Abstract

Fish protein has today come to be rated high by nutritionists. It is only appropriate that India, having accepted the goal of “healthy food for all” does its best in commercial fishing. Global Fisheries and aquaculture production have increased from 117 million tonnes in 1978 to 125 million tonnes in 1999. As the production from capture fisheries has almost remained stable during the last decade, the increase has largely come from aquaculture.

This study aims at (i) Portraying the socio-economic status of the fishermen in the Ramanathapuram district in Tamilnadu, and (ii) examining the methods of fish catching and fish marketing in the study area. Relevant primary data and yearly reports on production and export of fish in India were collected for the period from 1990-91 to 2010-11. Secondary data for the study were also collected from the records of journals, statistical handbooks and year books. Tabular analyses were done to work out the percentages and average values.

The study finds that the marine fish production had increased to 3.2 million tonnes in 2010-11 from 2.3 million tonnes in 1990-91. The highest marine fish production was 3.2 million tonnes in 2010-11, followed by 3.1 in 2009-10. The lowest marine fish production was 2.3 in 1990-91. India’s export of marine products value had increased from 4007.6 crore rupees in 1996-97 to 11550.5 crore in 2010-11. India’s highest export of marine products value was 11550.5 crore in 2010-11.

The study concluded that most of the fishermen’s main problem in raising finance is their inability to give security for the loan. Even for getting financial aids through government banks, security is essential. The study found that food assistance and cash grants from government and non-governmental organisations, as well as donations of boats and fishing gear and boat repair stations were all available to them.
Introduction

Fish protein has today come to be rated high by nutritionists. It is only appropriate that India, having accepted the goal of “healthy food for all” should be taking a fresh look at fishing. The catching of fish falls into two categories: commercial fishing and sport fishing. Commercial fishing is one of the world’s major industries and an important source of food supply to a large per cent of population.

While in agriculture farmers attempt to increase the harvest of the land, fishing attempts to reap the harvest of the sea and the inland waters. With ever increasing growth of population, uninhabited land has become scarce. With ever-growing population, the basic food needs require large production. So, the marine sources of food materials should be exploited to ensure balanced diet with animal protein and fat.

Global fisheries and aquaculture production have increased from 117 million tonnes in 1978 to 125 million tonnes in 1999. As the production from capture fisheries has almost remained stagnant during the last decade, the increase has largely come from aquaculture. The global pattern of fish production owes much to the activities of China that accounts for 32 per cent of the world total in terms of quantity. Other major producers are Japan, India, the United States, the Russian Federation and Indonesia.

Indian Fisheries

Indian Fisheries are an important component of the global fisheries and the sector has been recognised as a powerful income and employment generator. It is also a source of cheap and nutritious food. The sector’s contributions to foreign exchange earnings are substantial and the earnings constitute 1.4 per cent of the GDP. More than 6 million fishermen in the country depend on fisheries for their livelihood. The country with a long coastline of 8118 Km. has an Exclusive Economic Zone (EEZ) extending to 2.02 million Sq.Km - 0.86 million Sq.km. on the West Coast, 0.56 million sq.km. on the East Coast and 0.60 million sq.km. around the Andaman and Nicobar Islands - which is highly suitable for developing capture and culture fisheries. With the absolute right on the EEZ, India has also acquired the
responsibility to conserve, develop and optimally exploit the living marine resources within this area.

**Fisheries in Tamilnadu**

Tamil Nadu, with its 1076 km of coastline (13 per cent of the countries coastline), 0.19 million sq.km of EEZ (9.4 per cent of the India's EEZ) and continental shelf of about 41412 sq.km is a leading state in fish production. The marine fisheries potential of the State is estimated at 7.19 lakh tonnes (3.69 lakh tonnes from less than 50 m. depth and 3.5 lakh tonnes beyond 50m. depths) as against the all India potential of 39.34 lakh tonnes. Of the East Coast states, Tamil Nadu handles the maximum catch followed by West Bengal.

The State has a fishermen population of about 6.9 lakhs, of which 2.62 lakh fishermen are actively engaged in fishing from 591 marine fishing villages scattered along the coast. There are 994 primary fishermen co-operative societies, which include 289 inland fishermen and women cooperatives with a membership of 337,598 men and 59486 women members. Presently, 10278 mechanised fishing boats and about 49000 traditional crafts, of which 20000 crafts have been motorised with outboard motors, are engaged in marine fishing. There are three major fishing harbours, two minor fishing harbours and several fishing landing centres, which partially cater to the landing and berthing requirements of the marine fishing fleet.

While the contribution of marine fish production of Tamil Nadu to the All India marine fish production was in the range of 13.4 per cent in 1999-2000, contribution of inland fisheries to the total fish production from inland resources of India was about 4 per cent. As against the total fishery potential of 9.65 lakh tonnes from both inland and marine resources of Tamil Nadu, the present level of fish production is 4.75 lakh tonnes, which is about 49.5 per cent of the total potential. The export of marine products from the State during 2001-2002 amounted to 58,483 metric tonnes valued at Rs. 20,164 million.

**Major Fishing Districts in Tamilnadu**

Tamil Nadu has become one of the leading producers of marine fish. The annual marine fish production in the State stands at 3.93 lakh tonnes. The actual fish production had witnessed a marginal improvement from 3.93 lakh tonnes in 2007-08 to 3.97 lakh tonnes in 2012-13.
2008-09. Of the major marine fish producing districts in the State, Ramanathapuram district tops the list with 81569.65 tonnes, followed by Nagapattinam, Thiruvarur and Thanjavur (78881.50 tonnes), Tuticorin (48510.27 tonnes), Kanniyakumari (39627.60 tonnes) and Chennai (32086.60 tonnes) put together accounted for more than 60 per cent of marine fish production in the State.

Of the total marine fish production (3.97 lakh tonnes), the share of demersal variety was at 2.26 lakh tonnes and pelagic variety accounts for 1.71 lakh tonnes. In spite of this achievement, in many states, it created inter-sectoral conflicts in traditional and mechanized sectors, problems between fishing groups of different states and conflict between ring seine and trawl labourers. But the worst impact was the changes it brought in the livelihood pattern of the labourers working in trawlers. For almost two months of the year those fishermen who contribute a major portion of export valued marine products are deprived of any source of employment and their income levels face a serious setback during the period. This period is usually associated with problems like poverty, malnutrition and increase in debt among the fisher folk communities engaged in trawling (Kurien John, 1978, 1995; Datta et al., 1989; Joseph Sherry, 1995). The present study was undertaken to address changes in the livelihood of fishermen in the form of problems like unemployment, poverty and low-income level, following implementation of trawl ban in the marine fisheries sector.

Objectives

1. To portray the socio-economic status of the fishermen among the Ramanathapuram district.
2. To examine the methods of fish-catching and fish marketing in the study area.

Methodology
Collection of Data
For the present study, the time series data and yearly reports on production and export of fish in India were collected for the period from 1990-91 to 2010-11, 2001-02 to 2010-11 and 1996-97 to 2010-11. Secondary data for the study were also collected from the records of journals, statistical hand books and year books. The available information is judiciously used in the paper.

**Tools of Analysis**

(1) **Tabular analysis**

Tabular analyses were done to work out the percentages and average values.

(2) **Estimation of Compound Growth Rate**

The exponential trend equation which directly gives a constant rate of increase/decreases per unit of time is sometimes called the “Geometric” or Compound Growth Rate.

Compound growth rates were estimated by fitting exponential trend equation of the following type.

\[ Y = ab^t \]  

Where,

- \( Y \) = production/Export
- \( t \) = Time variable in years
- \( a \) = constant
- \( b = (1 + r) \)

Where, \( r \) = compound growth rate

The equation (1) takes the linear form by taking logarithms of both sides of the equation as follows:

\[ \log Y = \log a + t \log b \]

Compound growth rate is computed using the following formula

\[ \text{Compound Growth Rate (CGR)} = (\text{Antilog} (\log b) - 1) \times 100 \]
Table: 1
Tamil Nadu General Information of Marine Fishing Villages-Year 2010

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>District</th>
<th>Costal length of the maritime district(in kms)</th>
<th>No. Of marine fishing villages</th>
<th>Population</th>
<th>Mechanised crafts</th>
<th>Non-Mechanised crafts</th>
<th>Gears</th>
<th>Literates</th>
<th>Employed men</th>
<th>Employed women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chennai</td>
<td>19.0</td>
<td>44</td>
<td>36552</td>
<td>34505</td>
<td>71057</td>
<td>908</td>
<td>1662</td>
<td>9418</td>
<td>43205</td>
</tr>
<tr>
<td>2</td>
<td>Thiruvallur</td>
<td>27.9</td>
<td>58</td>
<td>20845</td>
<td>20958</td>
<td>41803</td>
<td>98</td>
<td>5101</td>
<td>36629</td>
<td>16653</td>
</tr>
<tr>
<td>3</td>
<td>Kancheepuram</td>
<td>87.2</td>
<td>44</td>
<td>13179</td>
<td>12630</td>
<td>25809</td>
<td>7</td>
<td>3250</td>
<td>10291</td>
<td>12775</td>
</tr>
<tr>
<td>4</td>
<td>Villupuram</td>
<td>40.7</td>
<td>19</td>
<td>7542</td>
<td>7381</td>
<td>14923</td>
<td>17</td>
<td>1804</td>
<td>11477</td>
<td>6855</td>
</tr>
<tr>
<td>5</td>
<td>Cuddalore</td>
<td>57.5</td>
<td>49</td>
<td>20856</td>
<td>19726</td>
<td>40582</td>
<td>640</td>
<td>5000</td>
<td>55987</td>
<td>21163</td>
</tr>
<tr>
<td>6</td>
<td>Nagapattinam</td>
<td>187.9</td>
<td>51</td>
<td>40796</td>
<td>38972</td>
<td>79768</td>
<td>1465</td>
<td>4129</td>
<td>32652</td>
<td>39144</td>
</tr>
<tr>
<td>7</td>
<td>Thiruvanur</td>
<td>47.2</td>
<td>13</td>
<td>5291</td>
<td>5074</td>
<td>10365</td>
<td>--</td>
<td>47</td>
<td>19589</td>
<td>6739</td>
</tr>
<tr>
<td>8</td>
<td>Thanjavur</td>
<td>45.1</td>
<td>27</td>
<td>12952</td>
<td>12426</td>
<td>25378</td>
<td>469</td>
<td>1031</td>
<td>33032</td>
<td>12115</td>
</tr>
<tr>
<td>9</td>
<td>Pudukottai</td>
<td>42.8</td>
<td>32</td>
<td>12944</td>
<td>12083</td>
<td>25027</td>
<td>866</td>
<td>1710</td>
<td>32129</td>
<td>13125</td>
</tr>
<tr>
<td>10</td>
<td>Ramanathapuram</td>
<td>236.8</td>
<td>184</td>
<td>60234</td>
<td>57057</td>
<td>117291</td>
<td>1804</td>
<td>5078</td>
<td>88847</td>
<td>65545</td>
</tr>
<tr>
<td>11</td>
<td>Thoothukudi</td>
<td>163.5</td>
<td>21</td>
<td>35828</td>
<td>33730</td>
<td>69558</td>
<td>352</td>
<td>2197</td>
<td>42193</td>
<td>50122</td>
</tr>
<tr>
<td>12</td>
<td>Tirunelveli</td>
<td>48.9</td>
<td>7</td>
<td>10275</td>
<td>9935</td>
<td>20210</td>
<td>--</td>
<td>1395</td>
<td>28653</td>
<td>16047</td>
</tr>
<tr>
<td>13</td>
<td>Kanniakumari</td>
<td>71.5</td>
<td>42</td>
<td>71018</td>
<td>66922</td>
<td>137940</td>
<td>1383</td>
<td>9366</td>
<td>24735</td>
<td>95578</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1076.0</td>
<td>591</td>
<td>348312</td>
<td>331399</td>
<td>679711</td>
<td>8009</td>
<td>41770</td>
<td>425632</td>
<td>399067</td>
</tr>
</tbody>
</table>

Source: Marine Censuses-2010
The Table 1 shows that the Tamil Nadu general information of marine fishing villages-2010.

