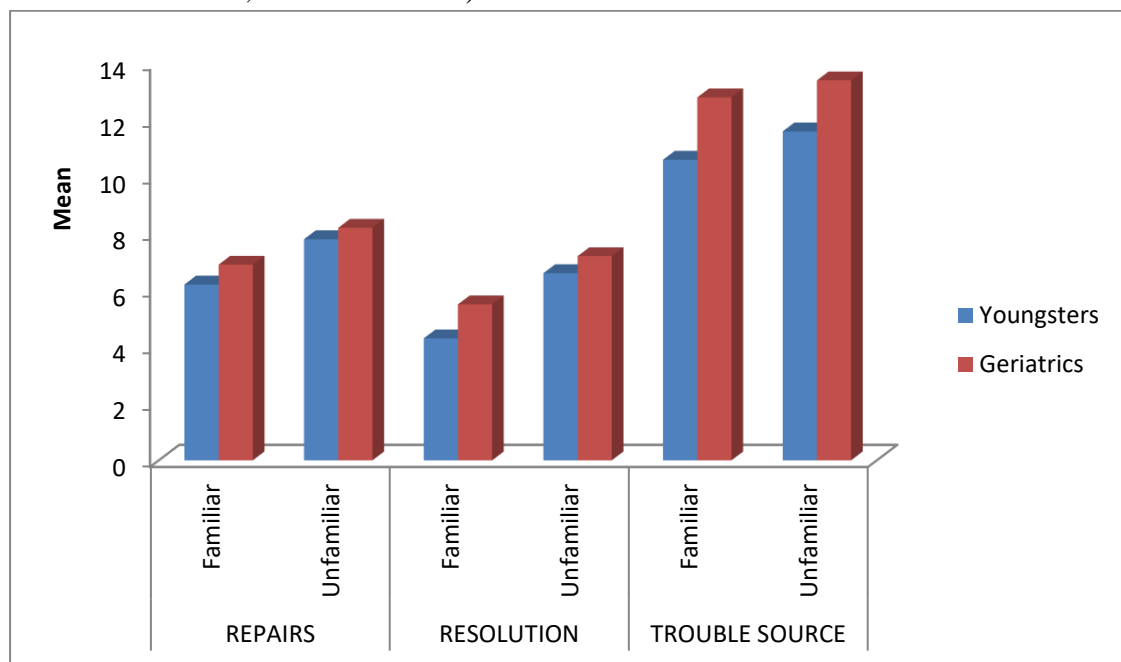
Figure 6: Showing the mean score value compared between Young adults verses Geriatrics in Familiar verses unfamiliar task for Repair, Resolution and Trouble source.

From the above figure it can be inferred that there is no difference in the performance for Geriatric verses Young adults for familiar and unfamiliar task. No significant difference was noted for Repairs, Resolution and Trouble sources for both familiar verses unfamiliar task when compared between Young adults and Geriatrics.

SUMMARY AND CONCLUSION

Ageing is an inevitable process and along with the other body system, communication also undergoes changes with age. Geriatric group have become the matter of study because there is growing population of older people in the population, communication problems are highly prevalent in older population as well as their quality of life is also getting adverse due to these aging problems. The other reason to study this group is this population are at high risk to get language problems since, these population are more likely to face the problems of Stroke, dementia, Parkinson's disease or Alzheimer's disease. This study will form normative data for the communication changes taking place in healthy elderly.

There have been only a few studies reported using narrative analysis in geriatric population. So, this study presents and analyses sequential, collaborative construction of conversation, regarding what causes trouble during conversation and what repairs might be negotiated to overcome these trouble spots. Having a very diverse culture ranging in differences in language, education level, places, geographical location, socioeconomic status, etc., there is a need to understand the conversation or narrative characteristics of normal elderly people in Nepali-setting and thus form a normative data for language disordered population.

Narrative analysis can be used for both assessment and treatment of language disordered population. It also gives information regarding individual's communication skills in a natural situation. Also gives information regarding the parameters of language. Narrative analysis can be used among various communities and also helps to know the deficits across languages.

Narratives represent storied ways of knowing and communicating (Hinchman,1997). The aim of the study was to compare the narrative skills in normal geriatrics of age 60-70 years and Young adults of 20-30 years. The specific aim of within the group comparison on familiar and unfamiliar topics and across group comparison on familiar and unfamiliar topics. The present study consists of two groups, 10 healthy geriatrics individuals and 10 young adult and the two groups were matched for age, gender, socioeconomic status, education and linguistic background.

Subjects were selected only if they did not have any neurological impairment. The narrative was analysed into turns and further in to utterances. Then based on the definition given by Orange et al (1996) types of trouble source, repairs, resolutions and degree of success were analysed. In the second part of the analysis, type token ratio was studied. The utterances were analysed in to open and closed class word based on the definition given by Yule in 2002, and then based on that classification in to noun, verb, adjectives and closed class word based on the definition found in Wren et al (2008).

The result of the present study reveals that as the comparison of trouble sources, repair strategies, types of resolution and repair sequences geriatric showed higher score than young adults. The comparison of young adults and geriatrics using type token ratio reveals that there is significant difference in the unfamiliar task of both open and closed words in adults. The performance of geriatric population on trouble source and repair strategies are similar to that of the results reported by Mathias (2008).Another study done by Hegde, Shruthi & Subba Rao (2010) shows that the number of trouble source and the repair strategies used were higher in young adult compared to middle aged adult and geriatric were contradictory to this present study.

The statistical analysis was done using Man-Whitney t test and the result showed that there is only significant difference in repair sequences and type of resolutions. The comparison of type token ratio revealed a highly significant difference for both open and close class words. The comparison of familiar and unfamiliar topics using type token ratio revealed that there was a significant difference in both open class and close class words. This is in accordance with the study done by Mahendra and Raksha (1994) indicating less generative naming abilities in aged individuals. So as the age increases there will be deterioration in the communicative skills. Future research is required to study the narrative aspects across various groups of adults and geriatrics and can be used in children with language disorders.

Implications of the study
1. This study gives the information regarding the effect of aging in narrative skills.

Limitations of the study
1. The present study was done only in small group of individuals.
2. The study was limited only to individuals in certain individuals.
3. The present study was conducted in only one particular dialect.

Further recommendations
1. This study can be extended using more number of individuals.
2. This study can be conducted in children with language disorders in future.
3. This study can be used to compare with different Indian language disordered population.

===
REFERENCES

Beeke, S., Maxim, j., & Wilkinson, R. (2007). Using Conversational Analysis to Assess and treat people with Aphasia. Seminar in Speech and language, 28(2), 136-147.

Boden, D., & Biebly, D. (1986). *The way it was : Topical Organisation in Elderly conversation, Language and conversation,6*, 73-89

Chodzko-Zajko.(1997).Normal aging and human physiology. *Seminar in Speech and Language, 18(2)*,181-192.

Denham, K., & Lobeck, A. (2010). Linguistic for Everyone: An introduction. Boston, Michael Rosenberg Publisher.

Eme, E., Lacroix, A., & Almeciia, Y. (2010). Oral narrative skills in French adults who are functionally illiterate: linguistic features and discourse organisation. *Journal of speech   language and hearing research, 5,* 49-70. Doi: 10.1044/1092-4388.

Feyereisen, P., Berrewaerts, J., & Hupet, M. (2007). Pragmatics skills in early stages of Alzheimer's disease: an analysis by means of referential communication task. *International journal of language and communication Disorders, 42*, 1-17.doi:1080/1368282060062421

Gleason, J., Goodglass, H., Obler, L.K., Green, E., Hyde, M., & Weintraub, S (1980). Narrative strategies of aphasic and normal speaking subjects. *Journal of Speech and Hearing Research,* 23,370-382.

Goodglass, H., Christiansen, J.A., & Gallagher, R. (1993). Comparison of morphology and syntax in free narrative and structured tests: fluent verses non fluent aphasia. *Journal of Brain language, 29(3)*: 377-407

Gordon, C., Hills, C., & Ashburn, A. (2009). The use of Conversation analysis: Nurse-patients interaction in communication disability after stroke. *Journal of Adv. Nursing, 65(3)*: 544-553. doi: 10.1111/j.1365-2648.2008.04917.x.

Hegde, M., Shruthy. T.S., Subba Rao, T.A. (2010). Narrative skills performance in normal young adults under familiar and non-familiar communication contexts. Paper presented at 42ndISHA conference, Bangalore, January.

Hegde, M., Shruthy. T.S., & Subba Rao, T.A. (2010). Narrative skill performance in normal young adults under familiar and non-familiar communication contexts.

Hough, M.S. (2007). Adult age differences in word fluency for common and goal directed categories. *Advances in Speech-Language pathology, 9(2)*, 154-161.

Hough, M.S. (2007). Incidence of word finding deficit in normal aging. Folia Phoniatricaet Logopaedica, 59, 10-19

Heilmann, J., Miller, J., Nockerts, A., & Dunaway, C. (2010). Properties of Narrative scoring scheme Using Narrative retells in Young school age children. *American journal of Speech- language Pathology,19*, 154-166.doi: 10.1044/1058-0360(2009/08-0024).

John, S., Veena, K.D., George, A., & Rajshekhar, B. (2008). Spoken Discourse in Normal   Young Adults and Elderly: Influence of Age, Gender and Education in Malayalam Speakers. Paper presented at the ISHA Conference, Mangalore, February 1-3.

Jorgenson, M., & Togher, L. (2009). Narrative after Traumatic brain injury: A comparison of monologic and jointly-produced discourse. Brain injury, 9, 727-740.doi: 10.1080/ 02699050903133954.

Kaczmarek, B.L. (1984). Neurolinguistic analysis of verbal utterances in patient with focal lesions of frontal lobes. *Journal of Brain language, 21(1):* 52-58.

Kees & Maconi. (2005). Language and Ageing in multilingual context. London. Oxford Publishers.

Mathias, C.S. (2008). Conversation analysis: A comparison between normal geriatrics and middle-aged adults. Unpublished master's Dissertation, Mangalore University, Mangalore.

Marini, A., Martellj, S., Gagliardj, C., Fabbro, F., & Borgatti, R. (2009). Narrative language in Williams syndrome and its neuropsychological correlates. *Journal of neurolinguistics, 2*, 97-111.doi: 10.1016/j.jneuroling.2009.10.002.

McLAUGHLIN, S. (1998). Introduction to language development. San Diego, California, Singular Publishing group.

Murray, L. (2010). Bilingual aphasia: a theoretical and clinical review. *American Journal of Speech-language Pathology, 17*, 299-317.doi: 10.1044/1058-0360(2008/026).

Randall, L. (1999). Narrative intelligence and the novelty of our lives. *Journal of Aging studies, 13(1),* 8-18.doi: 10.1016/S0890-4065(99)80003-6.

Rousseaux, M., Verigneaux, C., & Kozlowiski, O. (2010). An analysis of communication in conversation after severe traumatic brain injury. *European Journal of Neurology, 17*, 922-929.doi: 10.1111/j.1468-1331.2009.02945.

Stead, A., Donovan, N., & Hoffman, P.(2009). Effect of time of day on language in healthy ageing and Alzheimer's disease. Nurse older people, 27(3): 31-38.doi: 10.7748/nop.27.3.31.e667.

Varshey, R.L. (1992). An introductory textbook of linguistics and phonetics. Haridwar, Student Store.

Wetherell, D., Botting, N., & Ramsden, G.C. (2007). Narrative in adolescent specific language impairment (SLI): a comparison with peers across two different narrative genres. *International Journal of language and Communication Disorder, 5*, 583-605.doi: 10.1080/13682228 820601056.

Wilkinson, R. (2006). Applying conversational analysis to aphasic talks: From investigation to intervention. Revue franchise de linguistique applique, 11,99-111.

Williams, S.E & Volpe, A.K. (1995). The effect of topic and listeners familiarity on discourse variables in procedural and narrative discourse tasks. *Journal of Communication Disorders,28(1):*39-55.

Yi. M. & Bs, Y. (2006). A conversation analysis of communication between patients with dementia and their professional nurses. Taeham Kanho Hakhoe Chi, 36(7), 1253-64.

Yule, G. (2002). The study of language. Second edition. Cambridge, UK: Cambridge University Press.

Retrieved from:

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3074568/

http://www.bu.edu/lab/files/2011/

APPENDIX

Definition of TS, RP, RS and Degree of complexity of RS based on Orange et al (1996).

Trouble sources (TS) : related to speaking, hearing or understanding problems, represent and identity problems in interaction between partners, relate to an incongruence of the intent and the understanding between a speaker and listener and may result from the difficulties in the output of the speaker and may lie with mishearing by the listener, can be related to phonological, morphological/syntactic, lexical, discourse or other disturbances.

Phonological: Problem with mispronunciation "Slip of tongue" and poor knowledge of sound and sound combinations.

Morphological/ Syntactic: Disturbance to the rule system of the grammar and syntax such as problem in time and possession markers, agreement among all constituents and word order problem.

Semantics: Disturbances related to lexical access, word recall and word retrieval and accurate and known word use.

Discourse: Difficulties related to listener's apparent comprehension of topic content (i.e., accuracy, initiation, maintenance and change); shared knowledge (i.e. Clarity and relevance); and cohesion (i.e. Referencing problems within and across utterances).

Others: Trouble sources that cannot be unambiguously classified; include abandoned or incomplete utterances, utterances that remain unrepaired, or utterances where there is no indication in the repair initiator of the repair as to nature of the trouble sources also include the repetition of Trouble source as the repair activity.

Repairs (RP): Effort by a speaker of listener to remedy trouble sources; represent collaborative activity where information in prior utterances is repeated or modified; may involve one or multiple turn before they are completed.

Repetition: All of the part of the trouble sources utterance(s) is repeated and where change in form, content, intent and function and prosodic features are not appropriate to the listener.

Unrelated: A participant does not respond to the repair initiator, produces an unintelligible word or utterance(s), or provide a response unrelated in content to the trouble source.

Elaboration: Include additions, specification or expansion of meaning with respect to trouble sources; new information is conveyed.

Reduction: Involve the deletion of meaning that appeared in speaker's trouble sources; include utterances in elliptical form, confirmation and denial responses and utterances that indicate that speaker does not know answer to specific question.

Substitution: Contain element that are similar in meaning to those in trouble sources and include the use of alternate but equivalent form of meaning or change in grammatical/ syntactical form without altered meaning.

Resolution (RS): Outcome measure of the repairing process; two parameter measured on an ordinal scale;(a) the scale of successful repair (b) the simplicity or complexity of repair; degree of success is measured by (a) whether or not the trouble source is repaired, and (b) whether single or multiple repair initiators and repair are used; a trouble source is repaired if partner continue on topic or change or shift topic using a appropriate topic manipulations.

Most successful: Comprises a single trouble sources, repair initiator, and repair, or a single trouble sources and repair, and no repair initiator; partner continue with the conversation on topic with conversation governed movement to related or new topic.
Successful: More than one repair initiators and repair are used to successfully repair a single trouble source.

Unsuccessful: Trouble sources are not repaired with single or multiple repair initiator and repairs.

Complexity level: This is defined according to the presence of embedded or secondary trouble sources in the TSR sequence.

Simple: This contains a single trouble source.
Complex: This contain a primary trouble source and one of more embedded trouble sources; primary and embedded source each have their own associated repair initiators and repairs, embedded trouble source may arise from the production of

misperceived or misunderstood repair initiators or repair associated with the primary trouble source.

===

Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data

Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing)
Dept. of Humanities and Social Sciences, Indian Institute of Technology Bombay
jayashree1aanand@gmail.com Mobile No.: +91- 9637147261
Postal Address: Flat No. 201, 'Radhanagri-3', Behind Abhiruchi Mall, Sinhagad Road, Vadgaon (B), Pune, Maharashtra 411041

Dr. Malhar A. Kulkarni
Professor, Dept. of Humanities and Social Sciences, Indian Institute of Technology Bombay
malhar@hss.iitb.ac.in Mobile No.: +91-8369752472
Postal Address: Department of Humanities and Social Sciences, IIT Bombay, Powai, Mumbai, Maharashtra 400076
==

Abstract

The sentence-definition '*ākhyātaśabdaḥ*' in the *'Vākyapadīya'* written by Bhartrihari attributes the status of the sentence to the single-verb expressions when they necessarily denote the complete implied meaning of the sentence. Although various ancient and modern scholars have addressed this notion from a theoretical point of view, there is a need to revisit it from an innovative and explorative perspective. We study this definition from an experimental outlook using Sanskrit conversational data. We found that the single verbs in the written data are certainly comprehensible, notwithstanding, in a few cases, they demand more mental exercise to process as compared to the complete sentences. Along with this cognitive vista, we also explore a sociolinguistic aspect of the definition by taking into consideration readers' demographical data. A statistical significance test is performed to validate this data. Finally, we present discussion, limitations and the possible future work of this study. This research aims at exploring the scope, working and the limitations of the definition to understand the nature of a single-verb sentence from a cognitive and sociolinguistic point of views.

Keywords: Sanskrit, *Vākyapadīya*, Bhartrihari, *ākhyātaśabdaḥ,* psycholinguistics, web-based experiment.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of
Sanskrit Conversational Data   49

1 Introduction[1]

Bhartrhari and his *magnum opus* 'Vākyapadīya' (VP) (*circa* fifth century C.E.) have been a topic of research for many decades for both Indian and western scholars alike. The text addresses various linguistic and philosophical issues in Sanskrit versified form in three chapters. At the beginning of the second chapter, the author provides eight definitions of a sentence.[2] These were held by various ancient Indian scholars belonging to different schools of thought such as *Mīmāṃsā* (i.e. the school of hermeneutics), *Nyāya* (i.e. Indian school of logic) and *Vyākaraṇa* (i.e. the school of grammar).[3] Depending upon the mental dispositions laid by these schools, the definitions vary in their nature.

We are interested in the very first definition which is '*ākhyātaśabdaḥ*' which gives the status of the sentence to the mere verb. The word '*ākhyāta*' (participle of the verbal root 'ā + khyā' which means 'to tell/communicate') in literal sense means 'said, told or declared' and in the grammatical sense, it means 'inflected or conjugated', i.e. the verb (Apte 1965, 202). The grammatical analysis of the compound word '*ākhyātaśabdaḥ*' can be illustrated in two ways, namely, 'the mere verb' (i.e. '*ākhyātaḥ eva śabadaḥ*'- *Karmadhāraya Samāsa*) and 'the linguistic string in which there is a verb' (i.e. '*ākhyātaḥ śabdaḥ yasmin tat*'- *Bahuvrīhi Samāsa*). Hence, the definition can be interpreted in both ways such as:

(1) A *single verb* which can be regarded as a sentence, and
(2) Any *linguistic string* which contains a verb (along with other words) can be regarded as a sentence.

---

[1]Henceforth in the manuscript: Ṛk Prā refers to the '*Ṛk Prātiśākhya*', VP refers to the '*Vākyapadīya*', P. refers to *Paṇini*'s '*Aṣṭādhyāyī*', Pu.Ms refers to the '*Pūrvamīmāṃsāsūtra*' by *Jamini*, M_D refers to the Mean-Difference and P refers to the P-value.

[2]"*ākhyātaśabdaḥ saṅghāto jātiḥ saṅghātavartinī, eko'navayavaḥ śabdaḥ kramo buddhyanusaṃhṛtiḥ |*
Padamādyaṃ pṛthak sarvaṃ sākāṅkṣamityapi, vākyaṃ prati matirbhinnā bahudhā nyāyavādinām ||" (VP II. 1-2) (P. R. Sarma 1980, 1) (Meaning: 'Theorists hold different views about the notion of a sentence. [Thus a sentence is defined as:] the verb, the close combination of the words, the universal which resides in that close combination of the words, an utterance which is one and devoid of parts, the sequence [of the words], the meaning principle which lies in the speaker, the first word itself, any word in the sentence having mutual expectancy of each other'.)

[3] Even before *Bhartṛhari*, Sanskrit literature offers the sentences definitions such as '*saṃhitā padaprakṛtiḥ*' (Ṛk.Prā.2.1) (Vyasa 1894, 60) (Meaning: a sentence is a group of the words) or by Kātyāyana, the commentator on Pāṇini's '*Aṣṭādhyāyī*' has given two definitions of a sentence viz. '*ākhyātaṃ sāvyayakārakaviśesanaṃ vākyam*' (Meaning: A sentence is chiefly the action-word, accompanied by the particle, nominal words, and adjectives) and '*eka tiṅ vāyaṃ*' (V.10-11 on P.2.1.1) (Meaning: a sentence is that [cluster of words] containing a finite word as an element). All these definitions look at the sentence from the structural point of view i.e. taking into consideration the form or the syntactic structure of the sentence.
On the other hand, Jamini's definition given in the '*Pūrva-Mīmāṃsāsūtra*', '*arthaikatvādekaṃ vākyaṃ sākāṅksaṃ ced vibhāge syāt*'[3] (Pu.Ms.2.1.46) (Sandal 1923, 54) (Meaning: so long as a single purpose is served by a number of words, they form one single unit called a sentence) deal with the semantic aspect of the sentence.
Various definitions of a sentence can also be seen in works on poetics by ancient Indian rhetoricians such as *Bhojadeva* (1010-1055 CE). In his treatise '*Sṛngāra Prakāśa*', the author has defined a sentence in eleven different ways based on the presence of the verbal form in it. (Josyer 1955, 103)

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   50

Bhartrihari himself is seen to have resorted to the former explanation while explaining the definition in the later verses of the same chapter. According to him, if the single verb when necessarily denotes the means of action i.e. agent, instrument, etc. it should be considered as a sentence. Both *Mīmāṃsaka*s and grammarians take the action as the central meaning of an expression and offer a verb-centric definition of a sentence. The meanings of the other words attested in the expression qualify the meaning of an action conveyed by the verb. Many ancient and modern commentators on the '*Vākyapadīya*' such as Puṇyaraja[4] and Pt. Raghunatha Sarma[5] have investigated this sentence-definition in the light of *Bhartrihari*'s own explanation and mainly from theoretical approaches. Sarma[6] gives a specimen of daily-life conversation to elucidate the essence of the definition viz. when someone utters the mere verb '*pidhehi*' ('close' [imperative]), the listener necessarily understands the *karma* or the goal of that action which is '*dvāraṃ*' ('the door'), in which case, the mere verb '*pidhehi*' conveying complete intended meaning, can be regarded as the sentence.

Fundamentally, a notion of a sentence materializes with the fact that the particular linguistic string should convey the whole meaning or idea, or concept as intended by the user. Etymologically, a 'sentence' expresses what is felt or thought ('*sentir*') (Manjali 1995, 87). When a speaker, for effective and speedy communication, uses a single verb during the daily conversations, in most of the cases, the listener understands the complete meaning of the sentence from the mere verb i.e. the meaning of the particular verb which is of a nature of an action along with the meanings of its necessary means. When such a verb is uttered, that single-verb can be regarded as a sentence as it conveys the whole intended idea. In other words, meanings of other words in the sentence which are explicitly not expressed on the surface level of the language are inherited by the verb itself. The listener or the reader has to process these meanings in accordance with the meaning of the verb itself (i.e. based on the agreement of the verb concerning the particular *kāraka*s in the sentence[7]) or with the help of previously given

---

[4] While commenting on the verse *"kriyā kriyāntarādbhinnā…"* (VP.II.414), *Puṇyarāja* explains that when the verb is heard, a particular action connected with all the necessary complements such as agent, object, instrument are understood. Hence, the nature of the sentence is essentially of the nature of an action. Other words in the sentence emphasize that particular understanding of the action. (*'kriyaiva viśiṣṭā sarvatra prathamatarameva vākyārthatvenaprakrāntā…'*)

[5] In his *'Ambrakartrī'* commentary, Pt. Raghunatha Sarma, explains the scope of this definition by stating that the sentence cannot exclusively be defined only in one way which is '*ākhyātaśabdaḥ*'. However, sometimes it can be. When the complete meaning of the sentence is derived out of the single-verb which is devoid of any *kāraka*s (not attested in the expression), then a mere single-verb can be regarded as a sentence. (*'tatrākhyātaśabdo vākyamiti vādinaāṃ ākhyataśabda eva vākyamitinābhiprāyaḥ… kintu, kvacid ākyātaśabdo'pi vākyaṃ, yatra kārakaśabdaprayogaṃ vinā kevalākhyātaśabdaprayoge'pi vākyārthāvagatiḥ…'* i.e.) (P. R. Sarma 1980)

[6] '*yatākhyātaśabde kevale pidhehītyādirūpe prayujyamāne sati dvārādirūpaṃ niyataṃ sādhanaṃ gamyate, ekaṃ kevalaṃ pidhehītyādirūpaṃ samāptārthaṃ…*' (*Ambākartrī* on VP.II.1-2) (P. R. Sarma 1980, 4)

[7] According to Pāṇinian grammatical system, a verb can take one or more of the six *kāraka*s viz. *kartā*, *karma*, *karaṇa*, *saṃpradāna*, *apādāna* and *adhikaraṇa* which are roughly translated as agent, goal, instrument, beneficiary,

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   51

context, subject matter and overall discourse. Successful bridging of these meanings with the verb leads to the successful comprehension of that single-verb.

The rest of the paper is divided into 6 sections. Section 2 gives the literature survey, hypothesis and research objectives. We present the experimental design in Section 3, followed by the results, analysis, and discussion in Section 4. In Section 5, limitations and the possible future work are presented followed by the conclusion in Section 6.

2 Literature Survey and Research Objectives

The text '*Vākyapadīya*' is mainly explored from the philological (Matilal 1966, Raja 1968, S. K. Iyer 1969, Pillai 1971), linguistic (J. E. Houben 1989) and philosophical (H. Coward 1976, Loundo 2015) point of views, albeit, various modern scholars have critically established the text from psychological (G. H. Coward 1973) perspectives as well. In recent years a few scholars have pointed out the underlined cognitive aspect of the language presented in the text. Manjali (1996) studies the '*sādhanasamuddeśa*' section given in the third chapter of the '*Vākyapadīya*'. Houben's work (2003) has introduced Bhartrihari as a cognitive linguist by providing a theoretical background of modern cognitive linguistics while explaining the verses in the '*Vākyapadīya*'. Tiwari (2008), in his enormous work, has opted for the cognitive approach to observe Bhartrihari's philosophy and his goal to analyse the cognition revealed by the language in usual communication.

Researchers have already provided the guidelines for translating the theoretical discussion on the sentence-definitions into an experimental outlook (Gajjam and Kulkarni, 2019b). In their earlier work (Gajjam, Kanojia and Kulkarni, 2018), authors have conducted the first pilot experiment to investigate the cognitive nature of the first sentence-definition using eye-tracking method and established the importance of the verb in the Sanskrit sentence semantics by providing the details of this visual verbal cognition (Gajjam and Kulkarni, 2019c). This research is extended by (Gajjam and Kulkarni, 2019a) which is focused on the comprehension of the verbs in Sanskrit prose and poetry. They found that the verbs in Sanskrit poetry demand more mental attention than those in the prose. In addition to the cognitive aspect, a sociolinguistic feature (i.e. gender) is also taken into consideration by the authors while analysing the data (Gajjam and Kulkarni, 2019d). Nevertheless, all these studies focus on the second explanation of the sentence definition.

The question of language comprehension has been addressed by the field of Psycholinguistics for last more than 20 years. Accordingly, psycholinguists have developed

---

a point of departure and locus (respectively) which generally take nominative, accusative, instrumental, dative, ablative and locative case (respectively).

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   52

various methods to carry out this research.[8] We, in this paper, utilise a well-established and widely used pen-paper method (also called as a web-based task (Carrol 1971)). This method comes under the purview of the offline method in which the tasks are solved with a delay in time and the comprehension is measured after the reader performs the task.

Hypothesis and Research Objectives

Our hypothesis is: 'A single verb in Sanskrit conversations can convey complete implied meaning and hence can be regarded as a sentence itself.' We try to understand the nature and scope of this definition which will highlight the point that the single-verb can carry the meanings of its means of actions as well. We aim to explore both cognitive and sociolinguistic aspect of the definition to understand its working and limitations in varied external conditions.

3 Experiment Setup
3.1 Data set description

We, a group of three linguists, have manually chosen and finalised six conversational paragraphs[9] from modern Sanskrit writings selected from different issues of an online Sanskrit journal '*Sambhāṣaṇasandeśa*'[10] which are published after 1990. The selected conversational data resembles the daily-life conversations. Due to the small sample size, we did not add any filler hence each paragraph is tested and observed to evaluate the data. Paragraphs are presented in *Devanāgarī* script. They have a minimum 8 to maximum 16 lines each which contain at least one single-verb in it,[11] the complements of which are dispersed in the paragraphs before the respective verbs.

A few variables have been taken care of such as eliminations of non-frequent, complex, long word etc. as they are not usually used in a daily life conversation but are present in the written data. A brief context regarding each sample is provided at the beginning of the paragraph in the brackets[12] e.g. *'sevaka-veṣadhārī rājā praviśati'* (Meaning: 'a king enters dressed as a servant'). We have chosen neutral and plain texts and avoided the content which would cause any type of emotional outburst in the reader which would affect their attention.

---

[8]Few are behavioural methods such as grammaticality judgment task, pen-paper method, thematic role assignment task, etc. while some are neuro-cognitive methods i.e. eye-tracking, EEG- electroencephalogram, ERP- Event-Related brain Potentials, etc. See (Gajjam, Kanojia and Kulkarni 2018) for detailed account on this.

[9] The reason behind choosing not more than six paragraphs is to avoid mental fatigue and boredom that would betide during the eventual reading of the paragraphs and to eliminate the effect of inattentive reading caused by it.

[10] The link to the online Sanskrit journal is: https://sambhashanasandesha.in/ (Date accessed: July 05, 2019)

[11] Single-verbs such as '*paśyāmi*' (lit. '[I] see'- Paragraph 1), '*dāsyanti*' (lit. '[They] will give' Paragraph 2). '*ucyatāṃ*' (lit. '[Please] tell' Paragraph 3), '*jāne*' (lit. '[I] know' Paragraph 4), '*śruṇu*' (lit. '[Please] listen' Paragraph 5) and '*tvaryatāṃ*' (lit. '[Please] hurry up' Paragraph 6) etc.

[12]There are other aspects which aid in comprehension during the usual communication in a spoken form such as speaker's gestures, intonation, and emphasis on the words among many other factors. Owing to this limitation of the written data, we have presented a brief context regarding each sample to ensure easier reading.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   53

Two expert linguists have validated the data set with their 100 percent agreement that all paragraphs are comprehensible and easy while there is no incomprehensible word in it. This forms the ground truth for our work.

3.2 Participant description

A total of 56 participants took part in this experiment belonging to the age group of a minimum of 21 years to a maximum of 63 years. All of them are neurologically healthy and do not show any reading disabilities in their previous lives. Among them 23 were male and 30 were female readers having diversity with respect to the first language (Bengali, Hindi, Kannada, Marathi, Sanskrit[13], Tamil, Telugu and Tulu), education (Bachelors, Masters' and Ph.D. in Sanskrit), exposure to the language (10 to 35 years) and period of language acquisition (before or after age 6). They belong to different parts of India and were randomly selected. A large number of participants were not familiar with the paragraphs. Each participant is asked to give his/her consent before starting the experiment and is provided with sufficient instructions regarding the necessity of attentive reading and the annotation input method however they were not aware of the purpose of the experiment beforehand. No participant was observed while performing the task hence it was a non-supervised task. All of them are properly acknowledged for their time and efforts.

3.3 Experimental Design, Methodology, and Measures to evaluate the data

The experiment starts with the introduction of the experiment and useful instructions to navigate through the experiment. We did not mention the purpose of the experiment explicitly as it would have posed a bias while reading the paragraphs. Participants were asked to give their personal information such as age, gender, etc. which is used to analyse the data from a sociolinguistic point of view. There was no time limit to perform the task hence it can be considered as a self-paced reading task.[14] A Google form was created mentioning introduction, instructions, consent form, experimental paragraphs, feedback form and acknowledgment receipt which was floated across India through emails and social networks with the help of friends and colleagues.

One paragraph is presented at a time. Each paragraph is followed by three multiple-choice questions with two options. Although a reader can view the questions even before reading the paragraphs which would create a situation of 'reactive solving', we ensured that s/he is attentive throughout the task by asking them a question related to the overall semantics of the paragraph. The questions are designed in such a way that the investigator can measure

---

[13] A few participants that have learnt speaking Sanskrit in their early childhood (before age 6 years) have annotated Sanskrit as their mother-tongue.
[14] The motivation behind this is taken from Arunachalam's work (2013).

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   54

generalized skills of comprehension along with how well the examinee comprehends the particular area of interest (i.e. single-verb sentence) concerning the other variable (i.e. complete sentence). The measure for evaluation is a subjective report regarding comprehension vs. non-comprehension and also the degree of comprehensibility. A participant is needed to perform the task in one sitting without a break. The average time taken by them to finish the task is 17 minutes.

The first question of each paragraph was related to the single verb in the paragraph. It is formed in such a way that the correct answer confirms the successful bridging of the verb with its means which in turn proves our hypothesis that the single verbs can convey complete implied meaning hence can be regarded as the sentence itself. The second question is related to the complete sentence in the paragraph. The twofold purpose of this question is to compare with the first question and to validate the readers' attentive reading. Answers marked to both questions are used to calculate the inter-annotator agreement to ensure that the readers were reading attentively. The third question of each paragraph was related to the familiarity of the paragraphs. If a subject's honesty with her attentive reading and annotation of the familiarity of the paragraphs are assured, subjective reports are valid and highly useful measurements of comprehension (Carrol 1971). After the participant is finished with the task, s/he was asked to fill up the feedback form which is then followed by the acknowledgment receipt.

4 Results, Analysis, and Discussion

We first analyse the overall data which offers the answer to our main research objective i.e. whether single-verb sentences in Sanskrit conversations are as comprehensible as complete sentences. Then we consider readers' demographical data to perform a sociolinguistic analysis to understand the scope and limitations of the sentence-definition which can unfold different facets of the same research objective.

4.1 Overall analysis

There are total of 56 readers who took part in this experiment, among whom we have eliminated three readers (P2, P23, and P38) from the data analysis as they have less than 33% of accuracy, assuming that they might have read the texts inattentively or have marked random answers without reading the questions carefully. Among the remaining 53 participants, 54% of the total population has 100% accuracy for Q1 and 67% of the population for Q2 as presented in Table 1. It seems that the complete sentences yield a large number of correct answers. To ensure the difference, we have performed a statistical analysis test based on the standard z-test

==

Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   55

formulation for all participants. The p-value[15] suggesting this difference is insignificant i.e. 0.07 which means readers comprehend both types of sentences with an equal amount of processing. It merits concluding that the Sanskrit sentences in the written conversations having only one word which is a verb can also convey the complete intended meaning.

Table 1: Overall Analysis of all readers and Z-test results

	100% accuracy		M_D	P
	Q1	*Q2*		
Overall Analysis	54%	67%	0.17	0.07

As shown in the figure below (Figure 1), the single verb *'ucyayatāṃ'*('Please tell') can convey more meanings apart from the meaning of the verbal root such as (1) the person who has uttered the verb (*'bīrabala'*), (2) to whom it is directed at (*'akabara'*), (3) the object of the action 'telling' (*'svapnaḥ'*- 'a dream') and (4) the location of the action 'telling' (*'sabhā'*- the court of the King) etc. It is the nature of a verb that it has a complement-taking property based on the 'valency'[16] patterns depending on the voice of the verbal form. The single-verb sentences in Sanskrit have that capacity of accumulating the meanings of other related words, in a way it shortens the otherwise long linguistic string. These meanings reveal themselves as per the demand of the comprehender upon encountering the respective verb.

अतः अकबरः कदाचित् पूर्णायां सभायां बीरबलम् उक्तवान्- मित्रवर्य । गतरात्रौ निद्रायाम् अहमेकं स्वप्नं दृष्टवान् । किन्तु सः स्वप्नः किञ्चित् असन्तोषकरः अस्ति ।'
'महाराज । भवान् हि प्रभुः । यत् वक्तव्यम् अस्ति तत् निस्सङ्कोचं वदतु ।' इति उक्तवान् बीरबलः ।
ततः अकबरः अवदत्, स्वप्ने आवाम्उभौ अपि अश्वस्य उपरि उपविश्य गच्छन्तौ आस्व । मार्गे कश्चन सेतु प्राप्तः । अनवधानवशात् आवाम्उभौ अपि अश्वात् पतितौ । तदनन्तरं यत्प्रवृत्तं यदि अहं अद्येवं तर्हि भवान् नितरां खिन्नः भवेत् ।' इति।
'सर्वथा खेदः नास्ति महाराज उच्यताम् ।' इति अवदत् बीरबलः ।
'यस्मिन्भागे अहं पतितवान् तत्र सुगन्धद्रव्याणि आसन्, भवान् यत्र पतितवान् तत्र विष्ठाराशिः आसीत् ।' इति अवदत् राजा ।
एतत् श्रुत्वा सभासदः सर्वे हसितवन्तः ।

Figure 1: A hypothetical image: Meanings of other words are extracted upon encountering the single-verb sentence

---

[15] M_D refers to the difference in the mean of two variables i.e. single-verb sentences and complete sentences and P is the p-value or the probability value, which if less than 0.05 rejects the null-hypothesis, which in turn proves one's claim or hypothesis.

[16] Valency can be defined as the capacity of the verb to take the complements. Lucien Tesnière while introducing the concept of action as the base for the 'dependency grammar' states that the meaningfulness of the sentence is due to the central organizing role performed by the predicate verb, which is the highest node of the sentence, and which represents the action, on which the 'actants' participating in the action are dependent. He had introduced the notion of '*valency*' to denote the number of actants carried by a verb. (Manjali 1995, 88)

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   56

To understand the intricacies underlying the comprehension of the single-verb sentences, we perform a detailed analysis of the data to discover the causes which beget or inhibit this comprehension.

4.2 Analysis based on readers' age group

Readers with a minimum of age 21 years to a maximum of 63 years have participated in the experiment. Among them 33 readers belong to the age below 30 years and remaining 20 readers belong to the age group more than 30 years old. The reading ability, attention-span, and accuracy differ in elderly adults. For readers above age 30, both Q1 and Q2 demanded a similar amount of processing as for both types of questions 60% of the readers have 100% accuracy. As against this, for readers below age 30, only 48% of the total population has 100% accuracy for Q1 and 69% of the population for Q2 which suggests easier comprehension of the complete sentences. This significant difference is validated by the t-test (Table 2).

Table 2: Analysis based on Readers' Age and T-test results

	100% accuracy		M_D	*P*
	Q1	*Q2*		
Below age 30	48%	69%	0.26	**0.03**
Above age 30	60%	60%	0	0.5

4.3 Analysis based on readers' gender

Among 53 readers, 23 were male and 30 were female. Comparing the comprehension of two types of sentences among male and female, we found that male readers have answered more correct answers to the complete sentences while female readers have given more correct answers to the single verb sentences as shown in Figure 2. Among the total population of male readers having 100% accuracy, 48% is for Q1 and 70% for Q2, while as 59% for Q1 and 66% for the Q2 among female readers.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   57
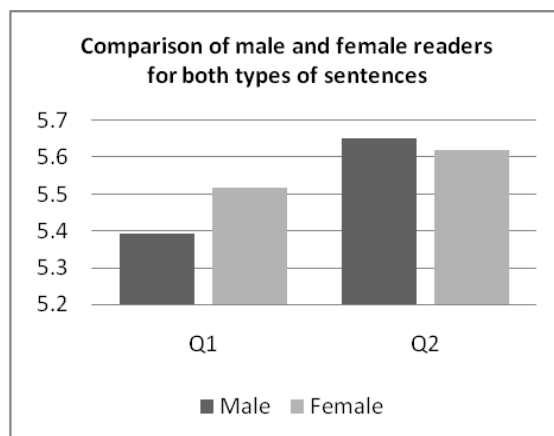
Figure 2: A Comparison of male and female readers for both types of sentences

Even though previous studies show that the women are better comprehenders (Kansaku, Yamaura and Kitazawa 2000, Keshavarz and Ashtarian 2008), few studies do not show a significant difference (Nemati and Bayer 2007). The t-test results (Table 3) for the difference between two types of questions are not significant i.e. 0.08 and 0.26 for males and females respectively suggesting no difference in the comprehension of the two types of sentences among them.

Table 3: Analysis based on Readers' Gender and T-test Results

	100% accuracy		M_D	*P*
	Q1	*Q2*		
Male	48%	70%	0.26	0.08
Female	59%	66%	0.1	0.26

4.4 Analysis based on readers' first language

Readers having their first languages such as Bengali, Hindi, Kannada, Marathi, Sanskrit, Tamil, Telugu, and Tulu have participated in the experiment. First language of the readers either has a facilitating effect on the comprehension of the second language or inhibits it based on which language family second language belongs to. After broadly dividing them into two categories such as Indo-European language family (readers having Hindi, Marathi, Bengali, and Sanskrit as their first language - total of 42 readers) and Dravidian language family (readers belonging to Tamil, Telugu, Tulu and Kannada as their first language - total 11 readers), we found that, IE readers have a large difference in Q1 and Q2 (Figure 3) while as DR readers have exact similar number of values for both questions. 52% of the total population of IE

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   58

speakers has 100% accuracy for Q1 and 67% for Q2, while as for DR speakers 73% population has 100% accuracy for both Q1 and Q2.
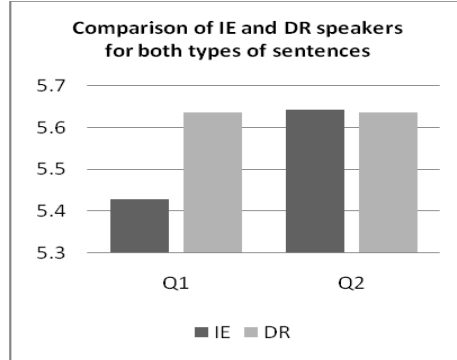
Figure 3: A Comparison of IE and DR speakers for both types of sentences

We performed a t-test and z-test for DR and IE speakers respectively and present the results in Table 4 and found the significant p-value i.e. 0.05 for IE readers which amount to say that these readers process both types of sentences differently, where complete sentences yield more correct answers showing easier comprehension than the single-verb expressions.

Table 4: Analysis based on Readers' First-Language and T-test and z-test results

	100% accuracy		M_D	P
	Q1	*Q2*		
IE	52%	67%	0.21	**0.05**
DR	73%	73%	0	0.5

4.5 Analysis based on readers' language exposure

Exposure to the language plays a major role in the comprehension as it forms the required background in the readers to comprehend the presented sentences. We take the language exposure in terms of education in Sanskrit and in terms of years spent learning Sanskrit. Since many readers have a Ph.D. in Sanskrit, they have language exposure from 20 to 35 years. The main purpose behind taking this feature is to investigate whether more language exposure facilitates the process of the comprehension.

4.5.1 Language exposure in terms of education:

We have divided the readers based on their education in Sanskrit into three categories: Bachelors (4 readers), Masters (32 readers) and more than post-graduation (17 readers) in

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   59

Sanskrit. It can be seen that all of them have answered more number of correct answers to Q2 (Figure 4) i.e. to the complete sentences as shown in the figure below. 100% or the readers having only graduation in Sanskrit have marked all correct answers to Q2 while as 75% population for Q1. Among the readers having post-graduation in Sanskrit, 53% and 59% of the total population has 100% accuracy for Q1 and Q2 respectively. Readers having more than post-graduation education answered more correct answers to Q2 i.e. 76% population, while as only 59% to Q1.
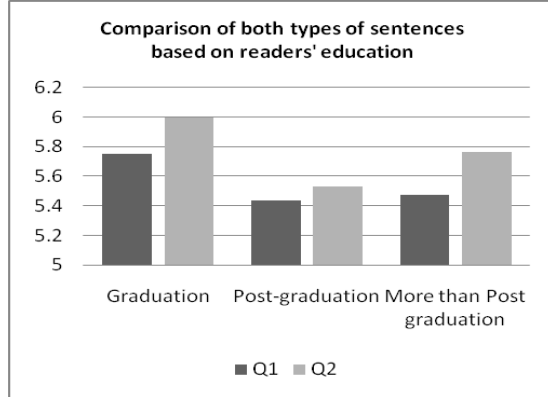
Figure 4: A comparison of both types of sentences based on readers' education

None of them show a significant difference (Table 5), as the p-values range from 0.8 to 0.28. To conclude, both single-verb sentences and complete sentences were comprehended effortlessly irrespective of readers' education in the language.

Table 5: Analysis based on Readers' Education in Sanskrit and T-test and z-test results

	100% accuracy		*M_D*	*P*
	Q1	*Q2*		
Grad.	*75%*	*100%*	0.25	0.18
Post-Grad.	53%	69%	0.09	0.28
Post-Grad. <	59%	76%	0.29	0.08

4.5.2 Language exposure in terms of years:
We asked readers when they started learning Sanskrit. 2 readers (P39 and P48) who have started it in the early years of their life i.e. between age 3 to 6 years show 100% accuracy for both types of questions (Figure 5). 11 readers started learning between the age of 6 to 10 years among whom 36% of the total population has 100% accuracy to both questions. A maximum

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   60

number of readers i.e. 24 readers started learning between age 10 to 14 years among whom 30% of the total population has 100% accuracy for both questions. Remaining 15 readers learnt later in their life i.e. after age 14. Nonetheless, they have the highest accuracy as 60% of the total population has 100% accuracy for both types of questions.
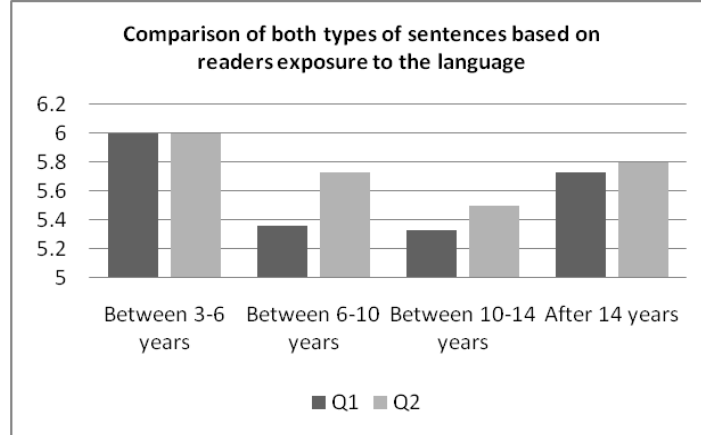
Figure 5: A Comparison of both types of sentences based on readers exposure to the language

Each of them has marked more correct answers to the complete sentences except for the readers have learned at an early age of their life i.e. 3-6 years showing no difference in both types of sentences. After performing the statistical significance test (

Table 6), we found no difference in both types of sentences for all readers. We cannot get the p-value for readers who learned between 3-6 years old as the sample size is too small.

Table 6: Analysis based on Readers' Language Exposure and T-test results

	100%accuracy to Q1&Q2	*M_D*	*P*
Before age 6	100%	-	-
Between age 6-10	36%	0.36	0.08
Between age 10-14	30%	0.17	0.21
After age 14	60%	0.07	0.34

4.6 Analysis based on texts' familiarity as annotated by the readers

Some textual features such as difficulty and familiarity have a facilitating effect on reading comprehension. 75% of readers of the total population were not familiar with any of the paragraphs. Among them, 50% of the population has 100% accuracy for both types of questions which suggests an attentive reading of the texts. 20% of the population was familiar

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   61

with only one paragraph in the whole experiment, among whom 27% of the population has 100% accuracy. Only two readers (P13 and P21) were familiar with 2 and 3 paragraphs presented, who have 83% and 90% accuracy respectively. Even though familiarity with the text enhances comprehension speed, it can be argued that it cannot be the reason for the accuracy in the comprehension.

4.7 Error Analysis

We have taken cross-sectional data such as readers' age, first language, gender, and language exposure together into consideration. Readers who show different kinds of processing for both single-verb sentences and the complete sentences belong to age below 30 as shown in section 4.2 above. Further analysis of these readers offers us some interesting results such as although they have the same first language, they differ in the distribution of their gender and language exposure (

Table 7). Readers below 30 have a large number of female readers and less than 30 years of linguistic exposure. On the other hand, readers in Group II have more male readers and more than 35 years of linguistic exposure. The reason behind the comprehension of the single-verbs in a more demanding manner for Group I readers either lies in the gender-wise distribution of them or in the linguistic exposure they have. To find out the answer, we consider gender-wise distribution and found that no female or male reader processed both types of sentences differently as stated in section 4.3 (p.57). Hence, the fact that the readers below age 30 have less exposure to the language requires them to process complete sentences in an undemanding manner than the single-verb sentences.

Table 7: Error Analysis (1)

	Gender	**First Language**	**Linguistic Exposure**
Group I Readers below 30	63% female 37% male	Marathi, Hindi	45% people- 10 years < 42% people- 20 years <
Group II Readers above 30	45% female 55% male	Marathi, Hindi	20% people- 35 years < 40% people- 15 years <

We also found that readers having Indo-European languages as their mother tongue (Group A) (

Table 8) struggled with the single-verb sentences as compared to those of Dravidian speakers. Cross-sectional data of these readers again tell us the difference in gender-distribution

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   62

and linguistic exposure they have. Again Group B readers have more language exposure as compared to Group A which facilitates their comprehension of both types of sentences.

Table 8: Error Analysis (2)

	Age	Gender	Linguistic Exposure
Group A IE Speakers	21 to 34	82% female, 18% male	10 years <
Group B DR speakers	36 to 63	50% female, 50% male	25 to 35 years <

To conclude, even though the single-verb sentences in Sanskrit conversations are as comprehensible as the complete sentences, in some cases they demand more mental processing especially for the readers who have less exposure to the language irrespective of their gender, age or first language.

4.8 Inter-annotator agreement table

To ensure the reliability and validity of the data, we calculated the Inter-annotator Agreement table using 'Fliess' Kappa' for all questions of all paragraphs and present the results below (

Table 9). All readers seem to have an almost perfect agreement for Q2 which is related to the complete sentence in the paragraph, while for Q1 related to the single-verb sentence, paragraph 2 yielded less agreement i.e. 0.66 which is a substantial agreement. About familiarity with the paragraph, almost all paragraphs have almost perfect agreement except for Paragraph 3 which has a substantial agreement. Neither of the paragraphs has a poor or slight agreement which ensures our results since no reader has performed inattentive reading or has marked answers randomly.

Table 9: Inter-annotator agreement table

	Q1	Q2	Q3
1	0.86	0.89	0.8
2	*0.66*	0.86	1
3	0.74	0.96	*0.69*
4	0.86	0.93	1
5	0.96	0.83	0.96
6	1	0.86	0.96

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   63

4.9 Discussion

The results confirm the hypothesis that single-verb can be regarded as a sentence[17] as it denotes the complete meaning of the sentence i.e. its own meaning along with the meanings of its means of action.[18] Some results are strikingly complementary where there is a 100% similarity in the comprehension of both types of sentences such as readers above age 30, Dravidian speakers, and readers who acquired Sanskrit before age 10. Some inconsistencies can be seen in two cases where readers below age 30 and Indo-European language speakers process the complete sentences more effortlessly as compared to the single-verb sentences. However, it is the years of language exposure that comes into the play. More the exposure, easier the comprehension! Few more similar experiments on the texts with varying difficulty levels will offer some more insights regarding this.

5 Limitations and Future Scope
Limitations

The fundamental limitation of this research is that only written data is tested. The definition *might* have come into existence based on the observations of the spoken language. However, with our study, we try to employ some control measures so that we can bridge the gap between the written and spoken data. Similarly, the experiment is conducted on the second language speakers owing to the limitation that the first language speakers of Sanskrit are seldom found. The limitation concerning the methodology is that the investigator does not have any control over readers' reading speed, behaviour, and reaction time taken to annotate the answer. The foundation of this research lies in the assumption that readers are honest with attentive reading.

Future Scope

This study can further be extended to incorporate other languages, different kinds of samples, participants with varied backgrounds, several other techniques such as EEG, fMRI, etc. Different definitions given by Bhartriharii and other ancient Indian scholars can be studied by the same method to understand the hierarchy and correlation among them to explore the levels of sentence comprehension. If an abundant amount of data is gained from these researches, it can be used for machine learning[19] and pedagogical purposes or for creating some language models for promoting easier comprehension in human beings having reading disabilities.

---

[17] A few researched on the verb-less sentences can be found in authors other works (Gajjam and Kulkarni, 2020in press), (Gajjam and Kulkarni, 2020a).

[18] Generally, Sanskrit verbs (roots and suffix) denote the meaning of the verb, tense, and number. Unlike other Indo-European languages (Hindi, Marathi etc.) the suffix is gender-neutral. Hence, the single-verb '*paṭhati*' expresses the action of 'reading', the present tense and the singular number and it is used for all types of gender.

[19] Data received from the participants based on their Sentence-comprehensional skills is used for complex word identifiaction (Wani, Mathias and Gajjam, 2018).

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   64

6 Conclusion

We have studied the first definition of a sentence '*ākhyātaśabdaḥ*' mentioned in the first two verses of the second chapter of the text '*Vākyapadīya*' written by *Bhartrihari*. The definition gives the status of a sentence to the single-verb as it can denote the complete intended meaning. By following an experimental perspective, we studied this definition conducting a web-based experiment on 53 Sanskrit readers using Sanskrit conversational data taken from modern Sanskrit writings. Based on a subjective report, we found that the single-verb in Sanskrit conversations not only denotes its own meaning, but also the meanings of means of action which is denoted by it. To conclude, even though the single-verb sentences in Sanskrit conversations are as comprehensible as the complete sentences, in some cases they demand more mental processing especially for the readers who have less exposure to the language irrespective of their gender, age or first language. By performing a sociolinguistic analysis of the data, we tried to understand the nature, scope, working and the limitation of the sentence-definition. With this research, we tried to shed some light on the cognitive aspect of the definition which has long been a twilight zone.

===

Works Cited

Apte, Vaman Shivram. *The Practical Sanskrit English Dictionary*. Delhi: Motilal Banarsidass, 1965.

Arunachalam, Sudha. "Experimental Methods for Linguists." *Language and Linguistic Compass* 7.4 (2013): 221-232.

Carrol, John B.l. *efining Language Comprehension: Some Speculations*. Educational Testing Service. Princeton, N.J.: ERIC, 1971.

Coward, George Harold. *A Philosophical and Psychological Analysis of the Sphota Theory of Language as Revelation, Ph.D. Thesis*. McMaster Universitym Hamilton. Ontario, 1973.

Coward, Harold. "Language as revealation." *Indian Philosophical Quarterly* 4 (1976): 447-472.

Gajjam, Jayashree and Malhar Kulkarni. "A Novel Outlook for studying 'Vākyapadīya': A Point of Departure." *386th International Conference on Language, Linguistics and Culture*. Pune: World Research Library, 2019b. 8-12.

—. "Can Cākṣuśa Qualify śābdabodha: Catching Readers' Eyes to Study Visual-Verbal Cogntiion." *Thai Prajna: International Journal of Indology* 3 (2019c): 58-76.

—. "Comprehension of the Verbs in Sanskrit Prose and Poetry: From Cognitive Perspective." *Indian Linguistics* 79.3-4 (2019a): 123-137.

—. "Filling the Gaps: Understanding Nominal Sentences in Sanskrit Conversations." *Indian Linguistics* 80.3-4 (2020, in press).

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   65

—. "Gender-wise analysis of Bhartṛhari's sentence definition: An Investigation based on Eye-tracking experiment." *Asian Quarterly: An International Journal of Contemporary Issues* 17.2 (2019d): 203-218.

—. "Playing Difficult to Understand?: Single-verb sentences and Nominal sentences in Marathi." *Language in India* 20.3 (2020a).

Gajjam, Jayashreer, Diptesh Kanojia and Malhar Kulkarni. "New Vistas to Study Bhartṛhari: Cognitive NLP." *The 17th World Sanskrit Conference*. Vancouver, Canada, 2018. 233-252.

Houben, Jan E. M. "The sequencelessness of the signifier in bhartrhari's theory of language." *Seventh World Sanskrit Conference*. Leiden: Indologica Taurinensia, 1989. 119-129.

Houben, Jan E.M. "Bhartrhari as a 'Cognitive Linguist'." *Bhartrhari: Language, Thought and Reality*. Ed. M. Chaturvedi. Delhi: Motilal Banarsidass, 2003. 523-543.

Iyer, Subramania KA. *Bhartrhari: A study of the Vakyapadiya in the light of ancient commentaries*. Vol. 68. Poona: Deccan college postgraduate and research institute, 1969.

Josyer, G.R. *Maharaja Bhojaraja's Sringara Prakasha, First Eight Chapters*. Mysore: Coronation Press, 1955.

Loundo, Dilip. "Bhartṛhari's linguistic ontology and the semantics of ātmanepad." *Sophia* 54.2 (2015): 165-180.

Manjali, Franson. "Dynamic semiotics or the case for actantial case." *Semiotiques* 6-7 (1995): 85-97.

—. "Sentence Meaning as Dynamic Gestalts: Semantic Archetypes and the Karaka Theory." *International journal of Dravidian linguistics* 3.1 (1996): 71-88.

Matilal, Bimal Krishna. "Indian theorists on the nature of the sentence (vākya)." *Foundations of language* (1966): 377-393.

Nemati, Azadeh and Jennifer Marie Bayer. "Gender differences in the use of linguistic forms in the speech of men and women: A comparative study of Persian and English." *Language in India* 7.9 (2007): 1-16.

Pillai, Raghavan K. *Studies in the Vakyapadiya, Critical Text of Cantos I and II*. Delhi: Motilal Banarsidass, 1971.

Raja, Kunjunni. *Indian Theories of Meaning*. Chennai: The Adyar Library Research Center, 1968.

Sandal, Pt. Mohan Lal. *The Mīmāṃsā Sūtras of Jamini, Chapters I-III*. Ed. B. D. Basu. Vol. The Sacred Books of Hindus. Sudhindre Nath Basu, Union Press Allahabad, 1923. XXVII-Part I vols.

Sarma, Pt. Raghunatha. *Vakyapadiya Part II by Bhartrhari with the commentary of Punyaraja & Ambakartri by Pt. Raghunatha Sama*. Varanasi: Sampurnanand Sanskrit Vishvavidyalaya, 1980.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of Sanskrit Conversational Data   66

Tiwari, Devendra Nath. *The Central Problems of Bhartrhari's Philosophy*. Delhi: Indian Council of Philosophical Research, 2008.

Vyasa, Pt. Yugalakoshora. *śaunaka's prātiśakhyā og Ṛgveda with the commnetary of Uvaṭṭa*. Ed. Pt. Yugalakishora Vyasa. Benares: Messrs. Braj B. Das & Co., 1894.

Wani, Nikhil, Sandeep Mathias and Jayashree & Bhattacharyya, Pushpak Gajjam. "The Whole is Greater than the Sum of Its Parts: Towards the effectiveness of voting ensemble classifiers for complex word identification." *Thirteenth workshop on Innovative Use of NLP for Building Educational Applications*. New Orleans, 2018. 200-205.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Jayashree Aanand Gajjam, M.A. (Sanskrit), Ph.D. (Pursuing) and Dr. Malhar A. Kulkarni
Making a Long Story Short: Can a Single Verb be Called a Sentence? A Cognitive Study of
Sanskrit Conversational Data   67

A House for Mr. Biswas
V. S. Naipaul's Journey from Self-discovery to Search for Identity and Stability

Dr. C. Ramya, M.B.A., M.A., M.Phil., Ph.D.
Asst. Professor
Department of English
E.M.G. Yadava College for Women
Madurai – 625 014
Tamil Nadu, India
rramyachelliah@gmail.com
==

Abstract

This paper discusses the literary quality and fictional skill of V.S. Naipaul, the Nobel Laureate of Indian origin, who occupies a distinctive and conspicuous position in the galaxy of the Diaspora writers and it examines how his writings do concentrate on Disintegration, exile, alienation, loss of values and quest for identity, journey from self-discovery to search for identity and stability with the special reference to a *House for Mr. Biswas.*

Keywords: V.S. Naipaul *House for Mr. Biswas journey, self- discovery, search for identity, stability, galaxy, diaspora, disintegration, alienation.*

V.S. Naipaul, the Nobel Laureate of Indian origin, has a distinctive and conspicuous position in the galaxy of the Diaspora writers. In the decade following the sixties Naipaul's writings show a change in focus. Till that point, the historical descriptions and cultural critiques of colonized (or ex-colonized) contexts had been conducted in terms of a colonizer-colonized counterpoint (active-passive, authentic – parodic, etc.) and this was paradoxically reflective of the writer's black-and-white colonial psyche. Inevitably, "all the writings so far had, despite carefully deployed distanciation techniques and the affection of objective narrative, some autobiographical investment (Gupta 42). Disintegration, exile, alienation, loss of values and quest for identity are the terms often applied for defining the experiences of the people of the third world nations and in the aftermath of imperialism, the miserable societies of these third-rated countries were found struggling to achieve their economic self-reliance, political stability and a national self-esteem which are yet beyond their reach. In such a chaotic situation, the expatriates in general and the indentured Asians in particular are in a gruesome predicament. Their ancestral identity is "a dead-ended past and original culture has disintegrated and dissolved amidst the alien surroundings. No doubt the condition of these self-made slave societies marooned on alien lands has become more miserable in the recent

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Ramya, M.B.A., M.A., M.Phil., Ph.D.
A House for Mr. Biswas: V. S. Naipaul's Journey from Self-discovery to Search for Identity and Stability   68

whirlwind of globalization and the throes of marginalization, deracination, disintegration and nowhereness have become more painful and unbearable than ever" (Singh vii). Having a terrifying passion for truth, even if it is sour, Naipaul has undoubtedly emerged as a relentlessly truthful delineator of the gruesome maladies of the immigrants and his novels present" a true picture of the indentured Indians – rather Asians in their floatsam existence as derelict peoples in the wilderness of the modern world" (P viii).

V.S. Naipaul, better known by his initials. is one of the few original voices of our times. He was born in Trinidad on 17th August 1932 as a member of a minority' race and religion. His family was a part of the Hindu Indian community of workers and petty merchants important to that part of the British Empire to serve the commercial interests of the Empire. From an early age, Naipaul displayed a distaste not only for the traditional Hindu way of life followed by his ancestors but also for the slave society of Trinidad which remained under British rule till 1962. When he was in the fourth form at Queen's Royal College in Port of Spain, the capital of Trinidad, he wrote a vow in his *Kennedy's Revised Latin Primer* to leave Trinidad within five years. However, it took him six years to redeem his vow. V.S. Naipaul left Trinidad for England in 1950, graduated in English from Oxford University in 1953 and settled in London afterwards. He has to his credit publication of such notable novels as 1.*The Mystic Masseur* (1957), 2.*The Suffrage of Elvira* (1958), 3.*Miguel Street* (1959), 4.*A House for Mr. Biswas* (1961), 5.*Mr.Stone and the Knights Companion* (1963), 6.*The Mimic Men* (1967), 7.*Guerrillas* (1975), 8.*A Bend in the River* (1974), 9.*The Enigma of Arrival* (1987), 10.*A Way in the World* (1994).

Even though he hailed from a remote corner of the Third world, he belonged to the mainstream of the modern English novel. He received a knighthood in the 1990. New year's Honours list for services rendered to literature. In 1993, he won the first David Cohen British Literature Prize for a lifetime achievement as an author. In addition to the above, he is a recipient of Rhys Memorial Prize in 1958, Maugham Award in 1961, Phoenix Trust Award in1962, Hawthorne den Prize in 1964, Smith Literary Award in 1968, Arts Council Grant in 1969, Booker Prize in 1971, Bennett Award in 1980, Jerusalem Prize in 1983 and T.S. Eliot Award in 1986. Having been born and brought up in the slave society of colonial Trinidad, Naipaul felt lonely in metropolitan London. He lived in London bedsitters and he wrote:

"All mythical lands faded, and in the
big city I was confined to a smaller world
then I had ever known. I became my flat,
my desk, my name" (19).

Often, nodding off with the electric heater on, he would wake to a nightmare that he was in topical Trinidad. Though living mainly in London, he travelled frequently in the West Indies, North and South America, India and Africa. However, he found every country to be a nightmare for an uprooted man like himself. Naipaul's creative power was shaped by the

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Ramya, M.B.A., M.A., M.Phil., Ph.D.
A House for Mr. Biswas: V. S. Naipaul's Journey from Self-discovery to Search for Identity and Stability   69

acute perception of his own displacement and his fiction deals with the twentieth century themes of the fragmentation of the social order, the sense of the void, the meaningless of endeavour in an amoral universe and the absurdity of man's situation. Exile is the spur as well as the subject of his writing. Totally isolated by his displacement and temperament from allegiance to any country, community or creed, he examines the world with an unclouded eye. In his country marked by political upheaval, mass migration, colonization and revolution, it is inevitable that much of the modern literature should be literature of the exile. The writings of V.S .Naipaul too, draw upon an experience totally based on alienation and exile. "All his novels deal with the displaced or dispossessed who do not have, never had, and by the nature of things, never could have, a home against which their condition of exile can be assessed" (Joshi 11). No doubt, his works are paradigmatic of the whole genre, thereby forming a major current in twentieth century life, thought and art.

In all his works, his own mind and the environment that brought it into being is his main subject. Being an exile, his basic response to this condition is a search for identity. His writing is a process of self-discovery. Cut off from his actual home, he rebuilds the lost home in fictional terms with the help of words. The exile's sense of isolation, the ache of not belonging is clearly evident in all the works of V. S. Naipaul. In his novels, he has charted the course of his self-discovery – from a search for identity to the complete desolation experienced by the permanent exile. V.S. Naipaul's reminiscences of his early life in Trinidad and his efforts as a youth in London to establish himself as a writer recur throughout his work. "His relations with people he meets in the course of his travels affect the very nature of his memories and enlarge his perspective on his heritage" says A. N. Yadav (P 25); the religion and customs of immigrants from colonial India who settled in colonial Trinidad did obviously affect his literary and imaginative perspective. Lillian Feder comments:

> "In every country he, Naipaul was concerned
> with the relation of the historical past even in
> its seeming absence – to the present. The most
> intense personal reaction he records is
> empathy with the heirs of a history of
> slavery and colonialism, the economic, cultural
> and psychological oppression and especially
> the assaults on individual identity with
> which they still contend" (P 13).

V.S. Naipaul grew up in the West Indies after slavery had been abolished, but the memories of colonialism and slavery still haunted the islands in which he grew up. The British governed the colony and the people of the island were encouraged to think of Trinidad as 'Little England'. His early childhood was spent in the reconstructed India. The Indians who came to Trinidad as the immigrant labourers were mostly from the villages. They formed close-knit communities and sought to deny the finality of their transference by rigid

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Ramya, M.B.A., M.A., M.Phil., Ph.D.
A House for Mr. Biswas: V. S. Naipaul's Journey from Self-discovery to Search for Identity and Stability   70

observance of ritual. As soon as he had left his village, the immigrant Indian carried his village with him. "Naipaul is the product of a distinct combination of circumstances. A Brahmin Hindu born in Trinidad, he is an Indian by ancestry, Trinidadian by activity and British by residence. He found the squalor of Trinidad stifling to his spirit. The childhood and youth spent in Trinidad, the bond between father and son and the Hindu background – these three strands of his personal life were conspicuous shaping factors of Naipaul's sensibility" (Yadav 26). According to A.C. derrick, "one major thematic strand runs through all the novels of V.S. Naipaul: whether set in the West Indies or in England, they are satiric demonstrations of individual and social limitations. The social condition that Naipaul represents in his novels is shoddy and limiting, offering little more than on absurd or ridiculous existence. Repeatedly he shows the frustration of energy and ambition. Success is the reward of trickery, vulgar materialism, self-delusion or the values of the colonies monkey-game'. For the individual, rebellion or non-acquiescence proves a largely futile exercise. The theme of personal failure dominates all of Naipaul's work" (Pant 37). In the words of Suman Gupta,

"Naipaul has engaged with a wide variety of
interlinked issues and contexts: the issues
range from personal history to the historical
determination of culture and society; from
colonization to the constitution of post-colonial
states; from the complexities of specific
racial groups, religious communities, and
nationalities, to the broader concerns of
human spiritual needs, intellectual life,
political ideology; from fiction to reality
and from fantasy to truth … Naipaul is
ultimately memorable not merely for his thoughts
and ideas but because he is a good, perhaps
great, writer of books" (P 97).

The features like a recurring image, idea or character type point to some deep impression made on the writer's mind by a particular experience or event in his life. He consciously uses the novel to define his position and to impose order in his life. Bruce King writes: While novels and short stories have seldom been about himself, they have reflected the various stages of his disillusionment with Trinidad, his despair with India and his concern with being a homeless excolonial" (P 108). Naipaul is an articulate critic, not only of society and literature in general but of his own life and work as well. In 1958, in The Regional Barrier", he speculated about his limited prospects as a novelist thus:

"The social comedies I write can be fully appreciated
only by someone who knows the region I write about.

Without that knowledge, it is easy for my books
to be dismissed as farces and my characters
as eccentrics … It isn't easy for the exotic
writer to get his work accepted as being
more than something exotic; something to be
judged on its merits" (P 21).

Living in England, he depends on an English audience, but he writes about the stranded Indian community in the West Indian island of Trinidad. Consequently, he feels that the major obstacle between him and his audience is a geopolitical boundary. Feeling the necessity of a tradition on which to build, Naipaul turned with a kind of romanticized veneration to English and European writers. There, of course, his regional barrier intervened. He said thus:

"To us, without a mythology, all literatures
were foreign Trinidad was small, remote
and unimportant, and we knew we could not
hope to read in books of the life we saw
about us. Books came from afar; they could
offer only fantasy" (New Statesman 452)

Naipaul's fantasy resulted in a habit which he described as a 'process of adaptation". His writing them, is "an ordering of experience". It is a "shaping rather than an inventive imagination" (White 24).

In his novels, he presents facts as fiction and fiction itself is seen as a way of understanding the factual world. Literature and life interpenetrate, fiction and non-fiction complement and counterpoint each other. For he himself said in an article entitled "London" as:

"Unless I am unable to refresh myself by travel –
to Trinidad, to India, I fear that living here
will eventually lead to my own sterility …"
(Naipaul 16-17).

Accordingly, Naipal is a traveler looking for things to write about. "I can only write about a place when I am away from it. The experience must be complete, and I must be able to look back" (Gussow 9).

Quest for identity is a compelling theme in his fictional world. For instance, in *A House for Mr. Biswas*, from birth to death, Mr. Biswas is subjected to problems which arise as a result of his instability in accommodation. As if to underscore this, Mr. Biswas is born, away from his father's house. After his father's death, the villagers drive them away by

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Ramya, M.B.A., M.A., M.Phil., Ph.D.
A House for Mr. Biswas: V. S. Naipaul's Journey from Self-discovery to Search for Identity and Stability   72

destroying his mother Bipti's garden. At the age of six, Mr. Biswas is expelled from the "only home to which he had some right" (AHB 40).

Mother and son find refuge in one room of a mud hut in the back trace of Tara's house. After a few years of schooling, he is packed off to live with Pundit Pairam in order to be trained as a pundit and when he comes back from there in disagree, he is shifted off again to live with Bhandat at the run shop. Accused and cruelly beaten with a belt, he once again returns to Bipti's room in the hut and cries out of her:

"Why do you keep on sending me to stay
with other people?" (AHB 65).

The death of his father has left Mr. Biswas homeless and emotionally bewildered. His unstable accommodation makes him realise that a house would provide the basic stability a man needs. "For the next thirty five years, he was to be a wonderer the next thirty five years, he was to be a wanderer with no place, he could call his own, with no family except that which he was to attempt to create out of the engulfing world of Tulsis" (AHB 40). The various houses through which Mr. Biswas passes as temporary resident make him conscious of his homelessness. The feeling is very intense though he is not aware of how he is going to overcome it. He seems to be in a blind alley.

It is at this stage that the longing for a House which would provide him with stability, sprouts and shoots leaf after leaf by every milestone he passes and flourishes into a firmly rooted tree in his middle age. Biswas is a derelict, shunted from one dark hut to another, from one dark room to another, for thirty five years of his life. In none of these places would his absence make a difference for "in one of these places had he even been more than a visitor, an up setter of routine" (AHB 132). This despair fills Mr. Biswas with a sense of his own lack of stability in relationship and identity. As a child, Biswas dislikes living as a poor dependent in his aunt Tara's back trace. He quickly acquires what Naipaul describes as the "exile's compensating sense of temporariness" (P 276). It has been said that "Mr. Biswas's problem is not just to live, but first of all to make for himself a world to live in" (Joshi 127). One day when he unthinkingly declares to Bipti, his mother:

"I am going to get my own house …", he finds the symbol of his quest. A house of his own, then becomes the focus of quest for something that will imbue his life with stability and identity. The meaning of the house is made richly clear in the concluding lines of the prologue:

"How terrible it would have been, at this time
to be without it, to have died among
Tulsis, amid the squalor of that large,
disintegrating and indifferent family;

to have left Sharma and the children
among them, in one room; worse, to have
lived without even attempting to lay claim
to one's portion of the earth; to have lived
and died as one had been born, unnecessary
and unaccommodated" (AH B 14).

While sign painting in a shop belonging to the Tulsis, Mr. Biswas enters into the state of slavery which furthermore unstabilizes his life. His lack of mental stability, the evening he decided to marry Shama, following his clumsy advances to her, adds up to his urgency to build a house of his own. The importance he ascribes to building a stable familial relationship is clear with his thought of a house, on deciding to get married. Born in a Hindu Brahmin family, where the father, mother and children lived in a separate house, before his father's death, it is not strange on the part of Mr. Biswas to long for a stable accommodation and relationship in a separate house, away from the in-laws. In general, he wishes to establish stability. Mr. Biswas agrees to marry Shama because it seems to promise a stability in life. He hopes to find a social identity through his marriage. Contrary to his expectation Shama and Mrs. Biswas are given a part of a long room on the top of floor of the wooden house. The very sight of the place makes him think of escape. On the realisation of his position, he is scared of losing the little identity he has. He feels that only if he has a house for himself, he can maintain his identity. His stay with the Tulsis, makes him suffer a lack of identity. His suffering is so intense that it has a strong spiritual and psychological impact on him. Further, he feels like an outsider or alien in relation to his wife and children. His existence therefore becomes paradoxical. He decides that it is essential for him to make a mark of his existence at all costs. On reviewing the whole life of Mr. Biswas, one is compelled to decide that Mr. Biswas has sacrificed the very essence of both his personal and family life. As a result of his homelessness, he has to lead a life deprived of identity and stability.

The rights he enjoys in his house provide him, his identity as the owner and head of the house. The thought that he had been responsible for buying this house proves the stability he had achieved one day he passes away, mourners, men women and children came to his house. "The polished – floor became scratched and dusty the staircase shivered continually; the top floor resounded with the steady shuffle. And the house did not fall" (AHB 589). The stability of the house indicates Mr. Biswas's achievement in life. Absence of Mrs. Biswas is felt by Shama and the children, when they return to the "empty house" after the cremation. The word "empty" stands for the place Mrs. Biswas occupied. He had achieved the identity as a husband and father. In a word, Mr. Biswas is said to have left a mark of his existence by establishing stability and identity in the form of the house. To conclude, it may be said that the stay of Mr. Biswas is the story of a lowborn Indian's absurd, yet heroic struggle for identity and independence in colonial Trinidad.

===

==
Language in India www.languageinindia.com ISSN 1930-2940 20:6 June 2020
Dr. C. Ramya, M.B.A., M.A., M.Phil., Ph.D.
A House for Mr. Biswas: V. S. Naipaul's Journey from Self-discovery to Search for Identity and Stability   74

Works Cited

1. Gupta, Suman. ***V.S. Naipaul***
    New Delhi: Atlantic Publishers, 2010.
2. Gussow, Mel. ***Writer Without Roots***.
    New York Time Magazine, 26 Dec 1976.
3. Joshi, Chandra. B. ***V.S.Naipaul: The Voice of Exile***
    New Delhi: Sterling Publishers, 1994.
4. King, Bruce. ***The New English Literature***
    London: Macmillan, 1980.
5. Kumar, Anil. ***Naipaul, India and Indianness: A Critique***
    New Delhi: Kanishka Publishers, 2013.
6. Naipaul, V.S. "The Regional Barrier"
    Times Literary Supplement August 19, 1958.
7. … "Images" ***New Statesman***
    70 (September 24, 1965) P.452.
8. … ***The Loss of EL Dorodo : A History***
    London: Deutsch, 1969.
9. … ***The Overcrowded Barracoon and other Articles***
    London: Andre Deutsch, 1972. PP.16-17.
10. Singh, Rishi. Pal. ***The Novels of V.S. Naipaul***
    New Delhi: Adhyayan Publishers, 2011.
11. White, Landeg. ***V.S. Naipaul: a Critical Introduction***
    London: Macmillan Press Ltd, 1975.

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Ramya, M.B.A., M.A., M.Phil., Ph.D.
A House for Mr. Biswas: V. S. Naipaul's Journey from Self-discovery to Search for Identity
and Stability   75

Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh

Benazir Elahee Munni, M.A., Dept. of English, University of Dhaka
Sheikh Mehedi Hasan, Ph.D. Associate Professor
Department of English Language and Literature
Jatiya Kabi Kazi Nazrul Islam University
Trishal, Mymensingh, Bangladesh
mehedi_08@hotmail.com

==

Abstract

The article investigates the effectiveness and feasibility of teaching 1st year undergraduate students an English language course focusing on listening and speaking skills during Covid-19 pandemic by using a Facebook Group as an LMS. The purpose of this research is to successfully combat one of the greatest crises occurring to global education by utilizing the most available and affordable resources while keeping the students from facing too drastic or difficult changes in their academic activities. While thousands of people are getting infected with coronavirus every day in Bangladesh, students, especially young adults who study at universities cannot bring themselves to readily cope with the renewed classroom etiquettes such as using Google Meet or Zoom for classes, submitting assignments on Google Classroom and so forth. Therefore, the present study examines how a designated Facebook Group can be used for conducting regular classroom activities as well as improving teaching practice of the instructors at a time of crisis such as Covid-19. It also explores whether the Facebook Group can help students build speaking and listening skills and accelerate interactions among students and instructors and ultimately help foster an online learning community. As a whole, the study emphasizes ways of using various features of a Facebook Group to the benefit of teachers and students in conducting a successful language class.

Keywords: Teaching during Covid-19 Pandemic, Facebook as LMS, Speaking and Listening Skills, Bangladeshi Universities

Introduction

According to the UNICEF report published on 20 April 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries, impacting 91% students worldwide (Miks and McIlwaine, 2020). Bangladesh is no exception to this worldwide phenomenon; hence, on March 17, 2020 all educational institutions were closed down to prevent the spread of deadly coronavirus ("Educational Institutions May Remain", 2020). Educational institutions were compelled to shift education

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   76

from classrooms with four walls to the cloud overnight. The University Grants Commission (UGC) of Bangladesh had asked all universities to complete their respective academic activities for the current semester through online classes (Alamgir, April 30, 2020). This shift would have been easier in the Higher Education sector. However, the challenges were too great at times to overcome at a rapid scale. Considering every challenge as an opportunity, our research aimed to use Social Networking Sites (SNSs) to prevent the students from missing a beat in their learning.

Social Networking Sites (SNSs) are virtual spaces where people of similar interest gather to communicate, share photos and discuss ideas with one another (Boyd & Ellison, 2008; Raacke & Bonds-Raacke, 2008). Since students are familiar with SNSs and enjoy accessing them frequently, they are able to maintain connectivity in a language class with less anxiety and a higher level of motivation and self-confidence. Krashen (2009) notes that a reduction in the affective filters, mainly anxiety, and an increase in motivation and self-confidence are keys to nurturing a positive environment which could accelerate foreign language acquisition. Considering these criteria Facebook was chosen as our SNS. In Bangladesh, Facebook is not only one of the most prominent SNSs but it also offers great potentials for teaching and learning as many students use Facebook regularly. According to recent data, about 42.2% of Facebook users in Bangladesh are aged between 18 and 24 ("Facebook Users in Bangladesh", 2020). This is also the age when most students undergo tertiary education at different universities in Bangladesh. Facebook also offers varieties of apps such as Facebook Lite that ensures connectivity even on low and unstable internet connections.

Facebook has an in-built function which allows its users to create Groups that can be set to "Private" or "Public" depending on needs. We utilized this feature of Facebook to conduct our classes for a language foundation course titled Developing Listening and Speaking Skills (ENG 102) which was taught among 52 First Year Undergraduate students of a renowned Public University in Bangladesh. Facebook has already been used in Bangladesh by online teaching platforms such as Robi 10 Minute School. Since our students already spend a considerable amount of time on Facebook nonetheless, it was assumed that a Facebook Group could be effectively incorporated into their daily lives without the monotony of an institutional Learning Management System (LMS) which students often seem to regard as a burden. Due to Covid-19 pandemic students were quarantined at home indefinitely and this effort had given them purpose and control over their own learning at a time when studying for exams was far from the general concerns.