Tamil Nadu has 13 coastal districts and 1076.0 Kms coastal line. Ramanathapuram district has longest coastal line in 236.8 kms. Compared to Tamil Nadu districts, followed by 187.9 kms. of Nagapattinam, 163.5 kms. of Thoothukudi and 87.2 kms. in Kancheepuram. The lowest coastal line district is 19.0 kms. in Chennai. In about 591 marine fishermen villages of Tamilnadu, 348312 male and 331399 female (a total of around 679711) fishermen are in Tamil Nadu. Ramanathapuram district has the highest number of fishermen villages 184, mechanised fishing crafts 1804, fishing gears 88847 and fishing employed women 8441 in Tamil nadu, followed by highest fishermen villages 58 in Thiruvalllur and 49 in Cuddalore. The lowest fishermen villages are 7 in Tirunelveli district. Kanniyakumari district has the highest fishermen male population of 710118 and the female population of 66922, and fishermen literates 95578. This district also has the highest total of non-mechanized fishing grafts 9366 and employed men 40168 in Tamilnadu. The lowest male population 5291, female population 5074, fishermen literates 6739, non-mechanised fishing grafts 47 and employed men 3150 are found in Thiruvarur district.

Note that fishing as a profession is caste-based in Tamilnadu. There are castes which exclusively go for marine fishing and also there are castes which deal with inland fishing. There is some change in this pattern and it also looks like that individuals from non-fishing castes are presently involved and employed in fishing activities. But details of such involvement and its impact on fishing as an economic activity are yet to be documented.
Table: 2
Estimated Marine Fish Production - Craft Wise by Districts for the Year 2010-11

(Quantity in Tonnes)

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>District</th>
<th>Mechanised</th>
<th>Non-Mechanised</th>
<th>Shore seine crafts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Motorised</td>
<td>Non-Motorised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Chennai</td>
<td>2156471</td>
<td>7573.137</td>
<td>5145.902</td>
<td>34283.110</td>
</tr>
<tr>
<td>2</td>
<td>Thiruvallur</td>
<td>0.000</td>
<td>5786298</td>
<td>3857.532</td>
<td>9643.830</td>
</tr>
<tr>
<td>3</td>
<td>Kancheepuram</td>
<td>354.478</td>
<td>928183</td>
<td>6187.388</td>
<td>15822.949</td>
</tr>
<tr>
<td>4</td>
<td>Villupuram</td>
<td>561.257</td>
<td>11613.678</td>
<td>7742.452</td>
<td>20457.020</td>
</tr>
<tr>
<td>5</td>
<td>Cuddalore</td>
<td>16059.458</td>
<td>5333.355</td>
<td>3358.900</td>
<td>25531.730</td>
</tr>
<tr>
<td>6</td>
<td>Nagapattinam</td>
<td>44277.272</td>
<td>15549.840</td>
<td>10566.007</td>
<td>70393.120</td>
</tr>
<tr>
<td>7</td>
<td>Thiruvarur</td>
<td>8283.660</td>
<td>2909.158</td>
<td>1976.752</td>
<td>13169.570</td>
</tr>
<tr>
<td>8</td>
<td>Thanjavur</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Pudukkottai</td>
<td>27523.046</td>
<td>9665.884</td>
<td>6567.900</td>
<td>43756.830</td>
</tr>
<tr>
<td>10</td>
<td>Ramanathapuram</td>
<td>54378.409</td>
<td>18872.507</td>
<td>12864.081</td>
<td>86452.160</td>
</tr>
<tr>
<td>11</td>
<td>Thoothukudi</td>
<td>33454.950</td>
<td>11749.123</td>
<td>7983.447</td>
<td>53187.520</td>
</tr>
<tr>
<td>12</td>
<td>Thirunelveli</td>
<td>0.000</td>
<td>5760.468</td>
<td>3840.312</td>
<td>9600.780</td>
</tr>
<tr>
<td>13</td>
<td>Kanniyanakumari</td>
<td>26748.376</td>
<td>9393.826</td>
<td>6383.039</td>
<td>42525.240</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>233204.977</td>
<td>113488.356</td>
<td>76476.713</td>
<td>424823.859</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>54.89</td>
<td>26.71</td>
<td>18.00</td>
<td>0.39</td>
</tr>
</tbody>
</table>

Source: Commissioner of Fisheries, Chennai-6 (2012)

The Table 2 shows that the estimated marine fish production in Tamil nadu - craft wise by districts for the year 2010-11.

Tamilnadu marine fish production craftwise (mechanised, motorised, Non-motorised and shore seine crafts) is highest 86452.160 tonnes in Ramanathapuram district, followed by 70393.120 tonnes in Nagapattinam, 53187.520 tonnes in Thoothukudi and 43756.830 tonnes in Pudukkottai. The shore seine craft marine fish production is followed only in three districts. There are Villupuram, Cuddalore and Ramanathapuram. In total, Tamilnadu marine fish production through mechanised boat is 54.89 per cent, by motorised boat it is 26.71 per cent, by non-motorised boat it is 18.00 per cent and shore seine crafts is only 0.39 per cent.
Table 3
Production and Export of Fish in India 1990-91 to 2010-11

<table>
<thead>
<tr>
<th>Year</th>
<th>Fish production (million tonnes)</th>
<th>Export of marine products</th>
<th>Qty('000 tonnes)</th>
<th>Value(Rs crore)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Marine</td>
<td>Inland</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1990-91</td>
<td>2.3</td>
<td>1.5</td>
<td>3.8</td>
<td>140</td>
</tr>
<tr>
<td>2000-01</td>
<td>2.8</td>
<td>2.8</td>
<td>5.6</td>
<td>503</td>
</tr>
<tr>
<td>2003-04</td>
<td>3.0</td>
<td>3.4</td>
<td>6.4</td>
<td>412</td>
</tr>
<tr>
<td>2004-05</td>
<td>2.8</td>
<td>3.5</td>
<td>6.3</td>
<td>482</td>
</tr>
<tr>
<td>2005-06</td>
<td>2.8</td>
<td>3.8</td>
<td>6.6</td>
<td>551</td>
</tr>
<tr>
<td>2006-07</td>
<td>3.0</td>
<td>3.8</td>
<td>6.8</td>
<td>612</td>
</tr>
<tr>
<td>2007-08</td>
<td>2.9</td>
<td>4.2</td>
<td>7.1</td>
<td>541</td>
</tr>
<tr>
<td>2008-09</td>
<td>3.0</td>
<td>4.6</td>
<td>7.6</td>
<td>602</td>
</tr>
<tr>
<td>2009-10</td>
<td>3.1</td>
<td>4.8</td>
<td>7.9</td>
<td>678</td>
</tr>
<tr>
<td>2010-11</td>
<td>3.2</td>
<td>5.1</td>
<td>8.3</td>
<td>813</td>
</tr>
<tr>
<td>CGR</td>
<td>2.37</td>
<td>10.75</td>
<td>6.69</td>
<td>13.07</td>
</tr>
</tbody>
</table>

**Source:** Department of Animal Husbandry, Dairying and Fisheries. (2012)

The Table 3 shows the quantity and value of fish production and export of marine products in India from 1990-91 to 2010-11.

Marine fish production had increased to 3.2 million tonnes in 2010-11 from 2.3 million tonnes in 1990-91. The highest marine fish production was 3.2 million tonnes in 2010-11, followed by 3.1 in 2009-10. The lowest marine fish production was 2.3 in 1990-91. The quantity of the export of marine products had increased from 140 thousand tonnes in 1990-91 to 813 thousand tonnes in 2010-11. Even though the Indian fishing communities producing 3.1 million tonnes, where as they are exported only for thousand tonnes of marine products. Export of marine products were shows in table was increasing trend expect the year 2003-04, 2004-2005 and 2007-08. The main reasons for decline in the catch rates due to natural calamities, over flow of wind and heavy raining seasons etc.,

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Marine Fish Catching and Fish Marketing of Fishermen in Tamil Nadu and All India 410
The export of marine products value had increased to 12,901Rs. Crores 2009-10 from 893 Rs. crores 1990-91, which were followed by the 10,048, 8,608 Rs. Crores in 2008-09 and 2007-08. The lowest marine products export value was 893 Rs. Crores in 1990-91.

The estimated compound growth rate of production of marine, inland and total was positive 2.37, 10.75 and 6.69. Exports of marine products quantity and value were 13.07, 21.60 positive.

Table: 4
Export of Fish and Fish Products in Tamil Nadu 2001-02 to 2010-11

<table>
<thead>
<tr>
<th>Year</th>
<th>Quantity (Tonnes)</th>
<th>Value (Rs.in Lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>58482</td>
<td>201640.00</td>
</tr>
<tr>
<td>2002-03</td>
<td>70147</td>
<td>250787.00</td>
</tr>
<tr>
<td>2003-04</td>
<td>68462</td>
<td>207116.00</td>
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<tr>
<td>2004-05</td>
<td>70809</td>
<td>206804.00</td>
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<td>2005-06</td>
<td>72418</td>
<td>199572.00</td>
</tr>
<tr>
<td>2006-07</td>
<td>72883</td>
<td>206805.00</td>
</tr>
<tr>
<td>2007-08</td>
<td>72644</td>
<td>181314.00</td>
</tr>
<tr>
<td>2008-09</td>
<td>68397</td>
<td>177220.00</td>
</tr>
<tr>
<td>2009-10</td>
<td>73327</td>
<td>198207.47</td>
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<td>2010-11</td>
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<td>286019.00</td>
</tr>
<tr>
<td>CGR</td>
<td></td>
<td>2.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.22</td>
</tr>
</tbody>
</table>

Source: Director of Marine Products Export Development Authority, Chennai-40 (2012)

The Table 4. Present the results of export of fish and fish products in Tamil Nadu during 2001-02 to 2010-11.

Export of fish and fish products quantity had increased from 58482 tonnes in 2001-02 to 86181 in 2010-11. The highest export of fish and fish products quantity was 86181 tonnes in 2010-11, followed by 73327, 72883 tonnes in 2009-10 and 2006-07. The lowest fish and fish products quantity was 58482 tonnes in 2001-02. The export of fish and fish products value had increased to 286019.00 Rs. Crores in 2010-11 from 201640.00 in 2001-02, followed by 250787.00 in 2002-03 and 206805.00 in 2006-07. The lowest fish and fish products was 177220.00 in 2008-09. The estimated compound growth rate was positive for both quantity and value. The CGR regarded in quantity 2.38 and value0.22.
Table: 5

Exports of Marine Products Principal Countries – Rupees

(Rs. in Crore)

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Source: Directorate General of Commercial Intelligence and Statistics. (2011)
The Table 5. Shows that the India’s export of marine products principle countries from 1996-97 to 2010-11.

India’s export of marine products value had increased from 4007.6 crore in 1996-97 to 11550.5 crore in 2010-11. India’s highest export of marine products value was 11550.5 crore in 2010-11. The lowest export of marine products value was 4007.6 crore in 1996-97. In 2000-01 India’s highest export of marine products to Japan value was 2329.3 crore, followed by 2010-11 USA 1770.7 crore. The lowest export of marine products to Taipei value was 31.0 crore in 1998-99.

The estimated compound growth rate was positive China, Taipei ,Hong kong ,Italy ,Spain, Thailand, U.K ,U.S.A and others countries 8.92, 7.30, 14.88, 13.76, 16.42,7.78, 6.20, 6.55 and 10.63. Japan and U.A.E was negative -4.61 and-2.10.