Research Context and Justification
In the present context of shutdown of all educational institutes and lockdown of cities and villages, the entire education sector of the country is going through one of the toughest times in history and facing multifaceted problems and challenges. In fact, the Covid-19 pandemic has put education at risk along with all other aspects of life. The challenge on

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   77

education is particularly sensitive since students spend a considerable amount of time at schools, colleges and universities, in their respective dorms, which now is impossible to continue. Moreover, students' academic activities have been shifted to the cloud overnight for which neither the teachers, nor the students were prepared. Besides, curriculum and the syllabi were not prepared for teaching in online mode. The suggested softwares such as Zoom, Google Meet and so on for conducting online classes are either too new to the population, or in some contexts impractical to operate. Besides, the student attendance in the online classes conducted by several Bangladeshi universities through Zoom and Google Meet is not at a satisfactory level (Mahmud, personal communication, June 23, 2020). Another aspect to be taken into consideration is the role of affective filter (Krashen, 1982). The students, especially the ones staying in remote villages and facing financial troubles are not motivated enough to attend classes in this dire situation, let alone train themselves to use new technologies or tools for class activities. A recent online survey through a Facebook Teachers' Group on teachers of a Public University showed teachers' opinions regarding online classes during lockdown where they mentioned students' reluctance to join online classes. Most teachers have pointed out that the students who are residing in remote areas during lockdown are not able to afford laptop or computer and high price internet data (JKKNIU-TEACHERS, May 5, 2020). This reluctance and incapability can be solved through using Facebook Group as a platform for teaching since students find it affordable and enjoyable. One of the teachers pointed out that 1 gigabyte internet package can serve a student for a month and sometimes mobile operators offer free Facebook facilities, as well (JKKNIU-TEACHERS, May 5, 2020). Therefore, we are hopeful that our interactive teaching and learning activities on Facebook Group as a new LMS can mitigate the challenges successfully since it is affordable, easy to use and resourceful.

Objectives and Research Questions

The purpose of this research is to successfully combat one of the greatest crises in our lifetime on global education by utilizing our nearest and most affordable resources while keeping the students from facing too drastic or difficult changes in their academic activities. While thousands of people are getting infected with coronavirus every day in the country, students, especially young adults who study at universities cannot bring themselves to readily cope with the renewed classroom etiquettes such as using Google Meet or Zoom for classes, submitting assignments on Google Classroom and so forth. While these apps can serve as appropriate Learning Management Systems (LMS), they might not always be the most practical for every context. Facebook audience size in our country mostly comprises young people aged from 18 to 34. ("Facebook Users in Bangladesh", 2020). According to recent statistics ("Leading Countries Based on Facebook", 2020) as of April 24, 2020, there are about 37 million active Facebook users in Bangladesh alone.

With these considerations in mind our research objectives are:
1. To use a designated Facebook Group for conducting regular classroom activities.
2. To improve teaching practice at a time of crisis such as Covid-19.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   78

The research questions are:
1. Can we help students build speaking and listening skills using a Facebook Group?
2. Can interactions on the Facebook Group help foster an online learning community?

Literature Review
LMS and SNS

The concepts of SNS and LMS need to be elaborated briefly at the onset of our discussion. Today technology provides new ways for interaction and communication. Emerging modes of communication which are known as "new media" include the social media which refer to a number of Social Networking Sites (SNSs) such as Facebook, YouTube, Instagram, LinkedIn, Twitter and so on. Merchant (2012) in this regard maintains that the concepts of "new media" or "digital literacies" suggest a significant change and demand fresh thinking about formal educational settings. Language Management System or LMS on the other hand, is a learning platform that offers several standard features which enhance the experience of online teaching and learning. It is designed for teachers to post files, conduct multiple courses, and observe learners' progress. However, an LMS often has a central nature and does not stimulate student engagement or facilitate learner-created contents to be shared on the platform (Gabarre et al., 2013). Using a social networking site such as Facebook as a LMS could minimize and to some extent solve the aforementioned challenges since it is more enjoyable to use than an institutionalized LMS. As our research was done at a time of crisis, keeping students motivated to study was a crucial consideration. Hence, using Facebook for conducting course activities was considered.

Facebook as LMS

In this regard, EKOÇ (2014) (as cited in Shraim, 2014) has pointed out that the proliferation of Facebook use among students and teachers has created a new learning culture by providing innovative ways for teachers to enable learners to engage themselves actively in different activities. Recent studies point to the possible use of Facebook (FB) as a substitute or supplement to commercial LMSs (Mazman & Usluel, 2013; Wang et al., 2012) in order to encourage social interactions on the site (Mazman & Usluel, 2013). Of particular interest is the group function of Facebook. Vitak (2013) defined it as the merging of various audiences into one single network page since the members of a group do not always connect directly to one another's personal profile. Facebook Groups have functions that allow its members to post photos, albums, files, videos and presentations, share discussions, start a Watch Party with any content available on Facebook, make announcements, pin any specific post, and start Live sessions among the group members without having to make it public. Utilized properly, a Facebook Group can offer great learning opportunities. In the same vein, Mazer et al. (2007) and Wang et al. (2012) maintain that for students, the utilization of FB has resulted in increased learner motivation and satisfaction, improved class atmosphere, and strengthened faculty–student relationships. EKOÇ (2014) also comments, "Facebook group pages are one

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   79

of those electronically-mediated communication spaces. These are changing rhetorical spaces, in which students make repeated verbal and visual choices." (p. 20). A study conducted on secondary school teachers from different cities in Brazil suggest that the teachers' use of Facebook groups for different purposes "led to an improvement in communication between teachers and students —online and in-classroom— and in students' engagement in the classrooms." (Cunha Jr. et al., 2016, p. 228).

Rationale

Facebook Groups allow students to take charge of their learning. Ellis (2000) talks about task-based learning which is actively at play on Facebook Groups opened for language classes. Gabarre et al. (2013) mention in their study that a task-based approach enables the students to put in practice the communicative skills which they learn during the course. The students can upload their verbal speech productions on the Facebook Group where their peers are invited to provide written feedbacks using the comment feature. The discussions have to be conducted in the target language, in this case, English to ensure its practice. The rationale behind using a Facebook Group to conduct online class activities also include practical considerations. Since students find Facebook enjoyable and use it in a novel fashion, it works in motivating them by reducing affective filters such as anxiety, and enhancing motivation and self-confidence (Krashen, 2009). Besides, indirect interactions between students and teachers take place on Facebook; therefore, students are supposed to feel less anxious while they communicate with their teachers by "likes" and comments. As a result, shy and introvert students "who might otherwise not speak up can contribute on Facebook where they may be more comfortable." (Barseghian, 2011). A study by Srirat (2014) shows that "students felt more confident performing activities using English [on Facebook]. Further to that, it enhanced students' interest and language learning motivation." (p. 5). The result is also consistent with Aubry (2013) who found that "participants assigned to the Facebook group experienced a significant shift in motivation type that research has determined as being beneficial for language learning." (as cited in Dweikat, 2016, p. 2293).

We can also relate using Facebook in English language classroom to the connectivist learning theory. Connectivism is "a model of learning that acknowledges the tectonic shifts in society where learning is no longer an internal and individualistic activity. How people work and function is altered when new tools are utilized." (Siemens, 2005, p. 6). Through using Facebook Groups for learning, students not only learn using a different, more advanced tool, but also take charge of their own learning. Students are able to engage more in the learning process as active learners. Social media interactions can embody symmetry between the students and the teacher as the students are also active in shaping topics (Heritage, 2004, p. 237). Shraim (2014) also reveals in his study that "learning via Facebook provides students with more opportunities to engage personally, communicate and work collaboratively, develop the 21st century skills for life, and learn through social interaction." (as cited in Dweikat, 2016, p. 2304). Teachers can act as facilitators while students play central roles in contributing to and participating with one another (Rachtam, Kaewkitipong, & Firpo, 2012).

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study
on Undergraduate Students of a University in Bangladesh   80

Other practical considerations will include the financial affordance of Facebook. Facebook can be installed in any kind of mobile phone with internet connection. Mobile operators frequently offer lucrative internet packages and free data that also make Facebook an easy and affordable commodity. The statistics mentioned above already show how Bangladeshi youths have proved to be avid users of this app. New apps are being built every day to make Facebook easier and more affordable to use, as well.

Finding the Gap

Information and Communication Technology (ICT) has been playing a vital role in fostering the education sector of a developing country like Bangladesh. The National Education Policy-2010 of the country emphasizes an increase in the use of ICT as a teaching-learning tool (Zafari, 2019). Along with the conventional ICT tools, social media tools such as Facebook is currently used by both teachers and students of elementary, secondary and tertiary levels for social and academic purposes. However, no significant research has been done so far, considering Facebook a language learning tool in Bangladesh context. Hasan and Labonya (2016) in their study explore the perspectives of Higher Secondary teachers in using Facebook for learning English language, covering 20 urban government colleges in Bangladesh. Besides, a number of educators and researchers are getting interested in investigating the effects of using Facebook on education. However, past researchers have not explored how Facebook Groups can be utilized in teaching English speaking and listening skills. They also have not considered a unique situation such as lockdown of cities and countries during a virus outbreak, e. g. Covid-19 Pandemic and its implications on education. The need further exists to examine Facebook as a cheap alternative for conducting daily classroom activities on a regular basis and whether the app can prove beneficial if put to test extensively. By exploring these ideas, the research can evaluate the effectiveness and feasibility of Facebook as an LMS and give teachers and educators a much-needed insight into this tool which can save time and energy.

Methodology
Study Design: Action Research

A Practical Action Research method was followed to conduct the present study. This particular research design was adopted since the study aimed to reflect on educators' own practices, in this case, the practice of conducting online classes and contributing to the teachers' professional development (Allen & Calhoun, 1998). The study also promotes a process of testing new ideas which Mills (2011) mentions as one of the attributes of an action research. Adhering to a practical action research design, here also the teachers themselves work as researchers to study an educational practice as part of their ongoing professional development. Using a systematic approach, the teacher-researchers reflect on their practice and ultimately develop an action plan.

Participants

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study
on Undergraduate Students of a University in Bangladesh 81

The action research was done on the undergraduate students of the Department of English Language and Literature of a renowned public university located in a small town of Bangladesh. The study was conducted among 52 undergraduate students from 1st year who are currently studying the course ENG 102 titled Developing English Listening and Speaking Skills as part of their academic syllabus in the department. The participants are aged between 18 and 21. Among the participants 33 were female students and 19 were male students.

Instruments

Instruments consisted of videos promoting the development of listening and speaking skills. Since listening is a receptive skill, tricks and tips for improving listening skills were shared with a focus on context, speakers' pronunciation, body language, fluency and accuracy. Contents regarding development of speaking skill included situational speaking, speaking to express and analyse, and speaking with fluency and accuracy. The students were given tasks to complete on a regular basis. However, to prove our research questions and evaluate students' progress in speaking and listening, two live sessions were arranged in the Group. The first live was conducted by one of the instructors on listening skill where an IELTS Listening Test CD was played and students had to write their answers as comments while the live was ongoing. There were in total 10 questions to answer after listening to two sections of the audio played live. The second live was to be done by the students themselves. This was arranged to assess students' speaking skill; each student came live on the Facebook Group at an assigned time for 5 minutes. In this time, they were asked 3 questions: an introductory question, an explanation question, and an analytical question. Adhering to the IELTS curriculum, an oral communication skill rubric was used to score the participants' speaking skill.

Data Collection

In order to answer both research questions, the students underwent a series of instruction posts and activities. The instruments were selected from various YouTube channels which proved to be helpful due to their informative and educative contents. The channels were: TED-Ed, TED-Ex, TED-Talk, IELTS Listening Cambridge, BBC Learning English, and Learn English with TV Series. Within a span of 16 weeks a collection of activities were uploaded on the Facebook Group and tasks were assigned to students. The peers and teachers commented their feedback on the works submitted as uploads on the Group by the students.

Data Analysis

Both quantitative and qualitative methods of data analysis were used in the study. The data generated from the Facebook lives were analysed using Microsoft Office Excel and thematic coding.

Results

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   82

The objectives of this study were to use a designated Facebook Group for conducting regular classroom activities and to improve teaching practice at a time of crisis such as Covid-19 pandemic. Within a span of 16 weeks, 15 activities had been posted on the Facebook Group named "Developing Listening and Speaking (Eng-102)". The group had 52 members out of which there were about 40 active members; the other members were not as frequently active and would visit the group from time to time. Out of the 15 activities, 6 activities were on listening skill and 6 were on speaking skill development. The three other activities did not directly link with either listening or speaking; they were motivational speeches or Textbook files uploaded as warm-up activities for the students.

Can we help students build speaking and listening skills using the Facebook Group?

To answer our first Research question, we will observe how the Group was used in order to facilitate students' listening and speaking skills. After the period of instructions ended, a listening live was taken to assess students' participation in a real time listening activity like the IELTS. The audio was taken from the YouTube channel on IELTS Listening Cambridge and had 10 questions in total divided into two sections. After each section was played, students were given one minute to compose the answers and submit them in one comment on the comment thread of the live. So each student had to comment twice with their two sections of answers.

Table 1: Listening Live

First Section Questions 1-6	Second Section Questions 7-10
Students Participated: 44	Students participated: 36
Students who answered the questions: 38	Students who answered the questions: 30
Percentage of students who answered: 86%	Percentage of students who answered: 83%

Table 1 shows the results from listening live. As there were on an average nearly 40 students out of 52 who regularly interacted in the group activities, the listening live shows an increased amount of student participation. The first section shows while 44 students were watching the live, 38 managed to answer the questions on time and in the second section while 36 students were watching the live at that time, 30 of them managed to comment their answers on live. Later on some of them reported that they were trying their best to be connected to the live session but could not answer the questions due to poor network connectivity in their present locations.

Table 2: Speaking Live

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   83

Student Participation in Speaking Test	Students' Average Score in Pronunciation (Out of 5)	Students' Average Score in Fluency (Out of 5)	Students' Average Score in Vocabulary (Out of 5)	Students' Average Score in Grammatical Accuracy (Out of 5)	Students' Average Score in Body Language (Out of 5)	Average Score of 39 Students (out of 5×5=25)
39	3.3	3.4	3.4	3.6	3.7	17.52

Table 2 shows (see Appendix-1 for details) the rubric for the speaking test where students' pronunciation, fluency, use of vocabulary, grammatical accuracy and body language were assessed. Furthermore, the table shows that 39 students came live for their speaking tests, which surpass the number of people who actively participate in the group on a regular basis as shown above. However, apart from these 39, a few more students also tried several times to come live on the group as observed by the instructors but failed as their current localities were not supported by 3G/4G network coverage. From the table we can notice the average marks obtained by the students in each category. The students on an average, show better performance in Grammatical Accuracy and Body Language, scoring 3.6 and 3.7 respectively.

Can interactions on Facebook Group help foster an online learning community?
To prove the 2nd research question, we analysed themes on how interactions on Facebook Group help foster an online learning community.

Table 3: Themes on Interaction on Facebook Group that foster language learning

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   84
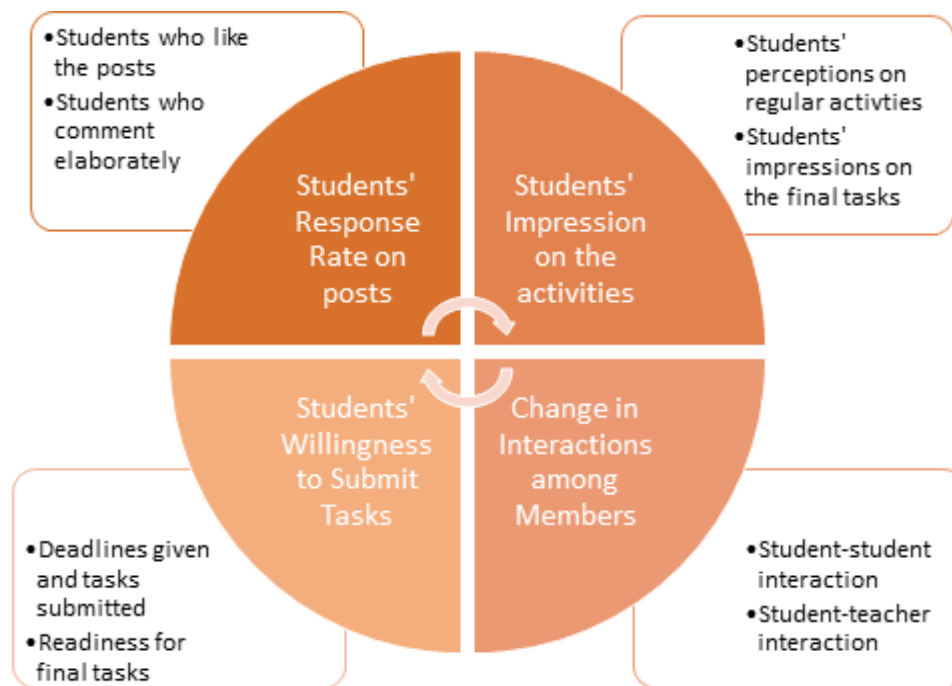
Students' Response Rate on Posts

On Facebook Groups we can check responses in a few ways. We can check how many people have seen a post; we can see how many have 'liked' or 'reacted' on the post; we can even see who have commented and to what extent covered the relevant themes of the post. From our observation it was apparent that not all who saw a post liked the post or commented on the post. On an average, the students reacted to and commented on the posts which urged them to engage; for example, if it was a listening activity, they were usually required to listen to a video and comment on what listening skill components were covered in the video. In that case, the students commented. Otherwise, if it was an instruction post, students usually saw the posts and acknowledged it by liking the post. Among students who comment on the posts, there were those who commented extensively and there were a few who briefly commented their responses. For example, while one student commented, "It's really a great speech, especially, I liked the ending lines" (Student 1), another student commented on the same video saying, "I loved the way he used his body gestures and facial expressions along with his intonation to deliver the speech more accurately. Also the topic was very interesting. We often take things personally and make ourselves bothered of something which has nothing to do with us. To avoid taking things personally, all we have to do is keep our value no matter what others do or say. I discovered myself engaged throughout the video. Thank you for sharing this didactic and motivating video with us." (Student 2).

Students' Impression on the Activities

Since the age group in question is between 18 and 21, the students usually show more willingness to participate when the activity is relatable, less prescriptive and more enjoyable. For example, they were given a video from BBC Learning English on "What Makes You

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   85

Angry" where people from a similar age group talked about what they found infuriating. The students were given the task of making a video clip of them speaking about what made them angry. They were highly motivated to do this activity and participated in it fully. This speaking activity also allowed them to speak spontaneously on a topic they felt passionate about. After the final live assessments were taken, a note regarding the satisfactory results they scored was posted on the group to which the students shared their opinions about the test. One student wrote, "It was really great fun! We experienced something new! We were on live for 5-10 minutes but you both (the instructors) were there for 2 to 3 hours. And all this for our betterment. Now we are eagerly waiting for something new." (Student 1)

Students' willingness to Submit Tasks

A deadline was given after every task was assigned to the students. It was observed that many students would still wait for the last day to post their contents. However, depending on how interesting or easy the tasks were, the students were seen to post their contents earlier, as well. It was also noticed that once one or two students started submitting their tasks, more students would follow regardless of when the deadline would be. If the deadlines for the tasks were not specified, some students would still comment their feedback. On every task that was assigned, at least 25 assignments were always submitted out of 40 plus active members of the group. Since we posted new tasks every week, the students were still very engaged and willing to submit their tasks on time. As shown in Table 1, in the final live student participation was particularly great in number since it was something new and interesting; it challenged them.

Change in Interaction Style among Students and Teachers

Unlike physical classrooms, students cannot interact with other students face to face on Facebook. Teachers also may feel distant from the students at times on online platforms. However, these challenges were minimized on the Facebook Group to some extent over time. Students were frequently asked to submit their speaking tasks in a video format and upload them in the Group. While around 30 students were uploading their contents around the same time, the rest of the group members still managed to have a look at their classmate's posts and reacted to them. During the final assignments when each student went live at a designated time and only the instructors had to be there to assess their lives, as many as 20 students watched the lives and a few of them commented on their peers' lives to keep them motivated. They would exchange greetings, inquire about each other and implore each other to stay safe during Covid-19 pandemic. The same positive change was noticed in terms of student-teacher interactions, as well. Students shared their own contents with the group and those added to their teachers on Facebook would share their teachers' motivational or creative posts with the group for others to see and encourage their teachers. In the final assignment during the speaking live sessions, the students freely conversed with their teachers and asked them about their whereabouts and their interests, as well.

Discussion

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   86

Table 1 shows that in each section of the listening test, 6 students had seen the lives but failed to comment their answers. This was due to internet failures in their localities which they later explained. However, the number was very small, and they would be able to play the listening tapes any time later from the group and retake the tests at their convenient time.

Table 1 also shows the higher number of student participation in the listening live than any other post on the Group so far. It not only proves that students were highly motivated to sit for the test, which is unusual but also shows that testing listening via a live session from a Facebook Group is possible.

In Table 2 (see the Appendix-1 for detailed scores) a rubric for scoring speaking is shown. From the results we can comment on the students' overall speaking skills. Students show a similar prowess in this skill, as well. Even though the highest average mark obtained by the students in any category is 3.7, we have to keep in mind here that the assessment was taken after only a few months of instructions. Moreover, most of the students are from remote areas of the country and could not realize or afford the need for professional help for the betterment of their English skills. On the other hand, it can be observed that the students scored satisfactorily in their use of body language (see Appendix-1). This can be attributed to their regular exposure to educational and graphic YouTube videos posted on the Group which showcase the speakers talking spontaneously with good body language. Furthermore, the total average score calculated is 17.52 out of 25 which sheds light on the students' overall speaking competence after instructions. Therefore, our first research question which inquires whether we can facilitate the learning of speaking and listening skills via a Facebook group has been proven.

To answer our second research question, we followed a qualitative method to thematically analyse the activities on the group from our observation. The four themes were categorized into sub-themes and later analysed. The first analysis shows how differently each student responded to a single post. From the results regarding students' participation it is apparent that their response rate, though high, needed to be increased. Secondly, the students were found highly motivated by the posts and activities on the Group. Their enthusiastic responses to the live sessions of both speaking and listening prove their involvement. Similarly, students' willingness to submit their assignments on time proves their eagerness and involvement regarding the tasks. It also points to the fact that students wanted to stay productive and keep themselves busy during quarantine by doing something interesting and beneficial. Lastly, students' interaction style had changed dramatically during the implementation of Facebook Group classes. The results show a shift in student-student, especially in student-teacher relationship and a friendlier learning environment emerging. Moreover, Chen and Brown (2012) have identified positive effects of authentic audience on increased motivation for ESL learners in achieving task-based learning in the contexts of Computer-Mediated Communications (CMC). Other researchers such as Chun (1994) and Warschauer (1996) also maintain that CMC benefits shy and introverted students, whereby

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh 87

they interact more with each other and rely less on their mother tongue. Students who usually felt shy or were intimidated by teachers were able to overcome their fear and as a result more participation and student-teacher interactions increased as it was noticed in our observations.

Limitations

The study was conducted at a time of global crisis. Physical classrooms had to be shifted to virtual classrooms overnight to ensure the students their education. Therefore, neither the students, nor the teachers were equipped to ensure all the aspects of an ideal classroom environment. Moreover, even though Facebook is a very user-friendly app which costs less internet, connection errors and slow internet were recurrent problems. Many of the students were from remote areas of the country; some of whom lacked proper support or awareness from families to participate in online classes or spend too much time on Facebook. Since it is an online platform, teachers could not also ensure students' participation despite having their intention. Furthermore, running classroom activities via Facebook is time-consuming and requires a skilled approach from both the learners and the instructors.

Recommendation and Conclusion

Without getting any technical or logistic support, we initiated our online class with the help of a rather informal LMS such as a Facebook Group. We recommend that the participation of all the students registered in a particular course be ensured during this type of global crisis such as Covid-19 pandemic. The students who are residing in remote areas and are not able to afford laptop or computer or smart phone and high price internet data must be provided with financial and logistic support by the respective department or the university. Short and effective courses may immediately be introduced to train teachers teaching online courses and using SNS and LMS as teaching tools. A great care must be taken by the university authority concerned to introduce online testing software, ensure web security and provide the teachers with other technical/ technological and logistic supports.

Since Social Media plays an important role in the daily lives of college or university students, our study and experience of using Facebook Group as a Learning Management System (LMS) can yield new insights to the teachers of English as a Foreign or Second Language. The study has emphasized ways of using various features of Facebook Groups to the benefit of teachers and students in conducting a successful language class.

As ensuring a continuously friendly group environment that fosters learning needs immense care, time, and skill on the instructor's part, the more skilled, open and friendly the instructors are with the students, the more responsive students will become. In future, action research can be done on this topic with a larger sample size and skilled teachers to design a sustainable action plan that will truly benefit the students.

===
References
===

Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study
on Undergraduate Students of a University in Bangladesh   88

Alamgir, M. (2020, April 30). Ensure online classes: Ministry, UGC to all universities. *The Daily Star*. Retrieved from https://www.thedailystar.net/online/news/ensure-online-classes-ministry-ugc-all-universities-1898335

Allen, L., & Calhoun, E. F. (1998). Schoolwide action research: Findings from six years of study. *Pbi Delta Kappan*, 75(9), 706-710.

Aubry, J. (2013). Facebook - Induced motivation shifts in a French online course. *TechTrends*, 57(6), 81-87.

Barseghian, T. (2011). 50 reasons to invite Facebook into your classroom. Retrieved from http://mindshift.kqed.org/2011/08/50-reasons-to-invite-facebook-into-your-classroom

Boyd, D. M. & Ellison, N. B. (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13, 1, 210–230.

Chen, C. C., & Brown, K. L. (2012). The effects of authentic audience on English as a second language (ESL) writers: A task-based, computer-mediated approach. *Computer Assisted Language Learning*, 25, 435–454. doi:10.1080/09588221.2011.606224

Chun, D. (1994). Using computer networking to facilitate the acquisition of interactive competence. *System*, 22(1), 17−31.

Cunha Jr, F. R., Kruistum, C. van, & Oers, B. van. (2016). Teachers and Facebook: Using online groups to improve students' communication and engagement in education. *Communication Teacher*, 30(4), 228–241. Retrieved from http://dx.doi.org/10.1080/17404622.2016.1219039

Developing Listening and Speaking (Eng-102). (March 2020). In *Facebook* [Private Group]. Retrieved from https://www.facebook.com/groups/200322917983575/

Dweikat, K. (2016). Effect of using Facebook on improving English communication skills - The case of language use course at QOU. *An - Najah Univ. J. Res. (Humanities)*, 30(11), 2287-2318.

Educational institutions may remain closed till September if virus does not fade: PM (2020, April 27). *The Business Standard*. Retrieved from https://tbsnews.net/bangladesh/education/all-educational-institutions-remain-closed-till-september-pm-74221

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   89

EKOÇ, A. (2014). Facebook groups as a supporting tool for language classrooms. *Turkish Online Journal of Distance Education-TOJDE*, 15(3), 18-26.

Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193-220.

Facebook Users in Bangladesh (2020, May). Retrieved from https://napoleoncat.com/stats/facebook-users-in-bangladesh/2020/05

Gabarre, S. Gabarre, C. Din, R. Shah, P. M., & Karim, A. A. (2013). Using mobile Facebook as an LMS: Exploring impeding factors. *GEMA Online® Journal of Language Studies*, 13(3), 99-115.

Hasan, M. M., & Labonya, N. A. (2016). Using Facebook in ELT: Higher secondary teachers' perspective in Bangladesh. *International Journal of English Language Teaching*, 4(9), 86-100.

Heritage, J. (2004). Conversation analysis and institutional talk. In Silverman D. (Ed.), *Qualitative Research, Theory, Method and Practice* (222- 245). London: Sage Publications.

JKKNIU-TEACHERS. (May 5, 2020). In *Facebook* [Private Group]. Retrieved from https://www.facebook.com/groups/188535727861297/

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Krashen, S. D. (2009). *Principles and practice in second language acquisition*. Oxford, United Kingdom: Pergamon Press Inc.

Leading countries based on Facebook audience size as of April 2020 (in millions), (2020, April). Retrieved from https://www.statista.com/statistics/268136/top-15-countries-based-on-number-of-facebook-users/

Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1- 7.

Mazman, S. G., & Usluel, Y. K. (2013). Modeling educational usage of Facebook. *Computers & Education*, 55, 444–453.

Merchant, G. (2012). Unravelling the social network: theory and research. *Learning, Media and Technology*, 37(1), 4-19.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   90

Miks, J., & McIlwaine, J. (2020, April 20). Keeping the world's children learning through COVID-19. Retrieved from https://www.unicef.org/coronavirus/keeping-worlds-children-learning-through-covid-19?fbclid=IwAR3NjI0n4Gjj98liniO013UqT-nF6JmKZmPqcpRmAYNgVcJ3X3-gb-jD_94

Mills, G. E. (2011). *Action research: A guide for the teacher researcher* (with MyEducationLab). (4th ed.) Upper Saddle River, NJ: Pearson/Allyn & Bacon.

Raacke, J., & Bonds-Raacke, J. (2008). MySpace and Facebook: Applying the uses and gratifications theory to exploring friend-networking sites. *Cyberpsychology & Behavior*, 11, 2, 169–174.

Rachtam, P., Kaewkitipong, L., & Firpo, D. (2012). The use of Facebook in an introductory MIS course: Social constructivist learning environment, decision sciences. *Journal of Innovative Education*, 10(2), 165-188.

Shraim, K. (2014). Pedagogical innovation within Facebook: A case study in tertiary education in Palestine. *International Journal of Emerging Technologies in Learning (IJET)*, 9(8), 25-44. Retrieved from: http://online-journals.org/index.php/.

Siemens, G. (2005). Connectivism: A theory of learning for a digital age. Retrieved from https://masterlereneninnoverenrotterdam.files.wordpress.com/2012/05/elearnspace-org-elearnspace-connectivism-a-learning-theory-for-the-digital-age.pdf

Srirat, K. (2014). *Using Facebook group to facilitate teaching English for everyday communication*. Paper presented at The 2014 WEI International Academic Conference Proceedings, Budapest, Hungary. Retrieved from https://www.westeastinstitute.com/wp-content/uploads/2014/07/Kesinee-Srirat-Full-Paper.pdf

Vitak, J. (2013). *Measuring privacy in online spaces: Considerations for users' attitudes, disclosures, and composition*. Paper presented at CSCW 2013 Measuring Networked Social Privacy Workshop. February 23–27, 2013. San Antonio, Texas, USA. Retrieved from https://www.academia.edu/2391555/Measuring_Privacy_in_Online_Spaces_Considerations_for_Users_Attitudes_Disclosures_and_Network_Composition

Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2012). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43(3), 428–438.

Warschauer, M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*, 13(2), 7−26.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   91

Zafari, N. M. K. (2019). ICT in education for effective and creative teaching: Bangladesh policies and ICT integration in education. *SSRN*. Retrieved from http://dx.doi.org/10.2139/ssrn.3367378

===

Appendix-1

Detailed Score of Speaking Test (conducted through live sessions of the participants)

Speaker No.	Pronunciation (Out of 5)	Fluency /Coherence (Out of 5)	Vocabulary (Out of 5)	Grammatical Accuracy (Out of 5)	Body language(Out of 5)	Total 25	Average Score of 39 Participants
1.	3.5	3	3	4	4	17.5	
2.	3.5	3	3.5	4	4	18	
3.	3.5	3.5	3	4	4	18	
4.	3.5	3	3.5	4	4	18	
5.	3.5	3.5	3	4	4	18	
6.	3.5	3	3.5	4	4	18	
7.	3.5	3	3	4	3.5	17	
8.	3.5	3	3	3	3.5	16	
9.	3	3	3	3.5	3.5	16	
10.	3.5	3.5	3.5	4	4	18.5	
11.	4	4	4	4	4	20	
12.	3.5	3.5	3.5	3.5	3.5	17.5	

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh   92

13.	3	3.5	3.5	3.5	3.5	17	
14.	3	3.5	3.5	3.5	3.5	17	
15.	3.5	3.5	4	4	4	19	
16.	3.5	3.5	4	4	3.5	18.5	
17.	3	3.5	4	4	3.5	18	
18.	3.5	3.5	3.5	3.5	3.5	17.5	
19.	3.5	3.5	3.5	4	4	18.5	
20.	3.5	4	3.5	4	4	19	**17.52**
21.	3.5	3.5	3.5	3.5	4	18	
22.	3.5	4	3.5	4	3.5	18.5	
23.	3.5	3.5	3.5	3.5	3	17	
24.	3	3	3	3	3.5	15.5	
25.	3.5	3.5	3.5	3.5	3.5	17.5	
26.	3	3.5	3	3	3.5	16	
27.	3.5	3.5	3	3.5	4	17.5	
28.	3.5	3.5	3.5	3.5	4	18	
29.	3	3	3	3	3	15	
30.	3.5	3.5	4	3.5	3.5	18	
31.	3.5	4	3.5	4	4	19	

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study
on Undergraduate Students of a University in Bangladesh   93

32.	3.5	3.5	4	4	4	19	
33.	3	3	3	3	3.5	15.5	
34.	3	3	3	3	3	15	
35.	3	3	3.5	3.5	3.5	16.5	
36.	3.5	3.5	3	3.5	4	17.5	
37.	3.5	4	3.5	4	4	19	
38.	3	3.5	3	3.5	4	17	
39.	3.5	3	3	3.5	4	17	

===

Benazir Elahee Munni, M.A.,
Dept. of English, University of Dhaka

Dr. Sheikh Mehedi Hasan
Associate Professor, Department of English Language and Literature
Jatiya Kabi Kazi Nazrul Islam University, Trishal, Mymensingh, Bangladesh
Mobile: 00880712554753
Email: mehedi_08@hotmail.com

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Benazir Elahee Munni, M.A. and Sheikh Mehedi Hasan, Ph.D. Associate Professor
Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study
on Undergraduate Students of a University in Bangladesh   94

A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context

Christine Carunungan
Master of Arts in English Language Teaching
Graduate School of Human Sciences
Assumption University of Thailand
christinedcc@gmail.com

==

Abstract

This study investigates the correlation of the contribution and usage of the factors that contribute to a competent speaker of English in a business context. There are four research questions which lead to the findings that achieve the objectives. The 278 participants were selected from a multinational semi-conductor manufacturing company located in Thailand. The majority of the participants were Thai nationals who dealt with international clients and suppliers on a daily basis. Because the participants practice global communication, this study adapted Global Communicative Competence framework by Louhiala-Salminen & Kankaanranta (2011). Using mixed-methodology research design, the answers to the research questions were realized. The findings indicated that employees and employers perceived the six factors in GCC, which are 1) Business-Specific Knowledge, 2) English Competence, 3) Communication Strategies, 4) Strategic Skills, 5) Cultural Knowledge & Skills, and 6) Accommodation Skills, to contribute a competent speaker of English in business context with the Mean (M) = 4.08 for employees and M = 4.17 for employers. The findings also showed that most of the factors were often used by the employees and employers with M = 3.76 and M = 3.89 respectively. In addition, the findings indicated that, there was a significant correlation between the contribution and usage of each factor, except for English Competence. These findings show that, in this particular study, employees and employers need to possess all the factors or competencies to become globally competent speakers of English in business context.

Key Words: BELF Competence, Competent English Speaker, English as a Business Lingua Franca, English in Business Context, Global Communicative Competence

INTRODUCTION

Globalization transforms the landscape of business and has made English as a multinational linguistic power sharing tool to compete in this competitive world and becomes a lingua franca of business.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   95

To be a proficient speaker of English language is not a straightforward task to do as there are various factors that contribute to a realization of being a successful speaker of English. The question is, what is categorized as globally competent speakers of English in business context? To answer that question, this study aims to investigate employees and employers' perceptions on what it meant to be globally competent speakers which contribute to the success of various domains of business in Thailand where English is used as a common language or a lingua franca.

Moreover, as this study focuses on global business communication using English language, *Global Communicative Competence* (GCC) theoretical framework by Kankaanranta & Louhiala-Salminen (2011) was seen fit to this study. GCC consists of three layers: multicultural competence, competence in English as a Business Lingua Franca, and the communicator's business 'knowhow'. These three layers are regarded to have a big impact in communication specifically in the business world.

Therefore, Thailand must expand their focus from linguistic competence in English, which is the emphasis of most educational institutions, to communicative competence in English. By doing so, the country will be able to build a bridge that can connect English for educational purposes to English for business purposes and domains. Most importantly, it will help create business professionals that are holistically and globally communicative competent – a goal that most companies in Thailand have for their workers.

Research Objectives

The objectives of this study are:

1. to identify the level of *employees' perceived contribution* and *usage* of factors that contribute to a competent speaker of English in the business context;

1.1 to identify if there is a correlation between employees' *perceived contribution* and *usage* of factors which contribute to a competent speaker of English in the business context;

2. to identify the level of *employers' perceived contribution* and *usage* of factors that contribute to a competent speaker of English in the business context; and

2.1 to identify if there is a correlation between employers' *perceived contribution* and *usage* of factors which contribute to a competent speaker of English in the business context.

Theoretical Framework

As mentioned earlier, this study employs Kankaanranta & Louhiala-Salminen's (2011) GCC framework as it deals with communicative competence in English specifically in business context. Figure 1 shows the illustration of GCC.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a
Competent Speaker of English in a Business Context   96
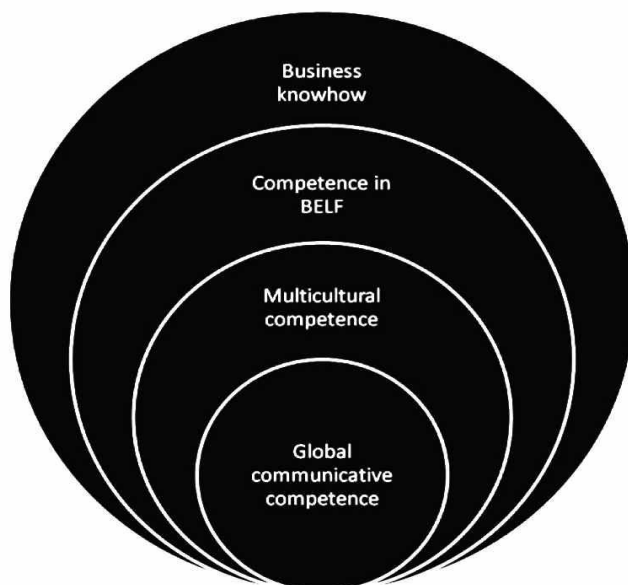
Figure 1. Global Communicative Competence (adapted from Kankaanranta & Louhiala-Salminen, 2011)

According to Kankaanranta & Louhiala-Salminen (2011), GCC is wrapped with three layers, the multicultural competence, competence in BELF, and business knowhow. Multicultural competence deals with person's knowledge and skills in managing communication in different contexts of the situation. Meaning, a person should require accommodation skills not only in terms of language but also culture. BELF competence focuses on the interpersonal aspect of language in which a person should require competence in English 'core'. This involves a person's familiarity of 'business-specific genres, communication strategies such as clarity, brevity, directness and politeness, in other words, 'creating rapport and maintaining relationship' with others (Kankaanranta & Louhiala-Salminen, 2013, p. 28). The last most important layer of GCC is the business knowhow as it filters and influences its other layers. According to Kankaanranta & Louhiala-Salminen (2013, p. 29), this layer is business-specific knowledge and combines two integral elements: the particular "domain of use" and the wider, overall goals, norms and strategies of business shared by the business community.

Conceptual Framework

The conceptual framework used in this study is adapted and adopted from Kankaanranta & Louhiala-Salminen's (2011) GCC framework to answer the research questions based on theories represented in this study.

By breaking down the competencies gathered from GCC, the conceptual framework below was created to help attain the objectives of this study.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   97

Figure 2 shows the illustrated conceptual framework of this study.

Factors that contribute to a competent speaker of English in a business context

Contribution	Correlation	Usage
Business-Specific Knowledge		Business-Specific Knowledge
English Competence		English Competence
Communication Strategies		Communication Strategies
Strategic Skills		Strategic Skills
Cultural Knowledge & Skills		Cultural Knowledge & Skills
Accommodation Skills		Accommodation Skills

Figure 2. Conceptual Framework

Definition of Terms

1. *Accommodation Skills (AS)* is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to understand others' opinions, and make them feel good.

2. *Business-Specific Knowledge (BSK)* is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' knowledge on what, who, when, and how to communicate. It is also the workers' knowledge on using technical English words with people who do understand them; explaining the technical English words to people who do not understand them; and avoiding technical English words with people who may not understand them.

3. *Communication Strategies (CS)* is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to communicate with directness, clarity, conciseness, politeness, understanding, and also maintain relationships while communicating.

4. *Competent speaker* refers to an Employee or Employer who is contextually, linguistically, and culturally competent in communicating in English for business domain.

5. *Contribution* is one of the two variables used in this study. It refers to the level of Employees and Employers' perceived contribution of the six factors on their successful communication at work.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   98

6. *Correlation* refers to the relationship of the two variables used in this study – contribution and usage of the six factors.
7. *Cultural Knowledge & Skills (CKS)* is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' knowledge and ability to consider their interlocutor's national culture, organizational culture, and role in the organization.
8. *Employees* refer to the office-level employees who are the subordinates of the Employers. They learn English language specifically for communicative purposes at work. They report to the Employers.
9. *Employers* refer to the office-level employees whose positions are supervisors, managers, and directors. They learn English language specifically for communicative purposes at work. The Employees report to them.
10. *English as a Business Lingua Franca (BELF)* refers to the shared language or code used in international business arena to get the work done.
11. *English Competence (EC)* is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to use English for different communicative purposes at work which include email writing, report writing, meeting, presentation, telephone calls, and conference calls.
12. *Factors/Constructs* refer to the six competencies that contribute to competent BELF speakers. These include Business-Specific Knowledge (BSK), English Competence (EC), Communication Strategies (CS), Strategic Skills (SS), Cultural Knowledge & Skills (CKS), and Accommodation Skills (AS).
13. *Global Communicative Competence (GCC)* refers to the theoretical framework created by Kankaanranta & Louhiala-Salminen in 2011. The framework suggests that for a person to become a globally competent communicator, s/he must possess competencies in business, BELF, and cultures. It was adapted and adopted for the construction of conceptual framework in this study.
14. *Strategic Skills (SS)* is one of the six factors that contribute to a competent speaker of English in a business context. It refers to the workers' ability to ask for clarifications and questions, repeat utterances, and paraphrase.
15. *The Company* refers to the multinational semi-conductor manufacturing company in Thailand where the research has been conducted.
16. *Usage* is one of the two variables used in this study. It refers to Employees and Employers' actual usage of the six factors on their communication at work.
17. *Workers* refer to all Employees and Employers who use English for their work on a daily basis at The Company.

Significance of the Study

This study is of great significance in the field of business and English Language Teaching (ELT) based on these different points.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   99

The findings will be able to provide important insights from both the employees and employers' perspectives that can help English language teachers, especially those who teach in business organizations to adjust their teaching and learning materials to be aligned to the companies' policy and goals in terms of workers' needs using the GCC framework. Through GCC, teachers' will be able to understand which skills the workers need. This includes the cultural aspect, linguistics, as well as, their business knowhow.

It will also help learners understand the concept of GCC which will enable them to become aware that context is the most important foundation on perception specifically if BELF is taught in companies, for example, how to act accordingly, in certain task or situation.

Developers of teaching materials for business context will gain better knowledge on how to produce materials intended for workers who are trying to develop their English language competence at work.

Moreover, companies will understand that GCC, and not just the linguistic side of English, can help them gain a competitive advantage in international trade.

LITERATURE REVIEW

The influence and importance of English in the world have increased in a great speed and influences how business markets are being shaped over the last 20 years. Globalization pushes people especially in the business world to communicate with someone with different cultural and linguistic backgrounds in a common language which is English (Hendriks, Meurs, & De Groot, 2015; Seidlhofer, Breiteneder, & Pitzl, 2006). In the context of Thailand, this means that they have to use English as a lingua franca or their common language. Thailand is a country where English is a foreign language and for years the speakers of English have grown rapidly. Due to the country's economic growth, Thailand's multinational companies have grown rapidly which means great competitions to Thai local companies.

To be conversant, a person should possess certain knowledge of the English language. However, language alone is not enough especially if a person is dealing with speakers who come from different parts of the world with different cultural and linguistic backgrounds. Knowing how to speak a language does not mean a person is a competent speaker. Problem could arise as comprehensibility is depending on interlocutors' know-how to communicate. The implication is that, to be a competent speaker of English, a speaker should have cultural knowledge, linguistic knowledge, and discourse knowledge.

English language, although just one, can vary in forms, grammar, accents, and pronunciations depending on the user. Most of the time, it is localized and therefore could reflect one's identity. English as a lingua franca or ELF is the language most commonly used by people whose mother tongues are not English when they discourse with each other in any

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   100

contexts, and English as a business lingua franca or BELF is the language most commonly used in business contexts.

One might predict that when people from diverse linguacultural backgrounds use English as Lingua Franca to communicate, there would be difficulties in communication. However, most empirical studies have shown that ELF communication is less problematic than expected (Kaur, 2009; Mauranen, 2006; Pitzl 2005) as speakers cooperate and use various strategies that ensure communicative success (Cogo, 2009; 2010). This shows that successful communication in English is no longer just about being able to use "correct" or "accurate" English, but more on having the capability to adjust oneself in order to understand other interlocutors despite the differences in "their" English.

English as a Business Lingua Franca (BELF)
BELF competence can be considered an essential component of business knowledge required in today's global business environment (Kankaanranta & Planken, 2010). BELF is "a 'neutral' and shared communication code for the function of conducting business" (Louhiala-Salminen et al., 2005, Bargiela-Chiappini et al., 2013). It is shared in the sense that it is used for conducting business within the global community whose members are BELF users and communicators in their own right – not non-native speakers or learners (Grygiel, 2015).

The concept of BELF, which originally stood for "Business English as Lingua Franca" was later used as the abbreviation to refer to "English as Business Lingua Franca" in the research made by Kankaanranta and Louhiala-Salminen (2013). With that change, they wanted to emphasize the "B" or "Business" as the domain of use rather than the type of English. BELF entails the professional domain of internationally operating companies and the people representing various "cultural identities" (Jameson, 2007) who constitute that domain, which can be characterized by its goal-oriented (inter)actions. This distinguishes it from ELF, General English, and Business English.

Similar to ELF, BELF speakers do not focus on grammatical correctness. BELF speakers give more importance on the genre knowledge of their own specific field of expertise, involving a shared understanding of what, why, how and when to communicate in business contexts (Kankaanranta & Louhiala-Salminen, 2013).

Furthermore, BELF is also culture-neutral just like ELF because its speakers do not share a particular cultural background (Meierkord, 2002). However, Kankaanranta (2009) argues that BELF communication is always intercultural: BELF speakers share the 'B', i.e. the context and culture of business, the 'E', i.e. English and its discourse practices, but are separated by their personal cultural background, their discourse practices, and hidden, implicit rules of communication.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   101

Culture and Intercultural Communication

According to Hall (1976), culture has elements which can be categorized into two: surface/conscious (food, language, festivals) and deep/unconscious (beliefs, values, perceptions). These elements influence our actions, behaviors, and the way we interact with each other.

Culture is often considered the core concept in intercultural communication (Gudykunst, 2002). Language is embedded in culture; thus, culture influences communication and vice versa. When people from different cultural backgrounds communicate with one another, such as in a multi-national company where BELF is used, it can be said that intercultural communication exists in their discourse.

Intercultural Communicative Competence

According to Hymes (1972), in addition to the linguistic competence, the language user has another intuitive system in which the rules of grammar would be useless. This means the language user can adjust his or her language use based on the factors such as the topic, situation and human relations. Based on this, he also proposed the concept of "communicative competence" which includes both linguistic competence and implicit and explicit knowledge, both the rules of grammar and contextual or sociolinguistic knowledge of the rules of language use in contexts (Mede, 2015). As Mede (2015) simply put it, Hymes' communicative competence involves the following: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs.

Linguistic Competence, often interchangeable with grammatical competence, is the ability to combine grammatical forms (such as phonological forms, morphological forms, syntactic patterns, lexical items) to form grammatical sentences (Canale & Swain, 1980).

According to van Ek (1986), it is the ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned and bear their conventional meaning… that meaning which native speakers would normally attach to an utterance when used in isolation.

Sociolinguistic Competence is the knowledge of the rules of language use. van Ek (1986) defined it as the awareness of ways in which the choice of language forms; that it is determined by such conditions as setting, relationship between communication partners, communicative invention, and so on; and it covers the relationship between linguistic signals and their contextual – or situational – meaning.

Discourse Competence is the ability to use appropriate strategies in the construction and interpretation of texts (van Ek, 1986).

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   102

Intercultural Competence and *Intercultural Communicative Competence (ICC)* differ from each other. According to Byram (1997), the first refers to people's ability to interact in their own language with the people from another country and culture, while ICC takes into account language teaching and focuses on the ability to interact with people from another country and culture in a foreign language. In Byram's (1997) view, a person who has developed ICC is able to build relationships while speaking in the foreign language; communicates effectively, taking into consideration his own and the other person's viewpoint and needs; mediates interactions between people of different backgrounds, and strives to continue developing communicative skills.

In 2009, Byram also said that intercultural competence means knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. Intercultural Communicative Competence is composed of two closely related areas including communicative competence, and intercultural competence (Byram 2009, p. 323, cited in Waliński, 2012).

As mentioned above, the communicative competence consists of linguistic competence, sociolinguistic competence, and discourse competence. Intercultural competence consists of three components (knowledge, skills and attitudes) and is supplemented by five values: (1) intercultural attitudes, (2) knowledge, (3) skills of interpreting and relating, (4) skills of discovery and interaction, and (5) critical cultural awareness (Byram et al. 2002, pp. 11-13, cited in Waliński, 2012). These five major intercultural competences are strongly interrelated (Waliński, 2012).

Therefore, it strongly suggests that culture influences the way a person discourses. This makes culture important for companies to consider especially when communicating with people from other countries.

Global Communicative Competence
Louhiala-Salminen & Kankaanranta (2011) conducted a research discussing communicative competence. They suggested that globalization and new technology in workplace has resulted in the needs of understanding communicative competence in global encounters. Complexity of interaction increased due to new technologies in communication, emergence of new types of business structures, and arrival of societal megatrends. Hence, global professional communication requires a new type of communicative competence.

A few studies had been conducted in that period in response to the current trends. Melton (2009) conducted a research focused on rapport in global encounters and concluded by highlighting the role of intercultural relationship. Ulijn, Lincke & Karakaya (2001) also investigated the impact of non-face-to-face media on intercultural negotiations. They indicated the possibility of involvement building via email with efforts from the communicators.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context 103

However, Louhiala-Salminen & Kankaanranta (2011) noticed that one element was overlooked – the language used in global business of which role and nature were not addressed, questioned or problemized. According to them, this language could no longer be perceived as a 'foreign' language as it is used as a shared resource between nonnative speakers (NNSs); therefore, the language largely used for professional communication in global business is the English of NNSs, English Lingua Franca (ELF), whose role in (global) communicative competence has hardly been researched. With this realization, they conducted a research with European samples and created a framework called the *Global Communicative Competence (GCC)* as shown below.
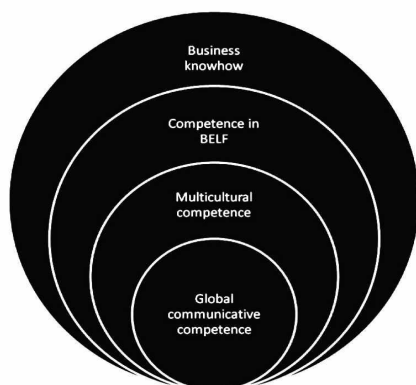
Figure 3. Global Communicative Competence by Kankaanranta & Louhiala-Salminen (2011)

The model represents their view of the elements required for GCC – or the successful communication in the global business context.

According to Louhiala-Salminen & Kankaanranta (2011), the inner most layer of the model is GCC of a business professional but for it to exist, the outer layers from inside out of 1) multicultural competence, 2) BELF competence, and 3) business know-how are necessary. Louhiala-Salminen & Kankaanranta's explanation of each layer is below.

Multicultural Competence can only be achieved by a business professional who possesses adequate sociolinguistic and discourse competence. Simply put, they must be sensitive to "different ways of doing things" and includes such issues as listening skills, accommodation skills, and understanding different accents and varieties of language. As Canagarajah (2007) argues, variation is at the heart of the lingua franca system, and variation is primary for communicators at a particular situation to understand each other and proceed with the communication using their own "situated" variants. Hence, the awareness of one's nation, corporate, and professional cultures is basis to acquire this sensitivity. Meierkord (2002) also explained, the "linguistic masala" is created by the heterogeneity of ELF users and is shown as highly dynamic "communicative hybridity", which means that the speakers incorporate their own cultural norms and linguistic backgrounds as well as the situation-specific requirements into a mixture that works for them, in particular situation. This will allow them to have flexibility and tolerance needed for GCC to succeed.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   104

BELF Competence seems to be dissimilar to the natural language used by native speakers. The use of English as a lingua franca allows users to implement "core" English language in specific situation. BELF, at the same time, is highly specialized, filled with shared terms and concepts to adapt to the forms and norms of the language required in each business situation. This does not necessarily mean that BELF is more complex, on the contrary they can be simple basic English filled with language errors.

BELF competence also includes the element of strategic competence—being aware of the need to explicate and ascertain messages. Successful BELF communicators ask questions, repeat utterances and use more than one channel to achieve shared understanding.

The third and outermost layer of the model is *Business Know-How* or the field-specific professional competence. For example, a man who works in Engineering Department must have the competence required to perform well in his specific business profession. His tasks may involve frequent communication with customers of different nationalities. In order to perform well, he must incorporate his English competence with his technical skills or know-how in business. Therefore, business know-how is the fundamental concept for GCC. Knowing what, who, when, and how to use technical words in English are vital for the success of global communication (Andersen & Rasmussen, 2004; Barner-Rasmussen & Aarnio, 2011). This knowledge is important for both written and oral forms of communication, such as email, letters, phone calls, meetings, presentations, and other means of communication and conventions where businesses are conducted (Harzing & Pudelko, 2013) as a person's performance evaluation can be influenced by his/her ability to deal with or handle his/her task using English (Ahmad, 2016).

Without this layer, GCC cannot be achieved by the speaker who wishes to thrive in business communication.

RESEARCH METHODOLOGY
The research was conducted at a multinational semi-conductor manufacturing company located in many countries such as China, America, and Thailand. It is an independent provider of assembly and test services for semiconductor chips with various end-uses including in-communication devices (such as smartphones and Wi-Fi), automatic devices, security devices, and devices for industrial and medical applications. It has been operating in Thailand for more than 40 years and has around 6,000 local employees.

Since it is a multinational company which deals with the global market, it gives importance to the development of English language communication proficiency of its workers. The workers use English for their daily work activities such as having conference calls, telephone calls, meetings, and presentations; writing emails and reports; and communicating with their colleagues, customers, suppliers, and vendors from all over the world. Therefore,

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   105

The Company hires in-house English language teachers to help their workers become more proficient at English communication.

Population

The size of population (N) was based on the employee roster obtained from the Human Resource Department of The Company. Although The Company employs around 6,000 workers in Thailand alone, only the workers who need to use English for their work were counted as part of the population.

The population matching the criteria of the research consists of around 500 employees and 300 employers. They use English to communicate with their suppliers, vendors, customers, colleagues and bosses with different nationalities on a daily basis. Most of them work in the office and belong to 17 different departments: Automation, Business Development, Customer Engineering, Customer Service, Engineering, Facilities, Finance, General Management, Human Resource, Industrial Engineering, Information Technology, Operations, Production Control, Quality Assurance, Research Development, Supply Chain, and Test.

Sampling Techniques

Nonprobability Convenience Sampling was applied in this study. Using the method to determine the sample size (n) from a given population designed by Krejcie & Morgan (1970), 260 participants were sufficient enough to represent the population size of 800.

Research Design

This study utilized the Explanatory Design. To follow the sequence of this design, a quantitative research was done first in order to find out the answers for the research questions. These questions were followed by a qualitative research to get in-depth information.

Figure 4 presents the visual diagram of the Explanatory Design procedures in this study.

QUAN	QUAN	Qual	Connect	Interpret
RQ 1, 1.1, 2, and 2.1 Survey (n = 278)	Analyze quantitative data collected	Structured Interviews (3% of n)	Quantitative and qualitative	Interpret QUAN and Qual results
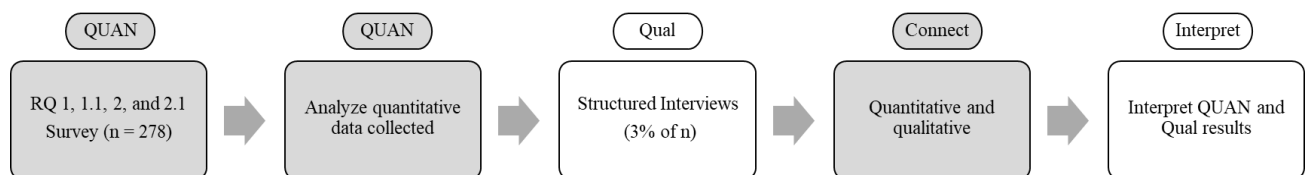
Figure 4. Explanatory Design Procedures

Instruments for Data Collection

The instrument used for quantitative research was the online survey. The structured interviews were conducted for the qualitative part to further investigate the findings presented in quantitative section. The quantitative research was conducted first to gather the level of samples' perceived contribution and usage of factors and their correlations presented in

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   106

conceptual framework. Qualitative research in the form of interview was conducted after initial data analysis of the questionnaire.

Data Collection
The methods for data collection were based on what would answer the research questions using the maximum sources available to the researcher.

To gather the quantitative and qualitative data, the following steps were taken.

Step 1. A questionnaire from a study made by Louhiala-Salminen & Kankaanranta (2011) was adopted and adapted in this research's online questionnaire as it is highly relevant to this research.

Step 2. Three experts were asked to check the validity of the questionnaire through IOC – two experts were from the field of English Language Teaching (ELT) and one expert from Master of Business Administration (MBA).

Step 3. After the questionnaire had been verified to be valid, a few minor improvements had been made based on the feedback given by the three experts.

Step 4. The questionnaire was translated to Thai language by a highly qualified English-Thai-English translator who graduated with a Bachelor's Degree in Business Administration from an international university, and has experiences in teaching English language at an international university, and doing market research.

Step 5. When the questionnaire was translated, three more Thai nationals who are educated and fluent in Thai and English languages were asked to check the correctness of the translation. Two of them hold Master's degree taught in English curriculum and were also previous lecturers of English language in English centers; while the other has studied in international schools.

Step 6. After getting feedback from the Thai evaluators, the questionnaire was edited and finalized.

Step 7. The Company was contacted and asked for a consent to be a part of this study through a presentation and a Letter of Consent.

Step 8. When the request had been approved, a pilot test was launched by asking 32 members of the population to answer the questionnaire online so as to check its reliability.

Step 9. The data from the pilot test were analyzed, and the reliability result from Cronbach's alpha for 12 categories of questions was more than 0.70 which means the questionnaire is valid and reliable.

Step 10. After the questionnaire had been proven valid and reliable, small pamphlets with information on how to access the online questionnaire were distributed to around 650 members of the population in order to collect as many data as possible. They were asked to complete the questionnaire within two weeks.

Step 11. Since 260 participants were needed in order to represent the population size of 800 according to Krejcie & Morgan (1970), the data collection was ended after receiving answers from 290 members of the population. However, only 278

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   107

were qualified as the sample after failing the screening question in the questionnaire. Therefore, the final sample size is 278.

Step 12. The quantitative data collected from the 278 respondents were analyzed using the computer statistics program.

Step 13. From the quantitative results, 10 questions were formed for the collection of qualitative data using structured interview.

Step 14. From 278 participants, 20 of them (10 employees and 10 employers) were contacted and asked to be interviewed one-on-one and face-to-face. However, only 9 participants (4 employees and 5 employers) could accommodate the interview.

Step 15. All of the interviewees were asked the 10 questions that were prepared by the researcher. Some of them were also asked other questions that were not included in the pre-prepared questions as follow-up questions to gather more information and clarifications from each interviewee. All of the interviews were conducted in English and also recorded.

Step 16. The interviews were transcribed, analyzed using thematic analysis, and were used to support the quantitative results.

By following the 16 steps above, the level of employees and employers' perceived contribution and usage of factors that to contribute to a competent speaker of English were realized in a valid and reliable way.

Data Analysis

The quantitative data collected were analyzed using a computer statistics program. Statistical analysis was used in this study using Mean, Standard Deviation, Frequency, and Correlation.

Both the mean and standard deviation in this study were used to determine the level of the two variables: respondents' perceived contribution and usage of factors that contribute to a competent speaker of English in the business context. They were calculated by following the two steps. The first step was to get the average score each respondent gave to the contribution and usage of each factor using frequency. The second step was to use all of the average scores to determine the mean and standard deviation for each variable and factor.

Frequency was used to analyze the number of times the particular answers or choices in closed-ended questions were chosen by the respondents. In this study, the frequency is shown in terms of percentage.

Moreover, Correlation was used to determine the degree to which the scores on two variables co-relate. These variables are 1) employees and employers' perceived contribution of the factors to their successful communication at work, and 2) employees and employers' usage of factors at work.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   108

FINDINGS AND DISCUSSION

In what follows, the findings of employees and employers' perceptions on the contribution and usage of factors are combined, together with the correlations. The table below shows the findings for research questions 1, 1.1, 2, and 2.2 in terms of mean, standard deviation, and Pearson correlation. Table 1 below shows the combined results for all of the research questions.

Table 1. Combined Results for Research Questions 1, 1.1, 2, and 2.1

Factors that contribute to a competent speaker of English in the business context	Contribution of Factors				Usage of Factors				Correlation between Contribution & Usage of Factors	
	Employees		Employers		Employees		Employers		Pearson Correlation	
	M	SD	M	SD	M	SD	M	SD	Employees	Employers
Business-Specific Knowledge	4.48	0.498	4.66	0.566	4.09	0.533	4.09	0.587	0.394	0.52
English Competence	3.9	0.677	3.98	0.65	3.39	0.837	3.95	0.714	No correlation	No correlation
Communication Strategies	4.25	0.481	4.32	0.493	3.89	0.587	4.05	0.531	0.465	0.608
Strategic Skills	3.87	0.442	3.96	0.527	3.7	0.595	3.8	0.613	0.462	0.473
Cultural Knowledge & Skills	3.95	0.544	4.02	0.628	3.57	0.73	3.56	0.862	0.494	0.555
Accommodation Skills	4.05	0.505	4.1	0.537	3.93	0.704	3.92	0.618	0.666	0.7
Average	**4.08**	**0.524**	**4.17**	**0.567**	**3.76**	**0.664**	**3.89**	**0.654**	**0.496**	**0.571**
	Remarks: *1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree*				*Remarks:* *1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always*				*Remarks:* *+1 = Perfect positive correlation, Near +1 = Strong positive correlation, 0 = No correlation, -1 = Perfect negative correlation, Near -1 = Strong negative correlation*	

In this research, the perceptions of 278 workers of The Company on factors that contribute to a competent speaker of English in business context were thoroughly investigated. The factors, which were based on GCC framework, include Business-Specific Knowledge, English Competence, Communication Strategies, Strategic Skills, Cultural Knowledge & Skills, and Accommodation Skills. There are different elements in each factor which help create a globally competent BELF speaker. The findings on the workers' perceptions are concluded and separated based on each factor.

Business-Specific Knowledge. The elements under Business-Specific Knowledge include knowing what, who, when, and how to communicate given the situation. According to the findings, employees and employers perceived that having such knowledge contributes to a competent speaker of English at work. These findings are similar to the result of the research Kankaanranta & Louhiala-Salminen (2011) in which they found out that the significance of communication has been acknowledged as important in business activities in general and is also fundamental in international encounter as business environment gets more and more complex due to globalization.

It was also found out that employees and employers use technical English words with people who understand them but avoid or explain them with people who do not understand them. As Louhiala-Salminen & Kankaanranta (2011) affirmed, the shared vocabulary of the specific field—and the shared genres and genre knowledge which such vocabulary implies (Berkenkotter & Huckin, 1995) were perceived as essential for doing work. This is perhaps the reason why the findings show that there is a positive correlation between employees and

===

Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context 109

employers' usage of Business-Specific Knowledge and their perceived contribution of BSK in their successful communication at work.

English Competence. This competence means having a wide vocabulary in English and knowing the English vocabulary of their business area very well; using grammar correctly; understanding what other people say and write in English very well; and speaking and writing in English very well in various tasks at work such as writing email, presenting, and making telephone calls. Most of the employees and employers believe that having this competence is required for their work as it helps them to successfully complete their tasks in which they need to use English language. Furthermore, the respondents indicated that they use English the most in email, report, and presentation. This shows that English is more widely used on writing rather than speaking.

In addition, the findings show that employers use English Competence at work more often than employees do which could be explained by the nature of their work as well as their position. Perhaps the higher the position is, the more frequent the worker has to communicate with customers from other countries using English language.

Despite its contribution to successful communication and completion of workers' tasks, it was found out that it does not directly lead to promotions or attainment of rewards and/or recognitions as there is no correlation found between the workers' perceived contribution and usage of English competence. This implies that The Company might consider other factors and professional aspects, and require the workers' skill sets before they give them rewards and promotions.

Communication Strategies. These strategies include directness, clarity, conciseness, politeness, understanding, and maintaining rapport. This study found out that in the employees and employers' perceptions, directness, clarity, conciseness, politeness, understanding, and maintaining rapport have significant positive contribution to their success at work. Also, most of them frequently use the strategies in their communication at work.

When tested, a strong positive correlation between their perceived contribution and usage of Communication Strategies came up. This shows that both groups of the respondents' use CS more often because it makes their communication at work successful.

Strategic Skills. This set of skills consists of the ability to ask for clarifications, ask questions, repeat utterances, and paraphrase. Both groups of respondents believe that they are important as they contribute to their work. However, the majority thinks that asking for clarification is the most important strategic skill to understand others.

There are also some respondents from both groups who claimed that they use different strategies based on the situation. There are occasions when employees and employers do not

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   110

apply them and they find the right time, place, person, and element that will be appropriate to use the skills.

These results support the statement that Louhiala-Salminen & Kankaanranta (2011) research where they mentioned that effectiveness of communication is related to appropriateness to suitability for situation and social rules. Furthermore, to be communicatively competent, a person must be able to communicate messages appropriately in a given context of interaction (Spitzberg & Cupach, 1984).

Moreover, a positive correlation was found between the respondents' perceived contribution and usage of Strategic Skills at work.

Cultural Knowledge & Skills. These skills include knowing and considering the national culture, organizational culture, and role in the organization of the person. These skills are often, but not always perceived important in communicating with someone at work. Hence, the findings show that only half of the employees and one-third of the employers 'Often' use them. More than one-third of both groups use them only 'Sometimes'.

Moreover, knowing the person's role in the organization was shown to be 'Often' used by most workers. This could be because they believe that being aware of the person's role could give them the idea on how to approach him/her, and they would be able to adjust themselves accordingly.

It also revealed that the workers' believe there is a positive correlation between their usage and contribution of CKS to being a competent speaker of English. They believe that the more they use the skills, the more their communication become successful.

Accommodation Skills. This last set of skills comprises the ability to understand other's opinion and ability to make the person feel good. Perhaps expected, the majority of the employees and employers agree that when they communicate at work, they try to understand someone's opinion and make him/her feel good. They also give importance to understanding someone's opinion more than making him/her feel good. This could be because understanding someone's opinion means getting their work done faster, therefore making him/her feel good is given less priority. This result is similar to Louhiala-Salminen & Kankaanranta (2011) research result where they found out that factual business needs were considered more important than the interactional needs of creating rapport and a positive atmosphere.

In addition, when the workers' usage of AS was tested against their contribution to work, it was found out that there is a strong positive correlation. Therefore, the more they use AS, the more successful they become at communication.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   111

CONCLUSION

With the investigation and thorough analysis done in this research, it is apparent that the competencies in Kankaanranta & Louhiala-Salminen's (2011) Global Communicative Competence framework proved to be applicable, beneficial, and important in this business environment setting, with The Company, and perhaps other multinational semi-conductor manufacturing companies in Thailand.

Pedagogical Implications of the Study

Based on the result of this research, GCC should be taken into consideration when teaching English language classes in companies. Corporate English language teachers should be aware of the related issues and factors that can help learners become a globally competent English speaker. This means giving the learners knowledge and awareness of the communication strategies, culture, accommodation skills, and so on, not only focusing on the linguistic elements such as vocabulary and grammar.

Institutions such as schools and universities could perhaps use the findings of this research in training English language teachers to give importance on teaching the factors indicated in this research so they may relay this knowledge to their own students who are about to enter a professional setting.

When companies hire English language teachers to teach their workers, they must realize that the depth of a competent English speaker goes beyond English competence, that other skills must also be integrated in trainings to produce well-rounded communicators.

Limitations of the Study

Although the sample size of this study was sufficient enough compared to its population, the results could have been more strengthened and more reliable and valid if bigger sample size participated in both quantitative and qualitative research parts.

The setting of the study was also limited in terms of context. The setting is limited to The Company which belongs in electronics industry. Therefore, the results of the study may be applicable and useful for companies with similar settings and within the same industry. Other companies in different industries may find the study less beneficial for them.

Recommendations for Further Study

It is recommended to further investigate the topic with larger number of samples. The larger the samples, the more the results can be generalized and become more applicable to larger scopes.

It is also recommended to test the framework in other contexts or companies in another industry to see whether it would yield the same or different results. It would give all the stakeholders such as the teachers, the learners, institutions, and business sectors better

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   112

knowledge and ideas on how to make Thai workforce more globally competent English speakers.

===

REFERENCES

Andersen, H., & Rasmussen, E. (2004). The role of language skills in corporate communication. *Paper for the Nordic Workshop on Interorganisational Research, 12.*

Bargiela-Chiappini, F., Nickerson, C., & Planken, B. (2007). *Business Discourse*. New York: Palgrave Macmillan.

Barner-Rasmussen, W., & Aarnio, C. (2011). Shifting the faultless of language: A quantitative functional-level exploration of language use on MNC subsidiaries. *Journal of World Business, 46*(3), 288-295.

Berkenkotter, C., & Huckin, T.N. (1995). *Genre Knowledge in Disciplinary Communication: Cognition, Culture, Power.* New Jersey: Lawrence Erlbaum Associates.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence.* Clevendon: Multilingual Matters.

Canagarajah, A. S. (2007). Lingua Franca English, multilingual communities and language acquisition. *The Modern Language Journal, 91,* 923-939.

Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics, 1*(1), 27-31.

Cogo, A. (2009). Accommodating difference in ELF conversations: A study of pragmatic strategies. *In A. Mauranen & E. Ranta (eds.),* 254-273.

Grygiel, M. (2015). Business English from a linguistic perspective. *English for Specific Purposes World, 16.*

Gudykunst, W. (2002). *Handbook of International and Intercultural Communication*. SAGE Publications.

Hall, E. T. (1976). *Beyond culture.* New York: Anchor.

Harzing A., & Pudelko M. (2013). Language competencies, policies and practices in multinational corporations: A comprehensive review and comparison of Anglophone, Asian, Continental European and Nordic MNCs. *Journal of World Business, 48(1),* 87-97.

Hendriks, B., Meurs, F., & de Groot, E. (2015). The effects of degrees of Dutch accentedness in ELF and in French, German and Spanish: A non-native accent in ELF and the listeners' L1. *International Journal of Applied Linguistics, 27.*

Hymes, D. (1972). On communicative competence. *In J.B. Pride and J. Holmes, eds. Sociolinguistics.* Harmondsworth, England: Penguin Books.

Jameson, D. A. (2007). Reconceptualizing cultural identity and its role in intercultural business communication. *Journal of Business Communication, 44,* 199-235.

Kankaanranta, A., & Planken, B. (2010). BELF competence as business knowledge of internationally operating business professionals. *Journal of Business Communication Communication, Special issue of Language Matters, Part 2, 47*(4), 380-407.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   113

Kaur, J. (2009). Pre-empting problems of understanding in English as a lingua franca. *In A. Mauranen & E. Ranta (eds.),* 107–123.

Krejcie, R., & Morgan, D. (1970). Determining Sample Size of Research Activities. *Educational and Psychological Measurements, 30,* 607-610.

Louhiala-Salminen, L., & Kankaanranta, A. (2011). Professional Communication in a Global Business Context: The Notion of Global Communicative Competence. *IEEE Transactions on Professional Communication, Special issue on Professional Communication in Global Contexts, 54*(3), 244-262.

Louhiala-Salminen, L., & Kankaanranta, A. (2013). What language does global business speak? – The concept and development of BELF. *Iberica, 26*(3), 17-34.

Mauranen, A. (2006). Signaling and preventing misunderstanding in ELF communication. *International Journal of the Sociology of Language, 177,* 123-150.

Mede, E., & Dikilitaş, K. (2015). Teaching and Learning Sociolinguistic Competence: Teachers' Critical Perceptions. *Participatory Educational Research (PER), 2*(3), 14-31.

Meierkord, C. (2002). 'Language stripped bare' or 'linguistic masala'? Culture in lingua franca conversation. *In K. Knapp & C. Meierkord (eds.),* 109-133.

Melton, J. (2009). Going global: A case study of rhetorical invention, packaging, delivery,and feedback collection. *IEEE Transactions on Professional Communication, 52*(3), 229-242.

Pitzl, M-L. (2005). Non-understanding in English as a lingua franca: Examples from a business context. *Vienna English Working Papers, 14*(2), 50-71.

Seidlhofer, B., Breiteneder, A., & Pitzl, M-L. (2006). English as a lingua franca in Europe: challenges for Applied Linguistics. *Annual Review of Applied Linguistics, 26.*

Spitzberg, B., & Cupach, W. (1984). *Interpersonal Communication Competence*. Beverly Hills, California: Sage.

Ulijn, J. M., Lincke, A., & Karakaya, Y. (2001). Non-face-to-face international business negotiation: How is national culture reflected in this medium. *Transactions on Professional Communication, 44*(2), 126-137.

van Ek, J. (1986). *Objectives for Foreign Language Learning*. Strasbourg: Council of Europe.

Waliński, J. T. (2012). Enhancing intercultural communicative competence in an online collaborative assessment environment: CEFcult project. *In P. Lang, & P. Pęzik (Ed.), Corpus Data across Languages and Disciplines,* 55-65.
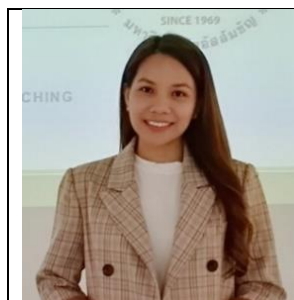
===

	Christine Carunungan **Master of Arts in English Language Teaching** **Graduate School of Human Sciences** **Assumption University of Thailand** **christinedcc@gmail.com**

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   114

ACKNOWLEDGEMENTS

To God be the Glory and Honor. Thank You for blessing and enabling us, always.

To my wonderful and strategic thesis advisor, Dr. Marilyn Deocampo, thank you for your patience, input, and tremendous help in completing this study. You were so enjoyable and easy to work with. I will miss our Thesis meetings mixed with "kwentuhan" and laughter.

To my brilliant thesis examiners Assoc. Prof. Dr. Suwattana Eamoraphan, Dr. Maria Socorro Fernando, Asst. Prof. Dr. Passapong Sripicharn, and Dr. Marilyn Deocampo, thank you for your time and valuable feedback. The thesis defense was one of my most favorite moments in my thesis journey and overall Master Degree life.

To my highly knowledgeable and caring teachers Prof. Joseph Foley, Dr. Marilyn Deocampo, Dr. Rajeev Ramnath, and Dr. Stephen Conlon, thank you for the eye-opening lessons. The knowledge you gave influences the way I teach and view life in general.

To my amazing and loving parents, Neil and Dorie. Thank you for your irreplaceable love, generosity, and endless support. You are my heroes, and the reason and inspiration for all of my triumphs. I love you, and will forever be grateful to you, and for you.

To the admirable Varin Dejgambhir, your love and confidence in me gives me strength, courage, and joy. Thank you for staying with me, sharing everything with me, and for contributing so much in the process of completing this study. This accomplishment is not just mine. It is ours.

To my siblings Kim and JC, and my whole family, your presence is a gift. Thank you.

To the company and all the people who participated and contributed in this study, thank you.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Christine Carunungan
A Correlation Study of the Contribution and Usage of the Factors That Contribute To a Competent Speaker of English in a Business Context   115

Role and Responsibilities of English Teachers in the Present-day Indian Context

Dr. C. Raghavendra, Assistant Professor, Dept. of English, GITAM Deemed to be University crreddyenglish@gmail.com (9494295295)

Dr. Ch. Swathi, Assistant Professor, Dept. of English, GITAM Deemed to be University Swathirishva6@gmail.com (8247640512)
_____

Abstract

Education is what shapes a life and a teacher's role as a 'Motivator' and 'Facilitator' is the key to effective learning at any level of education. It would not be an exaggeration if it is stated that the onus of imparting life skills lies on English teachers. English Language teachers have a major role to play in a developing nation like India as the nature of our official language is functional and is used in everyday situations. As facilitators, language teachers realise that effective learning of language skills is crucial for professional success. As Motivators, they understand that English literature can be applied to enhance the qualities of independence, autonomy and creativity nurtured in an accepted and mindful approach. In this context this paper discusses the actual role of English teachers in India, both language and literature.

Keywords: English language, literature, learner motivation, learning environment, facilitator, language skills.

In any country, in any age, irrespective of the local and international influential factors, the strength of a nation solely depends, undoubtedly, on the quality of education and the education system of that nation. For the advancement of a nation education is breath and a teacher, who is of paramount importance in education system, is oxygen. It is truly believed that if the standards of education are not good the lives of the people will not be good and the nation will not be strong. Despite swift increase (acceleration) in the use of technological devices in the process of learning, teachers play an ever significant role. In the era of globalisation, English has overcome the position of a mere language and has become one of the essential life skills. In India, it is a well known fact worldwide, a teacher's place is sacred, and it is next only to parents. Because of several reasons, in the 21st century, drastic changes have happened in the attitude of the learners. Despite these changes, still, teachers are being respected as primary source of learning. Teacher is a teacher whatever subject he teaches and wherever he works. But English teachers have a more crucial and more responsible role to play in shaping the lives and careers of the students specifically, in developing countries like India. To make this developing country a developed nation, English is also a basic asset. So, English teachers have an unavoidable role in nation building. The role of English

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Raghavendra and Dr. Ch. Swathi
Role and Responsibilities of English Teachers in the Present-day Indian Context   116

teachers can be viewed in two ways. One is teaching English language communication and another one teaching English literature.

Rapid changes have occurred in the users and in the ways of use of English in the past three decades. It has been estimated that more than two billion people speak English across the world (Graddol, 2006; Ur,2009), and many of them are non-native speakers of English. As people use this language for various purposes, it is gaining importance in every area today. Considering the number of languages and variation of dialects in our country, India, English is the connecting strand. In the globalised world, the purposes of English language are many - to get a job, to access information from the Internet, to communicate with their English-speaking friends of other states and other nations, to build up relationship with others etc. Majority of these people's objective is not to acquire native-like proficiency in English, but to know enough English to meet their communicative needs.

The language teachers need to learn and do a lot of things because theirs is a vital role in the global context. The kinds of responsibilities should be very clear in promoting and practicing methods and approaches to teaching English. Before teaching, the English teachers, as they are not native speakers, need to be willing to learn and possess (gain) proficiency of (in) English. In addition, and perhaps more notably, they need to develop a positive attitude towards teaching. Many applied linguists have made great endeavours and have given various models of teaching English language (McKay, 2002; Sharifian, 2009). It is thought that in reality, at the ground level, many teachers are less eager and enthusiastic to embrace such useful models.

It is quite a common sight in many educational institutes that two English teachers communicate in their mother tongue and they explain the importance and need of environment in specific language learning in the classroom. So, unquestionably teachers have to start the essential change. It is apt to cite Jenkins'(2007), Llurda (2009: 126), "... language teachers in general, and NNESTs [Non-native English Speaking Teachers] in particular, hold attitudes towards EIL [English as International Language] that are far from being enthusiastic."Good English language teachers are expected to retain language teaching principles apart from general educational ethics. Scarcity of well-versed teachers and lack of adequate aids are the problems in teaching English language. So that the teaching of English for the beginners as well as for the advanced learners has been a challenge especially in the four skills of language – Listening, Speaking, Reading and Writing.

Proper training of teachers is of great significance in improving the quality of English education. The language Teacher is a provider of language input, an ambassador of that language related culture, promoter of multiculturalism, facsimile of the native-speaker variety of English, user of language teaching methodologies such as communicative language teaching, enthusiast of other varieties of English, critical user of course books. All these roles should be accustomed to the changing status of English as a global language.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Raghavendra and Dr. Ch. Swathi
Role and Responsibilities of English Teachers in the Present-day Indian Context   117

One of the most accountable roles is providing Facilitation. It comprises enabling learners by giving them more inventiveness and responsibility. However, though this sounds well in principle, in practice, especially, in the larger Indian context, it is quite difficult to play this groundbreaking role of the facilitator as the system is strictly syllabus and marks oriented.

When an English language teacher's role is successful, the learner can build relationship with the people of other countries and of others states in the country as people of different states speak different languages. Even though Hindi is the official language there are people (including those whose mother tongue is Hindi) who do not like using it and they use English to communicate with others. When the teacher is successful learners can also get jobs, can prosper in their career, business and personal life. They also can understand the developments occurring in different fields like science, technology, trade, national and international relationships, manufacturing, etc. All these lead to the prosperity of the nation and so the nation can become strong.