Findings

- Ramanathapuram district has highest fishermen villages 184, mechanised fishing crafts 1804, fishing gears 88847 and fishing employed women 8441 in Tamil nadu.
- Tamil nadu marine fish production craft wise (mechanised, motorised, Non-motorised and shore seine crafts) highest 86452.160 tonnes in Ramanathapuram district, followed by 70393.120 tonnes in Nagapattinam, 53187.520 tonnes in Thoothukudi and 43756.830 tonnes in Pudukkottai.
- Marine fish production had increased to 3.2 million tonnes in 2010-11 from 2.3 million tonnes in 1990-91. The highest marine fish production was 3.2 million tonnes in 2010-11, followed by 3.1 in 2009-10. The lowest marine fish production was 2.3 in 1990-91.
- The export of marine products value had increased to 12,901Rs. Crores 2009-10 from 893 Rs. crores 1990-91, which were followed by the 10,048, 8,608 Rs. Crores in 2008-09 and 2007-08.
- Export of fish and fish products quantity had increased from 58482 tonnes in 2001-02 to 86181 in 2010-11. The highest export of fish and fish products quantity was 86181 tonnes in 2010-11, followed by 73327, 72883 tonnes in 2009-10 and 2006-07.
- The export of fish and fish products value had increased to 286019.00 Rs. Crores in 2010-11 from 201640.00 in 2001-02, followed by 250787.00 in 2002-03 and 206805.00 in 2006-07.
- India’s export of marine products value had increased from 4007.6 crore in 1996-97 to 11550.5 crore in 2010-11.

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Marine Fish Catching and Fish Marketing of Fishermen in Tamil Nadu and All India 413
Suggestions

Fisheries management is a continuous and interactive process, where, economic, social and ecological costs and benefits are to be understood and interventions designed. A road map for ensuring us trainability, equitability, eco system conservation, eliminating destructive gears reducing by-catch and discards and juvenile destruction, extension of fishing in to new areas, ensuring conservation of endangered and threatened species groups, putting into practice the FAO Code of Conduct for Responsible Fisheries, and ultimately evolving a working model for a participatory management of marine fisheries resources of the country is the need of the hour. This can be achieved only jointly by all the stakeholders including fishers, scientists, policy developers and implementers.

Conclusion

The livelihood process will create opportunities for more income as well as improve the resource base of the poor people of coastal areas. Moreover, institutions involved in income generating activities and other support services may work in close cooperation among themselves for development of sustainable livelihoods system and thus the process will ensure more sustainable use of natural resource base of coastal fishing communities of Ramanathapuram district.

Most of the fishermen’s main problem in raising finance is their inability to give security for the loan. Even for getting financial aids through government banks Security is essential.

By way of providing alternate employment the standard of living of the fishermen family will be upgraded due to additional income of the family and also leisure time could be spent effectively.

Furthermore need food assistance and cash grants from government and non-governmental organisations, as well as donations of boats and fishing gear and boat repair stations were all available to them.

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Abstract

Feedback is widely seen as crucial for both encouraging and consolidating learning. Little research has been undertaken to investigate Subject teachers’ actual use of feedback in the classroom. Its complexity and its entwined relationship with teaching, learning and assessment suggest the notion that such feedback should be explored further.

This study examines the feedback practices of two teachers of each of the following subjects: Mathematics, Physics and Chemistry. It was conducted in an engineering college in Hyderabad, India, where the researcher was teaching English. The samples that were used were the written assignments submitted by students. A total of 306 feedback comments were analyzed.

Results showed that about 30% of the feedback consisted of ticks or crosses. The remaining 28% of feedback was in the form of questions, 26% was in the form of statements and 16% was in the form of imperatives. It was found that feedback in the form of imperatives were more influential on revisions. The assignments in which crosses were marked were acted upon to a large extent and corrections were made. Wherever feasible oral face-to-face feedback should be given as this will enable students to become self-evaluative. Students must not be allowed to fall back on the rationalization that only English teachers are judges of grammar and style. Especially for engineering students, errors in grammar and mechanics can be seen by employers as symptomatic of a less than professional level of education. Therefore it is suggested that teacher training courses for subject teachers include training on feedback techniques.

Introduction

In most subject teachers’ feedback, knowledge of the subject matter and pedagogical content are mitigating factors. These are critical factors in teaching. For many students the quality of the feedback they receive on their assignments is a measure of the quality of teaching by the lecturer.

The greatest complaint by students is that they simply do not get enough feedback or that the feedback that they do receive comes too late for their learning. Sadler (1998) argues that the appropriateness of feedback depends on its ability to be understood by the student and its capacity to encourage effective approaches to learning. The quality of feedback is therefore...
determined by the quantity of comments that have a positive influence on the students’ work that are received within an effective turn-around time.

There are several ways of teaching and learning. These ways can be seen from a teacher’s perspective, as well as a learner’s perspective. Samuelowicz and Bain (1992) suggest that there are five levels of teaching, going from a “surface” approach to a “deeper” approach. These levels are described as: imparting knowledge; transmitting knowledge; facilitating understanding; changing students’ conceptions and finally; supporting student learning. Good teaching involves finding out from students where they experience difficulties in learning the subject matter, what outcomes they have not achieved and what aspects of teaching can be changed to ensure high quality learning.

Need for Feedback

Feedback is widely seen as crucial for both encouraging and consolidating learning. Summative feedback designed to evaluate writing as a product has generally been replaced by formative feedback that enables students’ future writing and the developing of the writing process. The importance of feedback emerged with the development of learner centered approaches to writing instruction in North American L1 composition classes during the 1970’s. The “process approach” gave greater attention to teacher-student interactions and encouraged teachers to support writers through multiple drafts by providing feedback. The form feedback took extended beyond the teachers marginal or end notes to include oral interaction involving the teacher and the students.

Despite disagreement on other points surrounding correction there is a fair amount of agreement among researchers on two counts 1) that accuracy in writing matters to academic and professional audiences and 2) that students themselves claim to need and value feedback from their teachers. Several studies have been conducted on the feedback practices of teachers of English as a second language (Bitchener, et al. 2005), Chandler (2003), Choudron (1984) and Ferris (2003). But few studies have examined the feedback given to students by Subject teachers.

Definition of Feedback

Widely differing definitions of the term feedback exist. Ramaprasad’s (1983) definition is used extensively in education literature. “Feedback is information about the gap between the actual level and the reference level of a system parameter, which is used to alter the gap in some way” (p. 4). In education this means the learner has to “possess a concept of the standard (or goal or reference level) being aimed for, compare the actual (or current) level of performance with the standard and engage in appropriate action which leads to closure of the gap” (Sadler, 1989, cited in Clarke, 2000a, p.3). Therefore, feedback should involve imparting a judgment of a student’s strategies and skills, or his/her attainment and giving information about the judgment.
In contrast to Ramaprasad (1983) and Sadler (1989), Askew and Lodge (2000) adopt a broader definition of feedback to include “all dialogue to support learning in both formal and informal situations” (p. 1). By definition this would therefore include instruction as well. Carlson (1979) argues feedback is “authoritative information students receive that will reinforce or modify responses to instruction and guide them more efficiently in attaining the goals of the course” (cited in Ovando, 1992, p.4). Clarke (2000b) notes that the definitions advocated by Ramaprasad, Sadler and Carlson emphasize control lying entirely with the teacher.

**Principles of Good Feedback**

Nicol and Macfarlane-Dick (2006) list seven principles of good feedback practice:

1. It clarifies what good performance is (goals, criteria, expected standards);
2. It facilitates the development of self-assessment in learning;
3. It provides high quality information to students about their learning;
4. It encourages teacher and peer dialogue around learning;
5. It encourages positive motivational beliefs and self-esteem;
6. It provides opportunities to close the gap between current and desired performance;
7. It provides information to teachers that can be used to help shape teaching.

However, the quality of feedback given by teachers is certainly questionable. MacDonald (1991) saying that the use of feedback to improve understanding was not realized in practice stated that teachers’ feedback “often lacks thought or depth; students often misunderstand their teachers’ feedback… and many students do not attend to teachers’ feedback to begin with!” (MacDonald, 1991, p.1).

The giving of grades and marks as a form of feedback and the extent to which these should be supported by written comments remains a controversial area in the literature. Information fed back to the student was feedback only when it was used to close the gap. Grades, specifically, do not fulfill this role as they provide limited information, distracting students from deriving any learning value from the feedback. They are inefficient for teaching students. On the other hand test scores alone are of limited value as they focus only on the product and not on the learning process.

**Timing of Feedback**

The timing of feedback is critical. Feedback needs to be given as soon as possible after the event (Freeman & Lewis, 1998). If feedback is delayed it is less likely that the student will find it useful or will act upon it. On the other hand giving feedback too early before the students
have an opportunity to work on the problem can be counterproductive. Anthony (1996) argues “low achieving students, in particular, were often interrupted with a prompt or an answer, rather than guidance, when they hesitated or responded incorrectly” (p.44). Feedback given too early impinges on the learning opportunities for students.

Literature Review

Sadler (1989) suggests it is easier for a teacher to comment on effort and degree of expertise than concepts mastered and facts learnt. The Learn Project (Weeden & Winter, 1999) examined feedback from the student’s perspective and concluded that much feedback was either unfocused or of little use in improving learning. There was a wide range of forms of feedback, some of which were not understood by students. But what was clear was that focused and specific comments on how to improve work were welcomed by all students.

Hattie (2001a) suggests it is only seconds of descriptive feedback for an average student. And more is not necessarily better! Wiliam (1999) comments on the learning of a group of 64 year-four students on reasoning tasks. Half of the students were given a scaffolded response when they got stuck by being given only as much help as they needed to make progress. The other half was given a complete solution as soon as they got stuck, and then given a new problem to work on. Those given the scaffolded response learnt more, and retained their learning longer than those given full solutions. When given the complete solutions, students had the opportunity for learning taken away from them. “As well as saving time, therefore, developing skills of ‘minimal intervention’ promote better learning” (Ibid. p. 9).

Similarly in her study titled “Promoting Learner Autonomy in Writing - An experiment with Indirect Feedback,” Sirigiri. M.B (2008) examined the writing of students from pre-test to post-test, across drafts and across essays to determine what kinds of errors students commit the most. To do this, an experiment was conducted involving essays written by 30 intermediate students of a fresher course in engineering. It was found that after administering Indirect Feedback on students’ essays there was always a decrease in the number of errors and this decrease in the number of errors always gave rise to increased communicative effectiveness of the essays. A questionnaire surveying student views on the feedback given was also analyzed which indicated that students felt that Indirect Feedback has always helped them reduce errors and made them more autonomous learners.

In a study titled ‘Physics teachers' responses on student solutions when using motion tasks’ (2011) Parvanehnezhadshirazian Zahra studies feedback practices of eleven upper secondary school physics teachers in the state of Victoria, Australia. The study involved investigating and describing teachers’ thinking, intentions or beliefs when they interpreted and provided feedback on hypothetical students written solutions to the linear motion tasks. A major finding of this study is that teachers’ interpretations and feedback on student solutions could be categorized in terms of the extent to which they attended to Student Thinking and Disciplinary
Thinking. The discursive practice of the teachers indicated that the nature of their feedback to student difficulties were more strongly associated with the nature of teachers’ beliefs about teaching and learning motion, than with their level of propositional knowledge, or their teaching experience.

An examination of the literature has resulted in much theoretical description of feedback practices, though little research has been undertaken to investigate content teachers’ actual use of feedback in the classroom. Its complexity and its entwined relationship with teaching, learning and assessment suggests the notion of subject teachers’ feedback should be explored further. Several studies have been conducted on the feedback practices of teachers of English as a second language (Bitchener et al. 2005). But few studies have examined the feedback given to students by Subject teachers.

Research Method

This study examined the feedback practices of two teachers of each of the following subjects Mathematics, Physics and Chemistry. This study was conducted in an engineering college in Hyderabad where the researcher was teaching English. One class of thirty students was chosen for conducting this study. The samples that were used were the written assignments that were submitted by students. A total of 306 feedback comments on 90 assignments were analyzed.

The research questions that this study sought to answer are:

1. What forms does feedback given by subject teachers take?
2. What are the reasons for giving feedback?

This paper investigates the feedback given by subject teachers on students’ assignments and examines the influence of feedback on their revisions. The writing of assignments is not taken very seriously by students in the context of engineering education in this university. But students are compelled to do well because assignments carry 20% of the marks assigned for formative assessment. In this study the feedback given by 6 subject teachers was analyzed. Students wrote one revised draft after feedback was administered. The resulting changes were analyzed based on the degree to which the students utilized each teacher's feedback in the revision.