Another important role of English teacher in nation building is making the students or learners good citizens through teaching English literature. As a matter of fact, it is a bigger part than being a language teacher. It is said that literature is the history of human soul. It has the ability to transform the lives of the people. It has the ability to provide the essentiality to lead a successful and content life. The standards of the lifestyle of the people are estimated based on many factors, of them literature is also one. English literature is outstandingly rich with tremendous contribution of eminent writers.

It is fortunate enough that in India there have been numerous English teachers with passion and prominence for teaching English literature. Some of them have dedicated their lives in reading Shakespeare, Milton and the same has been taught to the students. These teachings can provide scope for in-depth thinking, debates and discussions because the works are rich in human element.

Motivation is essential to make the students learn and transform themselves as good citizens and good human beings. It is easier and influential to motivate them with the help of English literature. For instance, when a teacher wants to motivate them to be adaptable and to overcome outside obstacles he may quote Satan's words from Milton's *Paradise Lost: Book One* "the mind is its own place and in itself can make a hell of heaven and heaven of hell" and we can see great impact of these words on the minds of the students. We can motivate them through stories, novels, characters, incidents, lives of the writers, poems from English literature. Motivated learners are passionate, goal-orientated, determined and confident learners. They are enthusiastic to work hard to achieve their goal and they do not easily give up their efforts until they achieve goal.

English literature gives the teachers enormous ability and experience to analyse the innate abilities of the students and their needs also. Accordingly, they can proceed to guide the students. For this, one can tell the life histories of great people like Swamy Vivekananda, Mahatma Gandhi, Netaji Subhash Chandra Bose, Nelson

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Raghavendra and Dr. Ch. Swathi
Role and Responsibilities of English Teachers in the Present-day Indian Context   118

Mandela, APJ Kalam, Malala Yousafzai etc. and their worthy words will help generate aspirations in the individual students.

Another role which is readily accepted by English teachers is life skills trainer. Life skills like persuasion skills, problem solving skills, attitude development, interpersonal skills, negotiation skills etc are necessary to the students. Because of so many reasons like nuclear families and use of scientific devices make the people lose all the innate and inherent people skills. For retaining and possessing all the above mentioned abilities, students need special training classes. English teachers, with the help the knowledge of English literature, are successfully doing this more responsible business. English teachers are becoming successful soft skills trainers and are successfully training and instilling essential people skills.

As English literature forms the character and behavior of the readers, the English teachers are treated as role models to the students as well as fellow colleagues. Exhibiting leadership qualities wherever necessary, being humane in deeds, being dynamic in action, possessing high ideals in attitude, moving sharp and smart in social circumstances are only a few of this role model's impressionistic qualities.

It is undisputable to state that a teacher is considered a pillar of a nation since the walls and parapet are constructed based on the pillars. In this era of rapid technological development, by fulfilling all the roles and by accepting all the responsibilities, English teachers are one of the actual reasons for the peace and the power of a nation. Their roles should be highly commended and appreciated to continue this saga of success in strengthening our culturally rich country, India.

===

References

Anthony Edward M. 'Approach, Method, and Technique' English Learning; University of Michigan Press. 1963.
Alice Omaggio, Hadley. Teaching language in context. Heinle Cengage Learning, 2001.
Diane-Larsen-Freeman; (1986) "Techniques and Principles in Language Teaching", London, Oxford: OUP.
Stevick, Earl W. Humanism in Language Teaching: A Critical Perspective. Oxford University Press. 1990.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. C. Raghavendra and Dr. Ch. Swathi
Role and Responsibilities of English Teachers in the Present-day Indian Context   119

Linguistic Demography of the Tribal Languages in India

Prof. B. Mallikarjun
Former Director
Centre for Classical Kannada
Central University of Karnataka
Kadaganchi, Aland Road, Kalaburagi District - 585311
Karnataka, India
mallikarjun56@gmail.com

==

Introduction

The Indian model of language management is unique. It provides space for the growth of every Indian mother tongue/language. The Constitution of India recognized the languages as *Scheduled and Non-scheduled Languages*. Further languages became the *Official/Associate Official Languages* through various Acts passed by the competent authorities. The Presidential Order published in the Part II; Section I of the Gazette of India on August 13, 1960 has scheduled the *Tribal Languages* in India. The Census of India 1961 has grouped interrelated tribal mother tongues into tribal languages. The Census of India 1971 has genetically classified Indian mother tongues/ languages. Through the Gazette notifications languages were accorded the status of *Classical Languages*. All these categories of Indian languages with certain status are inclusive and open ended. In due course of time they have got expanded. In India it is possible for a language to concurrently have many labels. Kannada is a Scheduled language, Official language of Karnataka as well as a Classical language. Today, Santali is a Tribal as well as a Scheduled language.

Eighth Schedule of the Constitution

The Eighth Schedule of the Constitution of India is cited in language related discussions more often than any other language related Articles of the Constitution. It comes handy in taking language related decisions. This indicates its importance as well as utility. The Constitution of India adopted on November 26,1949 in the Constituent Assembly listed 14 languages in the Eighth Schedule. The same till now is amended thrice through Constitution Amendment Bill No 21 in 1967, to include Sindhi; Bill No. 71 in 1992 to include Konkani, Manipuri and Nepali and in 2003 Bodo, Dogri, Maithili and Santali were added to the Schedule by the 92nd Amendment Act of 2003.

While discussing the linguistic demography of the tribal languages it is essential to recollect what was debated in the Constituent Assembly concerning these languages. In the Assembly Jaipal Singh (Bihar-General) pleaded for inclusion of the *Adivasi languages* and moved an amendment to include Mundari, Gondi and Oraon in the Schedule out of the *176 Adivasi (Tribal) languages*. Mundari spoken by 40 lakhs, Gondi spoken by 32 lakhs and Oraon

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   120

spoken by 11 lakhs be included in the Schedule because they are important and spoken by a greater number of people than some of the languages already included. He selected only three out of 176 Adivasi languages because he did not want to overburden the Schedule. He felt that through the acceptance of these languages there will be an encouragement to '…the cause of unearthing ancient history…' and '…that these languages should be encouraged and developed so that they themselves can become enriched and, by their enrichment, they enrich the Rashtrabhasha of the country.' (CAD, p. 1439-41). However, inclusion of any tribal language into the Eighth Schedule did not happen for many decades. It has to be noted that till 2003, the Eighth Schedule of the Constitution of India did not have any tribal language and also any language form the Austro-Asiatic family of languages. Through the inclusion of Bodo and Santali, these two oversights were overcome.

Linguistic Demography

It is a fact that *'... demography is concerned with gathering information of various kinds about population groups, including their mother tongues.* (Albert F.V:1998) The tribal languages are repositories of the intangible heritage – traditional knowledge systems, passed on from generation to generation for centuries. The 1961 Census records 1652 mother tongues. Latest 2011 count of Indian mother tongues/languages informs that Census had a raw return of 19569 mother tongues. After due processing of this raw data, it has arrived at 1369 mother tongues grouped into 22 Scheduled and 99 Non-Scheduled languages. They belong to Indo-Aryan (78.50%), Dravidian (19.64%), Austro-Asiatic (1.11%) and Tibeto-Burmese (1.01%) families. All these families have tribal languages. In this paper the Census of India data involving the tribal mother tongues / languages is analysed to investigate (a) the variation and distribution of the population of speakers of different tribal languages from one decennial Census to another and (b) examine the proportion and direction of spread of multilingualism - both bilingualism and trilingualism among them.

Indo-Aryan Family

The Indo-Aryan Family has a smaller number of tribal languages compared to other families. The table-1 illustrates the changes that have taken place in the population of the speakers of the Indo-Aryan tribal languages between 1991-2011. Among them Bhili / Bhilodi and Halbi show an increase of population by 8.67% and 29.13% respectively. However, in case of Khandeshi language between 1991 and 2001 there is an increase of speakers by 113.13% but between 2001 and 2011 there is a decrease in population by -10.36%. Majority of Halabi 92.17%, Bili/Bhilodi 34.49% and Handeshi 86.90% are residing in Chhattisgarh, Rajasthan and Maharashtra.

Table-1
Percentage of Change and Distribution in the States

Languages	1991-2001	2001-2011	State -2011	Majority
Halabi	11.07	29.13	Chhattisgarh	92.17

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   121

Bhili/Bhilo di	71.97	8.67	Rajasthan	34.49
Khandeshi	113.13	**-10.36**	Maharashtra	86.90

This increase in one decade and then decrease in the subsequent decade in Khandeshi requires us to look into the details of its composition. Khandeshi is collective of more than four mother tongues.

Table-2
Percentage of Change: Khandeshi

Mother tongues	1991	2001	2011
Ahirani	85.95	89.90	87.97
Dangi	11.18	6.68	8.09
Gujari	0	2.34	3.07
Khandeshi	1.97	0.83	0.57
Others	0.88	0.21	0.28

This indicates that the increase is due to the inclusion of speakers of Gujari mother tongue and reduction is due to the reduction of Dangi , Khandeshi and Other mother tongue speakers.

Austro-Asiatic Family

In the Austro- Asiatic family of languages only Santali tribal language is a Scheduled language since 2003. In Meghalaya Khasi is recognised as an Associate Official Language. According to the Meghalaya State Language Act 2005 'Khasi Language (s) of the language may be used as the associate official language for State all purposes in the District, Sub-Divisions and Block level offices of the State Government located in the Districts of East Khasi Hills, West Khasi Hills, Jaintia Hills and Ri-Bhoi'.

In case of all the Austro-Asiatic tribal languages, other than Bhumij and Korwa the percentage of language speakers has increased from a maximum of 62.19% in Savara to 1.09% in Nicobarese. However, in case of Bhumij and Korwa there is a significant decrease of speakers -42.02% and -17.73% between 2001 and 2011. Maximum speakers of Bhmij-40.99%, Ho-69.95%, Mundari-83.59%, and Santali-44.37% are in Jharkhand; Gadaba-81.36%, Juang-100% and Kharia-47.09% are in Odisha; Korku-64.69% and Korwa-67.52% are in Madhya Pradesh; Munda-66.37% and Savara-72.92% are in Chhattisgarh; Koda/Kora-86.19% in West Bengal and Nicobarese-99.35% in Andaman and Nicobar Islands. Language wise actualities are illustrated in the Table-3.

Table-3
Percentage of Change and Distribution in the States

Language	1991-2001	2001-2011	State -2011	Majority

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   122

Savara	**-7.56**	62.19	Chhattisgarh	72.92
Gadaba	**-6.73**	56.03	Odisha	81.36
Ho	9.85	36.32	Jharkhand	69.95
Juang	40.63	28.13	Odisha	100,00
Khasi	23.71	26.83	Meghalaya	96.57
Kharia	6.23	24.21	Odisha	47.09
Korku	23.26	26.57	MP	64.69
Santali	24.03	13.89	Jharkhand	44.37
Koda/Kora	52.59	9.85	West Bengal	86.19
Munda	13.4	7.79	Chhattisgarh	66.37
Mundari	23.22	6.3	Jharkhand	83.50
Nicobarese	9.61	1.09	A&N Islands	99.35
Bhumij	4.73	**-42.02**	Jharkhand	40.99
Korwa	25.84	**-17.73**	MP	67.52

Bhumij: This has two mother tongue components - Bhumij and Others, the Table-4 illustrates the details. Reduction in number of speakers from 47,443 persons in 2001 to 10,190 persons in 2011 needs to be noted. Majority of Bhumij speakers 31,510 in 2001were in Odisha. In Odisha in the year 2011 their population has decreased to 5,912 persons. At the same time there is an increase of speakers of Other mother tongues. Reasons for the reduction in the number of speakers of Bhumij needs further investigation.

Table-4
Percentage of Change: Bhumij

Mother tongue	1991 %	2001 %	2011 %
Bhumij	86.94	64.74	37.04
Others	13.05	35.25	62.95

Between 1991-2001 both Savara and Gadaba had shown a decrease of -7.96% and -6.73% of speakers respectively. However, between 2001-2011 they show an increase of 62.19% and 56.03% respectively.

Korwa: The 1971 Census reports that Korwa has 16,286 speakers. Both the Censuses of 2001 and 2011 have a same note that "A number of mother tongues including Korwa have been grouped together under the language name Korwa, on the basis of their linguistic affiliation but out of these only Koraku fulfils the criterion of 10,000 or more speakers oat the all-India level and hence only Koraku appears by name as a mother tongue and the rest are included under 'Others'"

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   123

Table-5
Percentage of Change: Korwa

Language	27,485		34,586		28,453	
Mother tongue	1991	1991	2001	2001	2011	2011
Koraku	15716	57.18	27942	80.78	16154	56.77
Korwa	11169	40.63	0.00	0.00	0.00	0.00
Others	600	2.18	6,644	19.21	12,299	43.22

This indicates that a reduction from 16,286 in1971 to less than 10,000 speakers in 1991 of Korwa as an important mark of an endangered tribal language. Since 2001 majority of Koraku mother tongue speakers are Korawa language speakers.

Dravidian Family

The Table-6 displays the changes that have taken place in the population of the speakers of the Dravidian tribal languages. The percentage of speakers of tribal languages in the Dravidian family varies from 46.08% to 2,21% in Kisan and Parji respectively. It can be seen that among them only Jatapu has a reduction in the number of speakers by -49.08% between 2001and 2011. Majority of Gondi-39.01% and Kui-99.76% of speakers are in Madhya Pradesh; Khond-73.80%,Kisan-94.47%, and Malto-64.49% are in Odisha; Jatapu-99.42%, Konda-95.74% and Koya-64.44% are in Andhra Pradesh; Kolami-69.41% in Maharashtra; Kurukh / Oran-47.88% in Jharkhand and Parji-86.61% in Chhattisgarh.

Table - 6
Percentage of Change and Distribution in the States

Language	1991-2001	2001-2011	State -2011	Majority
Kisan	-12.96	46.08	Odisha	94.47
Khond	-46.28	31.16	Odisha	73.80
Kurukh / Oraon	22.77	13.52	Jharkhand	47.88
Koya	33.61	12.53	Andhra Pradesh	64.44
Gondi	27.72	9.97	Madhya Pradesh	39.01
Konda	214.95	7.89	Andhra Pradesh	95.74
Kolami	23.99	5.41	Maharashtra	69.41
Malto	107.98	4.47	Odisha	64.49
Kui	42.70	2.76	Madhya Pradesh	99.76
Parji	16.4	2.21	Chhattisgarh	86.61
Jatapu	52.86	-49.08	Andhra Pradesh	99.42

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   124

Jatapu: This has only Others and Jatapu as mother tongues under its umbrella. It is spoken mainly in Andhra Pradesh. It is difficult to understand such a drastic reduction in the number of speakers in a decade.

Table-7
Changes in Jatapu

Language	25,730	39,331	20,028
Mother tongues	1991	2001	2011
Jatapu	25,503	39,319	19,990
Others	277	12	38

Between 1991 and 2001 Kisan and Khond had a reduction in the percentage of speakers -12.96% and -46.28 % respectively. Kisan is not having any mother tongue under its umbrella. The enormous fluctuation in reporting of mother tongue by the people needs to be socio-linguistically investigated. One reason could be the question of identity of population with the mother tongue.

From the Table-8 it is evident that the reduction in the speakers of Khond language is due to reduction in Khond/Kondh mother tongue speakers. Majority of them in 2001 are from Odisha:1,12,223 persons and Andhra Pradesh:5,663 persons. Whereas their population in 2011 in Odisha is 1,14,802 and Andhra Pradesh:39,564. Kuvi mother tongue was not a part of the Khond language in 2001and becomes part of it again in 2011.

Table-8
Changes in Khond/Kondh

Language	2,20,783	1,18,597	1,55,549
Mother tongues	1991	2001	2011
Khond /Kondh	1,97,762	1,15,330	1,11,693
Kuvi	22,450	0	43,865
Others	571	3267	0

Tibeto-Burmese Family

Maximum number of tribal languages scheduled in the Presidential order of 1960 belong to the Tibeto-Burmese family and spoken in the North-East of India. In this family among the tribal languages only Bodo is in the Eighth Schedule since 2003. All others are Non-scheduled languages.

In Meghalaya as per the State language Act 'Garo Language may be used as associate official language for all purposes in the District, Sub-Divisions and Block Level Offices of East Garo Hills, West Garo Hills and South Garo Hills.' In Mizoram Mizo is an Official Language

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   125

along with English. In Sikkim, Lepcha can be used for official purposes according to the Sikkim Official Languages Bill.

Some of the tribal languages according to 2011 Census are statistically major languages in different states. They are Arunachal Pradesh: Nissi/Dafla-28.60%; Meghalaya: Khasi-46.59%; Mizoram: Lushai/ Mizo-73.16%; Nagaland: Konyak-12.33%

During the period 2001 to 2011, there is an increase in the percentage of speakers in Tibeto -Burmese tribal languages from 92.93% in Nissi/Dafla to 1.46% in Konyak. The rest fall between this range in increase. During the same period there is a reduction in the percentage of speakers in eight languages ranging from -89.57% in Sema to -0.53% in Ao. Statistical details of Mao language are not available for the Census year 2001.

Table-9
Percentage of Change

Language	1991-2001	2001-2011	Language	1991-2001	2001-2011
Nissi/ Dafla	21.69	92.93	**Maring**	46.23	15.62
Khiemnungam	60.36	64.17	**Angami**	35.43	15.56
Kuki	**-9.25**	58.81	**Pawi**	62.68	14.72
Zemi	50.70	49.30	**Miri / Mishing**	41.13	14.28
Tangkhul	39.47	31.85	**Bodo**	10.52	9.81
Mishmi	17.09	29.88	**Vaiphei**	51.51	7.75
Kabui	37.48	29.73	**Chang**	92.15	7.12
Garo	31.65	28.76	**Lepcha**	28.69	6.51
Karbi / Mikir	14.56	25.97	**Rengma**	63.5	6.49
Abor / Adi	25.28	25.38	**Lotha**	98.13	5.57
Lalung	**-19.78**	25.30	**Kom**	8.3	2.96
Paite	30.19	24.04	**Khezha**	31.88	2.05
Lushai/Mizo	25.22	23.13	**Halam**	30.53	1.67
Dimasa	26.45	22.53	**Konyak**	80.15	1.46
Lakher	51.44	22.09	**Sema**	**-37.69**	**-89.57**
Wancho	23.92	20.55	**Phom**	87.40	**-55.58**
Thado	76.49	20.33	**Rabha**	18.23	**-15.04**
Hmar	27.91	18.68	**Maram**	268.1	**-13.07**
Tripuri	22.80	18.42	**Yimchungre**	95.11	**-9.64**
Anal	90.78	17.36	**Nocte**	8.27	**-6.43**
Koch	18.87	17.08	**Tangsa**	42.55	**-3.65**
Deori	50.19	15.79	**Ao**	51.57	**-0.53**
			Mao	X	32.39

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   126

Nissi/ Dafla: Both the increase and decrease in the percentage of speakers among speakers of different languages is interesting to study. The possible reasons for the increase of percentage of speakers of Nissi / Dafla by 92.93% the highest among all the tribal languages of the Tibeto-Burmese tribal languages could be examined. Nissi / Dafla is a composite language including many mother tongues. The Table-10 illustrates the composition of the language. Since 2001, Nishang is not an independent mother tongue. Similarly, Bangi and Nissi are not reported independently in 2011. The number of speakers Nissi/Dafla mother tongue has increased. Majority of speakers of Nissi/Dafla are in Arunachal Pradesh 2,08,337 (2001) and 3,95,745.

Table-10
Changes in Nissi/ Dafla

Language	1,73,791	2,11,485	4,06,532
Mother tongue	**1991**	**2001**	**2011**
Apatani	21,453	28,422	44,815
Bangni	35,339	18,842	X
Nishang	16,976	X	X
Nissi / Dafla	68,176	X	2,89,166
Nissi	X	1,18,111	X
Tagin	31,845	38,244	62,697
Others	2	7,866	9,654

Sema: In 1991 Majority of speakers of Sema-92,884 were in Nagaland. However, their strength in this state has got reduced drastically to 8,268 persons in 2011.

Phom: Same is the case of Phom**.** In 1991 majority of speakers of Phom-1,22,454 were in Nagaland. However, their strength in this state has got reduced drastically to 53,674 persons in 2011.

The reasons for this kind of reduction in both Sema and Phom need to be further investigated. The Table-11 provides the details of distribution of maximum number of Tibeto-Burmese tribal languages in different states. It is self-explanatory.

Table-11
Maximum Speakers of Tibeto-Burmese Tribal Languages and the North- Eastern States

Language	State	%	Language	State	%
Abor / Adi	Arunachal Pradesh	96.46	**Khiemnungam**	Nagaland	99.87
Dafla /Nissi	Arunachal Pradesh	97.34	**Konyak**	Nagaland	99.86
Mishmi	Arunachal Pradesh	95.27	**Rengma**	Nagaland	94.19

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   127

Nocte	Arunachal Pradesh	98.27	Sema	Nagaland	76.54
Tangsa	Arunachal Pradesh	94.61	Lotha	Nagaland	98.89
Wancho	Arunachal Pradesh	98.80	Phom	Nagaland	98.63
Anal	Manipur	97.39	Yimchungre	Nagaland	89.06
Hmar	Manipur	49.58	Deori	Assam	84.75
Kabui	Manipur	89.16	Dimasa	Assam	95.83
Kuki	Manipur	45.02	Karbi / Mikir	Assam	96.82
Mao	Manipur	93.40	Lalung	Assam	93.80
Maram	Manipur	98.88	Miri / Mishing	Assam	98.29
Maring	Manipur	99.39	Rabha	Assam	72.68
Paite	Manipur	69.21	Zemi	Assam	40.69
Tangkhul	Manipur	97.76	Garo	Meghalaya	81.76
Vaiphei	Manipur	93.34	Kocha (Naga)	Meghalaya	63.67
Thado	Manipur	97.57	Halam	Tripura	59.33
Kom	Manipur	96.77	Tripuri	Tripura	94.02
Angami	Nagaland	99.40	Pawi	Mizoram	99.94
Ao	Nagaland	88.87	Lushai/Mizo	Mizoram	96.61
Chang-Naga	Nagaland	98.17	Lakher	Mizoram	98.69
khezha	Nagaland	82.20	Lepcha	Sikkim	80.94

Multilingualism Among Speakers of Tribal Languages

The Census is enumerating information on bilingualism since 1901. In 2001 and 2011 information on the 'First Subsidiary Language and Second Subsidiary language' of different mother tongue speakers is collected. These statements 'first subsidiary language' and 'second subsidiary language' are interpreted as bilingualism and trilingualism for the purposes of analysis in this paper. While studying bi/multilingualism statistics it is essential to study why people are becoming multilingual - the reasons for becoming multilingual; in which language they are becoming multilingual; kind of connection exists between languages of multilingualism; the stability or otherwise of multilingualism in individuals and society. It is supposed that multilingualism acts as a bridge between speakers of different languages. The choice of one or more languages as the first, second subsidiary language reflects the social, economic, educational and sometimes political need/will of a language community.

The percentage of bilingualism and trilingualism are indices of spread of languages among speakers of other languages and the names of first and second subsidiary languages recorded in the Census indicate the people's choice of the language. India as a nation and each state and union territory within her are multilingual. The proportion of multilingualism varies

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India 128

from one administrative unit to another; varies among speakers of different languages; varies among the speakers of Scheduled and Non-scheduled languages. It depends upon the existing communication pattern. It has to be noted that multilingualism is self-declared by the people. It is not measured based on any testing scale.

The Table-12 and chart provide the details of Indian multilingualism since 1991. The Census of India in 2001 presented the national average of bilingualism at 24.79% and trilingualism at 8.51%. Where as the Census in 2011 recorded bilingualism at 26.01% and trilingualism at 7.10%, an increase in bilingualism and a decrease in trilingualism in a decade. It is evident that bilingualism among speakers of Indian languages is progressing and trilingualism increased between 1991 and 2001 but has noticeably declined between 2001 and 2011.

Table-12
Percentage of Multilingualism in India

	Bilingualism	Tri-lingualism
1991	19.44	7.26
2001	24.79	8.51
2011	26.01	7.10
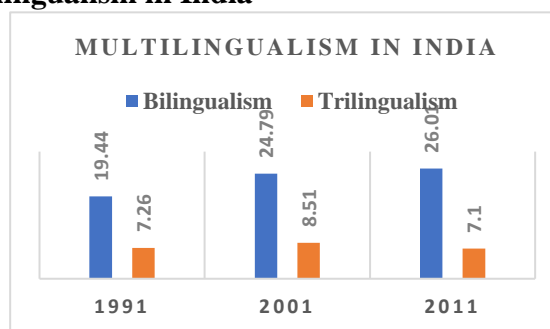
In this context of Indian multilingualism we can studythe growth of multilingualism among the speakers of tribal languages belonging to different language families.

BILINGUALISM

Indo-Aryan: The speakers of the Indo-Aryan tribal languages are highly bilingual, much above the national average of 26.01%. Between 1991 and 2011 the percentage of bilinguals speaking Halbi and Bhili/Bhilodi languages has become more than double. There is a substantial increase in bilingualism among the speakers of Khandeshi.

Table-13
Bilingualism and Indo-Arya Tribal Languages

Language	Bilingualism 1991	Bilingualism 2011	Bilingualism in	Percentage 2011
Khandeshi	40.88	74.17	Marathi	86.92
Halabi	24.68	57.86	Hindi	83.58
Bhili/Bhilodi	19.31	50.26	Hindi	64.63

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   129

INDO ARYAN-BILINGUALISM
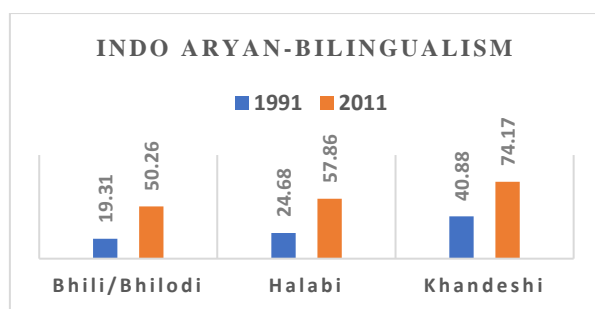
Austro-Asiatic: Bilingualism among the tribal language speakers of this family of languages in 2011 is much more than the national average of 26.01%, except in case of Khasi. More than fifty percent of speakers of Austro-Asiatic tribal languages other than Khasi are bilinguals. Maximum bilinguals are in Juang language-79.25% and minimum are in Khasi-2.,31%.

Table 14
Bilingualism and Austro-Asiatic Tribal Languages

Language	Bilinguals 1991	Bilinguals 2011	Bilingual in	Percentage 2011
Juang	51.45	79.25	Odia	99.59
Kharia	56.77	78.87	Hindi	59.34
Koda/Kora	47.23	78.10	Bengali	89.60
Korku	58.94	76.87	Hindi	94.62
Munda	43.93	73.43	Odia	54.30
Bhumij	49.63	73.06	Bengali	39.19
Mundari	48.12	68.38	Hindi	78.85
Savara	44.71	67.77	Odia	67.94
Santali	40.02	67.32	Bengali	43.80
Gadaba	57.59	66.45	Odia	76.45
Nicobarese	41.75	63.12	Hindi	97.58
Korwa	50.28	57.06	Hindi	81.17
Ho	31.83	56.87	Hindi	60.71
Khasi	12.60	22.31	English	74.26

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   130
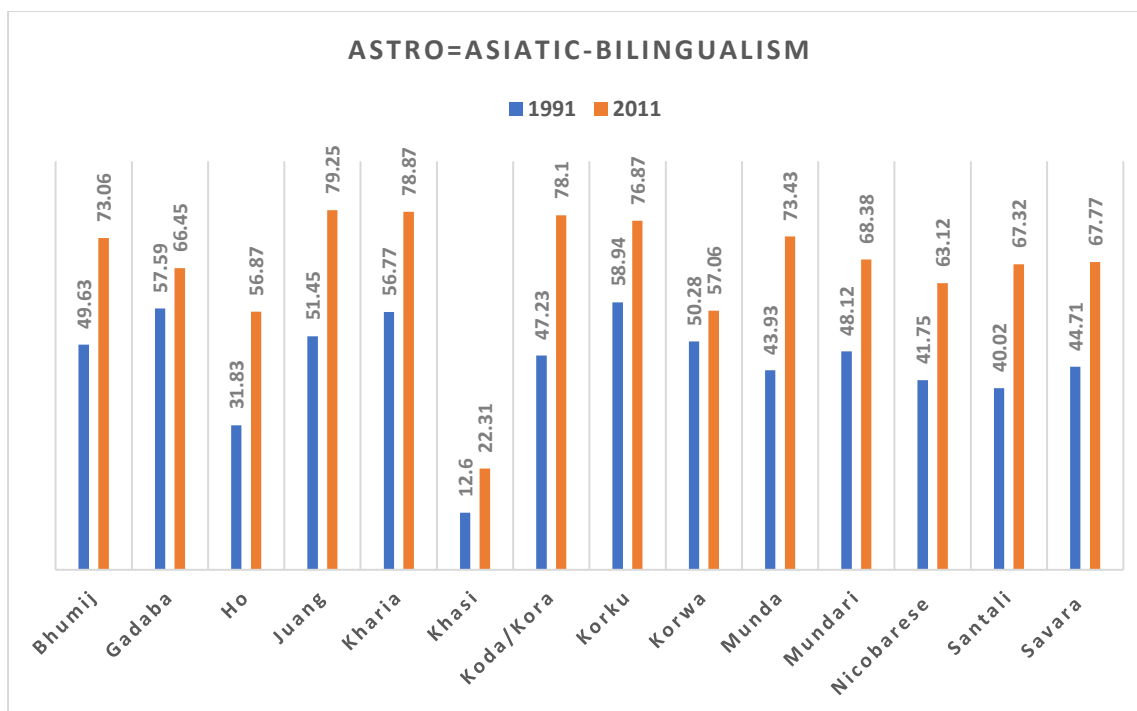
Dravidian: The speakers of the Dravidian tribal languages are also highly bilingual more than double the national average. Bilingualism among the speakers is much more than the national average in case of speakers of all the tribal languages. More than 60% of Dravidian tribal language speakers are bilinguals, except speakers of Maloto. Among them bilingualism varies from 80.62% in speakers of Kisan to 58.62% in speakers of Malto-58.62%. The rate of increase between 1991 and 2011 too is very high.

<div align="center">

Table-15
Bilingualism and Dravidian Tribal Languages

</div>

Language	Bilinguals 1991	Bilinguals 2011	Bilingual in	Percentage 2011
Kisan	57.83	80.62	Odia	89.43
Kurukh/ Oraon	53.85	77.70	Hindi	87.04
Kolami	60.43	77.39	Marathi	75.85
Konda	57.79	70.73	Telugu	85.40
Koya	54.36	69.24	Telugu	73.22
Jatapu	63.48	66.61	Telugu	93.93
Kui	37.96	66.54	Odia	96.36
Gondi	42.34	66.46	Hindi	67.33
Khond	37.09	65.49	Odia	72.34
Parji	57.52	63.61	Halbi	45.22
Malto	38.43	58.62	Hindi	57.15

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   131

DRAVIDIAN BILINGUALOISM

■ 1991 ■ 2011

Language	1991	2011
Gondi	42.34	66.46
Jatapu	63.48	66.61
Khond (incl Kuvi)	37.09	65.49
Kisan	57.83	80.62
Kolami	60.43	77.39
Konda	57.79	70.73
Koya	54.36	69.24
Kui	37.96	66.54
Kurukh/Oraon	53.85	77.7
Malto	38.43	58.62
Parji	57.52	63.61

Tibeto-Burmese: This family of languages has maximum tribal languages. In this family percentage of bilingualism varies from a maximum of 81.41% among speakers of Deori to 23.28% among Lushai/Mizo speakers. Bilingualism is above the national average in the speakers of all the languages except in the speakers of Lushai/Mizo. It is very important to note that in this family of tribal languages - more than 70% of the speakers of 12 languages, 60% of speakers of 19 languages and 50% of 7 languages are bilinguals. Between 1991 and 2011, the percentage of bilingualism among speakers of most of the languages has increased many folds.

Table-16
Bilingualism and Tibeto-Burmese Tribal Languages

Language	Bilinguals 1991	Bilinguals 2011	Bilingual in	Percentage 2011
Deori	68.83	81.41	**Assamese**	85.98
Lepcha	58.57	80.97	**Nepali**	72.72
Anal	61.46	80.09	**Manipuri**	71.33
Maring	61.57	78.96	**Manipuri**	84.77
Sema	28.78	77.48	**English**	48.73
Pawi	32.04	76.10	**Lushai / Mizo**	96.72
Rabha	57.34	75.15	**Assamese**	76.80
Kom	49.96	74.07	**Manipuri**	66.90

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   132

Miri/Mishing	51.81	72.99	Assamese	96.20
Ao	30.02	71.75	Assamese	46.75
Halam	41.89	71.65	Bengali	62.32
Tripuri	44.73	71.21	Bengali	93.77
Lalung	61.52	69.82	Assamese	85.69
Dimasa	46.77	69.04	Hindi	35.59
Angami	44.04	68.70	English	59.36
Mishmi	43.18	68.61	Hindi	63.18
Bodo	37.87	67.61	Assamese	83.20
Nocte	39.44	67.13	Hindi	63.18
Kuki	47.45	66.37	Manipuri	28.13
Karbi / Mikir	46.68	66.21	Assamese	86.41
Abor/Adi	36.17	66.07	Hindi	73.50
Rengma	25.64	65.50	Assamese	51.37
Vaiphei	33.94	65.19	Manipuri	34.68
Lotha	36.53	64.43	English	58.16
Tangsa	51.66	63.74	Hindi	46.04
Koch	39.59	63.60	Assamese	47.06
Nissi/Dafla	26.22	63.15	Hindi	78.99
Thado	37.89	62.72	Manipuri	61.16
Khezha	39.43	62.56	English	43.84
Tangkhul	40.45	61.88	Manipuri	54.82
Kabui	43.14	61.75	Manipuri	62.17
Lakher	29.02	59.93	Lushai/Mizo	92.71
Phom	29.81	59.35	Assamese	51.75
Yimchungre	20.78	57.72	Assamese	50.16
Paite	24.02	55.92	English	35.07
Zemi	34.10	54.76	English	31.50
Maram	37.12	53.02	English	47.54
Hmar	30.54	52.13	English	31.29
Konyak	20.72	49.27	Assamese	66.06
Mao	31.45	46.60	English	66.81
Khiemnungam	11.64	46.15	Assamese	72.73
Wancho	23.24	36.45	Hindi	70.41
Chang	19.38	35.53	Assamese	51.80
Garo	18.35	26.25	English	34.22
Lushai/Mizo	9.88	23.28	English	77.04

==

Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   133

TIBETO - BURMESE BILINGUALISM

■ 1991 ■ 2011

Language	1991	2011
Abor/Adi	36.17	66.07
Anal	61.46	80.09
Angami	44.04	68.7
Ao	30.02	71.75
Bodo	37.87	67.61
Chang	19.38	35.53
Deori	68.83	81.41
Dimasa	46.77	69.04
Garo	18.35	26.25
Halam	41.89	71.65
Hmar	30.54	52.13
Kabui	43.14	61.75
Karbi/Mikir	46.68	66.21
Khezha	39.43	62.56
Khiemnungam	11.64	46.15
Koch	39.59	63.6
Kom	49.96	74.07
Konyak	20.72	49.27
Kuki	47.45	66.37
Lakher	29.02	59.93
Lalung	61.52	69.82
Lepcha	58.57	80.97
Lotha	36.53	64.43

TIBETO-BURMESE BILINGUALISM

■ 1991 ■ 2011

| Language	1991	2011
Lushai/Mizo	9.88	23.28
Mao	31.45	46.6
Maram	37.12	53.02
Maring	61.57	78.96
Miri/Mishing	51.81	72.99
Mishmi	43.18	68.61
Nissi/Dafla	26.22	63.15
Nocte	39.44	67.13
Paite	24.02	55.92
Pawi	32.04	76.1
Phom	29.81	59.35
Rabha	57.34	75.15
Rengma	25.64	65.5
Sema	28.78	77.48
Tangkhul	40.45	61.88
Tangsa	51.66	63.74
Thado	37.89	62.72
Tripuri	44.73	71.21
Vaiphei	33.94	65.19
Wancho	23.24	36.45
Yimchungre	20.78	57.72
Zemi	34.1	54.76

TRILINGUALISM

Indo Aryan: Among the tribal language speakers of this family, trilingualism is not as wide spread as bilingualism is, though it is progressing from decade to decade. In 1991, only Khandeshi had 15.73% trilinguals, more than the national average of 7.26%. In 2011, two languages Khandeshi and Bhili/Bhilodi both have 21.96% and 8.40% trilinguals, above the national average of 7.10%. Though there is a decrease in the national average of trilingualism from 7.26% to 7.10%, there is an increase in case of Indo-Aryan tribal languages. Halbi is an

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   134

exception with 4.20% and 5.97%, lower than the national average in 1991 and 2011 respectively.

Table-17
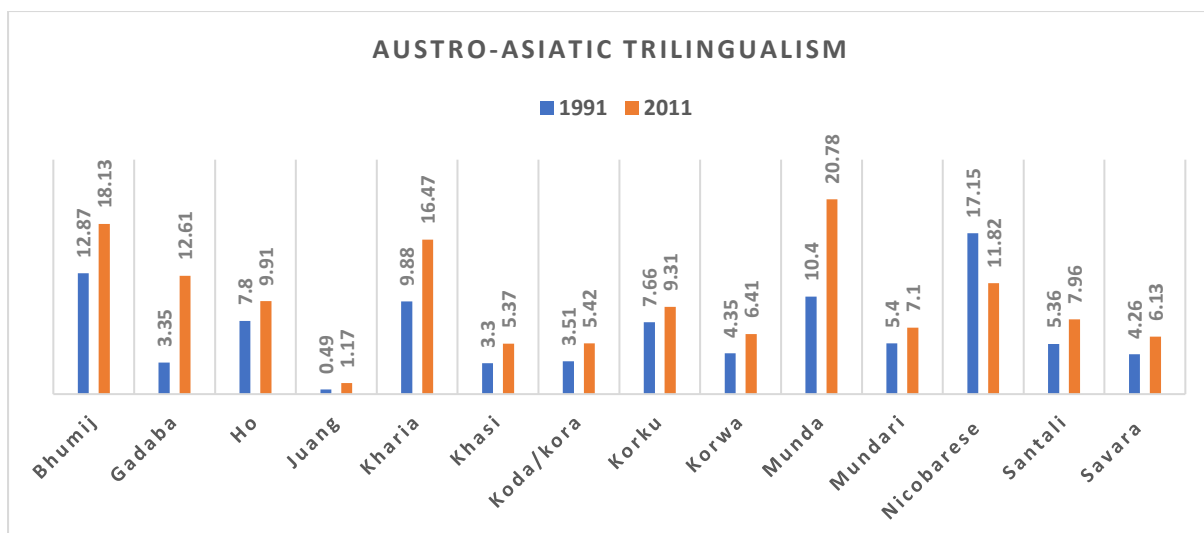**Trilingualism and Indo-Arya Tribal Languages**

Language	1991	2011
Khandeshi	15.73	21.96
Bhili/Bhilodi	3.72	8.40
Halabi	4.20	5.97
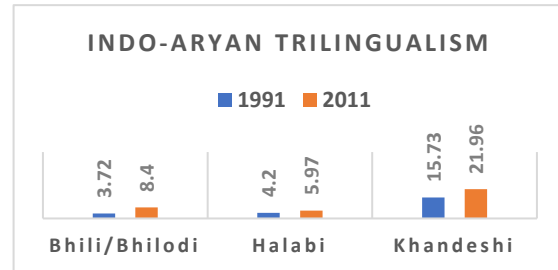
Austro-Asiatic: Trilingualism among the tribal language speakers of this family is also increasing from decade to decade. In 1991 eight out of fourteen languages had trilinguals less than the national average. However, now nine languages have trilinguals more than the national average. Only five languages have trilinguals less than the national average. In 2011, Munda has maximum trilinguals 20.78% and Jung has less trilinguals 1.17%.

Table-18
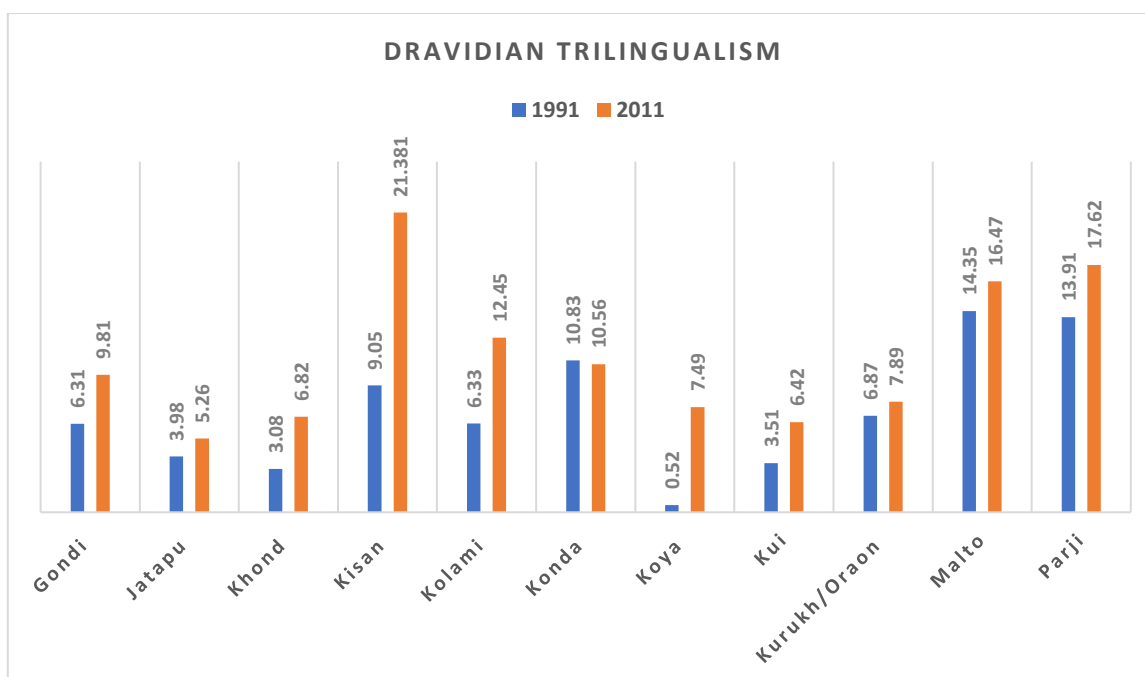**Trilingualism and Austro-Asiatic Tribal Languages**

Language	1991	2011	Language	1991	2011
Munda	10.40	20.78	**Santali**	5.36	7.96
Bhumij	12.87	18.13	**Mundari**	5.40	7.10
Kharia	9.88	16.47	**Korwa**	4.35	6.41
Gadaba	3.35	12.61	**Savara**	4.26	6.13
Nicobarese	17.15	11.82	**Koda/kora**	3.51	5.42
Ho	7.80	9.91	**Khasi**	3.30	5.37
Korku	7.66	9.31	**Juang**	0.49	1.17

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   135

AUSTRO-ASIATIC TRILINGUALISM

■ 1991 ■ 2011

Language	1991	2011
Bhumij	12.87	18.13
Gadaba	3.35	12.61
Ho	7.8	9.91
Juang	0.49	1.17
Kharia	9.88	16.47
Khasi	3.3	5.37
Koda/kora	3.51	5.42
Korku	7.66	9.31
Korwa	4.35	6.41
Munda	10.4	20.78
Mundari	5.4	7.1
Nicobarese	17.15	11.82
Santali	5.36	7.96
Savara	4.26	6.13

Dravidian: Like the tribal languages in the other family of languages, Dravidian tribal languages also show a remarkable progress in the growth of trilingualism among their speakers from decade to decade. In 1991, the percentage of trilinguals was varying from 14.35% in Malto to 0.52% in Koya. At that time seven out of nine languages had trilinguals below the national average. In 2011, only three languages Khond-6.82%, Kui-6.42% and Jatapu-5.26% have trilinguals below the national average of 7.10. Now the percentage of trilinguals ranges from 21.38% in Kisan to 5.26% in Jatapu.

Table-19
Trilingualism and Dravidian Tribal Languages

Language	1991	2011	Language	1991	2011
Kisan	9.05	21.38	Kurukh / Oraon	6.87	7.89
Parji	13.91	17.62	Koya	0.52	7.49
Malto	14.35	16.47	Khond	3.08	6.82
Kolami	6.33	12.45	Kui	3.51	6.42
Konda	10.83	10.56	Jatapu	3.98	5.26
Gondi	6.31	9.81			

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
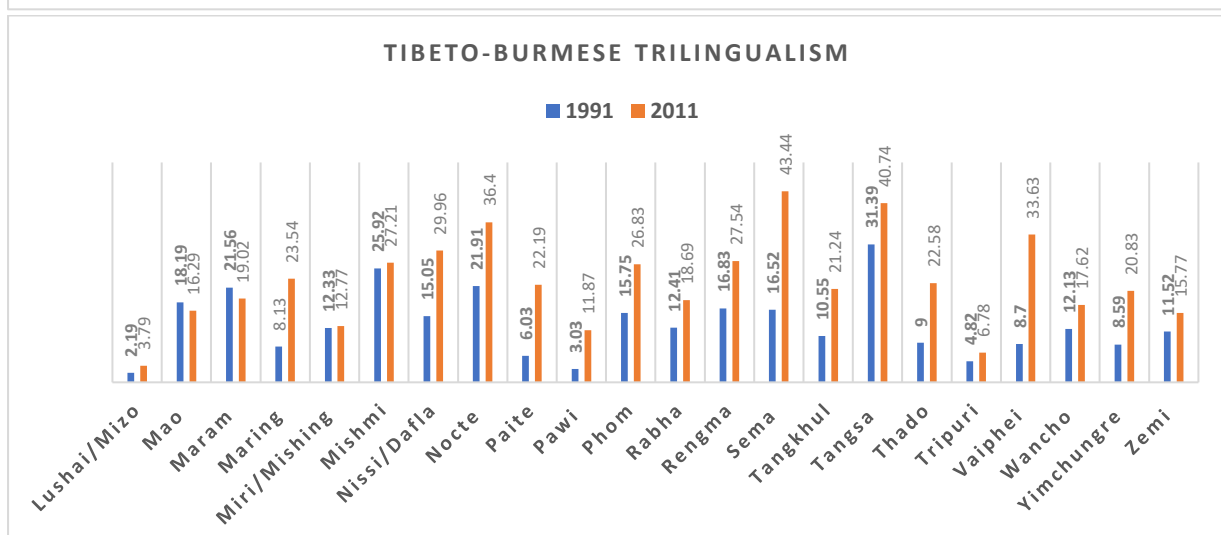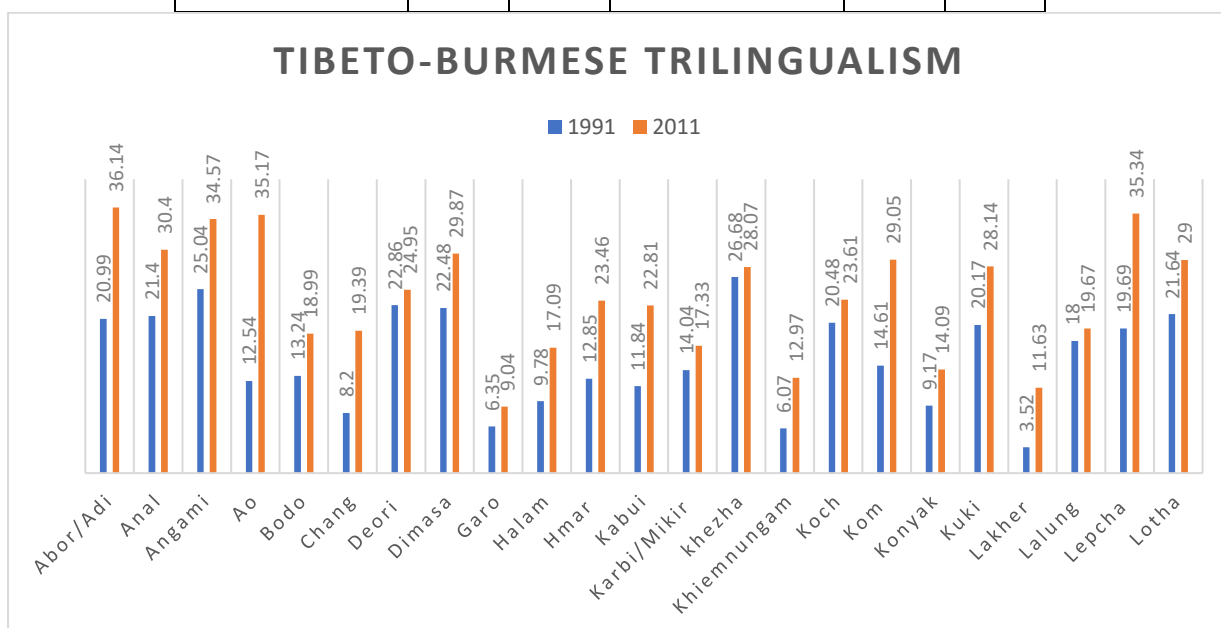Linguistic Demography of the Tribal Languages in India   136

Tibeto-Burmese: As saw earlier that largest group of tribal languages belong to the Tibeto-Burmese family, spoken mainly in the north-east of India. In this family of languages population of trilinguals varies from 43.44% in Sema to 3.79% in Lushai/Mizo. In 1991 seven languages had trilinguals below the national average. In 2011only two languages Tripuri 6.78% and Lushai/Mizo 3.79% have trilinguals below the national average.It is very important to note that in the Tibeto=Burmese family of tribal languages that - more than 30% of the speakers of 9 languages, 20% of speakers of 18 languages and 10% of 15 languages are trilinguals. Between 1991 and 2011, the percentage of bilingualism among speakers of most of the languages has increased many folds.

Table-20
Trilingualism and Tibeto-Burmese Tribal Languages

Language	1991	2011	Language	1991	2011
Sema	16.52	43.44	**Thado**	9.0	22.58
Tangsa	31.39	40.74	**Paite**	6.03	22.19
Nocte	21.91	36.4	**Tangkhul**	10.55	21.24
Abor / Adi	20.99	36.14	**Yimchungre**	8.59	20.83
Lepcha	19.69	35.34	**Lalung**	18.00	19.67
Ao	12.54	35.17	**Chang**	8.20	19.39
Angami	25.04	34.57	**Maram**	21.56	19.02
Vaiphei	8.70	33.63	**Bodo**	13.24	18.99
Anal	21.40	30.40	**Rabha**	12.41	18.69
Nissi/Dafla	15.05	29.96	**Wancho**	12.13	17.62
Dimasa	22.48	29.87	**Karbi / Mikir**	14.04	17.33
Kom	14.61	29.05	**Halam**	9.78	17.09

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   137

Lotha	21.64	29.00	Mao	18.19	16.29
Kuki	20.17	28.14	Zemi	11.52	15.77
Khezha	26.68	28.07	Konyak	9.17	14.09
Rengma	16.83	27.54	Khiemnungam	6.07	12.97
Mishmi	25.92	27.21	Miri / Mishing	12.33	12.77
Phom	15.75	26.83	Pawi	3.03	11.87
Deori	22.86	24.95	Lakher	3.52	11.63
Koch	20.48	23.61	Garo	6.35	9.04
Maring	8.13	23.54	Tripuri	4.82	6.78
Hmar	12.85	23.46	Lushai/Mizo	2.19	3.79
Kabui	11.84	22.81			

TIBETO-BURMESE TRILINGUALISM

TIBETO-BURMESE TRILINGUALISM

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   138

TO CONCLUDE …

In this paper on *Linguistic Demography of Tribal Languages in India* information accessible in the Census of India 2011 under Scheduled Languages and Non-Scheduled Languages is taken as a basis of analysis. Statistical information about the languages/mother tongues where number of speakers is below 10,000 persons is not provided by the Census. Hence, this analysis has its own limitations.

In a multilingual setup due to power relations between different languages, a greater number of minor language speakers tend to be multilingual. Wherever it has evolved, it is because of a given socio-political, economic and demographic factors. It has always remained vibrant. Essential day to day communicative needs of the speakers of the minor languages compel them to know more languages. Multilingualism has spread widely among the speakers of the Tibeto-Burmese family of tribal languages than speakers of languages other families. It is observed that more percentage of tribal language speakers in India are multilingual. People acquire many languages from the social contacts and contexts from their early childhood. They do not have to go to school to learn to use two or more languages.

Growth of multilingualism in the form of bilingualism and trilingualism among the languages discussed here has to viewed with more caution than celebration. As the time passes, not so language conscious population of the minor or minority languages knowingly or unknowingly may get inclined to adopt the first or second subsidiary language as their mother tongue if it appears to be economically, socially, politically powerful and useful.

Though percentage of most of the speakers of tribal languages in India is increasing, there are grey areas where there is decrease in the number of speakers as revealed in this paper, calling attention of lovers of languages and preservation of linguistic diversity. Reality of not so normal increase in case of some of the tribal languages needs to be looked into to know whether it is real increase or use of language tag for identity assertion by the speakers. The fate of tribal mother tongues which have less than 10.000 speakers as already informed, is not clearly known since their names and numbers are not available in the public domain. We find that many names of languages classified into the language families, scheduled in the Presidential order of 1960, are not to be found now. Some of them could be listed here, the number of speakers at that time are indicated against the name of the language. Austro-Asiatic: Agaria- 98, Asuri- 4540, Birhor- 590, Birjia/ Brijia /Binjhia-2395, Kherwari-647; Dravidian: Kota- 956 and Toda-765; Tibeto-Burmese: Aimol-98, Aka/Hrusso-81, Chiru-3590, Chote-1035, Khoirao-406 and Rangkhol-4651Dravidian: Kota- 956 and Toda-765.

Amidst the dark clouds there are silver lines too. Prof. M. S. Thirumalai, the Managing Editor & Publisher of the Online Journal *Language in India* brought to my notice a report appearing *The Times of India* on February 21, 2018, where the Tribal Research Institute has said that, according to Census 2011 the population of Toda and Kota is 2978 and 3110

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   139

respectively. Both Toda and Kota dialects are very much alive. This warm note on speakers of two tribal mother tongues of the Dravidian family brings joy to the lovers of indigenous languages.

It is more eloquent to conclude this discussion with a statement from The Red Book of Languages in Danger of Disappearing by UNESCO. It states that "Throughout history and certainly also before known history, languages died and disappeared, many of them leaving no trace. This trend has, during the last two hundred years or so, reached quite alarming proportions. Today, half or more likely even more than half the languages still spoken today are endangered, with quite a few of them in death throes and fated to die in the near to very near future…Any language is to be regarded as endangered if children do not learn it fully any more, or not at all-this will inevitably lead to its death, in due course, unless the languages get revitalised as a result of some new circumstances, or successful application of some efforts at maintaining it." Efforts may be going on at different institutions and by individuals in India and abroad to study the marginalised languages of India. Studying for studying sake, documentation of them in different formats are welcome. But what is most important from the point of preserving and continuing the intangible heritage is to maintain these languages in the community of speakers. This can happen only with the awakening and participation of the members of the concerned speech community.

References
1. Albert F. Verdoodt. The Demography of Language in The Handbook of Sociolinguistics. Edited by: Florian Coulmas. 1998.
2. Census of India 1961 to 2011. Language and Multilingualism Tables.
3. Constituent Assembly of India Debates. Draft Constitution- Part XIV-A-Language. Page 1439 to 1441. September 14, 1949.
4. Mallikarjun B. Indian Model of Language Management. Language in India (Online Journal). Volume 18. November 2018.
5. Mallikarjun B. Linguistic Ecology of India (1971 to2011). Language in India (Online Journal). Volume 19. June 2019.
6. Mallikarjun B. Multilingualism in 21st Century India. Language in India (Online Journal). Volume 19. September 2019. Mallikarjun B. Multilingualism in North-East India. Language in India (Online Journal) Vol. 20 February 2020
7. Stephen A. Wurm. 1993. Information Document-The Red Book of Languages in Danger of Disappearing. UNESCO.
8. The Times of India. Feb 21, 2018.

==

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Prof. B. Mallikarjun
Linguistic Demography of the Tribal Languages in India   140

The Role of MOOCs in the Continuous Professional Development of ELT Professionals

Dr. Krishna Chaitanya E.
M.A. Eng., M.Phil., PGCTE, PGDTE & Ph.D.
Asst. Prof. of English
Department of Mathematics & Humanities
Mahatma Gandhi Institute of Technology, Hyderabad
ekcr.81@gmail.com
+91 9550916069

==

Abstract

Massive open online courses (MOOCs) are known worldwide as one of the rich resource to enhance continuous professional developmental (CPD) opportunities of English language teachers (ELTs) across the world. The principal strength of MOOCs lies in systematic design of courses, highly researched content along with team endeavours of several professional course designers and subject experts. Moreover, they are well-structured and provide global exposure to the language teachers on the recent advancements in the areas of teaching strategies. Further, teachers who are deprived of specialised training and knowledge in any area can always choose such exclusive courses to enhance their competency, for make steady progress and to grow professionally. In addition to this, it promotes learner-friendly instructional strategies which result in conducting various pair and group activities to encourage students' active involvement and participation.

The objective of the study is to explore the efficacy of employing MOOCs for the CPD of English language teachers in the ESL context in India. The method adopted for this study was to analyze the recent literature on the role of MOOCs in improving language teachers' ability in teaching, designing materials, updating their knowledge besides integrating technology for better teaching and learning process. Further, the study explores the positive impact MOOCs on teachers' CPD activities. It also examines whether Technology enhanced language learning through MOOCs can be considered as effective as face-to face professional training sessions or more. It is concluded with the advantages of MOOCs in revolutionising the process of learning and CPD of ELT professionals.

Keywords: MOOCs, CPD, ELT, professional development

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   141

Introduction

The analysis of previous studies on the technology enabled language teaching (TELT) focuses on assessing the potential of integrating technology in teaching for successful learning outcome and to influence policy makers positively to invest and promote TELT in the future. Moreover, educators, curriculum designers, professional language trainers, teaching professionals who are inquisitive are equipped to identify suitable technological tools and make informed decisions in making imparting language skills to their students.

Technology enhanced language teaching results in using a lot of aids in teaching such as MOOCs, Webinars, Prezi presentation, Virtual conferences, online seminars, audio and visual resources, computers, laptops, television, digital classrooms, internet, virtual teaching, online discussion forums, blogs etc. To examine the positive influence of TELT through MOOCs in the continuous professional development (CPD) of English language teachers, it is unreasonable to assess one or two works for comprehensive outputs. Nevertheless, a detailed analysis of the available literature will shed light on the specific and general findings of the topic of research (Kennedy, 2007, Knolf, 2006, Fink, 2014, Ridley, 2012).

To analyze the significance of the constructive role of TELT in English language teachers (ELTs) CPD, it is required to discuss the essential outcome of some of the seminal studies conducted experimentally in this field. Review of literature available in the area creates a platform to gather, review, synthesize and present literature produced in the previous and present times (Haidich 2010, Julien 2015, Tatsioni, 2008). Further, this meticulous analysis examines and details the essential role of TELL in CPD of ELTs.

Barriers in CPD

In view of today's rapidly changing world, English language teachers are expected to adopt changing times and customize their teaching methods, materials, and techniques to suit learners' requirements. With the hectic teaching schedule, overwhelming administrative responsibilities and unending paperwork, there is little or no room for teachers in their workplaces to get trained and equipped with necessary skill-set to keep abreast of the latest developments in their domain field as stated in an on-line article titled The Secret Teacher (2014). In the same lines, Trapper (2018) reported that excess workload, lack of encouragement from the institutions along with minimal or no training support are demotivating factors for teachers across the world to quit their profession quicker than they can be substituted.

It was reported by many studies that teachers experience feelings associated with burnout, get frustrated, undergo pressure and feel disturbed when the expected course objectives are not

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   142

realized through classroom teaching (Donna, 2016, Scherer, M. 2012, Segura, H., 2011, Warren, F., & Sorges, S. J., 2013). Consequently, teachers feel discouraged and become helpless to bring intended necessary transformation in their teaching. With professional support from within and beyond their workplace in the form of TELT programmes will act as source of strength for teachers. It is because teachers are the major change agents in the field of education in general and language teaching in particular. Providing them opportunities for technology enhanced learning through MOOCs; providing sufficient time to learn; giving space for practice, encouraging to implement the learning outcome will lead to room for introspection on innovative teaching and learning strategies for effective teaching and learning process (Linda et al. 2017). This process ensures self-learning and a systematic self-reflection to contribute for their and their students' development.

Brief History and Definition of MOOCs

The concept of designing and delivering courses online in the form of MOOCs has come into effect for more than a decade. When a course by name 'Connectivism and Connective Knowledge' was delivered by George Siemens and Stephen Downes in 2008, David Comier christened such online courses MOOCs. This course though it was first of its kind received a lot of attention was enrolled by 2000 interesting members globally. The popularity of MOOCs is grown leaps and bounds since then because of its quality content, updated information, free of cost, easily accessible to many with internet and scope for professional development.

With the changing times, many professionally driven organizations, educational institutions and corporate-houses are interested in exploiting the advantages of MOOCs. For instance, hundreds of courses on a variety of cutting edge topics are offered virtually by many platforms such as FutureLearn, edX, The Great Courses, ALISON, The Canvas Network. Some of these courses are offered free of cost and others are charged as per service provider's policies. There is a range of subjects like English language, Linguistics, Science, Technology, Computers, Foreign Languages, Humanities, Social Sciences, Arts, Sculpture, Finance, Trade, Management etc. are offered for students and professionals across the world.

In addition to this, MOOCs are called massive because of the large number of enrollments of international participants which is over and above 100 000. Stating more details, Richard (2014) reported that there are two major types in MOOCs. The former one is 'xMOOCs' where the content of lecture is replicated and is concluded with a summative assessment. 'cMOOCs' is synonymous with Cooperative Learning, in other words, Open Learning, provides more independence for participants in selecting specific learning materials focusing on specific learning aims.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   143

Structure and Duration of MOOCs

MOOCs are generally scheduled between 3 to 12 weeks and can be accessed 24/7 around the world with internet connection. Content delivery is done synchronous and asynchronous modes depending on the course. For instance live programmes, interactive discussions and talks are delivered synchronously in the form of webinars which require prior registration of participants and joining the live sessions at the specified time. On the other hand, MOOCs are delivered in asynchronous mode, where the course content can be accessed by students at their own time, place and pace apart from completing it within the deadline. Questions can be posed and doubts can be clarified in discussion forums available in MOOCs. Evaluation pattern of participants is done through multiple-choice, open and close ended questions. Assignments once uploaded will be properly evaluated and graded which is followed by feedback. The course is free and does not require participants to buy any textbook or material. Having a pre-requisite is not mandatory though internet connection is essential to get access to the course. The course will be conducted with a series of quizzes checking comprehension of various modules of the topic. A certificate acknowledging participants' performance, learning outcome and score will be generated at the end of the course.

Learning Potential of MOOCs

Technology enhanced learning through MOOCs renders support, strength and guidance to language teachers to overcome several problems listed here. These programmes infuse confidence, cheerfulness and ability in them to deal with various problems and challenges in the context of language classroom. MOOCs which are offered on various cutting-edge topics in the field of language teaching impart sophisticated methods, techniques and approaches in teaching which empower individual teachers and it helps providing required support to their students, colleagues and institutions in general. Laying stress on the significance CPD of teachers, Donaldson (2011) suggests:

"Long-term and sustained improvement which has a real impact on the quality of children's learning will be better achieved through determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development, building their pedagogical expertise, engaging with the need for change, undertaking well-thought through development and always evaluating impact in relation to improvement in the quality of children's learning" (p. 84).

Reporting on the role of MOOCs in education, Yousef, Chatti, Schroeder, Wosnitza and Jakobs (2014) stated:

"Massive open online courses (MOOCs) have drastically changed the way we learn as well as how we teach. The main aim of MOOCs is to provide new opportunities to a

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   144

massive number of learners to attend free online courses from anywhere all over the world. MOOCs have unique features that make it an effective technology-enhanced learning (TEL) model in higher education and beyond" (p. 9).

Moreover, MOOCs can facilitate learning to a large number of teachers working in various parts of the world. Supporting this point of view, Pradeep (2018) stated that MOOCs which are freely available virtually powered by Internet can provide a lot of learning potential for language teachers' professional growth on a regular basis. MOOCs are designed and delivered professionally in online platforms become of certain features

Defining the key features of MOOCs, Jolie (2014) revealed three essential characteristics "varied definitions of openness, barriers to persistence, and a distinct structure that takes the form as one of two pedagogical approaches." These necessary features include accessibility of courses online; availability for massive number of people and completely free and open for all to enroll and learn.

According to Nikolaos Koukis, Athanassios Jimoyiannis (2019) MOOCs promote teachers' professional empowerment. While stating this, they reported four key design features of MOOCs:

"a) connecting course content and teacher learning practices to the educational reality of the classroom; b) defining concrete learning objectives of the course; c) promoting teachers' collaborative learning; and d) creating a learning community among peers."

Information furnished here reflects high potentiality for learning and development through MOOCs. Regardless of the potentiality, research in the area of effectiveness of MOOCs for CPD needs to be expanded and conducted in a systematic way. Experimental studies should be promoted with a special focus on participation of teachers in MOOCs and its impact on learners, institutions and teachers' personal and professional growth. The literature available on this area shows that a few researchers explored the impact of individual MOOCs on teachers in terms of the course design and content. It indicates room for improvement and further systematic research in this area.

Reporting the crucial role of MOOCs in CPD Kleiman, Wolf, and Frye (2013) stated that these programmes are implemented innovatively during the time when the reach-out of traditional training is limited to only some teachers. With the increasing number of educational institutions in rural, urban and semi-urban parts, providing formal training on a variety of topics for teachers on a massive scale is almost impossible. With the advent of MOOCs, the magnitude of this problem is tackled to some extent. To exploit the usefulness and effectiveness of these

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   145

programmes, teachers should be encouraged and provided facilities and time by their workplaces. The design and delivery of MOOOCs are studied by Falkner (2014) in Australia while developing a cost-effective MOOCs for the professional development of teachers was reported by Laurillard (2014).

Contribution of MOOC Platforms in the CPD of ELTs

MOOCs have a meaningful role to play in improving the efficacy of English language teaching in schools, colleges and universities in the global context. Primarily, inquisitive teachers are motivated to take up them for self-learning, self-study along with personal and professional development. Secondarily, the courses are meticulously planned, carefully designed in collaboration with subject experts, professional trainers and educators. Further, these courses are made free and open for all which can be enrolled and completed in the stipulated time frame. Stating a similar view Anna Lloyd (2020), Head of Educational Technology, Cambridge English, said:

> "The best thing about MOOCs is that people from all over the world can gain knowledge and skills quickly, for free and at a time and place that suits them. We're excited to give people around the world access to information from our team of experts."

Cambridge English which is part of Cambridge University is renowned globally for creating high quality MOOCs and imparting language skills to millions of people. Cambridge on-line courses are offered through Future Learn (FL), based in the UK. FL being a societal learning platform offers free virtual programmes designed by experts and professional trainers. FL is credited with the huge database 3 million registered participants taking up more than 6.5 million courses as mentioned in its official website. Two MOOCs by name Inside IELTS and Exploring the World of English language teaching are scheduled currently in CAE website in addition to many courses supported by FL. Duration of these courses is six weeks and a minimum of two hours weekly study is needed to obtain the certification. The former one is aimed at providing necessary inputs of exam, i.e. preparation material, strategies to score higher band and techniques to master LSRW skills, for the learners appearing for the International English Language Testing System (IELTS) examination. The later one explores the ins and outs of the world of ELT including various aspects of teaching EL across the world (CAE, 2020).

The British Council, also known as BC, is a leading global organization of UK established for promoting cultural relations and educational opportunities. BC is reputed for its global expertise in teaching English in on-line and off-line environment apart from designing MOOCs which are supported by FL. These are courses are designed with an intention to contribute for professional development of teachers and enhance communicative competency of learners living in various parts of the world. Language Assessment in the Classroom and English

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   146

in Early Childhood: Language Learning and Development are the currently listed MOOCs in BC website. Information pertaining to designing various types of tests and assessment techniques will be explored in the first course. Acquisition of language in the childhood, ways to develop language besides supporting and challenging children learning and measuring progress is the purpose of second one. Plethora of other courses related to the domain of ELT, ESP, CPD, Testing, Evaluation etc. are kept open for learners to choose, learn and earn a certificate.

In addition to this, MOOCs' various subjects are offered by leading global universities in the USA, UK, Australia, Canada, New Zealand and others employing platforms such as Coursera, Canvas.net, Edx, Udemy, Udacity, FutureLearn, etc.

The Impact of MOOCs on CPD of ELTs

English language teachers' involvement and completion of courses speak volumes about the kind of support and confidence theses MOOCs infuse in them. It was reported in a study https://teachonline.ca/sites/default/files/tools-trends/downloads/five_ways_moocs_are_influencing_teaching.pdf in (2016) that MOOCs created a sense of urgency and moulded language teachers to integrate technology in their teaching for creating a better learning environment for their learners. Further, it influenced them to change their traditional teacher-centered role to a learner-centered teacher facilitating students' learning by being a guide and mentor. It was highlighted that while doing courses, many teachers personally experienced and admitted the necessity to update their obsolete teaching practices and to reflect more on making classroom interaction purposeful and fruitful. By employing learner-centered practices, 'educational democracy' was promoted amongst students to question, clarify and disagree with teachers in the classroom discussions. Such healthy interactions provide more room for learners to speak their mind, boost their confidence in improving their language skills. Qualities such as flexibility, openness and inventiveness are instilled through MOOCs: teachers' teaching practices can be flexible whether it is face-to-face or on-line teaching; they are more receptive and positive in allowing learners to present, perform and play a central role in learning and inventive in using creative methods and activities to suit learners' language requirements.

Enrollment in national and international professional bodies (ELTAI and IATEFL) besides social networking with language teachers across the globe was improved steadily. Their ability in identifying classroom problems, finding solutions, designing their own material based on students was enriched. There was a visible progress found in teachers' willingness to improve knowledge by reading articles, presenting and publishing papers besides increased interest in attending MOOCs and webinars for their professional development. Knowledge acquired form the MOOCs along with fruitful interactive discussions with the trainers, moderators and co-participants helped teachers to some extent in sharing their problems and getting required help.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   147

There were studies reporting teachers' ability in distinguishing ESP and EAP in teaching besides developing curriculum accordingly was improved. Above all, teachers experienced continuous systematic learning, self-reflection, sharing and collaboration and steady progress in their professional competence through MOOCs.

Validity and Need for MOOCs to Indian Teaching Professionals

The fraternity of English language teaching professionals requires technological tools in teaching, learning inputs for continuous professional development, take home value for courses to implement in their classroom teaching and innovative techniques and methods in the context of teaching English as a second language (ESL). The availability of training programmes may not equip large number of English teachers in India with required skill-set. Limited means of professional development may turn good language teachers into teachers without any motivation and interest in their profession. Consequently, it negatively influences the students' learning outcomes.

Literature pertaining to this area shows that of all the factors in academic institutions, teachers play the most critical role in student progress and accomplishment. Statin gin this context, a famous Economist Eric Hanushek reports "a child taught by a good teacher gains 1.5 grade-level equivalents, while a child taught by a bad teacher only gets half an academic year's worth." Moreover, the recent report of the World Development Report On Education (2018) mentions that "teacher skills and motivation both matter"

It implies that teachers require continuous training and supporting system in the form of MOOCs to provide sophisticated tools and techniques for imparting language teaching which will boost their confidence and upskill their learning outputs for effective teaching and learning process. Moreover, it is the need of the hour and necessity of the day in the context of ESL teachers in India.

or poor quality hence, teachers should explore alternative means such as MOOCs for upskilling, support and motivation for professional growth.

Shortcoming s of MOOCs

One of the common limitations of MOOCs is the certification part. It is not recognized or valued as much as the full-time courses offered by institutions. Moreover, some courses are not customized to fulfill varied needs and requirements of some learners across the globe. Further, there is little or no room for the registered participants to seek any assistance/clarification/feedback from the course designers/professors instantaneously (Bergelson, 2019). Along with this, peer feedback on participants' assignments may not always

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   148

provide required insights for further improvement. Above all, it is extremely difficult for some learners to recognize the quality aspects of certain courses before getting enrolled.

The course designers of MOOCs can look into these issues to design courses in the future to make these courses more valid, insightful and increase scope for continuous professional development of the participants.

Conclusion

In the conclusion, it can be stated that MOOCs have revolutionized the way people learn over the years. Carefully designed, meticulously structured, innovative and pedagogically sound course are offered in the field higher education for the purpose of life-long learning. The large number of enrollments and completion rate globally represents success rate and quality of courses being offered. The literature reviews shed light on certain exclusive courses which included sophisticated novel practices, methods and approaches in the field of ELT teaching. This process positively reinforces the effectiveness of technology enabled language teaching and its advantages.

In addition to this, MOOC as a technological source for advancement of life-long learning requires a lot further investigation which can focus on conducting and examining longitudinal studies and their impact on teachers, learners and educational institutions in general to explore and exploit MOOCs in their complete sense and purpose. Research should be done to assess how teachers' continuous professional development leads to learners' development, autonomy in learning and engagement in the process of teaching and learning.

==

References

Bergelson, M. (2019, February 14). 4 Pros and 4 Cons of MOOCs: Whether To Take Study
From Classroom To Online. Retrieved June 29, 2020, from
https://www.geteverwise.com/career-success/4-pros-and-4-cons-of-moocs-whether-to-
take-study-from-classroom-to-online/#:~:text=Disadvantages of MOOCs&text=One
downside of MOOCs is, able to show accredited qualifications.

Drishti. (2019, February 21). Spotlight Needed on Training Teachers in India. Retrieved June 29,
2020, from https://www.drishtiias.com/daily-updates/daily-news-editorials/spotlight-
needed-on-training-teachers-in-india

Fink, A. (2020). Conducting Research Literature Reviews: from the Internet to Paper (4th ed.).
Thousand Oaks, CA: SAGE Publications, Inc.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals 149

Hammond, L. D., Hyler, M. E., & Gardner, M. (2017, June 5). Effective Teacher Professional Development. Retrieved November 10, 2019, from https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report.

Jacobson, D. A. (2016). Causes and Effects of Teacher Burnout (dissertation). Retrieved from Kennedy, J. (2014). Characteristics of Massive Open Online Courses (MOOCs): A Research Review 2009-2012. *Journal of Interactive Online Learning*. Retrieved from www.ncolr.org/jiol.

Kennedy, M. M. (2007). Defining a Literature. *Educational Researcher*, *36*(3), 139–147. doi: 10.3102/0013189X07299197.

Knopf, J. (2006). Doing a Literature Review. *PS: Political Science & Politics, 39*(1), 127-132. doi:10.1017/S1049096506060264.

Koukis, N., & Jimoyiannis, A. (2019). MOOCS for teacher professional development: exploring teachers' perceptions and achievements. *Interactive Technology and Smart Education*, *16*(1), 74–91. doi: 10.1108/itse-10-2018-0081.

Li, W. (2015). Impact of International MOOCs on College English Teaching and Our Countermeasures: Challenge and Opportunity. *Journal of Language Teaching and Research. Research Inventy: International Journal of Engineering and Science*, *5*(4), 11–Retrieved from https://www.semanticscholar.org/paper/Impact-of-International-MOOCs-on-College-English-Wei-Li/dfef3c7304b96aa32ad9dcb20cd42abed693fa50.

Lloyd, A. (2020). Cambridge English. Retrieved from https://www.cambridgeenglish.org/learning-english/free-resources/mooc/

Mesquita, A. and Peres, P. (Eds.). (2015). *Furthering Higher Education Possibilities through Massive Open Online Courses*. Hershey, PA: IGI Global.

Mora, S. L. (n.d.). MOOC (Massive Open Online Course). Retrieved January 12, 2020, from http://desarrolloweb.dlsi.ua.es/moocs/structure-of-a-mooc.

ODE & TN. (2016). Five Ways MOOCs are Influencing Teaching and Learning Access. Ontario's Distance Education and Training Network. Retrieved from

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   150

https://teachonline.ca/sites/default/files/tools_trends/downloads/five_ways_moocs_are_
 _influencing_teaching.pdf

Ridley, D. (2013). *The Literature Review: A Step-by-Step Guide for Students* (2nd ed.). London:
       Sage.

Scherer, M. (2012). *The Challenges of supporting new Teachers* (8th ed., Vol. 69). California:
        Educational Leadership.

Segura, H. (2011). *Less stress for Teachers: More Time & an Organized Classroom*. Retrieved
        from http://www.tower.com/press.cfm.

Tapper, J. (2018, May 13). Burned out: why are so many teachers quitting or off sick with stress?
        Retrieved December 12, 2019, from https://www.theguardian.com/education/2018/may
        /13/teacher-burnout-shortages-recruitment-problems-budget-cuts.

Teacher, T. S. (2014, January 25). Secret Teacher: help, I'm drowning in admin. Retrieved
         October   17,   2019,   from   https://www.theguardian.com/teacher-network/teacher-
        blog/2014/jan/25/secret-teacher-admin-lessons-assessment-feedback.

UCLES. (n.d.). Cambridge English. Retrieved January 18, 2020, from
        https://www.cambridgeenglish.org/learning-english/free-resources/mooc/.

Warren, F., & Sorges, S. J. (2013). *Keep the fire burning: Avoiding teacher burnout: Tips and
        strategies from real teachers. Atlanta*. Atlanta, GA: The Educators Room Publisher.
==

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Krishna Chaitanya E.
The Role of MOOCs in the Continuous Professional Development of ELT Professionals   151

Robert Penn Warren's Search for Identity in
All the King's Men

Dr. S. Chelliah, M.A., Ph.D., D.Litt.
Professor, Head & Chairperson
School of English & Foreign Languages
Department of English & Comparative Literature
MADURAI KAMARAJ UNIVERSITY
MADURAI – 625 021
Tamil Nadu, India
Cell: 9442621106 / 7339129324
schelliah62@gmail.com

===

Abstract

This paper is a humble attempt to project Robert Penn Warren as an intellectual achiever and an American genius who had established himself as a prolific writer with a significant contribution to American literature by publishing a major work almost every year and jointly authoring a good number of books and also participating in in all types of intellectual discussions and getting well-versed in every genre as a literary artist and also shows how he emerged as a convincing fictionalist and the best spokesman of the Southern Culture projecting search for identity as a major theme in his *All the King's Men*

Keywords: American genius, convincing fictionalist, southern culture , search for identity , intellectual achiever, significant contribution.

As an intellectual achiever and an American genius. Robert Penn Warren had established himself as a prolific writer with a significant contribution to American literature by publishing a major work almost every year and jointly authoring a good number of books. Hailing from Kentucky in the Southern region of America, he had a bright university career and joining the "Fugitive" group, he participated in all types of intellectual discussions and got well-versed in every genre. His growth as a literary artist and his literary stances won him the Belington Prize and the Pulitzer Prize. His early literary works were found to be rather derivative, but his later literary creations did bear the distinctive and individual stamp of the author.

As a creative artist, Penn Warren projected himself as the best spokesman of the Southern Culture. Being alive to the glorious nature of the post south and its present decadence, he time and again argued that the best way to more out of the present malaise is

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. S. Chelliah, M.A., Ph.D., D.Litt.
Robert Penn Warren's Search for Identity in *All the King's Men*   152

to embrace the past values of innocence, purity and faith and the capacity to endure and prevail over circumstances. As a creative artist, he was out and out conscious of the fact that the serious problem facing the modern man is his loss of identity due to corroding factors. Rather consequently, quest for identity is the major theme in the Pulitzer Prize winning fictional work *All the King's Men*. He was not only an admirable academician and persuasive American genius but also a convincing factionalist tracing Southern Culture with a fictional idea so as to establish a cultural identity with the present. As an outstanding spokesman of the South, Warren stood for an escape from industrialism and a return to cultural values found in the south. His treatment of southern culture offered him excellent opportunities to discuss the drastic effects of the Civil War and Industrialism. The Southern Culture was glorious, and the agriculturalists enjoyed complete freedom individuality. Warren fell that if the present trend was allowed to continue, the glorious values of the southern culture would meet with extinction. So he wanted the readers to imbibe the post values and cultural stances.

Penn Warren's treatment of the search for identity and identity crisis faced by modern man deserves appreciation. To him, the quest for identity, is an important theme behind the portrayal of almost every major character in *All the King's Men*. According to Warren, man in his existence on earth confronts mysteries, doubts and indeterminacies, anguish and despair which are found to be common to all. The thought of original sin becomes the cause of despair and anguish and this can be traced to Warren's characters like Jack Burden, Willie Stark, Judge, Irwin, Adam Stanton, Anne Stanton and others. By projecting the loss of identity through his characters, he does advocate that redemption is possible only by returning to the post and by close communion with god. The search for identity is projected as a major theme in this novel *All the King's Men*. For making life meaningful, one must be true to oneself so that one can embrace the human community. One has to face the uncertainties with courage and enter the "Afterward" with hope. The narrator, Jack Burden, the protagonist, who is the principal character of the novel does experience the problem of identity. He is presented as having been born again. This new birth leads his life new identity – a new perception of the real identity. Jack Burden is an existential hero who experiences the frustration of every character rooted in history and becomes a self only when he comes out of history. Emergence of the self from the historical self s a necessary process in everyman's search for identity.