Findings

Although the key concepts of formative assessment such as constant feedback, modifying the instruction, and information about students' progress do not vary among different disciplines or levels, the methods or strategies may differ. Results showed that about 30% (91 comments) of the feedback consisted of ticks or marks. Of the remaining, 28% (85 comments) of feedback was...
in the form of questions, 26% (80 comments) were in the form of statements and 16% (50 comments) were in the form of imperatives.

It was found that feedback in the form of imperatives were more influential on revisions. The assignments in which crosses were marked were acted upon to a large extent and corrections were made.

Teachers distinguished between oral and written feedback, stating that the vast majority of their feedback to students was written. The teachers who felt that an important component of their oral feedback to students involved asking questions did it after the written work was corrected. They posed open-ended questions to the class as a whole. Most Mathematics teachers used the question “How did you arrive at this?” The issue of whether questions are feedback is debated in research. Questions can be a vital feedback tool as they can be used to test understanding and to develop thinking. Responding in the form of a question when it is appropriate both continues the dialogue between the teacher and the students and forces them to think more deeply about the matter. However, they can be used to best effect with advanced learners. This implies that indirect feedback did not always seem to be worked on. Teachers needed to be careful in providing more direct feedback in their subjects.

The Chemistry teachers said that sometimes students come up with correct answers—especially to questions involving calculations—without properly understanding the underlying physical concepts. As a case in point, one teacher noted that students may be able to correctly solve gas-law and other types of problems but have misconceptions about the molecular-scale processes addressed in those calculations. In cases like that they felt that all that the teacher could do was to mark a tick. ‘Needs to be more accurate in quantitative experiments’ or some comment like this could be written.

All the teachers supported Askew and Lodge’s (2000) broad definition of feedback, which is “all dialogue to support learning in both formal and informal situations” (p.1). Two teachers indicated feedback was synonymous with praise.

Written feedback mostly consisted of comments like ‘Excellent work, Well done, Good and neat’ But these responses often appeared so automated that teachers were unable to tell how many times they were repeating a certain response.

Very few teachers replied that they gave descriptive feedback. One Physics teacher said that she often wrote comments like ‘make changes to this diagram’ or ‘diagram not proportionate’. There was evidence to show that this feedback was worked on by the student in his revision.

The main reason given by the teachers for the small number of examples of this type of feedback was that they were always conscious of the time and had to complete a lot of correction and evaluation along with their teaching. All the teachers felt that a lack of time
hindered their ability to have quality interactions for a sustained period of time with individual students. Consequently, the written feedback provided few constructive suggestions about ways in which students might improve their work and oral feedback could only be addressed to the class as a whole.

In analyzing the reasons for giving feedback, all teachers suggested that feedback should be positive and constructive. They felt that it was not only mandatory for them as teachers but it also served several other purposes. All the teachers agreed that feedback enabled them to point out errors, focus on improvement, motivate students, rectify misconceptions and ignite thinking. Besides it helped them in improving their teaching practices as it told them what should be focused on.

**Discussion**

It was clear that not all teachers had a common definition of feedback. On the one end was feedback which consisted of only ticks or crosses. And on the other was nothing briefer than global comments. Unless students have accurate information about the assessment they will not have a fair chance of completing the assignments. Information about criteria and standards used in all the subjects should be provided. Illustrations of how students are expected to demonstrate their achievements can also be given. Information about the assignment should include a frame of reference regarding standards of satisfactory performance. Examples of student work can be used to illustrate the different levels of performance and have students discuss the criteria in class.

In large classes there is a reliance on written comments unlike smaller classes where there is more scope for oral feedback or one-to-one conferencing. Grades alone give students no indication on how they can improve. They would like to understand why they have received a particular grade and not one higher. Students want comments on their assignments to be improvement focused and based on objective criteria. Global comments such as “very good” or “poor” do not help in improvement and neither do comments to the entire class about an error committed by a few students.

Furthermore, the assessment arrangements should be altered to assist students who cannot complete assignments due to illness, English language difficulties or any other disability.

In addition, there may be occasions when circumstances outside of the students control result in them being unable to meet the assessment requirements. In such cases a brief extension of time in submitting the required work can be given.

This research proposes that giving quality feedback is a highly developed skill requiring a focused and deliberate approach. It also suggests that students at this level received very little specific, descriptive feedback. Teachers need to take time to write comments, point out omissions, and explain their thinking when reviewing student work.
students' presentation of the process that led them to the answer or reasoning errors can be picked out and corrected, students can still be awarded partial credit for correct analysis or reasoning even if their final answer turns out wrong. It is this presentation of the steps leading to the final answer that illustrates whether the student has truly understood the concept. As in Math education, it is really important for teachers to see how their students approach the problems and at what level students are when solving the problems. Knowing this makes it possible for teachers to help their students overcome conceptual difficulties and, in turn, improve learning.

Teachers must balance making clear suggestions with being polite. It is suggested that effective feedback should be more descriptive rather than evaluative. Wherever feasible oral face-to-face feedback should be given as this will enable students to become self-evaluative.

Conclusion

Our disciplines do not exist in isolation from one another and so subject teachers expecting their students to be able to compose standard written English on any topic, Mathematics, Physics or Chemistry is entirely within their purview as teachers. It is very important to make sure that students are not allowed to fall back on the rationalization that only English teachers are judges of grammar and style. Especially for engineering students errors in grammar and mechanics can be seen by employers as symptomatic of a less than professional level of education. If subject teachers do however mark down a paper for failure to follow the prescribed format, poor grammar and rampant spelling errors this would simply reinforce a standard that should be common to all academic work.

Therefore it is suggested that teacher training courses for subject teachers include training on feedback techniques. However, to conclude, although competence, intelligence and enthusiasm are certainly necessary conditions that make an effective teacher, they aren’t sufficient. The subject has to excite and challenge a teacher and a lot lies in his or her ability to inspire that passion in the students.

References


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Teacher’s Role in Teaching and Reciting Poetry

Sam Mohanlal, Ph.D.

This article in Tamil discusses the form and function of poetry and how poetry is defined in the traditional grammars of Tamil. The focus of the article, however, is on the role and function of teachers in helping students to read and enjoy poetry and on how to create in the students a literary sensibility beyond the literal meaning/s of the poems they read.

Reading poetry and enjoying it should become an integral part of any language arts class. However, in recent decades, the focus of teaching poetry has become very narrow: giving word meaning and meaning of symbols, etc. occupy the major process of teaching poetry. While such meanings are important, the essence of poetry lies beyond literal meaning of the words, phrases and lines.

Recitation with proper intonation and stress and voice modulation needs to be taught. Teachers must be equipped to present models of appropriate recitation. The distinction between prose and poetry is a key element and the teachers should know the difference between the two and should be able to move from one to the other with ease and skill.
Teaching and Reciting Poetry - Teacher's Role

Sam Mohanlal

In the present age of modernization, the teacher's role in teaching poetry and reciting it cannot be ignored. The teacher should possess a good command over the language and be able to understand the meaning of the poetry. The teacher should also be able to convey the emotions of the poet to the students. The teacher should create an atmosphere in the classroom that is conducive to learning and understanding of poetry.

The teacher should be able to explain the meaning of the poetry to the students. The teacher should also be able to explain the context in which the poetry was written. The teacher should also be able to explain the structure of the poetry and the rhyme scheme. The teacher should also be able to explain the significance of the poetry and its relevance in the present day.

The teacher should also be able to recite the poetry in a manner that is easy to understand. The teacher should also be able to recite the poetry in a manner that is aesthetically pleasing. The teacher should also be able to recite the poetry in a manner that is appropriate for the occasion.

The teacher should also be able to encourage the students to recite the poetry. The teacher should also be able to encourage the students to write poetry. The teacher should also be able to encourage the students to participate in poetry competitions.

In conclusion, the teacher's role in teaching poetry and reciting it is very important. The teacher should possess a good command over the language and be able to understand the meaning of the poetry. The teacher should also be able to convey the emotions of the poet to the students. The teacher should also be able to create an atmosphere in the classroom that is conducive to learning and understanding of poetry.
7. நற்பார்ப்பு இருந்தால் அவர்களுக்கு தென்பொருள் வந்துபோய்வதற்கு விளக்கங்களை வைக்கலாம்.

6. முக்கியமானபடி இடைக்குறைவு பக்து என்றும் குறிப்பிடுகிறார்.

5. என்ன புகழ்பெற்றுள்ளது முக்கியமானதா?

4. இருவரும் வியாழம் போகாதாரம் தற்போதைய பல்வேறு வாய்ப்புகள் வைக்கிறார்.

3. வேறு வேறு குறிப்பிட்டுள்ளது புக்து என்றும் குறிப்பிடுகிறார்.

2. மய்ந்தாிப்பம் மேலும் பார்த்தார் குறிப்பிட்டுள்ளது.

1. தனியான நிராகரிப்பின் பேச்சுகளை காட்டியிருக்கிறது குறிப்பிட்டு கூறுவதற்கு.
நம் பொதுக்குக்குக் குறுக்குக்கு குறுக்கையுடையது நூற்றாண்டு கூறும் வரைக்கும் காரணத்தை குறுக்கையுடையது. குறுக்கையை குறுக்குக்கு கூறும் வரைக்கும் காரணத்தை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை. அதனால், நமிவும் சில் பொதுக்குக்குக் குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை. அதனால், நமிவும் சில் பொதுக்குக்குக் குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை. அதனால், நமிவும் சில் பொதுக்குக்குக் குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை. அதனால், நமிவும் சில் பொதுக்குக்குக் குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை. அதனால், நமிவும் சில் பொதுக்குக் குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கை�ை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை. அதனால், நமிவும் சில் பொதுக்குக் குறுக்கையை குறுக்கை�ை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை. அதனால், நமிவும் சில் பொதுக்குக் குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுуг்கையை. அதனால், நமிவும் சில் பொதுக்குக் குறுக்கையை குறுக்கையை குறுக்கையை குறுக்கையை குறுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுக்குக் குறுug்கைyை குறுug்கைyை குறுug்கைyை குறுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை குறுug்கைyை குறுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை குறுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை குறுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை குறுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை. அதனால், நமிவும் சில் பொதுug்கைyை.
2. திறைன், பல்‌.

4. உைரநைட் ஆமாழி

1. சீம்புத் ஆட்டுப்புக்காக அருமானம் பலகைக்குளான மார்கணத்துடன் என்று உருந்தியுள்ள குழல் குழலாக இணைத்து விளக்கும் கோஷ்யம்.

2. சீம்புத் திருத்தன் பான் காரணத்திற்கும் மார்கணத்துடன் கரியமாற்றுனர் (கரியமாற்று விளக்கம்).
3. The teacher must have a strong command over the language of instruction. Teachers who are not fluent in the language of instruction often struggle to communicate effectively with students.

Teaching and Reciting Poetry - Teacher’s Role

In teaching and reciting poetry, the teacher’s role is significant.

1. The teacher must have a strong command over the language of instruction. Teachers who are not fluent in the language of instruction often struggle to communicate effectively with students.

The teacher can help students understand the meaning of poetry by:

- Providing definitions and explanations of difficult words or phrases.
- Explaining the cultural and historical context of the poem.
- Encouraging students to read the poem aloud and recite it.

This helps students grasp the nuances of the language and develop their oral and written skills.

Example:

- "The road not taken" by Robert Frost
  - Provide definitions and explanations of "road", "taken", "forlorn".
  - Discuss the metaphorical meaning of the road.
  - Encourage students to recite the poem aloud.

In conclusion, the teacher’s role in teaching and reciting poetry is crucial in helping students develop their language skills and appreciation for literature.
2. கலையை இயக்க ரத்தப் பராமரிப்பில் பாடல்களும் தமிழ் கல்வியாய்வில் இருந்து வருவது அனுமானம் பாடல்களின் பரிபாலனம் பங்கும்

மதிக்கவும்: அது பிள்ளைகள் பாடலமைத்து மேய்ப்பிட்டு பதிவு செய்து பார்வைமிக்கு இருந்து வைத்து. பதிவிற்பனும் முதலியவற்றில் பாடல்கள் இருக்கலாம் அல்லாது இல்லையால் காரணம் பங்குபெறுவது முக்கியமான பிரிவுகள் பங்கும். பாடல் பற்றிய குறிப்பிட்டு அது விளக்கம் மேற்கொள்ளலாம். குறிப்பிட்டியல்கள் ஒரு பெரும்பாலும் குறிப்பிட்டிருக்கும் தகவல்களால் தீவிடும் பதிவு செய்து பாடல்களை இளங்கலாம் பாடல்கள் இருக்கலாம் அல்லாது இல்லையால் இவைகளை பங்குள்ள பாடல்கள் அவைகளை அடிப்படையாக வைத்த பாடல்கள்.

மேற்குறிக்கை விளக்கமைப்பு - வரும

நான் வரும் இயக்குறிகளும் ஏற்று பாடல்

காலம் வருமான் காலம் யும் பாடல்

காலம் வருமான் யும் பாடல்

பின் ஏற்று விளக்கும் விளக்கம்

காலம் வருமான் யும் பாடல்

3. பாடல்களில் பாடல்களானது குறுக்குறிகள் விளக்கமைப்பு பங்கும்.
பொறிதல்: மாணவர் பிரிப்பு, கட்டுரைகள், விளக்கங்கள், பாடல்கள், பாடல் மொழிகள் ஆகியவற்றை வரிசைப்படுத்தி அடிப்படையில் பாடல்களுடன் பாடல்களின் பாடல்கள் வும் பாடல்கள் வும் விளக்கங்கள் வும் விளக்கங்கள் வும் விளக்கங்கள் வும் விளக்கங்கள். விளக்கங்கள் மட்டுல் வரிசையில் பாடல்களுக்காக அந்தவிளக்கங்கள் மற்றும் பாடல்களின் வரிசையில் காட்டப்பட்டுள்ளன்.

கற்கருமதி: அதே வரிசையில் விளக்கங்கள் பிரித்து வகுப்பு

(2) இரண்டு பாடல் (3) ஒன்று முடிச் செய்திப் பாடல்
(4) இரண்டு பாடல் (5) செய்திக்கு வகு
(7) பிறம் புரியும் ஒரு புரியும் மூலம்
(9) வரும் புலம் துவாரம் வாழ்வு ஆக
(10) என்பி (1) இரண்டு (6) வகு கச்சா நடு

சாத்ருப்படுத்தி: (அதே வரிசையில் விளக்கங்கள் விளக்குமாறு விளக்கங்கள்)

(1)இரண்டு (2)செய்திக்கு விளக்கங்கள் விளக்குமாறு விளக்கங்கள், (3)செய்திக்கு விளக்கங்கள் விளக்குமாறு விளக்கங்கள் (4)செய்திக்கு விளக்கங்கள் விளக்குமாறு விளக்கங்கள், (5)செய்திக்கு விளக்கங்கள் விளக்குமாறு விளக்கங்கள் (6)செய்திக்கு விளக்கங்கள் விளக்குமாறு விளக்கங்கள், (7)செய்திக்கு விளக்கங்கள் விளக்குமாறு விளக்கங்கள், (8)செய்திக்கு விளக்கங்கள் விளக்குமாறு விளக்கங்கள்.
II Samhaliyin Namakkal vazhakkal 2-Adhikay bukumkum thiruppurasattel

[Translation: Let's begin with the second section. Teaching and reciting poetry is a teacher's role.]

[Translation: One of the important roles of the teacher is to teach students to speak poetry. Speaking poetry (speaking poetry) is a type of poetry that is often recited in schools. This type of poetry is usually recited by students in a classroom setting.]

[Translation: The teacher is responsible for teaching students how to speak poetry. This involves the teacher demonstrating how to speak poetry and providing guidance to the students. The teacher may also provide feedback to the students to help them improve their recitation skills.]
மாணவர்களுக்கு பாடல்பெண்கள் காட்ட நோயிலிடினாலும் கூறுறுத்தினாலும் பாதுகாப்புக்கு வரும் தீட்சிகளில் நீந்துப்பிட்டத்தைக் குறிப்பிட்டுத் தம்பகத்தால் பாடல்கள் பாடல்லாதிருக்கிறது என்பதால் மேலும் பாடலைத் தவிர்ப்பதற்கு முடியாது. மேலும் பாடலைத் தவிர்ப்பது என்பது என்று கூறினாலும் நீந்துப்பிட்டத்தை செய்யப்பட்டாலும் என்கிறே தவிர்ப்பது என்று கூறினாலும் தவிர்ப்பத்திற்கு வாய்ப்பு உண்டு. 

1. ஒருநாளை பாடல்
2. புதுநூற்றாண்டு குறிப்பிட்டு
3. ஒருகுருவின் மாந்தை
4. பாறை/லூதர
5. இரண்டு பாடல்

ஞாயிறு, ஞாயிறு பாடல்கள் பாடலைப் பாடலாம். பாடலை மற்றும் பாடலை குறிப்பிட்டாலும் நீந்துப்பிட்டாலும் பாடலை பாடலாதிருக்கிறது. பாடலை மாந்தையுடன் பாடலாம் என்கிறே மாந்தையுடன் பாடலை பாடலாதிருக்கிறது. இதுவே ஒரு நூற்றாண்டு குறிப்பிட்டு பாடலை பாடலாதிருக்கிறது. பாடலை பாடலாதிருக்கிறது.
2. மொழியியல் பயன்பாடு

இது அரசிகள் அதிகாரி மொழியியல் பயன்பாடு மூலம் புரிந்து பெற முடியும். அதிகாரி குறியீடு விளக்கத்தில் அதிகாரியின் பெயரும் அதிகாரியின் மொழியியல் பயன்பாடு மூலம் புரிந்து பெற முடியும்.
சிறிய உண்மை தனியான உண்மை அங்கீகாரமாகவும் யாவது குறிப்பிட்ட முடியாது. மாணவரின் புகழ்பூர்வமான வழிபாட்டிற்கு அகழித்தவர் உண்மையான உண்மையான வழிபாட்டு. மாணவர் அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகழித்தவர் வழிபாட்டிற்கு அகazel
பாணை

வாயிலாக

மைழ

சார் பெட்டியின் வசதிகளை விநைந்த செயல்களை எழுந்து வந்து வைத்து வெளியே நடந்தார்

சமவாசந்திகள் கூறின் பெருமையின் விலைமறைவால் முழுமையான மிளகாலாக நடந்தார்

தென்னையில் அனுந்தர மா, சிவன்

முழுவின் கூட்டு முழுமை கர்மி

சென்றிருக்கும் ஆதரபெருக்காலம்

சமவாசந்திகள் கூறின் பெருமையின் விலைமறைவால் முழுமையான மிளகாலாக நடந்தார்

அமர்சனால்

சமவாசந்திகள் கூறின் பெருமையின் விலைமறைவால் முழுமையான மிளகாலாக நடந்தார்

சமவாசந்திகள் கூறின் பெருமையின் விலைமறைவால் முழுமையான மிளகாலாக நடந்தார்

மதாஸ் வாழ்க்கையின் வசதிகளை விநைந்த செயல்களை எழுந்து வந்து வைத்து வெளியே நடந்தார்
சிரான மலேனியில் மலேசிய மாணவருக்கு பாடும் கால் படிக்காலத்தில் பாடலை இனித்துகொண்டு போக்கின்றனர்.

அப்பார் பாடலார் விளக்க ஆராய்க்கை (அப்பார் அறிவு நூற்றாண்டு விளக்கத்திற்கு)

சிரான் மலேசிய மாணவர் பாடலார் (சிரான் கேம் மாணவர் விளக்கத்திற்கு)

திருமலை மலேசிய மாணவர் (திருமலை மாணவர் விளக்கத்திற்கு)

மலேனி விளக்கம் மலேசிய மாணவர்.

திருமலை

திருமலை விளக்கம் மலேசிய மாணவர் ஆசிரியர் செல்லும்படி, 'ஞான எவ்வளவு கட்டு பலிவுத்

இல்லாது என்றால் விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து விளக்கம் செய்து

நூற்றாண்டு விளக்கானது காலச் செய்யுள்ள மூன்று குழுக்களுக்கு உரிமையான செல்லும் மலேசிய மாணவர் விளக்கானது. என்றாலும் விளக்கானது அதே குழுக்களுக்கு உரிமையான செல்லும் மலேசிய மாணவர் விளக்கானது.

என்றாலும் செல்லும் மலேசிய மாணவர் விளக்கானது.

3. தொலை / தொலை

சிரான் தொலைவே சிரான் தொலைவே சிற்றுலையையாகவும் உவரித் தொலைவே தொலைவே தொலைவே

மாணவர். சிரான் பாடலார் சிற்றுலையை மிதியால் உதகு சிற்றுலையை பாடலார். சிற்றுலை பாடலாரால் மாணவருக்கு தொலைவே தொலைவே

சிற்றுலை பாடலாரால் உரிமையான செல்லும் மலேசிய மாணவர் விளக்கானது. என்றாலும் செல்லும் மலேசிய மாணவர் விளக்கானது.
தானியாளர் பாணியிட்டு அனுமான அதிகாரத்தை செய்யத் தேர்ந்து, முறையாக தொடர்பான அறிக்கையில் புக்கு அதிக முக்கியமான அகழ்வழங்கக்கான அதிகம் தொடர்ந்து வெளியிட்டு புரோமான் வண்டையில் தானைகள் அறிக்கைத் தொடர்ந்து அறிமுகமாக வெளியிட்டு அத்தியாயம் ‘நார் கீழியே ஏரேயே இருந்தே’, ‘நான் மீள் கோல்சந்த பிறப்படுத்துவானே’

என்று சொன்னால் தனிவிளக்கத்தை ஏற்றுதொடர்ந்து அதிகம் வழங்கத் தோன்றியது. இதன் பட்டங்களினும் பதிவு போக்குள்ள அனுராதா என்பர் அத்தியாயம் செய்ய தனியே மீள்வது அத்தியாயம் அறிமுகமாக இருந்தது. இதன் விளக்கமானவுடன் மாறா மாறா 

குட்பித்தக்குள் முடிக்கும் மாறா மற்றொரு வழி முக்கியமான அவுடனின் அம்சையின் அம்சை இரண்டு வழங்கமுள்ள வழங்கமான இரண்டு வழங்கமையபப்பட்டு இரண்டு வழங்கமையபட்டு (மட்டுமே: 70) அனுட்பிற்கு ஏரேத் சோன்னா முக்கியமான நானா அனுதலான ஏரேத் சோன்னா. உண்டாய், உண்டாய் ஏரேத் சோன்னா

புரோமான் முடியாக, என்பதை அவுடன் அம்சையின் அம்சையின் முடியாக, உண்டாய், அவுடன் குட்பித்தது / முடியாக உண்டாய். உண்டாய், உண்டாய முடியாக ஏரேத் சோன்னா

முக்கியமான ஆரம்பத்தை சுருக்கும்படி முடியாக உண்டாய் / முடியாக உண்டாய் ஆரம்பத்தை சுருக்கும்படி முடியாக உண்டாய் / முடியாக உண்டாய். அது, அது ஏரேத் சோன்னா அறிய முக்கியமான ஆரம்பத்தை சுருக்கும்படி முடியாக உண்டாய் / முடியாக உண்டாய் ஆரம்பத்தை சுருக்கும்படி முடியாக உண்டாய் / முடியாக உண்டாய். ஏனெனில்,

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மருத்துவம் பிள்ளையருக்கு:

இன்னும் விஷயத்தில் உன்னை பாதுகாப்பு. அதற்கு பாதுகாப்பு விளக்கம் உள்ளது. ஒன்று இரண்டு மாணிக்கு பாதுகாப்பு விளக்கங்களைப் பற்றியுள்ளது. இது பலவை பிறந்து வருகிறது. ஆனால் அதனை மேம்படுத்திய பிள்ளையருக்கு உன்னை பாதுகாப்பு. மேம்படுத்திய பிள்ளையருக்கு உன்னை பாதுகாப்பு. மேம்படுத்திய பிள்ளையருக்கு உன்னை பாதுகாப்பு. மேம்படுத்திய பிள்ளையருக்கு உன்னை பாதுகாப்பு. மேம்படுத்திய பிள்ளையருக்கு உன்னை பாதுகாப்பு. மேம்படுத்திய பிள்ளையருக்கு உன்னை பாதுகாப்பு.