Though he had to his credit publication of many such works as *Thirty six Poems* (1935), *The Circus in the Allie and other Stories* (1947), *Brother to Dragons: A Tale in Verse and Voices* (1953), *Promises Poems* (1956) (for which he was given the National Book Award for Poetry: in 1958). The Government of the United States of America made him the nation's first poet Laureate. In the midst of a distinguished literary career, "this prolific writer was the unanimous choice for that regal little in 1985 by everyone but himself" (James 1). Among his works like *All the King's Men*, Knight Rider and At Heaven's Gate which still all-act wide readership and critical analysis. *All the King's Men* perhaps accounts

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. S. Chelliah, M.A., Ph.D., D.Litt.
Robert Penn Warren's Search for Identity in *All the King's Men*   153

for his emergence as a popular factionalist. In the words of James H. Justus, "Warren is committed to the orthodox view of man and the world" (P 2). Paul West observes:

> "Against vast forces of nature, he works his
> own vast-sounding concepts. But the quarrel
> with himself remains, a process of self-study
> conducted in public, and his paradoxes, large
> or small, sometimes stifle one another. Not
> finding answers, Warren proves the value of
> keeping alive, a needed attitude and the discomfort
> of being a resolute participant rather than the
> spectator." (P 204)

Warren clearly points out through his works that some problems are irremediable stemming as they do from the fundamental defects in human nature. "All the King's Men" is a political novel, of course. But it is so only as Oedipus and Shakespeare's tragedies are political plays. Out of the concerns of their time, they rise to depict not a local society but the entire society of men" (Vogel 78). The moral and intellectual welfare of man in the twentieth century has been the prevailing theme in the Warren's world especially in *All the King's Men*. The urbanization in the twentieth century has forced the intellectuals to think that the agrarian cultural past ensured values whereas the materially advanced present denies human and cardinal virtue. The individual in an industrial society loses his integrity, self-respect, humour and individuality. Penn Warren refers to the havoc caused by industrialization in the following lines.

> "There were pine forests here a long time ago
> but they are gone the bastards got in here
> and set up the mills and laid the norms –
> gauge tracts and knocked together the
> company commissaries and paid a dollar
> a day …" (AKM 2)

He further writes:
> "…. and the whole place, under the electric
> glare, hums and glitters and sings like
> the eternal insides of God's head, and the
> ship is knocking off twenty two knots on
> a glassy, starlit sea" (AKM 34)

The said agrarian base is missing in the present century. There is environmental pollution. The idyllic setting has gone and 'the great green globe' has been spoiled by the industrial advancement. Robert Penn Warren bemoans the decadence in the culture of the Southerners. The modern world is found to be devoid of theological virtues like faith, hope

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. S. Chelliah, M.A., Ph.D., D.Litt.
Robert Penn Warren's Search for Identity in *All the King's Men*   154

and charity. Real love and compassion are essential to lead a peaceful and contented life. The absence of these good qualities may result in violence, negligence and inhumanity. In the present century, people are governed by their obsessive greed for wealth, for people are highly interested in a massing wealth as money has become a means for power and position giving greater social recognition. Indirectly, Warren refers to the fact that power corrupts, and absolute power corrupts absolutely. Warren brings out this idea in these lines:

"…. Willie is interested in Willie you call it
genius. It's only the half-baked people like
Mr. Patton who are interested in money. Even
the big boys who make a real lot of money
aren't interested in money. Henry Ford
isn't interested in money. He's interested
in Henry Ford and therefore he is a genius." (AKM 126)

The world is so topsy-turvy that the least valuable things have become the most valuable things. In the mechano-morphic civilization, genuine love and affection are lacking. People are on the wrong track of love. They are committed to pre-marital sex, courting and love-making. Jack Burden, a character in *All the King's Man* marries Hois who was extremely good-looking:

"To Lois, who was damned good looking, a lot better
looking, I suppose, than Anne …
Jack and I are perfectly adjusted sexually
Lois used to say primly …" (P 303).

Their marriage was not a union of minds and so they got separated after sometime. Warren says that

"The law is always too short and too tight
for growing humankind" (P 136).

Static law is a dynamic society poses problems. Man must analyse his 'self' and be good. Warren stresses the idea that morality is more important than legality. One of the important current themes which finds treatment in *All the King's Men* is the twin problem of finding 'identity' and expiating guilt'. In finding identity, man moves from non-time to time, from innocence to guilt Warren is of the view that guilt is on inevitable properly of identity. Redemption from sin is possible by coming with God, for He is the creator one most feel sorry for one's sins and repent. Real identity exists only in the essence of God, in merging with Him. According to him, total unconditional surrender to despair are common to all on earth. Loneliness, suffering, struggle for survival are common denominators and none can escape them. Modern man lacks integration. Separateness will not help one to understand the

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. S. Chelliah, M.A., Ph.D., D.Litt.
Robert Penn Warren's Search for Identity in *All the King's Men*   155

self. one can understand one's self by understanding others. Warren conveys this idea here in the following lines:

> "I ought to have guessed that a person
> like her - a person who you could tell had
> a deep inner certitude of self
> which comes from being all of one piece, of
> not being shreds and patches and old cogwheels
> held together with pieces of rusty barbed wine
> and spit and bits of string, like most of us." (AKM 207)

Warren was of the opinion that only through truth, one can make life meaningful. To achieve this, one must realise one's self first, so as to embrace the entire humanity. The modern man is entirely isolated with the society and suffers only his own private agonies. They are solitary individuals discovering their own predicament, for the most part devoid of the responsibility, for any historical or social representation. Warren deals with the necessity for balancing precariously between the abyss of nature and the abyss of self, in *All the King's Men*. He also explores the major conflict in the present century – the conflict between public and private self, the actual and the ideal, commitment and disengagement in his works. In *All the King's Men* the author presents the protagonist. Jack Burden as coming out of history into history ready to meet the challenges of the future. Jack Burden's optimistic resolution to face the responsibilities time has in store for him comes only after his selfhood is realised. Warren feels that the past is not in itself, independence of the present and future and that event in time is meaningful only in relation to the past and the future:

> "The past is not separate and complete in itself
> but an ever developing part of a changing
> present and future once this knowledge is
> learned, one's individual life and all life may
> be seen to fall into coherent and inevitable
> patterns which give meaning to the past, present
> and future" (Clements 59).

Treatment of self-identity, sense of the past, power of love and psychological suffering in *All the King's Men* no doubt, provides aesthetic satisfaction to the readers. Such major themes as Hedonism, Industrialization, Urbanization and Identity Crisis are touched upon in a convincing way in the novel *All the King's Men*, out of which the theme of identity gets its superb treatment. When Jack Burden becomes involved with Governor Willie Stark's political party machine, he learns, as Paul West points out, thus:

> "Identity …. Is not a fixity but a studiously
> maintained transaction with other people.
> The means of self-establishment is also

the prime agency of confusion…" (P 221).

Jack Burden's transformation at the end of the novel *All the King's Men* is a kind of moral second birth in contrast to Adam Stanton's surgical transformation of the schizophrenic personality. As Cushing Strout put it,

"How a self becomes a new self is really the
burden of Burden's story, the major chord of
the novel, including Willie's search for
identity within it …" (P 166).

According to Warren, man requires spiritual light in this materialistic world. Real identity exists only in comprehending God's design and in merging with Him. If man trusts in God and accepts Him as his Saviour, he can easily free himself from the frustrations, disappointments, sorrows and tensions of this world and find life worth living. To conclude *All the King's Men* has become a classic for it is the finest American novel in more years than one would like to remember" (P 91). It moves like to an express train, crackles with vitality and vibrates with emotional intensity. Madison Jones concludes that "the novel's great range, its subtlety and rhetorical brilliance, and above all its Swam of living human beings must give it substantial place not only in Warren's canon but in our recent literature" (P 45).

===
Works Cited
1. Clements, A.L. "Sacramental Vision: The Poetry of
        Robert Penn Warren"
        South Atlantic Bulletin 43 No-4, 1978. P.59.
2. James A. McGinley. "A letter from the Publisher
        SPAN Knox, 12 Dec. 1986, P.1.
3. Jones, Madison. "Robert Penn Warren as Novelist"
        A Southern Renaissance Man
        (ed.) B. Edgar New York: OUP, 1980.
4. Justus, James. H. *The Achievement of*
        Robert Penn Warren
        Baton Rouge: Louisiana State Univ. Press, 1901.
5. Strout, Cushing. "All the King's Men and the Shadow
        of William James.
        Critical Essays on Robert Penn Warren
        (ed.) William Belford Clark.
            Boston: G.K. Hall and Co., 1981.
6. Vogel, Dan. "The Mask of Oedipus Tyrannous"
        The Three Masks of American Tragedy
        Louisiana: S Louisiana State Univ. Press, 1974.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. S. Chelliah, M.A., Ph.D., D.Litt.
Robert Penn Warren's Search for Identity in *All the King's Men*   157

7. Warren Robert Penn. *All the King's Men*
    San Diego: Harcourt Brace Jovanovich, 1984.
8.West, Paul. "Robert Penn Warren" (Ed.) George Wright.
    Seven American Literary Stylists: From Poe
    To Mailer
    Minnesota: University of Minnesota Press, 1956.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. S. Chelliah, M.A., Ph.D., D.Litt.
Robert Penn Warren's Search for Identity in *All the King's Men*   158

Swami Vivekananda:
Human Evolution and Absolute Freedom

J. Kavithanjali, MBA., MLISc., PGDCA
Ph.D. Scholar (Part -Time)
Department of Library and Information
Madurai Kamaraj University
Madurai – 625 021
shivakavitha1111@gmail.com
===

Abstract

This is a humble attempt to project Swami Vivekananda as a great intellect, great orator, social reformer, philosopher, religious teacher, humanist and great lover of his motherland who is looked upon as a great religious teacher, thereby making a definite contribution to the study of both Hindu religion and philosophy and shows how his words possessed an inexplicable charm – a charm that captivated the hearts of millions of people all over the world.

Keywords: Vivekananda, spiritual voice, absolute freedom, great intellect, social
reformer, humanist, charm

What is truly said and accepted is that Mother India has produced many great orators in the sand of time and Swami Vivekananda (1863-1902) holds his place respectively and proudly among that gentry. As the entire globe knows, Swami Vivekananda was a great intellect, great orator, social reformer, philosopher, religious teacher, humanist and great lover of his motherland. It is said that Swami Vivekananda is looked upon as a great religious teacher and one whose spiritual and physical powers shown in his deeds and action and indeed he made a definite contribution to the study of both Hindu religion and philosophy. He dedicated his life to the realization of Truth. His was an aim to uplift all the human beings from the lower level and goad them to experience the ultimate Bliss. His personality that carried an air of divinity was something great and dynamic. His words possessed an inexplicable charm – a charm that captivated the hearts of millions of people all over the world. Swami Tejasananda writes:

> "The accumulated spiritual forces of
> three hundred and thirty millions of people
> compressed themselves as it were into
> the multi coloured life of the towering
> personality who set himself to the
> Herculean task of rebuilding the nation

on the basis of a synthetic ideal
bearing in it the best elements of the
cultural contributions of the East and
the West" (P 1).

Swami Vivekananda occupies a unique place in the Indo-Anglian literature by his outstanding contribution. His contribution consists in his speeches, letters, and poems etc. "Swami Vivekananda lectured, letters and writings reveal not the dry intellect of a thinker, but the outpourings of a heart, the spontaneous outburst of a heart deeply stirred" (Sastri 294). Vivekananda was intensely moved by the sufferings of humanity and particularly of the humanity in India. He discovered the greatness of man and particularly of men in the humble walks of life who were the despised and denied in the Indian society. He was deeply interested in serving the poor people and all those who are living miserable and hard lives all over the world. He exhorted:

"Have charity towards all beings.
Pity those who are in distress".

He also said once:
"yes, a daily worship at the feet of beggars,
after bathing and before the meal,
would be a wonderful training of heart
and hand together" (P 15).

He believed that the service to humanity and Karma could lead man to great heights. Sister Nivedita expresses the same thus:

"This is the realization, which makes
Vivekananda the great preacher of Karma,
Not as divorced from but as expressing
Jnana and Bhakti. To him, the worship,
The study, the farmyard and the field
are as true and fit scenes for
the meeting of God with man as the call
of the monk or the doors of the temple.
To him, there is no difference between
service of man and worship of God,
between manliness and faith, between
true righteousness and spirituality"

(Nivedita)

Within this realization, Vivekananda wanted to elevate man to his own height of spirituality. By preaching the values of love, kindness, affection and spirit of service to humanity, he so desired to make human beings stand on the ground of universal equality, unity, love and fraternity. He exhorted:

"God has become man,
man will become God again"

In the Indian tradition, philosophy and religion have always gone hand in hand. Our philosophers never adopted the western philosophical outlook of an intellectual aloofness that seeks to steer clear of religion. When philosophy accepts the furtherance of man's spiritual life as its aim, it becomes the best ally of religion, exercising an ennobling and liberalizing influence on it. Swami Vivekananda's philosophical lectures do provide and present the universal spiritual values and their rational justification without reference to any particular cult or creed. "Though their background is Vedantic, they are so closely related to the fundamentals of spiritual life that the followers of any religion will find in them some aid both to deepen and broaden their faith" (P iv).

Religion, if it is to be a potent force in the life of man, must provide him with strength and inspiration in all situations of life. The Vedantic teaching of faith in oneself based on the idea of one's inherent Divinity is the best means for generating this strength and inspiration. In the lives of all great men and women that history knows, it was their tremendous faith in themselves and their mission that led to their achievements. All the difference between man and man arises from the degree of faith they have in themselves. Vivekananda puts a question, "Do you know how much energy, how many powers, how many forces, are still lurking behind that frame of yours? …. He adds thus: "… behind you is the ocean of infinite power and blessedness … If matter is powerful, thought is omnipotent. The God whom people usually worship as a far off and unknown being, is in the Vedanta the too-well-known and the closest object to us. The God of Vedanta is "identical with the Self and therefore the nearest of the near. It is through the self we know everything" (P 5).

We need both strength and goodness Swami Vivekananda says, "It is the journey from truth to truth, from lower truth to higher truth. Darkness is less light; evil is less good; impurity is less purity". (P 3) An average man has both goodness and strength on the lower side. To become a perfect man, one needs to develop both strength and goodness. Everybody wants success in this objective world. If that be the case, the sequence in which strength and goodness are developed is more important than anything else. When one improves goodness first and strength later, one becomes a theoretician lacking focus on the execution of work thereby leading to inefficiency and failure for accomplishing goals despite goodness. On the other hand, when one improves strength first and goodness later, one can attain success in this objective world because of the strength of faith in oneself, courage and the power to stay focused on, the execution of work. But this stage of more strength and less goodness is only an intermediate stage. Having enjoyed success in material things, one needs to transform

oneself from self-centeredness to an altruistic approach. Swami Vivekananda lays focus on "strength first and goodness next". Strength is a very complex word. In simple terms, it refers "to the state or quality of being strong … among other things, physical strength, mental strength, intellectual strength, capacity to act courageously, having faith in one self and capacity to stay focused on the execution of work" (Sarma 10). Vivekananda realised that sincere and earnest efforts should be taken to enlighten the people the people on how spiritualism is an essential and integral part of life. He proclaimed that "the present age requires new modes of thought and new life" (CW 129). To introduce the life of Swami Vivekananda is to introduce the subject of spiritual life itself' (P 1). It is not necessary here to summarise the life of Swami Vivekananda. In fact, to think about such an inspiring person as Swami Vivekananda, fills everyone with a new spirit. He practised spiritual exercises and as a result, experienced a kind of Bliss which he wanted everyone to experience. It should be added that "Swami never propounded any new philosophy; nor did he try to impose his philosophy on others. As Tapash Sankar Dutta puts it,

> "Swamiji revived that old spirit, recast
> and recommended it to make it more
> relevant to the modern world – full of
> complexities and contradictions" (P 265).

According to Swami Vivekananda, the world, as a whole, stands divided into two parts – the East and West. The East remained poor by resorting to spiritual experience and realization and the West, by inventing more and more through science, increased the materialistic pleasures. Swami realised that there should be harmony between materialism and spiritualism, otherwise there should be an incompleteness in human life. Human life revolves round two things – materialism and spiritualism. To keep and maintain a complete life, there should be a harmonious blend of materialism and spirituality and materialism should be gradually but ultimately be subordinated to spiritualism. This way of living is something an ideal one for Swami – ideal in the sense the hopes, desires and aspirations of a human being could be achieved to some extent. Neither should the hopes, desires and aspirations be suppressed nor should they be allowed to remain unfulfilled. He preached an easy way of canalizing and sublimating them. By canalising and sublimating them a human being could reach higher levels towards the realization of Truth, the goals of human life.

India, from time immemorial, has been a rich source of great spiritual power giving birth to a long line of mystics and earnest seekers of Truth. It was natural for a person like Swami Vivekananda to experience certain Indian spiritual ideals and endeavour to make them comprehensive to the common man. He wished that what he wanted to speak should be in ordinary language shorn of conventional scholarly and mystifying phraseology of the philosophers. Language should not be a barrier but an easy conveyance of one's thoughts. "His words in English have since become a new gospel. Through English he gave voice to his mission and expression to that which he himself was the centre of a spiritual world impulse"

(LSV 29). It should be made clear that his thoughts are his personal experiences. By constant and steadfast experiences, he realised certain truths, which, he thought, could help human beings in keeping their lives peaceful and happy. The speeches of Swami Vivekananda were extempore. It must be said that he had a divine grace which inspired his speeches keeping the audience spell-bound. Whenever he spoke, his voice electrified the audience. "He had a dynamic dominating and magnetic personality. The charm and power of his eloquence captivated all" (Jagtiani 5). Never did he suffer from paucity of words or ideas. Ideas and words were so harmoniously blended that there had always been an incessant flow of speech. He proved that he could convey to the audience any abstract idea in a lucid and simply way. Having had a personal and direct contact with Swami Ramakrishna, Swami Vivekananda knew fully well as to how to make the listener understand him. T. Muttucumaru aptly comments:

> "He who has realised the Atman becomes
> a storehouse of great power. From him
> as the centre, a spiritual force emanates,
> working within certain radius; people
> who come within this circle become
> inspired with his ideas and are overwhelmed
> by them" (P 138).

Praising Vivekananda's vigour of spirituality and personality, Arun Bhattacharya states:

> "His greatness lies in the fact that
> in the nineteenth century when India
> was considered a backward country
> which had everything to learn from
> Europe, he proved the world that
> India had a great religion and
> culture which Europe should learn" (P 13).

Swami Vivekananda considered religion as "the manifestation of the divinity that is already in man". According to him, religion is a growth from within till one reaches the last stage of human evolution, when the individual realizes within his own self all his dreams of perfection and absolute freedom, and discovers the kingdom of heaven that has been lying all the time within the heart. When man does conquer his inner nature, he becomes perfect and finds God, the ever-free master of nature, the living ideal of perfection and absolute freedom, as the essence of his own being. He is of the view that since realisation is the core of religion, religion consists in realisation.

To conclude, this manifestation of Swami Vivekananda was inspired by his own realization and his theory of practical Vedanta. This theory contains some highest ideas and

ideals – unity or oneness in the cosmos, unshakable faith in oneself. God realization in oneself and in society, need of synthesis between the East and the West, toleration of other religions, acceptance of other, forms of worship, justification of the means by the ends, to see God in everything, etc, that may inspire not only one's individual life but also the national and international life. No doubt, he is remembered as a dynamic spiritualist who served God by serving others. "He leaves behind indelible footprints which none of the historical forces and none of the vagaries of fate can efface" (Bhajananda 464). In a word, it may be said that being the promoters of religion, he dreamed of a universal religion holding together all the truths of all religions for he was not an Indian but a universal prophet appreciating the truths of all religions and developing a broader outlook in life in all respects.

==

Work Cited

1. Chauhan, Abnish Singh. *Select Speeches of Swami Vivekananda*.
   Bareilly: PBD, 2004.
2. *Collected Works of Swami Vivekananda*
   Calcutta: Advaita – Ashrama, 1979.
3. Jagtiani, G.M. *Swami Vivekananda the Militant Hindu Monk*.
   Bombay: Shooting Star, 1975.
4. Muttucumaru, T. *Vivekananda – Prophet of the New Age of India and the World*
   Colombo: R.K. Mission, 1963.
5. Sarma, A.R.K. *Strength First, Goodness Next*
   Vijayawada: Sri Sarada Book House, 2014.
6. Sastri, P.S. "Philosophical ideas of Swami Vivekananda"
   Aspects of Indian Writing in English
   ed. M. K. Naik.
   Chennai: Macmillan Co, 1979.
7. Tapesyananda, Swami. *The Philosophical and Religious Lectures of Swami Vivekananda*
   Calcutta: Advaita Ashrama, 1984.
8. Tejasananda, Swami. *Swami Vivekananda and his Message*
   Colombo: R.K. Mission Saradapitha, 1972.

==

A Brief Study on Homosexuality Issues in Manikuntala Bhattacharjya's Assamese Novel "Mukti"

Mridul Moran, M.A., M.Phil.
Assistant Professor, Department of Assamese, Dergaon Kamal Dowerah College, Assam, India, Pin: 785 614
==
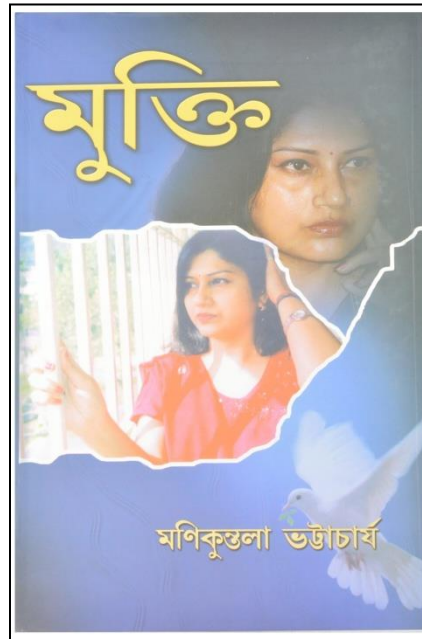
Abstract

Homosexuality, third gender is kept apart from the mainstream, so such discussions happen to be lesser. Homosexuality, bisexuality, third gender, etc. are depicted is Assamese literature negligibly. In Maini Mahanta's *Sparsha* (Touch, 2006), Anuradha Sarma Pujari's *Nil Prajapati* (Blue Butterflies, 2013), Minakshi Burhagohain's *Nil Nakshyatra* (Blue Star, 2014), and Binisha Devi's *Raktaraag* (Red Tune, 2019), we find about gay, lesbian, bisexual, and third gender relationship. Manikuntala Bhattacharjya's *Mukti* (Liberation, 2005, 2006) is a homosexuality centric Assamese novel. The main objective of this paper is to investigate the homosexuality issues in *Mukti* novel.

Keywords: Manikuntala Bhattacharjya, *Mukti,* Assamese Novel, Homosexuality, LGBT, Sexual Exploitation.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Mridul Moran, M.A., M.Phil.
A Brief Study on Homosexuality Issues in Manikuntala Bhattacharjya's Assamese Novel "Mukti"   165

Introduction

In today's sexist social structure, only heterosexual relationship is welcomed. So, alternative sexuality or homosexuality is sidelined from the mainstream discourse. In most of the societies, homosexuality is a sensitive matter. The supreme court of India, on 8th September, 2018 gave a historical verdict on homosexuality. The Supreme Court declared it is natural and has given constitutional right. In there it is declared that, "In view of the aforesaid findings, it is declared that insofar as section 377 criminalizes consensual sexual acts of adults (i.e. persons above the age of 18 years who are competent to consent) in private, is violative of Articles 14, 15, 19, and 21 of the Constitution.'' In 1977, 15 December, American Psychiatric Association declared homosexuality as a natural sexual urge, even though homosexuals have not get proper rights yet. A handful of countries like Canada, Britain, and some parts of USA have given it a constitutional recognition, but in most of the places homosexuality is a punishable offense. Violent attitude of people has given rise to the birth of a word 'homophobic' in English. From the human rights perspective it is a matter of injustice. (Rai 2010) Indian gay theorist R. Raj Rao writes, "I call sexuality a social construct because it is society that expects a male (a state of being) to grow into a man (a state of becoming).'' (Rao 2017)

Heterosexuality is the chief theory of patriarchal sexual politics. (Bezbaruah 2016) This ideology considers LGBTQ as a challenge. From the so-called mainstream society, they are physically and mentally different. So, they are considered 'other'. They are marginalized.

Abhijit Rai, in his book, proves that homosexuality is not any kind of disorder (mental or physical). According to him, 'lack of scientific outlook' is a chief reason for such type of attitudes toward them. Homosexuality is a natural part of sexuality. But in our age-old traditions, such ideas are still in extent. The author discusses such things in his book with information. (Rai 2010)

A prolific and versatile writer, Manikuntala Bhattacharjya is counted among the leading litterateurs of Assam. Her broader way of perceiving life is clearly reflected in her writings that highlight various social issues like witch-hunting, HIV-AIDS, homosexuality, old age home, insurgency prevailing in the society. Manikuntala Bhattacharjya's *Mukti* is the first homosexuality centric Assamese novel. The main objective of this paper is to investigate the homosexuality issues in *Mukti* novel. The present study is based on analytical method. The analysis primarily concentrates on the Gender perspective.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Mridul Moran, M.A., M.Phil.
A Brief Study on Homosexuality Issues in Manikuntala Bhattacharjya's Assamese Novel "Mukti" 166

Courtesy: https://www.telegraphindia.com/states/north-east/memoirs-cast-in-verse-writer-turns-to-prosody-not-prose-for-autobiography/cid/704661

Homosexuality Issues in *Mukti*

Homosexual relationship is the same human relationship with that of heterosexuality. But we observe deformed kind of sexual affairs in homosexuality as well as heterosexuality. Males are also victimized in sexual desires of 'males'. Such points remain unnoticed is society. There are male sex-workers for males too. By hiding their sexual identity, such people also engage in homosexual activities or other males are also victimized by such homosexual activities. Manikuntala Bhattacharjya authored the novel *Mukti* on such topic. This small novel was first published in 'Amar Asom', 'Rangali Bihu Edition', 2005. In 2006, August, it was published as a book.

The author came across some characters associated with homosexuality while searching for content for a television serial. The novel is based upon them. Smriti is working on a new novel. Her friend Raushan Seth is helping her in finding contents. Mr. Bhatia, friend of Smriti's husband Rupak is also helping her. Seth Sahab is basically from Delhi. His brother died from HIV AIDS. After this Raushan got engaged with an NGO and busy awaring the people living in the slum area about AIDS. He brought her to Basanti, the sex-worker (prostitute). From Basanti Smriti learns about a different world. She comes across a wounded boy in death-bed. Basanti has eight boys under her. They have demand as there are customers looking for boys (sex-workers).

: How old they are who look for boys?
: Same as that of Raushan Seth. (Bhattacharjya 2010: 30)

Raushan Seth adopted Basanti's son Sankar. However, Seth does not tell about it to Smriti. She comes to know about it from Basanti only. But one day, this Sankar beheaded Seth Sahab later. From this, Smriti got ashamed of the ingratitude of there of the slum

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Mridul Moran, M.A., M.Phil.
A Brief Study on Homosexuality Issues in Manikuntala Bhattacharjya's Assamese Novel "Mukti" 167

dwellers. But later, from Basanti, Smriti learn the ghostly truth. Raushan Seth is a homosexual. In the name of social work, he adopted Shankar, but in reality, he oppresses him on a daily basis. Failing to tolerate such exploitation, Sankar comes up as a murderer. Learning this Smriti changes her attitude towards Sankar and Seth. She determines to educate Sankar. By killing Seth Sahab, Sankar achieves liberation.

In this novel of Bhattacharjya, three aspects related to homosexuality get represented:
- Male sax-worker,
- Hide of sexual identity, and
- Sexual exploitation on males.

This novel actually centers the third point mainly.

Conclusion

Since homosexuality, third gender, is kept apart from the mainstream, so such discussions happen to be lesser. Till now, it is still a far cry to observe such topics with an open mind. Among them, some people begin to draw empathetic pictures on such issues. Through homosexuality, representation of topics like sexual exploitation on males can be regarded as the writer's brave attitude. However, according to the author also, homosexuality is an unsocial thing. As she says, "A very confidential affair (conduct), that can be termed unsocial, is being tried to be depicted in the novel." (Bhattacharjya 2010: 5) So, it cannot be said that the novelist is also free from the traditional sexist notions. *Mukti* is the first Assamese novel based on homosexuality. But in it, sorrows of the homosexuals are not portrayed.

===

References

[1] Bezbaruah, Jiten. "Somokamita aaru Totsonglogno Dutaman Prosno''. *Mukto Sinta,* vol. 01, no. 04, 2016

[2] Bhattacharjya, Manikuntala. *Mukti.* 3rd edition, Guwahati: Purbanchal Prakash, 2010

[3] Rai, Abhijit. *Somokamita: Ekti Boijnyanik ebong Somaj-Monostwattwik Anusondhan.*1st edition, Dhaka: Shuddhashar, 2010

[4] Rao, R. Raj. *Criminal Love?: Queer Theory, Culture and Politics in India,* 1st edition, New Delhi: SAGE Publications, 2017

===

Mridul Moran, M.A., M. Phil.
Assistant Professor
Department of Assamese
Dergaon Kamal Dowerah College
Dergaon 785 614
Assam
India mridulmoran8feb@gmail.com

===

Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Mridul Moran, M.A., M.Phil.
A Brief Study on Homosexuality Issues in Manikuntala Bhattacharjya's Assamese Novel "Mukti" 168

Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners

Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Associate Professor of English
DDR College, Chabua, Assam 786184
India
kakotyatonu@gmail.com
Cell Phone: 9401709323
===

Abstract

      This paper investigates the impact of Language Learning Strategies (LLSs) instruction on the reading and writing proficiency of Assamese ESL learners with regard to their first language. It is an intervention study conducted on a sample of 225 undergraduate learners from three colleges in Assam, India. The participants in this study consisted of 129 Assamese as L1 and 96 learners belonged to other L1 background. The independent samples t-test revealed that before strategy instruction the mean score of Other L1 learners (M=14.85, SD=4.34) was significantly higher (t=6.893; p=.000, p<.05) than the Assamese as L1 learners (M=10.83, SD=4.33). But after the LLSs instruction the Assamese as L1 learners outperformed their counterparts. The mean score of the Assamese as L1 learners (M=30.91, SD=2.11) found to be statistically significantly higher (t=2.954; p=.003, p<.05) than the Other L1 learners (M=30.19, SD=1.55). Thus, it can be concluded that the Assamese as L1 learners received more benefit of the LLSs instruction.

Keywords: Assamese ESL learners, Language Learning Strategies, LLS instruction, first language in second language learning.

Introduction

      Classrooms in Assam are mostly multilingual in nature because learners come here from variety of first language (L1) backgrounds such as Bangla, Santali, Sadri, Oriya, Bhojpuri, Panjabi, etc. It is, therefore, natural that this diversity of first language background influences the teaching and learning of English. In Assam English enjoys the status of a Second Language. Motivation for learning the language is quite favorable. The knowledge of English is a prerequisite for better employment opportunity and social or economic status. There is an ever growing demand for the language in the society. Parents bestow greater emphasis on making their children learn the language right form early childhood. English is also a compulsory subject in the educational curriculum.

      Despite having a favorable teaching learning atmosphere, learning English is still considered to be very difficult by many. Even in the undergraduate level, having learnt English for twelve years, Assamese ESL learners exhibit poor competence and performance in the language. Various factors are accountable for this. One of the important factors is the teacher centeredness of the ESL scenario in Assam. Different aspects of the teaching and learning of

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   169

the target language such as curriculum development, text-book preparation, teaching and evaluation etc., concentrate primarily on what the teacher is expected to do in the class and how the learners are expected to perform in the examinations. Little or no attention is paid on how the learners are expected to approach the learning task.

The modern research on language learning investigates not only *what* to learn but also *how* to learn a language. It recommends that learners should be autonomous, and teachers should merely be facilitators of learning. The educational system should prepare learners for autonomous learning because in this era of information explosion it is not possible for any educational system to teach learners everything. Autonomy in language learning can be achieved by the application of LLSs (Oxford, Crookall, Cohen, Lavine, Nyikos & Sutter, 1990; Davidson, Deuser & Sternberg, 1994; White, 1995; Goh, 1997; McInerney, McInerney & Marsh, 1997). The teacher's primary role in the language classroom is to provide awareness and training of LLSs to his/her students. However the ESL teaching-learning situation of Assam does not focus on the learner autonomy and provide training of LLSs to the learner.

On the other hand, the multilingual set up of the ESL classrooms is often ignored while teaching the target language. It is therefore essential to investigate the impact of LLSs instruction in this multi-lingual set up. In this context, the present study is undertaken to investigate how Assamese ESL learners' first language affect the impact of language learning strategies instruction.

Theoretically, this study will help us understand if learner's first language plays any role on the impact of LLSs instruction. This is going to be a fresh insight into the theory of LLSs research as such investigations are limited in nature so far as Assamese ESL learners are concerned. Pedagogically, this study will help us address the learner's need effectively. We will be more equipped to customize the ESL classes in accordance with learner's L1.

Review of literature

It has been a common observation that some students are more successful in learning a new language than others. The focus of the early research in LLSs dealt with the investigation of the causes that differentiate the language learning ability of learners.

As pointed by Rubin (1975:45):

"…if all people can learn their first language easily and well (although some have more verbal skill than others), why does this innate ability seem to decline for some when second language learning is the task?"

Modern researches in the field of language learning have been providing insights into how the learners of a language approach the learning of a language. It has been pointed out that learning a language is a type of problem solving for which learners use different LLSs (Rubin, 1975; Stern, 1975; Bialystok, 1978; Chamot & O'Malley, 1987; Oxford, 1990; Cohen, 1996 etc.). Language learning strategies are specific methods or techniques used by individual learners to facilitate the comprehension, retention, retrieval and application of information for language learning and acquisition (Oxford, 1990). Therefore, success in learning a language is attributed to a certain extent in the selection and use of Language Learning Strategies (Griffiths, 2004). Research consistently shows that less successful language learners lack strategy awareness and often use fewer numbers of LLSs. Moreover, they use inappropriate LLSs for

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   170

their language tasks. In other words, the less successful language learners use the same strategies over and over again and do not make significant progress in their task (Anderson, 2005).

As mentioned already, the advantage of the LLSs is that they have their base in cognitive psychology, therefore, they are teachable. Students who are taught to use strategies and are provided with sufficient practice in using them will learn more effectively than students who have had no experience with learning strategies (Chamot & O'Malley, 1987:240). It is therefore evident that effective language learning can be achieved through LLSs training. During the last forty years, various studies have been conducted to investigate the effect of teaching LLSs (for example, Farhady, 1982; O'Malley & Chamot, 1990; Oxford, 1990; Fujiware, 1990; Ross & Rost, 1991; Phillips, 1991; Tang & Moore, 1992; Swicegood, 1994; Robbins, 1996; Gu, 1996; Goh & Kwah, 1997; Bremner, 1999; Ozeki, 2000; Macaro, 2001; Shen, 2003; Chamot & Keatley, 2003; Fuping, 2006; Cubukcu, 2008; Takallou, 2009; Karbalaei & Rajyashree, 2010; Hong-Nam & Leavel, 2011; Savery, 2012; Lenhard, Baier, Endlich, Schneider, & Hoffmann, 2013 etc.). Learners from variety of backgrounds such as age group, culture or ethnicity, learning environment, gender etc. were involved in these studies. Results of such studies are mixed and varied. In most instances, LLSs intervention studies are found to be effective in increasing strategy awareness and effective language learning ability of learners. To mention a few: O'Malley & Chamot, 1990; Oxford, 1990; Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi & Brown, 1992; Cohen, 1998; Chamot, Barnhardt, El-Dinary, & Robbins, 1999; Grenfell & Harris, 1999; Harris, 2003; Graham & Harris, 2003 etc.

It has been observed that learner differences play a crucial role in determining the choice and acceptability of LLSs. Similarly, these learner differences determine the impact of LLSs instruction on learners. For example, as it is found that women use more LLSs than men, therefore, after strategy instruction both women and men demonstrate distinct strengths in strategy use (Oxford, 1990: 238-239)

There are limited number of studies on the investigation of the impact of LLSs instruction on learner differences (for example, Philip & Hua, 2000; MacArthur & Lembo, 2009; Karbalaei & Rajyashree, 2010). Philip and Hua, (2000) found that metacognitive strategy instruction (MSI) was effective for both low proficiency (LP) and high proficiency (HP) learners. The authors observed that the LP learners, despite their lack of strategic behavior, did indicate their sense of strategy use which might develop them as strategic readers with more practice opportunities. The HP learners, on the other hand, received reinforcement of their strategic ability farther. However, Karbalaei and Rajyashree (2010) found that LLSs instruction was more beneficial for lower proficiency learners. On the other hand, MacArthur and Lembo (2009) discovered that there was no difference of impact of LLSs instruction on adult and young language learners.

Hypothesis and research question

H_0: There is no significant difference in the impact of LLSs instruction on Assamese ESL learners' proficiency with regard to first language.

Research Question

Does the impact of LLSs instruction depend on Assamese ESL learners' first language (i.e. Assamese or any other)?

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   171

Methodology

This is an Intervention Study where the subjects were pretested before LLSs treatment. Then they received LLSs instruction for four weeks on different LLSs pertaining to reading and writing in English. After the treatment sessions, the subjects were again post tested on the same reading and writing activity questionnaire in order to identify the difference of impact, if any, of the LLSs instruction with regard to their L1.

The entire study was done in two stages: (i) Pilot Study and (ii) Current Study. It is needless to say that the methodology for both the studies was the same. The aim of the pilot study was to check the validity of the instruments and the experimental design. The feedback obtained in the pilot study helped in the improvement of the instruments and the research design.

Participants

The target population in the study was the first semester undergraduate Assamese ESL learners from the humanities and allied subjects of Dibrugarh University, Assam. The study was conducted on a sample of 225 undergraduate learners from three colleges. There were 129 Assamese as L1 learners, and the remaining 96 learners belonged to other L1 background which includes Bangla, Santali, Sadri, Oriya, Panjabi and Bhojpuri. They had 10 to 12 years of English learning experience at the time of the experiment. The average age of the participants was 19 to 20 years. Colleges of Dibrugarh University are located in urban, semi-urban and rural areas. Therefore, the study included participants from colleges of all the three locations.

In the pilot study, a total of 20 participants, 10 from an urban college and 10 from a rural college participated.

Instrument

A reading and writing activity questionnaire was designed to test the participants' reading and writing proficiency in English. The questionnaire contained a total of 20 multiple choice comprehension questions, 5 each from four passages, to test the reading comprehension ability of learners. Out of the 5 multiple choice comprehension questions, there were 2 main idea questions, 2 factual information questions and 1 inference question. There were four options for each multiple choice comprehension questions and the participants were required to read the passage and mark the correct option. Two passages were selected from previous undergraduate level question papers of the Dibrugarh University and the rest two passages were based on the TOEFL (2005). In order to make the task challenging and to sustain learners' interest, the passages having difficulty level of slightly above the learners' usual proficiency level were selected.

Learners' proficiency in writing skill was assessed with the help of two summary writing activities and an essay writing activity incorporated in the reading and writing activity questionnaire. The learners were asked to write summaries of two passages given for the reading comprehension task. Topics for the essay writing activity were selected from TOEFL (2005). These included topics of general interest of learners which help in the assessment of learners' ability for descriptive and argumentative writing. There were four options for the essay writing task. The questionnaire contained space in it for writing the summaries and the essay.

Results and findings

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners 172

Results for the research question:

Does the impact of LLSs instruction depend on Assamese ESL learners' first language (i.e. Assamese or any other)?

An independent samples t-test is carried out to identify the difference if any between the two groups of learners before the LLSs instruction.

Table 1: Mean Scores of the Learners in Proficiency Test as per L1 in Pre-test

	First language	N	Mean	Std. Deviation	Std. Error Mean
Reading and Writing	Assamese	129	10.83	4.325	.381
	Other	96	14.85	4.341	.443

a. Experimental Group or Control Group = Experimental Group

Table 2: T-test of Learners' Score in Proficiency Test as per L1 in Pre-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading and Writing	Equal variances assumed	.019	.891	-6.893	223	.000	-4.025	.584	-5.175	-2.874
	Equal variances not assumed			-6.889	204.415	.000	-4.025	.584	-5.177	-2.873

a. Experimental Group or Control Group = Experimental Group

Table 1 reveals that in the pre-test the mean score of the learners whose first language is not Assamese (M=14.85, SD=4.34) is greater than the Assamese as first language learners (M=10.83, SD=4.33). The t-test in Table 2 reveals that the F value (F=.019; p=.891, p>.05) is not significant. Therefore, there is not much variability between the groups. The t value (t=6.893; p=.000, p<.05) obtained is significant. This indicates that there was significant difference in the mean scores of the two groups of learners. In other words, the mean score of the Assamese as L1 learners was significantly less than the learners whose L1 is not Assamese.

Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   173

Alternately, learners whose L1 is not Assamese did significantly better than Assamese as L1 learners in the proficiency test.

After the LLSs instruction, the mean score of the learners of Assamese as L1 (M=30.91, SD=2.11) was slightly higher than the group whose first language is not Assamese (M=30.19, SD=1.55) as shown in Table 3.

Table 2: Mean Scores of the Learners in Proficiency Test as per L1in Post-test

	First language	N	Mean	Std. Deviation	Std. Error Mean
Reading and Writing	Assamese	129	30.91	2.108	.186
	Other	96	30.19	1.545	.158

a. Experimental Group or Control Group = Experimental Group

Table 3: T-test of Learners' Score in Proficiency Test as per L1in Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading and Writing	Equal variances assumed	28.724	.000	2.826	223	.005	.719	.255	.218	1.221
	Equal variances not assumed			2.954	222.956	.003	.719	.244	.240	1.199

a. Experimental Group or Control Group = Experimental Group

Table 4 states that the F value (F=28.724; p=.000, p<.05) is significant. The t value obtained (t=2.954; p=.003, p<.05) is significant. It implies that there is a significant difference in the mean score of the two groups after the LLSs instruction. Thus, it can be seen that the Assamese as L1 learners did significantly better in the post-test than their other counterparts which is completely contrary to what was noticed in the pre-test. Thus, the Assamese L1 learners received more benefit than their counterparts after receiving training in using LLSs. Therefore, the null hypothesis is rejected, and it can be concluded that the impact of LLSs instruction depends on the learners' first language.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   174

Discussion

It can be noticed that there is an overall increase in proficiency of all the learners after the LLSs instruction. Before LLSs instruction the proficiency level of the Assamese as L1 learners were far behind their counterparts. But in the post test context, we observe an entirely opposite situation. The Assamese as L1 learners outperformed their counterparts in terms of their proficiency in reading and writing. The t-test revealed that there is a significant difference in the scores of the two groups of learners after the LLSs instruction. The Assamese as L1 learners received more benefit of the strategy instruction than their other L1 counterparts.

It can be concluded that Assamese as L1 learners come from vernacular medium schools where they are rarely exposed to strategies based instruction in comparison to their counterparts. Therefore, they had more scope for improvement and as a result they received more benefit of LLSs instruction.

Implication
Theoretical Implications

Numerous studies have been conducted worldwide to investigate the type of LLSs used by learners of diverse cultural and ethnic origin and the impact of LLSs instruction on them including Asian countries. They contributed towards the enrichment of knowledge regarding how learners learn a language and how effective LLSs instruction can be. It not only informs us how effective the LLSs instruction can be for a particular set of students but also how LLSs instruction could be designed to make it effective.

The findings of the present study support a number of theoretical characteristics of LLSs research. LLSs theory postulates that LLSs are teachable and LLSs instruction can increase learner autonomy by enabling learners to control their own learning. The findings of the present study support the characteristics of the LLSs theory in the context of Assamese ESL learners. The result is in line with the findings of several other researchers such as El-Dinary, Brown, & Van Meter (1995); Gagné, Yekovitch, & Yekovitch (1993); Harris & Graham (1992); Wood, Woloshyn, & Willoughby (1995) etc. It proved that LLSs are teachable and after the LLSs instruction the learners exhibited improvement in proficiency level. In addition to that, the Assamese as L1 learners received more benefit of the LLSs instruction because they exhibited significant difference in their proficiency level compared to their counterparts after receiving LLSs instruction. Whereas, before strategy instruction the proficiency level of the Assamese as L1 learners were below their counterparts.

This study further supports another theoretical claim that the impact of LLSs instruction is determined by a number of factors which include learners' age, culture, ethnicity, gender, learning environment, motivation etc. The findings have proved that learner's first language plays important role in determining the effectiveness of LLSs instruction. The result of the present study is also in line with the findings of other researchers such as Philip & Hua (2000); MacArthur & Lembo (2009); Karbalaei & Rajyashree (2010), etc. This finding has importance from the theoretical point of view because this has the potential to update the present status of the LLSs theory. The status of the LLSs theory has been constantly updated through incorporation of new outcomes gathered from increasing number of investigations carried out in the field.

Pedagogical Implications

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   175

The finding of the present study has some important pedagogical implications. The existing ESL pedagogy in Assam is teacher-centric. It does not focus on learners' learning process. This research aimed at shifting the attention from teacher-centeredness to learner-centeredness in the ESL classrooms of the state. The current ESL teaching learning situation in Assam bestows greater responsibility both on the teacher and the learners in the present globalised world. The teachers are expected to prepare learners to face the challenges of the world today where knowledge and proficiency in English is an unavoidable requirement. In this modern world of information explosion, it is practically not possible to provide the learners complete knowledge of everything they learn. It is rather necessary to equip learners with the abilities which can help them acquire the required knowledge independently without a teacher's assistance. This autonomy in learning can be attained only if learners are aware of learning strategies and apply them properly in learning. Language Learning Strategies (LLSs) are one of the most important learning tools that help learners equip with the knowledge of the process of learning. The result of the present investigation showed that there is a positive impact of LLSs instruction on Assamese ESL learners in increasing language proficiency through raising awareness of LLSs and providing practice opportunities of LLSs for language learning. This study supports Chamot and O'Malley's (1987:240) remark that students who are taught to use strategies and are provided with sufficient practice will learn more effectively than students who have had no experience with learning strategies. Moreover, the study showed that LLSs instruction should be carried out keeping in mind learners' first language. LLSs instruction should be customized according to learners' first language.

Recommendations for Future Research

Recent pedagogical developments lay greater emphasis on learner and learning than teacher and teaching. Learners are required to be autonomous and capable of taking control of their own learning because learning is unending and teaching everything is not possible. The present study was undertaken under such an atmosphere. This study is perhaps the first of its kind in Assamese ESL learners' context, especially investigating the impact of language learning strategies on reading and writing abilities of the learners according to their first language. This kind of study can be further explored with different variables which may include:
1. Learners of various age-groups, socio-economic and cultural contexts belonging to different academic levels.
2. Learners of various academic courses and proficiency levels.
3. Listening, Speaking Proficiency and other language skills as well and
4. Instruction of other LLSs besides the ones included in the present study.

Conclusion

The purpose of the present study was to investigate the impact of LLSs instruction on Assamese ESL learners based on their first language. The result of the investigation reported positive impact of the LLSs instruction on awareness raising and language skill development. This was a new endeavour in the Assamese ESL context. A humble effort was made to inquire some unknown facts. However, many areas still remain untouched. Further studies of similar kind are expected so that more knowledge can be attained to improve the ESL pedagogy of Assam.

===

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   176

References

Anderson, N. J. (2005). L2 strategy research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 757-772). Mahwah, HJ: Lawrence Erlbaum Associates.

Bialystok, E. (1978). A theoretical model of second language learning. *Language Learning, 28*, 69-83.

Bremner, S. (1999). Language learning strategies and language proficiency: Investigating the relationship in Honk Kong. *Canadian Modern Language Review, 55*, 490-514.

Chamot, A. U. & Keatley, C. W. (2003). *Learning strategies of adolescent low-literacy Hispanic ESL students*. Paper presented at the 2003 Annual Meeting of the American Educational Research Association, Chicago, IL.

Chamot, A. U. & Michael O'Malley. (1987). The cognitive academic language learning approach: a Bridge to the mainstream. *TESOL Quarterly*, *21*(2), 227-250.

Chamot, A. U., Barnhardt, S., El-Dinary, P. B., and Robbins, J. (1999). *The learning strategies handbook*. White Plains, NY: Addison Wesley Longman.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. London, UK: Longman.

Cohen, A. D., (1996). *Second language learning and use strategies: Clarifying the issues*. The Centre for Advanced Research on Language Acquisition. University of Minnesota. Retrieved on 2-4-2016 from:
<http://www.carla.umn.edu/strategies/resources/SBIclarify.pdf>.

Cubukcu, Feryal. (2008). Enhancing vocabulary development and reading comprehension through metacognitive strategies. *Issues in Educational Research, 18*(1), 1-11.

Davidson, J. E., Deuser, R., & Sternberg, R. J. (1994). The role of metacognition in problem solving. In J. Metcalfe & A. P. Shimamura (Eds.), *Metacognition: knowing about knowing* (pp. 207-226). Cambridge, MA: MIT Press.

El-Dinary, P. B., Brown, R., & Van Meter, P. (1995). Strategy instruction for improving writing. In E. Wood, V. E. Woloshyn, & T. Willoughby (Eds.). *Cognitive strategy instruction for middle and high schools* (pp. 88-116). Cambridge, MA: Brookline Books.

Farhady, H. (1982). Measures of language proficiency from the learner's perspective. *TESOL Quarterly, 16*(1), 43-59.

Fujiware, B. (1990). Learner training in listening strategies. *JALT Journal, 12*(2), 203-217.

Fuping, Xue. (2006). The impact of strategy training on reading comprehension. *CELEA Journal, 29* (4), 36-42.

Gagné, E. D., Yekovich, C. W., & Yekovich, F. R. (1993). *The cognitive psychology of school learning (2nd ed.)*. New York: Harper Collins.

Goh, C. & Kwah, P. F. (1997). Chinese ESL students' learning strategies: A look at frequency, proficiency and gender. *Hong Kong Journal of Applied Linguistics, 2*(1), 39-53.

Goh, C. (1997). Metacognitive awareness and second language listeners. *ELT Journal, 51*(4), 361-369.

Graham, S. & Harris, K.R. (2003). Students with learning disabilities and the process of writing: A meta-analysis of SRSD studies. In L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of research on learning disabilities* (pp. 323-344). New York: Guildford.

Grenfell, M. & Harris, V. (1999). *Modern languages and learning strategies in theory and practice*. London: Routledge.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   177

Griffiths, C. (2004). Language learning strategies: Theory and research. *Research Paper Series*, *1*. Centre for Research in International Education. Retrieved on 6/9/2012 from: http://www.crie.org.nz

Gu, P. Y. (1996). Robinhood in SLA: What has the learning strategy research taught us? *Asian Journal of English Language Teaching, 6*, 1-29.

Harris, K. R. & Graham, S. (1992). *Helping young writer master the craft: Strategy instruction and self-regulation in the writing process*. Cambridge, MA: Brookline Books.

Harris, V. (2003). Adapting classroom-based strategy instruction to a distance learning context. *TESL-EJ, 7*(2). Retrieved on 10-12-2011 from: http://www-writing.berkeley.edu/TESL-EJ/ej26/ a1.html

Hong-Nam, Kay & Leavell, Alexandra G. (2011). Reading strategy instruction, metacognitive awareness, and self-perception of striving college developmental readers. *Journal of College Literacy & Learning, 37*, 3-17.

Karbalaei, Alireza. & Rajyashree, K.S. (2010). The impact of summarization strategy training on university ESL learners' reading comprehension. *The International Journal of Language, Society and Culture, 30*, 41-53. Retrieved on 3-12-2011 from: www.educ.utas.edu.au/users/tle/JOURNAL/

Lenhard, Wolfgang., Baier, Herbert., Endlich, Darius., Schneider,Wolfgang, &Hoffmann, Joachim. (2013). Rethinking strategy instruction: Direct reading strategy instruction versus computer-based guided practice. *Journal of Research in Reading, 36*(2), 223–240.

Macaro, E. (2001). *Learning strategies in foreign and second language classrooms*. London: Continuum.

MacArthur, C. A. & Lembo, L. (2009). Strategy instruction in writing for adult literacy learners. *Reading and Writing: An International Journal, 22*(9), 1021-1032.

McInerney, V., McInerney, D. M., & Marsh, H. W. (1997). Effects of metacognitive strategy training within a cooperative group learning context on computer achievement and anxiety: An aptitude-treatment interaction study. *Journal of Educational Psychology, 89*(4), 686-695.

O'Malley, J Michael & Anna Uhl Chamot. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

Oxford, R L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.

Oxford, R. L., Crookall, D., Cohen, A., Lavine, R., Nyikos, M., & Sutter, W. (1990). Strategy training for language learners: Six situational case studies and a training model. *Foreign Language Annals, 22*(3), 45-52.

Ozeki, N. (2000). *Listening strategy instruction for female EFL college students in Japan*. Unpublished doctoral dissertation, Indiana University of Pennsylvania.

Philip, Bromeley. & Hua, Tan Kim. (2006). Metacognitive Strategy Instruction (MSI) for Reading: Co-regulation of Cognition. *Journal e-Bangi, 1*, 1-27.

Philip, Bromeley. & Hua, Tan Kim. (2006). Metacognitive Strategy Instruction (MSI) for Reading: Co-regulation of Cognition. *Journal e-Bangi, 1*, 1-27.

Phillips, V. J. (1991). A look at learner strategy use and language proficiency. *CATESOL Journal, 4*, 57-67.

Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., & Brown, R. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *Elementary School Journal, 92*(5), 513-555.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   178

Robbins, J. A. (1996, Nov. 20-22). Language learning strategies instruction in Asia: Cooperative autonomy? Paper presented at the Autonomy 2000: *The development of Learning Independence in Language Learning Conference Proceedings*, Bangkok.

Ross, M. & Rost, S. (1991). Learner use of strategies in interaction: Typology and teachability. *Language Learning, 41*, 235-73.

Rubin, J. (1975). What the 'good language learner' can teach us. *TESOL Quarterly, 9*, 41-51.

Savery, Natalie. (2012). Targeted reading comprehension strategies instruction for raising reading levels in tertiary contexts. *Journal of Academic Language & Learning, 6* (1), A32-A47.

Shen, H. J. (2003). The role of explicit instruction in ESL/EFL reading. *Foreign Language Annals, 36*, 424-433.

Stern, H. H. (1975). What can we learn from the good language learner? *Canadian Modern Language Review, 31*, 304-318.

Swicegood, Miriam Muñiz-. (1994). The effects of metacognitive reading strategy training on the reading performance and student reading analysis strategies of third grade bilingual students. *Bilingual Research Journal, 18* (1&2), 83-97.

Takallou, Fatemeh. (2009). The effect of metacognitive strategy instruction on EFL learners' reading comprehension performance and metacognitive awareness. *Asian EFL Journal*, *13*(1), 272-300.

Tang, Hui Nee & Dennis W Moore. (1992). Effects of cognitive and metacognitive pre-reading activities on the reading comprehension of ESL learners. *Educational Psychology, 12* (3&4), 315-331.

TOEFL. (2005). *Test of English as a Foreign Language (TOEFL) test and score manual*. Princeton, NJ: Educational Testing Service.

White, C. (1995). Autonomy and strategy use in distance foreign language learning: Research findings. *System, 23* (2), 207-221.

Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). *Cognitive strategy instruction for middle and high schools*. Cambridge, MA: Brookline Books.
==

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Atonu Kakoty, M.A. (English, Linguistics), Ph.D.
Learner's First Language and the Impact of LLSs Instruction: A Study on Assamese ESL Learners   179

A Comparative Portrayal of Punyakante Wijenaike's
The Waiting Earth

Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
Senior Lecturer in English Literature
Department of Linguistics and English
University of Jaffna, Sri Lanka
yoharatnam7@gmail.com
===

Punyakante Wijenaike
Courtesy: http://christnotes.weebly.com/iii-semester3/monkeys-by-punyakante-wijenaike

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   180
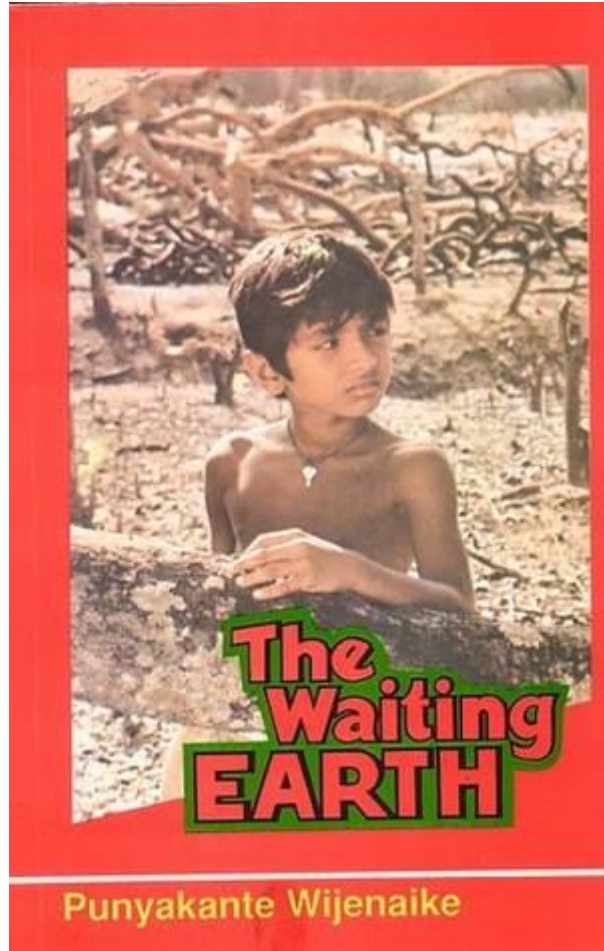
ABSTRACT

This paper focuses on Punyakante Wijenaike's *The Waiting Earth* (1966) which depicts the Sri Lankan state which emphases on development and the social upheaval caused by resettlement in the 1960s. Punyakante Wijenaike, one of the most prolific Sri Lankan writers in English, and whose fictional world has been described as a woman's world, looks at these concepts in a Sri Lankan cultural context. Wijenaike, while describing the painful mental condition of one's being cut off from their own native soil very effectively, through her fiction, speaks out the pains and agonies suffered during war time and thus her works provide a very powerful example of Sri Lankan literature. The disturbed psychological morale or the angst can best be pictured through literature, as literature is the one of the sources to ventilate this kind of angst. Wijenaike's ambiguity about the extent of the agricultural growth and poverty alleviation inspects literary strategies including indirect discourse to demonstrate. This paper argues about the text *The Waiting Earth* which is regarded as literary and political interventions against government enforced resettlement.

Keywords: Punyakante Wijenaike, *The Waiting Earth*, Social upheaval, cultural context, agricultural development, poverty alleviation, psychology, native soil.

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   181

INTRODUCTION

Literature has been used as a vehicle to express a country's political, cultural and emotional attitudes. Sri Lankan literature of creative writing is an expression of its country's social changes. The writers reflect their concern about the past and present history of their nation. The social changes during pre-war, ethnic crisis in war and post war which influence the present condition with a growing awareness of both personal and national identity and the problems of the modern days find an expression in Sri Lankan literature. Sri Lankan writers make an attempt at investigating the hardships of man in the process of making an ideal society. The fictionalization of nationalist and political aspirations and the modern and recent trends of treating social, cultural, political and existential problems form the complex and enriched features of Sri Lankan creative writing of English. The spirit of producing literature has flourished with such faction, where Wijenaike has carved a niche for herself in Sri Lankan literature. She portrays the real conditions of the society with its problems and pains and at the same time its riches and enviable heritage and culture. It is quite relevant to mention Freud at this point mainly for his psychoanalysis.

Punyakante Wijenaike's *The Waiting Earth* (1966) should be viewed in two perspectives. First it occupies a prominent place in the history of the Sri Lankan novel in English. There were very few original writings in English at that time and *The Waiting Earth* leaves a strong impact on later writings of fiction. Secondly, the write Wiejenaike was greatly influenced by the writer Peral. S Buck, who was popular among Sri Lankan readers. The title *The Waiting Earth* itself echoes Pearl.S Buck's *The Good Earth*. *The Waiting Earth* is the story of a woman written to appeal to women.

Punyakante Wijenaike is a conspicuous Sri Lankan novelist who addressed the women's social issues of Sri Lanka throughout the previous six decades. The Psychological oppression of the Sri Lankan traditional woman after their marriage is usually brought. This usual Sri Lankan phenomenon is clearly presented in the novel and it has been a serious women issue in Sri Lanka for a long time. She portrays the real conditions of the society with its problems and pains and at the same time its riches and enviable heritage and culture.

In a book *Sri Lanka's Development Since Independence: Socio-economic Perspectives and Analyses* written by W. D. Lakshman, Clement Allan Tisdell discusses about the Sri Lankan's tradition of seeing the world as a connected whole.as explains that,

> This literature could sound such notes as "the guns are ready, grenades piled high, bayonets gleaming," (Lakdasa Wikkramasinha) but it is not typically revolutionary, speaking of tragic waste and evoking compassion, as in Punyakante Wijenaike's stories *The Sun* and *The Rebel*. (288)

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   182

Punyakante Wijenaike skilfully blends the historical, political and cultural implications with a prophetic vision. These implications and emotional tensions in her and the personal pain sharpen the perception of life which reflects through her writings. The transformation of experiences lifts her writing from the exterior to the interior, rural to urban, restrictions to freedom and fantasy to reality.

Wijenaike capably handles the intellectual uncertainty to present the past and future simultaneously. Wijenaike expresses the search for bearings and a home through historical and social structure in her works.

THE STRUGGLE TO SURVIVE

The protagonist in *The Waiting Earth* is Sellohamy, Wijenaike's own favourite heroine. The theme of the novel is endurance and patience like the earth. She is devoted to her husband and children. She struggles for her survival when her husband alienates her and her daughter Isabella Hamy and younger son Piyasena protest against her about the rumour spread in the village. She tolerates her husband as well as her children even though they oppose and alienate her. The struggle for survival is clearly depicted by Wijenaike through the character Sellohamy, who is a woman of endurance, patience as well as strong will.

Punyakante Wijenaike's works gained regional mainstream popularity. The unembellished prose, emotional intensity and dramatic change of her work are the features which contribute to her representation writings. Punyakante Wijenaike mostly delineates the restless search for habitation of the female, alienated and disfranchised protagonists or characters. These characters and literary representations of her subjectivity, space relations reflect, re-evaluate and feminise territorially inscribed cultural transformation.

Punyakante Wijenaike portrays the peasant life and the flourishing rural life of Sri Lanka in her first novel *The Waiting Earth*. She expresses socialist impulses and humanitarian views which foreground the poverty and homeless condition of the landless peasant Podi Singho. Podi Singho's desire expresses his insecurities and his fulfilment of life depends on owning a land of his own as his birth right. She registers the socio-cultural unhomely rural life and a landless peasant, and his homelessness is resolved at the end by succeeding in having an understanding within his family and finding his joy and fulfilment in it.

The Waiting Earth is the symbolic representation of land or the affection towards one's own space. This message becomes very clear in holding towards the earth or land with one's own culture and tradition in order to get an identity in the society. In *The Waiting Earth*, the protagonist Sellohamy waits very patiently like the earth for the love and affection of her husband, Podi Singho. Podi Singho explores the magnificence of owning a piece of land, which is also the symbolic journey of his life. In *The Waiting Earth*, Podi Singho " ... made himself imagine that his sweat was not all in vain, for everything he cut would be for himself and his sons, and his grandsons-yet-to-be" (17). The characters search for an identity has been

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*　　　　183

established in each work which is equivalent to truth to untruth and life from imagination. All the central characters make self-discoveries and develop their own idea to reach their vision of life in spite of all their struggles and failures.

In a book *Writing Sri Lanka: Literature, Resistance & the Politics of Place* written by Minoli Salgado explains about critical framework that actively reclaims marginalized voices and draws upon recent studies in migration and the diaspora to reconfigure the Sri Lankan critical terrain and discusses about *The Waiting Earth* as,

> When Wijenaike write *The Waiting Earth* in 1966 the literary preoccupation with rural life was still flourishing. Like her Lankan contemporary James Goonewardene, and her Indian precursors Raja Rao and Kamala Markandaya, she sought in rural life and traditions the models being and thinking that would authenticate the experience of living in a newly independent nation, a concern that might serve to ground and legitimate her writing in English and thereby obviate possible charges of 'cultural treason'. (60)

THE VOICES OF WOMEN IN WRITING

Punyakante Wijenaike portrays her characters, particularly women characters, both in traditional and modern, where their values conflict with those of men and their milieu. Her heroines are patient and meek, undergo suppression and suffer agony initially under the male domination but later on, they break all the chains and constricting traditions of their social set up. The gender war becomes one of the major themes in the works of Punyakante Wijenaike which sets her apart compared to her with other writers. The writer's mission is to awake self-consciousness among women to claim their rights for equality with a mission to awake self-realisation and have a duty to protect and uphold the value systems of society, which are still sound and valid and relevant.

Punyakante Wijenaike has established a major voice among Sri Lankan women writers in her descriptions of place, with an elegance and naturalness of story setting, ability to reveal the subtle emotional lives of characters which have been developed from her own life experience. She has chosen the ordinary events in the lives of ordinary women and grasps and interprets the human relationships of ordinary people. The strength of her fiction and short stories lies in the regional focus and deep-rooted customs and traditions. Again, her strength lies in her ability of expressing the texture of everyday life with compassion and unyielding moments which evoke emotions and lend grace for living. Her short stories are about everyday life with struggles in their ordinary lives which explore the rhythm of her nation's life.

The narration of women through their journey of life can be segregated from inner to outer space with entailing discoveries and dangers. The journey pattern of woman is analyzed through her different stages of life like childhood, girlhood, wife and motherhood in the institution of family as well as in the relationship of public domain in the society. A woman is

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   184

primarily defined in her marital terms like a mother, a wife and a widow. In short, she plays roles like that of a man's wife or mother of children. These stages of narration of a woman have been done very perfectly in most of her works. Punyakante Wijenaike explores the sufferings and oppression of a woman in these segregated stages of life. Her heroines fall neatly into these categories exploring their own dream and come to terms with their relationship with the family as well as with the society.

> He took one brief look at the child and then went out, his heart twisting in disappointment. A daughter! Once again life had let him down and he was afraid. The fear came together with the bitter thought that nothing could come right for him and that he might as well kill himself and end everything. She [Sellohamy] could not care for him the way she pretended to, he thought wildly. A woman who truly cared for her man would bear him nothing but sons. It was strange that she who never had many words to offer, always had something to say and cover her failure in this thing. He remembered bitterly her words to him on that one tender evening: "I want only sons that are as the same heart as the father." Now she was trying to make him believe that a daughter was lucky. This time he would not believe so easily her woman's talk and he would not forgive so easily either. This time he would let his heart remain hard and perhaps this would make her give him a son next time. (*The Waiting Earth*, 29)

Even considering the fact that Podi Singho is a village farmer uninformed about the genetic theory that it is the male who is "responsible" for the sex of the child, his reaction to the birth of a daughter cannot be condoned. If we compare this extract with the passage describing his response to the earlier birth of his freak son, we can see to what extremes the discrimination against the baby girl can go:

> He tightened his hold on the child. So, she [Kathirinahamy] had made no attempt to save his son. She had thrust it aside like a piece of useless flesh. He wanted to put out his fist and smash the rotten teeth in her head because she had dared to insult this thing who was, in spite of everything, his own flesh and blood .... He clutched the child closer to his body ... (*The Waiting Earth*, 5)

The crucial sufferings of war have been explored through the life imprints of individuals in the society. These individuals shape the socio-political ethos in the country. The tragic effects of war manifest into the mindless bloody violence and migration or people turning to be refugees overnight. Punyakante Wijenaike connects war with the life of individuals with a humanist presentation. She presents her individual with a major significant role in the making of the history of his times. The plot of the story has been identified through the life of protagonists in three distinct stages. In the first phase, the protagonists undergo the identity crisis which leads to isolation and negation in the second phase and the tremendous reconstruction of their life in their own terms is the final phase. This realization of distinct phases of identity has been positively emphasized in the works of Punyakante Wijenaike. These

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   185

phases of identity lead the protagonist to human existence through various cities, countries, and cultures. The protagonists discover the compassion within themselves for others. This positive and bold approach leads them to discover a new identity with new culture and society which shows fellow feeling, warmth, strength, new hope, and dreams to achieve and bind worlds together.

Podi Singho learns lessons, both at personal and social levels in which his existential problems with regard to having a land on his own turned as his inner conflict. Each one has a meaning of life to himself and that is the root of the conflict. No one can enter another's inside. There may be only one meaning in life and everybody is just groping along in their various ways to achieve it. Man's social circumstances could be changed and remade within his own circumstances of boundary or his life which make him stronger in character and hope to achieve their dreams through the realization of his own nature in society.

In a book *Utopia and the Village in South Asian Literatures* written by Anupama Mohan portrays about the rural poverty and territorial dispossession and explains that, "*The Waiting Earth*, where the author critiques from an emergent feminist standpoint the essentialisms and homogenizations of mainstream nationalism, she is unable to break out of the self-legitimizing binaries of ethnocentric models of national collectivization." (30)

LUST FOR LAND
It was the time of tenant farming and absentee landlords living in the city. This was the pre-1958 historic paddy-land-act era. That act gave the tenant farmer greater claim to the land cultivated that described in the novel. One can determine the time more precisely to be early 1950s because that was the time, when state land in the dry zone, was being distributed among landless framers in the wet zone. "The land is everything—their law, their ethics, and their reason for existence. Without that relationship they become ghosts. Half people. They are not separated from the land. When they lose it, they lost themselves." (Davidson 167)

The call of nature is reflected in the language and is the mode that the writer chooses for expression. Nature is a source of inspiration, nature with all its bounty appears in her writings. Her writings are replete with nature descriptions which reflect the mood or action of the character. Her writings claim a relationship with nature, and it is symbolic tie for the characters. Nature provides not only the appeal to the writer by their beauty but also provides strength and hope for her characters. The predominance of nature along with the individual's life which gives an opportunity for the author to be an observer of the landscape, leading the characters to self-introspection and imagination to make them identity with the true pilgrim of life's journey. It becomes the character's roots, belongings, family, and the relationship between the individual and family which shows imaginative and creative observations in shaping human destiny. It shows the inner and outer conflict of people's journey.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   186

Punyakante Weijenaike situates her novel in a Sri Lankan backward village. The name of the village is not mentioned. The village has no good roads and modern transport. There were no hospitals and medical facilities. At the early stage of the novel, when the protagonist Podi Singho's wife has to give birth to a baby she does so at home aided by a few village women. The child is still born.

In a book *Utopia and the Village in South Asian Literatures* written by Anupama Mohan discusses about the *The Waiting Earth* as "They also provide the ideological *a priori* for the dystopic imaginary of Punyakante Wijenaike's *The Waiting Earth* (1966), endorsed tacitly through the character of 'the ideal Sinhala woman' whose 'invisibilization' is both an effect and a critique of the chauvinisms of the male-authored nationalisms. (29) It explained about the rural trope inn twentieth century about the ideas of literary and cultural imaginaries.

Punyakante Weijeinaike situates her novel in a backward Sri Lankan village in the decade of 195s. It is the story of the ruin of basically man and his family by a complex of factors operating in such a village. Among these factors, the most pervasive in the novel is the rural landlessness. Punyakante Weijenaike shows that for the Sri Lankan villager, his rice-box is the treasure at home. The food is the most valuable thing in a Sri Lankan rural home. Food is the source of life. Land produces food. Therefore, for the Sri Lankan villager, land is the source of life.

Sellohamy does all her duties to Podi Singho who always dream of possessing a land of his own. Sellohamy follows the teachings of Buddha even though she is uneducated. She follows all the customs and traditions in her family. Podi Singho is always in his dream land. He does not fulfil the duty as a husband. He does not love his wife. He is at first advised to respect her wife, to be courteous to her. Podi Singho does not discharge his duties to the family. He should earn and he should fulfil the needs of his family members, but he goes to work for some days and some days he does not work. He only dreams of his land and he considers a land of his own as his identity because it has roots in his soul. He does not realise that land does not make a home or that it is only the family member's affection, care and love that make a home. He always does whatever he thinks. Sellohamy has to endure all the problems and struggles in her life as well as in the family.

Sellohamy's concern about her family life and future depends on Podi Singho. Podi Singho's concern is not only to get a land of his own not about his wife. He always talks about the land. Sellohamy lives a crippled martial life as Podi Singho does not give any concern for her. Sellohamy talks about the harvest to her husband Podi Singho saying that they would get more grain as their share for the work that they did so that she can fill her rice box. But Podi Singho says that the harvest is good enough, but their share would be small as usual. Seeing the frustrated face of Sellohamy. Podi Singho begins to speak whatever comes to his mind.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   187

If I had one field of rice, I could call my own! What good will come of a life spent in working for others? Here I am a man of nearly thirtyone … and I have only my two hands to fall back on in time of trouble. What will I leave my sons when I die? What will the will they have to remember me by? A handful of coconuts from the compound? A hut which leaks when it rains and for which I pay a rupee or two each month as rent? Each harvest I get this tight knot of pain in my head and it will not go till the harvest is over, If only you could have brought me a bit of land as dowry.

The final scene in the novel is also not authentic. Then novel ends on the hopeful note that Podi Singho may get a piece of land from the land Kacheri to be held at the head man. Podi Singho is overjoyed at the news. This joy of the man shows how the new hope for the possession of a piece of land in a colonisation scheme can revitalise a man even an old man. But the way that revitalization is expressed in the last scene is not acceptable. Podi Singho tells with a promise to his wife that no other night they have shared with all the heat he had felt within him. And he spoke without shame before his son. This is impossible in Sri Lankan context even if Podi Singho dares to speak about their sex life openly to his wife which is very unlikely from a man like Podi Singho. Sri Lankan villager not even a presence of a grown-up child of his.

CONCLUSION

Punyakante Wijenaike cares much to present the vivid picture of the social structure in the country. Sri Lankan people accept life and its circumstances towards the journey of death. The truth of life is carried from generations after generations. One had to secure one's own place in the society either through wealth or through tradition and cultural rights from their own ancestors: "The land of living was not far removed from the domain of the ancestors. They are coming and going between them. A man's life from birth to death was a series of transition rites which brought nearer and nearer to his ancestors" (Achebe 122). In search of a materialistic world, the people destroy the moral standards of the people and lose faith in their old values, customs, and traditions.

Punyakante Wijenaike's women characters are highly intelligent and beautiful female protagonist who wills her way with indomitable courage and stands her ground firmly when confronted with vehement of social opposition and an adverse fate. The protagonists are insightful in their presentation of woman as an embodiment of patience and fortitude and as a source of strength to man in sorting out her own problems of adjustment and fulfilment in a man-made world and its institutions.

Punyakante Wijenaike gives her own experience as a Sri Lankan growing up in Sri Lanka, living in a house where war becomes a major barrier and wherein family misunderstandings and misconceptions are common. All the factors that arise out of war and family are not at all negative because when one learns to accept the mixture, one can witness the drifting opinions sustain them in all aspects. Eventually, the women are able to create a new

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   188

space for themselves. The women characters depict the exploitation of women within the family as well as in the community. They want to build up their family first and the society or community comes secondly. Punyakante Wijenaike identifies the problems of women by depicting the forces of denigration and self-denigration. They change themselves to get recognition in their own family and in the society.

===

WORKS CITED

Achebe, Chinua. *Things Fall Apart*. Heinemann. 1966.

Davidson, Robyn. *Track*s. London: Picador, 1998.

Lakshman. W.D., Tisdel, Clement Allan. *Sri Lanka's Development Since Independence: Socio-economic Perspectives and Analyses*. Nova Publishers, 2000.

Salgado, Minoli. *Writing Sri Lanka: Literature, Resistance & the Politics of Place*. Routledge. 2007.

Wijenaike, Punyakante. *The Waiting Earth.* Colombo Apothecaries Co., 1966.

Mohan, Anupama. *Utopia and the Village in South Asian Literatures*. Palgrave Macmillan. 2012.

==

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Dr. Veeramankai Stalina Yogaratnam, B.A., M.A., B.Ed., Ph.D.
A Comparative Portrayal of Punyakante Wijenaike's *The Waiting Earth*   189

Echoes of the Parable of the Rich Man and Lazarus in Emily Brontë's *Wuthering Heights*

Song Cho, Doctor of Intercultural Studies (DIS)
Assistant Professor of Spanish
Hampton University
Hampton, VA 23669
song.cho@hamptonu.edu

==

Biblical allusions pulse through the novels of the Brontë sisters. Some allusions, however, seem to have gone unremarked by scholars.

Consider the following passage from Emily Brontë's *Wuthering Heights*.

Upon learning of the death of Catherine, Heathcliff cries: "May she wake in *torment*!" He continues: "Why, she's a liar to the end! Where is she? Not there — not in heaven — not perished — where? Oh! you said you cared nothing for my sufferings! And I *pray* one prayer — and I repeat it till my *tongue* stiffens — Catherine Earnshaw, may you not rest, as long as I am living! You said I killed you — haunt me then! The murdered do haunt their murderers. I believe — I know that ghosts have wandered on earth. Be with me always — take any form — drive me mad! only do not leave me in this *abyss*, where I *cannot* find you! Oh God! It is unutterable! I cannot live without my life! I *cannot* live without my soul!' Heathcliff then "dashed his head against the knotted trunk; and, *lifting up his eyes*, howled not like a man, but like a savage beast getting goaded to death with knives and spears" (123-4, my emphasis).

The aforementioned italicized words can be found in the Parable of the Rich Man and Lazarus as recorded in the Gospel of Luke in the New Testament: "There was a certain rich man, which was clothed in purple and fine linen, and fared sumptuously every day: And there was a certain beggar named Lazarus, which was laid at his gate, full of sores,   And desiring to be fed with the crumbs which fell from the rich man's table: moreover the dogs came and licked his sores. And it came to pass, that the beggar died, and was carried by the angels into Abraham's bosom: the rich man also died, and was buried; And in hell he *lift up his eyes*, being in *torments*, and seeth Abraham afar off, and Lazarus in his bosom. And he *cried* and said, Father Abraham, have mercy on me, and send Lazarus, that he may dip the tip of his finger in water, and cool my *tongue*; for I am *tormented* in this flame. But Abraham said, Son, remember that thou in thy lifetime receivedst thy good things, and likewise Lazarus evil things: but now he is comforted, and thou art *tormented*. And beside all this, between us and you there is a great *gulf* fixed: so that they which would pass

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Song Cho, Doctor of Intercultural Studies (DIS)
Echoes of the Parable of the Rich Man and Lazarus in Emily Brontë's *Wuthering Heights*   190

from hence to you ***cannot***; neither can they pass to us, that would come from thence. Then he said, I ***pray*** thee therefore, father, that thou wouldest send him to my father's house: For I have five brethren; that he may testify unto them, lest they also come into this place of ***torment***. Abraham saith unto him, They have Moses and the prophets; let them hear them. And he said, Nay, father Abraham: but if one went unto them from the dead, they will repent. And he said unto him, If they hear not Moses and the prophets, neither will they be persuaded, though one rose from the dead" (16: 19-31; my emphasis).

What is of special interest is the fact that this particular parable is also interspersed in the novels of Anne and Charlotte Brontë in a rather more noticeable fashion.

In *The Tenant of Wildfell Hall*, Arthur says: "Yes, now, my immaculate angel; but when once you have secured your reward, and find yourself safe in Heaven, and me howling in hell-fire, catch you lifting a finger to serve me then! — No, you'll look complacently on, and not so much as ***dip the tip of your finger in water to cool my tongue***!" (375-6, my emphasis).

To which Helen replies: "If so, it will be because of **the *great gulf over which I cannot pass***" (376, my emphasis).

Interestingly enough, Anne Brontë also uses the verb "to howl" and the noun "Heaven". In Charlotte Brönte's *Jane Eyre*, St John says: "Remember the fate of Dives, who had his good things in his life" (481).

The editors Herbert Rosengarten and Stevie Davies make mention to the parable of Luke 16: 19-31 in their explanatory notes.

It is also worth pointing out that Charlotte briefly references the name "Lazarus" in *Shirley*.

Without question, more biblical allusions remain to be explored in the works of the Brontë sisters. Recognizing these allusions will further illuminate our understanding and give us a wider appreciation of their novels.

==

Works Cited

Brontë, Anne. *The Tenant of Wildfell Hall*. Oxford: Oxford University Press, 2008.

Brontë, Charlotte. *Jane Eyre*. New York: Penguin Group, 2006.

Brontë, Emily. *Wuthering Heights*. Mineola: Dover Publications, 1996.

==
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Song Cho, Doctor of Intercultural Studies (DIS)
Echoes of the Parable of the Rich Man and Lazarus in Emily Brontë's *Wuthering Heights*   191

King James Version. Bible Gateway, www.biblegateway.com, Accessed 15 Mar. 2020.
===

Song Cho, Doctor of Intercultural Studies (DIS)
Assistant Professor of Spanish
Hampton University
Hampton, VA 23669
song.cho@hamptonu.edu

===
Language in India www.languageinindia.com **ISSN 1930-2940 20:6 June 2020**
Song Cho, Doctor of Intercultural Studies (DIS)
Echoes of the Parable of the Rich Man and Lazarus in Emily Brontë's *Wuthering Heights*   192