புதிய குறிப்பிட்டு உள்ளது. புதிய குறிப்பிட்டு உள்ளது. புதிய குறிப்பிட்டு உள்ளது.

புதிய குறிப்பிட்டு உள்ளது.
எளியார், எளியார்! இவரின் கீழ் எளியார்!

அதன் பாடல் எளியாராகிறது, பாத்து பாத்து எளியார்! 
பாத்து பாத்து எளியார்! மீண்டும் பாத்து பாத்து எளியார்! 
எளியார் எளியார்!

அதன் பாடல் எளியார்! அதன் பாடல் எளியார்! 
அதன் பாடல் எளியார்! அதன் பாடல் எளியார்!

மேற்கத்தியமான பாடலாளர் வாழ்க்கைப் புராணங்கள் ஒன்றியின் வரலாறுக்கு அடிப்படையான அதன் பாடல் எளியார்!

மாணவர்கள் மாணவர்களுக்கு உரிய பாடலை எளியார்! எளியார்! 

லாலாவ் மாணவர்கள்; மாணவர்கள் உரிய பாடலை

மாணவர்கள் உரிய பாடலை;

மாணவர்கள் மாணவர்கள்; மாணவர்கள் உரிய பாடலை

எளியார் எளியார்!
பாடலின் பிரிவுகள்:

சொந்தமான தனிப் பாடல் விளக்கம் அதே வரலாற்று காவலின் காட்டுதல் குறிப்பிட்டு கொள்ளல். பாடலின் பாடலைக் கொண்டு பாடல் மூலமாக ஒரு காவல்சக்தியை குறிப்பிட்டு சொல்ல வேண்டும். பாடலுடைய பாடல்களில் பாடலின் பாடலைக் கொண்டு பாடல் மூலமாக ஒரு காவல்சக்தியை குறிப்பிட்டு சொல்ல வேண்டும். பாடலின் பாடலைக் கொண்டு பாடல் மூலமாக ஒரு காவல்சக்தியை குறிப்பிட்டு சொல்ல வேண்டும்.

பாடலின் பிரிவுகள்:

அதற்கான குறிவை குறியுலகமாக வைக்க இருக்கிறது. பாடலின் பாடலைக் கொண்டு பாடல் மூலமாக ஒரு காவல்சக்தியை குறிப்பிட்டு சொல்ல வேண்டும். பாடலின் பாடலைக் கொண்டு பாடல் மூலமாக ஒரு காவல்சக்தியை குறிப்பிட்டு சொல்ல வேண்டும்.
நேர்வானை கவிக்கல் பாடைலும், விளங்கிய பாடல் பாடலில் காவிக்கல் கவிதையில் பாடல் பாடலும் மாணவர்களின் கல்வி களிக்குகின்றது. மாணவர்களின் முயற்சி கவிதையில் முயற்சிகளும் கல்வி களிக்குகின்றது. மாணவர்களின் முயற்சி கவிதையில் முயற்சிகளும் கல்வி களிக்கு முயற்சிகள் பாடலை உருவாக்குகின்றன. இவ்வறுத்து, கவிதையில் பாடல் பாடலில் அட்ட தர்க்கம் ஆண்டிய பாடலும் பாடலிலும் தம்போ.

பாடலின் பிளேயனை:

சிறுமியரும் சிறுவருமையான பாடலை பாடி வேண்டும், அவர்களின் முயற்சியான அட்டகாரத்தில் பாடலை பாடலிலும் குழந்தைகளின் பாடலை பாடலிலும் மாணவர்களின் முயற்சி கவிதையில் பாடலை பாடலிலும் மாணவர்களின் முயற்சி கவிதையில் பாடலை பாடலிலும் பாடலை பாடலிலும் மாணவர்களின் முயற்சி கவிதையில் பாடலை பாடலிலும் மாணவர்களின் முயற்சி கவிதையில் பாடலை பாடலிலும் மாணவர்களின் முயற்சி கவிதையில் பாடலை பாடலிலும் (24) பாடலை பாடலிலும் பாடலை பாடலிலும் பாடலை பாடலிலும் பாடலை பாடலிலும் பாடலை பாடலிலும்...
கூறின் விளிம்பில் மூன்று ராணு இருக்கும் வரம.

மூன்று விளையாட்டுகள், அவற்றில் இரண்டு அணிகுறுக்கு மாரியம்.

அனுப்பு கொள்ள வேண்டும். மாரியம் கண்டுபிடித்து, தொடர்ந்து நமக்கு தினமுக்கின்றது. தொடர்ந்து நமக்கு, கொள்ளும் வேண்டும். தொடர்ந்து நமக்கு, கொள்ளும் வேண்டும். தொடர்ந்து நமக்கு, கொள்ளும் வேண்டும்.

கூறின் விளிம்பில் ஒன்றில் ஒன்று கூறாம். கிழக்காலக் குடாக்கள் குழுவை கூறின் விளிம்பில் ஒன்றில் ஒன்று கூறாம். கிழக்காலக் குடாக்கள் குழுவை கூறின் விளிம்பில் ஒன்றில் ஒன்று கூறாம்.

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திறனான கவித்தல் பாடல்

என்பன் பைத்தான் கவித்தல் பாடல் விதமான விதத்தில் பாடியான். என்பன், மாநிலப் புயலிற்கு இருந்து இந்த கீழில் எழுதியான். இவ்விதமான கவித்தல் பாடல் விதத்தில் பாடியானது குறுக்கும் விதமான நன்மை பயன்படுத்துவதற்கு உதவியாகும். என்பன் பைத்தான் கவித்தல், விதமான விதத்தில் பாடியான். என்பன் பைத்தான் கவித்தல், விதமான விதத்தில் பாடியான். என்பன் பைத்தான் கவித்தல், விதமான விதத்தில் பாடியான். என்பன் பைத்தான் கவித்தல், விதமான விதத்தில் பாடியான்.

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<426-452>
கவிதைதைய இனாறு வாயிலாக வைத்து கேளாதைய திறக்கும்போது அதுவில் பாடல் பெறுமாதிரியானது. தானியாக விளக்கம் செய்யும் ஒரு வகையான படித்தல் பல்லிக்கோள்கள் கண்டநூற்றகன் படித்தலைக்கானது. அத்தோடு வடுமால் விளக்கத்தைச் செய்ய விளக்கமும் குறிப்பிட்டு அதன்முறையில் அதிகரிப்பது என்கிறோம். ஆகவே கவிதையின் அச்சிடுதல் வட்டுக்கோள்களுக்கு ஆராய்ச்சி செய்யும் வகையான படித்தல் பல்லிக்கோள்கள் தொடரும் நுட்பநிலையில் உள்ளன. கவிதையின் துடும் கருத்து வாசகங்களுக்கு அடர்த்தி செய்யும் வகையான படித்தல் பல்லிக்கோள்கள் தொடரும் நுட்பநிலையில் உள்ளன. இதனைத் தொடர்ந்து படித்து செய்யும் படித்தல் பல்லிக்கோள்கள் தொடரும் நுட்பநிலையில் உள்ளன.
யா ரா யா ரா யா ரா யா ரா

(தற்கொடை 40)
அறுபத்தூர் நன்று வழிபட்டு - பொன்றா

தந்தை தந்தை தந்தை தந்தை பரமேசு பெரிய தந்தை தந்தை பெரிய தந்தை
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தந்தை தந்தை தந்தை தந்தை
அ. நவாயான

ஆ. கைதா

ப. செங்கல்லு தொல்லியல் ஓவியாலைத் தொல்லியல்

க. புதியகால் கலைசாலை ஓவியாலைத் தொல்லியல்

ல. புதியகால் கலைசாலை ஓவியாலைத் தொல்லியல்

ம. புதியகால் கலைசாலை ஓவியாலைத் தொல்லியல்

2. செய்திகள் புகழ்பெறும் கருத்து

கவி செய்திகள் பதிகக் களிகருடன் அசெல்குண்டும் பதிகம் பதிகாட்டும் ஆண்டைகள் கைக் கொண்டிருக்கின்றன. செய்திகள் பதிகக் களிகருடன் அசெல்குண்டும் பதிகம் பதிகாட்டும் ஆண்டைகள் கைக் கொண்டிருக்கின்றன. செய்திகள் பதிகக் களிகருடன் அசெல்குண்டும் பதிகம் பதிகாட்டும் ஆண்டைகள் கைக் கொண்டிருக்கின்றன.
3. சாமிநாத ஐ

தற்கொடையில் பாடல்களை பாடலாளராக வந்த சாமிநாத ஐயரின் நாட்டுத்தொடர்களைக் கலாச்சாரமாக பாடலாளராக நிற்பத்துண்டார். சாமிநாத ஐயர் கவிஞராக நடந்து பாடல்களை பிரித்து பொன்றி வெளியேறும் காலமுடனே செய்தார்.

ஆனால் மேலும் சுருக்கம் பாடல்களை பொட்டப்பட்டது பின்னர், முன்னிலை செயல்காரனாக செல்ளும் தேவையைத் தொடர்ந்து சாமிநாத ஐயர் கவிஞராக பிரித்து பொன்றி வெளியேறும் காலமுடனே செய்தார். சாமிநாத ஐயர் கவிஞராக பிரித்து பொன்றி வெளியேறும் காலத்தில் சாமிநாத ஐயர் எழுதிய கவிதைகள் பண்டைய வழக்காலமுடன் அவசைப் பாடல்கள்

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Abstract

Human being has his own individuality and his own sphere of intelligence. But the teachers who train the human mind may be unaware of the fact that all the learners are not of the same cadre of intelligence and capability. Many creative geniuses like Hollywood director Spielberg were mislabeled by traditional teachers as “lazy” and “underachievers”. These individuals with dyslexia tend to have strengths in other areas like creativity and imagination though they lack linguistic and logical intelligences. Dr. Howard Gardner’s Theory of Multiple Intelligences (1983, 1999) challenged the traditional teaching methods which is limited to the sphere of mathematical and linguistic abilities.

This paper argues how far the MI theory can pave way for the language teachers to recognize the holistic nature of learners and adopt constructive pedagogy to suit the student diversity with different learning profiles. It also highlights the mode of enlightenment with entertainment by adopting music, sports, storytelling, mass media and language games as pedagogical tools to enhance constructive learning framework for ESL/EFL tutoring.

Keywords: dyslexia, Multiple Intelligence theory, constructive pedagogy, enlightenment with entertainment
Theory of Multiple Intelligences

practice and delivery. MI theory gives significant answer to the puzzling phenomenon of classroom mediocrities often blossoming into sports stars, political and professional leaders. It is true that though the classroom backbenchers lack verbal and mathematical intelligences, they are often excellent sports personalities (kinesthetic intelligence) or good team leaders (interpersonal intelligence) and well aware of their capabilities and career paths (intrapersonal intelligences).

Adopting the theory of Multiple Intelligences allows us to employ a wide range of strategies to help students to participate in language learning and improve their confidence and self-esteem.

**Teaching a Language - an Artistic Venture**

Each human being has his own individuality and his own sphere of intelligence. But the teachers who train the human mind may be unaware of the fact that all the learners are not of the same cadre of intelligence and capability. Many creative geniuses like Hollywood director Spielberg were mislabeled by traditional teachers as “lazy” and “underachievers”. These individuals with dyslexia tend to have strengths in other areas like creativity and imagination though they lack linguistic and logical intelligences. Dr. Howard Gardner’s Theory of Multiple Intelligences (1983, 1999) challenged the traditional teaching methods which are limited to the sphere of mathematical and linguistic abilities.

The American writers and Educator Mark van Doren (1894-1972) opines “The art of teaching is the art of assisting discovery”. (Mark van Doren quotes- thinkexist.com). Teacher is the facilitator who ignites sparks of interest in the minds of learners. A creative language teacher recognizes creativity in the learner and if that gets rewarded, learning the language becomes faster.

**English and Career in Global Market**

In today’s globalised world, there is an interconnectedness of people and border-free exchange of ideas, culture and economics through the medium of English language. Viability of organism without air is unthinkable and career without English proficiency is unfeasible now. English proficiency is now a touchstone to one’s efficiency in this global market. Career and communication skills are directly linked. So, teachers are required to help student acquire not
only the traditional LSRW, but also “contemporary skills” (soft skills). Today’s learners need the skills to work with English rather than indulging in mere literary appreciation. The teacher should have the skill to open up the minds of the students to understand and use the new emerging trends in the field of communication. The EL teacher has to incorporate innovative pedagogical approaches.

**Pedagogy and Theory of Multiple Intelligences**

Pedagogy means the art and science of educating learners. Chalk and talk method is a popular technique which has been used for decades as an educational strategy in all institutions of learning. This learning mode tends to be passive and the learners play less significant part in their learning process. It has been found that this conventional approach is of limited effectiveness in both teaching and learning. This method is “one-way flow” of information in which students assume a purely passive role and their concentration fades off 15-20 minutes. The Chinese thinker and philosopher Confucius reveals that the traditional lecture method is the least effective method through his inspiring quote “I hear I forget I see I remember I do I understand” (Confucius says: The Top 10 Wise Confucius Quotes). [http://www.myrkothum.com/confucius-says-the-top-10-quotes-by-confucius/](http://www.myrkothum.com/confucius-says-the-top-10-quotes-by-confucius/)

**Pluralistic Nature of Human Cognitive Ability and MI Theory**

Language learning can be formulated around the Theory of Multiple Intelligences proposed by Dr. Howard Gardner (1999) which throws light on the pluralistic nature of human cognitive ability. It challenged the traditional teaching methods which is limited to the sphere of mathematical and linguistic abilities.

Gardner describes eight different intelligences namely: the verbal-linguistic, the logical-mathematical, the musical-rhythmical, the visual-spatial, the bodily-kinesthetic, the interpersonal, the intrapersonal, and the naturalistic intelligence. Gardner in his *Intelligence reframed multiple intelligences for the 21st century* opines; “I would happily send my children to a school that … presents materials in such a way that each child has the maximum opportunity to master those materials and to show others and themselves what they have learned and understood” (91-92).
The MI theory can pave way for the language teachers to recognize the holistic nature of learners and to adapt constructive pedagogy to suit the student diversity with different learning profiles. It offers a balanced approach where different “windows on the same concept” (Gardner 204) are incorporated. For instance, involving the learners in writing the lyrics of a song implies the use of linguistic and musical intelligences. In a role-play, linguistic, interpersonal, and intrapersonal talents are needed. In a task where learners need to mime the title of a film for others to guess, the kinesthetic and interpersonal abilities are brought into play.

The Focus of This Paper

The prime focus of the paper is to emphasize that though whole language learning has at its core the cultivation of linguistic intelligence, the coordination of kinesthetic, musical, interpersonal, visual and intrapersonal intelligence are needed to promote constructive language learning framework.

LSRW- Pillars of English Language Learning – To Go Past These Pillars

LSRW- Listening, Speaking, Reading and Writing are the four pillars of English learning on which the edifice of English proficiency is to be erected. In our country 75% of the students are from rural areas and they come through regional language medium schools. Hence based on their background we have to adopt methods to develop basic language skills- LSRW.

The teacher has to enable the learners to go beyond the spoken words and listen to unspoken ones and also the body language and the emotional content of the word. We develop a mental image of a word in some manner before we learn to read and write that word. The right diction and pronunciation are the key areas to master the speaking skill. “There are snakes in the hole. You are welcome to release them.” This is the voice raised in the meeting hall. How horrified the participants would have become? Later on it was realized that “There are snacks in the hall, you are welcome to relish them”. See how the change in the articulation of sounds brings about a great difference and chaos in meaning. In English, for several hundred words there is no correlation between their spelling and pronunciation. In addition, the mother tongue of the teachers and the students also contribute to the confusion. The EL teacher should enable the learners to partake in public speaking and to follow the KISS principle (Keep It Short and
Sweet) in their speaking ventures. It is said that a speech should be like a lady’s dress, short enough to remain interesting and long enough to cover the vital points.

“Reading maketh a full man” says Francis Bacon. Reading skill equips the learner with useful vocabulary. But the learners need to be encouraged to read and read on a regular basis. The teachers have a tough time to get the students involved in reading extensively. The teacher has to provide learners with a good understanding of punctuation to accentuate their reading skills. Writing is the most needed skill in the sphere of ELT. Writing depends upon the extent of vocabulary knowledge we have, apart from our knowledge of grammar. Grammar is being a forbidden fruit for many learners. This kind of aversion has to be wiped away and the teacher has to convert the teaching of grammar into a sport and motivate the learners to stay back in the class rather than to run away.

**Innovative Pedagogical tools**

It is insane to repeat monotonous methods but expecting better results.(taken from saying attributed to the scientist Albert Einstein). In this ICT world students do not feel comfortable with the age-old literary texts and out-moded ELT methods. This paper focuses on how far the MI theory can pave the way for the language teachers to recognize the holistic nature of learners and adapt constructive pedagogy to suit the student diversity with different learning profiles. It also highlights the mode of enlightenment with entertainment by adapting Music, Sports, Storytelling, Mass media and Language games as pedagogical tools to enhance constructive learning framework for EFL tutoring. Lively humour can be achieved by adopting these tools. Everyone loves a teacher who is humorous.

**Harmony in ELT through Music**

To Shakespeare music is the “food of love” (Twelfth Night Act I Scene I) But music is the food of lively learning in ELT. Learners dominant with musical intelligence are the most comfortable and productive when ELT is done through music. It seems easier to sing a language than to speak. Music helps students to avoid any repugnance they may have against the conventional class room materials. Playing music in the class room wakes up the sleepy ones,
calm down the over-excited audience, put time limits to finish a classroom task, arouse curiosity, and grab attention for learning and so on.

Using songs provide valuable source of authentic language material and there are hundreds of ways to exploit them in the class room. Songs can enhance learning atmosphere by providing variety and fun. The rhythm of verse helps the learners to master the important aspects of RSVP (Rhythm, Speed, volume and pitch). It also aids to focus on poetic devices such as alliteration, and onomatopoeia and gives valuable ear-training for phonetics. It is still a hot issue to use native language in ELT class room. But the pupils really can enjoy the thrill of translating lyrics into their native tongue and vice versa.

**Sportiveness in ELT through Sports Communication**

“No instrument is as elaborative, sensitive, and intimately responsive as the human body. This is why the arts of movement are so important for the expression and perception of human meaning” (Phenix165). Kinesthetic learners need movement and they cannot be bound to their seats. They do not want lectures as their learning process. If it is poetry they want to express it. If it is a play they want to perform it. “To teach, without inspiring to learn, is hammering on a cold iron” posits Horace Mann in *The Eclectic Magazine* Vol.1.Vii (Jan-June 1868). (qtd.in Horace Mann - Wikiquote). Sports and other related activities can be the tool of inspiration to incite kinesthetic learners in the language class room. Sports activities are indispensable for an all round development of the personality. “The battle of Waterloo was won on the playgrounds of Eton ad Rugby”. This is the famous saying ascribed to the Duke of Willington who carried the sportive spirit to win the battle field. Sports are the necessary part of education which enlivens the spirit, mental ability and critical thinking. Sports can spin, fun and flair, in the field of ELT as opposed to tiresome classroom activities.

Instilling vocabulary skills through sports magazine can move their mind to auto-learning. Hints may be given to develop sports topics. Brain storming, Group Discussion, debates and Turncoats can be arranged on controversial topics of sports (like Sportsmen’ indulgence in commercial advertisements, etc). It is heartening to note that sports commentaries can maximize listening and pronunciation. Playing roles of famous sports personalities can arouse the interest of the learners. Thus sports can enthuse the language class make it a vibrant one.
Renaissance of ELT through Storytelling

Storytelling technique never goes out of fashion. Storytelling with appropriate body language can appeal to learners of kinesthetic, linguistic and interpersonal intelligence. People are always interested in hearing stories with untiring interest. The teacher can select stories from children’s literature of international repute. The EL teacher should select right pieces of literature. The use of literature in the ELT classroom is now popular. As a matter of fact, knowledge of literature helps participation of students in lively conversations. Once teachers use children’s literature, they often find it difficult to return to more conventional and monotonous EFL materials. Many students favour visual/spatial modality. Many may think in pictures in three dimensions rather than in words. So literary texts can be supplemented by audio texts, film clips and all of which can enhance the richness of fun-learning.

Reformation of ELT through Mass media

Media is the most powerful entity on earth as it controls the minds of masses. Today’s youth experiences a media-saturated world. The mass media – Newspapers, Magazines, TV, radio, movies and Internet can animate and enliven the ELT class. Learners favouring linguistic, interpersonal, visual/spatial and kinesthetic intelligence enjoy learning through mass media. Newspapers and magazines are reliable source of materials to hone language skills. Out of these materials drilling exercises can be designed to develop basic skills of language. They can provide platform for Group Discussion, professional presentation, role-play, advertisements, mock interviews, welcome address, vote of thanks, report writing and travelogues. They offer plenty of topics of current value for Group Discussion, debate, turncoat and presentation.

Radio stimulates the imagination of the listeners to fill in the visuals through the power of words. Listening to radio and television programmes is a practice in contemporary listening. It helps in increasing knowledge as well as vocabulary building. T.V prgrames may be used as warm up activities.

Visual elements are especially useful for providing comprehensible and meaningful input for learners. These help develop ability in second language because they facilitate information retrieval. Movies are effective in storytelling. They have the power to reach large audiences.
Film reviews, Role-play, a scene from a film, designing posters to advertise a film, comparing the film with the book if the same story appears in both ways (e.g. Slumdog millionaire, The Namesake, 3 Idiots, Jumanji, etc.).

Game spirited ELT through Language games

Language games are a welcome break from the usual routine of the language class. Games enhance ‘unconscious acquisition’ of language skills with fun-filled environment. They can integrate various linguistic skills with spontaneous touch. W. R. Lee puts it, “Games should be treated as central, not peripheral (2)” (qtd.in Agnieszka Ubermen). They can win the goal of improving communicative competence with fun. A variety of language games can cater to the interest of learners with diverse intelligence such as logical, linguistic, intrapersonal, interpersonal and kinesthetic etc.

Who am I?, Find your Partner, and Dumb charades are useful tools to drill Yes/No and Wh-questions. Bon Appetite is a fun game which aids reading comprehension. Grouping idioms into categories like animal idioms (cat’s paw, crocodile tears, pigeon hearted, butterfly effect) and colour idioms (red letter day, green signal, pink hour, blue films, black magic, white collar job, etc.) is fun. Beat the clock (phrasal verb game), Maxim match (proverb), photo fit (word game) can build flair for writing skill.

The gift of narration can be mastered through narrating incidents, episodes, story building and storytelling. Teachers can resort to games like JAM (Just a Minute), Turn coat (for and against), Fun with photos (picture description), etc., for building up narrative skill. Chinese Whisper can sharpen and sustain listening skill. It also drills to what extent clear pronunciation, appropriate intonation and stress are responsible for accurate listening. Articulation of tongue-twisters can hone the skill of pronunciation. Thus games help captivate the minds of learners with creative frame of mind. Five minutes of captivation replaces 15 minutes of perspiration.

To Conclude

The old saying “A little progress everyday adds up to mega results” reminds the EL teachers to adopt progressive pedagogy to put forth mega results in everyday language classes. EL teachers need to open up new horizons and provide vistas for the resurgence of renaissance in
EL teaching. As W.B. Yeats once said “Education is not the filling of a pail but lighting of fire”, (famous quote attributed to W.B.Yeats) the EL teacher has to keep the spark of interest alive by giving the fuel of innovative pedagogy. Learning a language is not to weaken the spirit of the learner but to empower them. If the traditional chalk and talk method is followed it is like that of driving through the learning path with hand breaks on, and attaining destination will be only a day dream. So the teacher should be creative to incorporate the latest innovative pedagogical approaches. Preparation of ghee rice includes the addition of ghee and a variety of spices which can enhance the flavor and thereby making it a delicious dish to eat. If not it is only boiled rice. Similarly the EL teacher should enact the role of a good cook by adding spices of fun to the arena of language skills by his/her creative bent of mind to suit the different sphere of intelligences. If you enable the learners to learn with child’s eye suffused with fun you will win in your teaching career. The teacher’s ideal is not in identifying winners but making winners out of ordinary people. The teacher should be a star and not a bore. Adopting constructive pedagogy to suit the learners’ diversity with different learning intelligences has to be the prime focus of modern EL teachers. The teacher has to take the role of a facilitator to create a learner-friendly environment.

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Abbreviations

MI – Multiple Intelligences

ICT – Information and Communication Technologies

EFL – English as a Foreign language

ELT- English Language Teaching

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A Review of Naseem Siddiq’s *Snowy Splendour*

Nithin Varghese, M.Phil. Scholar

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A Magical Journey

Naseem Siddiq’s *Snowy Splendour*, (Pakistan: CPD, 2009) is an assortment of ten short stories for kids and youth. This book will certainly take you on a magical journey, filled with adventure. There is a little something for everybody within the pages of this book, and it ends showing wisdom. Nasrullah Barech, Executive Director, Centre for Peace and Development (CPD), has written the introduction to this book. He clearly expresses the purpose behind this collection of short stories; violence is increasing among the youth of Balochistan because of numerous regional, national, and international reasons.

Positive Message

CPD picked these ten stories because they convey the positive message of affection and peace and it will teach them the path of love, harmony, and tolerance. He also hopes that these stories will certainly facilitate the kids and youth to search out meanings in their life. Barech is also of the opinion that Siddiq’s endeavour is to interpret the shades and meanings of patience and tolerance through art, creation and human beings, among the people of the remotest areas of Balochistan.

Creating Awareness

Confucius rightly said “Human beings regardless of nationality, race or religion – everyone – should be loved equally.” If such an insight was endorsed through our colleges,
community organisations, and families then our society would not have issues with racism, discrimination, and xenophobia. Therefore, Siddiq tries to create awareness among the kids and youth of Balochistan through these stories.

The author within the foreword clearly states that these stories are written for kids, particularly to the teenagers and he dedicates these stories to them.

**The Setting of the Stories**

The setting of the first three stories is in a jungle and the setting varies for the other six. The characters of these stories are quite the attention-grabbing and engaging types. They appeal to the imagination of the kids as well as the adults. Youngsters like animals, birds, trees, and flowers; they prefer to watch animals or birds and listen to stories of birds and animals. That is why Siddiq builds animals, birds, flowers, etc., as the central characters in these stories.

**Symbolic Characters**

Despite the fact that the stories are concerned with the intentions and wishes of humans, the characters are animals with human behaviours and characteristics. Kids carry these stories in their mind even after their childhood days. They value each moment within the story told here and wait to envision the story. Such stories facilitate children in two ways: they can increase imagination skills, and impute morality. The characters in these stories are insignificant compared to the realistic present day stories. However, the author tries to convey deep and profound truth to his readers through these simple straightforward experiences of these characters.

The story of the good looking butterfly talks about the importance of freedom to the readers. The water lily in the second story stands for positive thinking and encouragement. Its words concerning the rainbow change the total scene to a cheerful state of affairs. The owl in the third story is distressed concerning the fate of the moth. However, the moon changes its mental state and calls for positive thinking. Therefore, the moon is the epitome of positive thinking. The small dot in the fourth story helps Kamil to complete his masterpiece picture. The dot moved to the cheek of the portrait, thereby offering an idea to the artist. It helps him to realize, to feel a a completion. Black tulip offers an honest outlook on life to others. The nightingale is in search of perfection. He understands that the duration of his life is just too short. Therefore, he starts
singing with a powerful impression. The stone Beauty desires to move from the peak of the mountain to the Great Plains and valleys. The mountainous goat and the rain help the stone to come down. But a grinder maker takes the stone and creates a grinder. The flaw of the stone is to turn its ear to those with knowledge. The rusty needle is optimistic and it continuously thinks of the best. But the fly is a skeptic and it always talks the negative aspect about everybody.

However, the oil fully changes them. The fly meets its tragic end and the needle comes out as a shiny one. A soft stunning white floating feather is also a character in this collection. It is trapped in the sharp nails of a poisonous thorn in a bush. It tries laboriously to free itself, but all its efforts are in vain. The camel that appears on the scene attacks the bush and the feather is dislodged. It starts flying in the air with the assistance of another wave of wind. Life is not perpetually happy. It contains the episodes of tragedies also. But it will move and happiness will return. The title story is about a young intelligent king who has a thirst for knowledge. He undertakes the most difficult and adventurous journey to find the answer to his question and attains fulfillment in his life.

**The Message is for All**

The message of each story is not for the kids only, however, but applicable for all. It is necessary for youngsters to find out the values that they will take with them through the rest of their lives. These stories will serve multiple functions, and therefore, children are able to pick up values from these tales and they will stick with them throughout their lives. It can also help children to grasp the behaviours and attitudes of those around. All the stories in this collection talk about the positive aspects of doing the right thing.

**Siddiq’s Strategy**

Siddiq jumps right into action at the very beginning of each story, and toward the end brings the story to a prompt close. He sets all the stories in the very place and time that may be fascinating to the readers. The stories are written in simple language that most readers can understand. Most sentences are comparatively short and easy. He writes simply and directly, in short words, short sentences, and short paragraphs and always keeps the readers in his mind. Simplicity and straightforwardness are the main qualities of Siddiq’s stories.
Simplicity

I think of Henry Wadsworth Longfellow’s words while reading this collection, “In character, in manner, in style, in all things, the supreme excellence is simplicity.” Siddiq tries to convey his idea in a simple way through this book. Moreover these stories carry universal appeal both in perception as well as appeal, since many a nation needs some sort of revamping to stabilize normalcy in living situations. I like to recommend this collection of short stories for children and teens.

It is worth reading this collection, because it helps us to face the odds in our lives and also it certainly instills values.

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Nominal Morphology in Inpui

Waikhom Pinky Devi, Ph.D. Research Scholar

1. Introduction

The aim of this paper is to study Nominal morphology in Inpui, a Tibeto-Burman language of the Naga-Bodo subgroup of Naga group (Grierson LSI, vol III part II, 1903). The term Inpui refers to ‘In’ means ‘house’ and ‘Pui’ means ‘big or large’. So the literal meaning of the name of the language is ‘Big House’. It has a population of about 11,000 approximately which is mainly concentrated in 15 villages of Manipur, i.e., 9 in Tamenglong district and 3 each in Imphal district and Senapati district. The present analysis is based on the data collected from Haochong village of Tamenglong district which is situated in the northern side of National highway 37 (Noney) at a distance of 37 kms from Imphal city. Zeme, Liangmei and Rongmei tribe neighbours with Inpui tribe. The present paper attempts to show that nominal morphology plays an important role in the morphological structure of Inpui. First a description of the noun in this language is presented followed by a brief discussion of nominal classes i.e. person, number, gender and case which constitute the nominal morphology in the language.

2. Typological Characteristics

Inpui is a language having SOV structure. This language is an agglutinative language. The process of suffixation is very rich. It has post verbal negative. The direct object precedes the indirect object in this language. Adjective and demonstrative precedes the noun while determiner and numeral follows the noun; the order of Adverb precedes the verb. Like many other Tibeto-Burman language, Inpui is also a postpositional language. It is a tonal language.

The present study describes the morphological analysis of Nouns in Inpui. Inpui Nouns can inflect for gender, number, person and case. Compound nouns are formed by the combination of more than one noun.

3.1.1 Noun

Nouns are classes of words which are characterized by members denoting concrete entities, whose basic role in syntax is in phrases representing arguments of a verb (P.H Mathews, 2007). Traditional grammarians explained noun as a parts of speech that assigns to each of its subjects, bodies, or things or proper quality. Inpui Nouns can be classified into three types which are illustrated below:

3.1.1.1 Simple Noun

Simple nouns are associated with single free root and cannot be further divided into simpler form.

Example:

mik ‘eye’
ui ‘dog’
in ‘house’

3.1.1.2 Derived Noun

Inpui derived nouns are formed by suffixation of –goŋ (manner), -riək (place) and –nu (nominalizer) to the verbal root, which is described below with examples.

**Suffixation of -goŋ**

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix</th>
<th>Suffixation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pəŋ</td>
<td>goŋ</td>
<td>pəŋ-goŋ</td>
<td>‘the manner of one’s running’</td>
</tr>
<tr>
<td>pʰəŋ</td>
<td>goŋ</td>
<td>pʰəŋ-goŋ</td>
<td>‘the manner of one’s looking’</td>
</tr>
</tbody>
</table>

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Suffixation of -riək

tʰin-nu + riək > tʰinriək ‘place of dying’
die-NMZR place
bəca-nu + riək > bəcariək ‘place of making’
make-NMZR place

Suffixation of nominalizer -nu

sa + nu > sanu ‘to eat’
eat NZR
in + nu > innu ‘to drink’
drink NZR

2.1.1.3 Compound Noun

Compound Nouns are formed by the combination of two or more nouns. Some Inpui compound nouns are given below:

Noun +Noun

bu + swəŋ > buswəŋ ‘kitchen’
rice hut

tʰəl + cəy > tʰəlcəy ‘arrow’
bow stick

Noun+Augmentative

kʰu + pui > kʰupui ‘big monkey’
monkey big

ui + pui > uipui ‘big dog’
dog big
Noun+Diminutive  
ink\textsuperscript{h}an+ swən > ink\textsuperscript{h}answən ‘door’  
door small

ui + swən > /uiswən/ ‘puppy’  
dog small

3.1.2 Categories of Noun

There are three categories of noun in Inpui which are explained below.

3.1.2.1 Gender

Inpui has natural gender. It has no grammatical gender. Human and animate nouns are referred to as masculine and feminine on the basis of natural sex. For human being the suffix -\textit{pa} indicates ‘male’ and the suffix -\textit{nu} indicates ‘female’. In the case of animals, the suffixes -\textit{khoŋ} and -\textit{pui} indicate male and female respectively. A few kinship nouns also inflect for masculine and feminine gender. Gender agreement is absent in the language. It is explained in the following examples. Inpui gender can be illustrated as

\[
\begin{array}{c}
\text{Noun} \\
\text{Animate} & \text{Inanimate} \\
\text{Human} & \text{Non-Human} & \text{(Not marked)} \\
\text{Masculine} & \text{Feminine} & \text{Masculine} & \text{Feminine} \\
-\text{Pa} & -\text{nu} & -\text{khoŋ} & -\text{pui} \\
\end{array}
\]

Gender in humans: it is marked by -\textit{pa} for male and -\textit{nu} for female as in
1. ə-pa huŋ-ŋe
   1S-M come-SASP
   ‘My father comes’
2. man kə-sa-nu-me
   3F ADJ-good-F-SASP
   ‘She is a good woman’

**2.1.2.2 Gender in Animals: In animals masculine is marked by \( k^h \)oŋ and feminine by –pui.**

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>( an-k^h)oŋ</td>
<td>( an-pui ) ‘hen’</td>
</tr>
<tr>
<td>( sen-k^h)oŋ</td>
<td>( sen-pui ) ‘cow’</td>
</tr>
<tr>
<td>( ui-k^h)oŋ</td>
<td>( ui-pui ) ‘bitch’</td>
</tr>
</tbody>
</table>

There are many Kinship Nouns that do not inflect for gender. They are as follows:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>təŋ ‘brother’</td>
<td>wa ‘sister’</td>
</tr>
<tr>
<td>əu ‘brother-in-law’</td>
<td>əu/mou ‘sister-in-law’</td>
</tr>
<tr>
<td>təzwənəsən ‘son-in-law’</td>
<td>mou ‘daughter-in-law’</td>
</tr>
</tbody>
</table>
Inanimate objects such as paper, chair, table, glass are treated as neuter gender and they are unmarked as

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ce-O</td>
<td>paper-unmarked</td>
</tr>
<tr>
<td>oŋhai-O</td>
<td>chair-unmarked</td>
</tr>
</tbody>
</table>

3.1.3 Number

Number is a two way distinction in Inpui, i.e., singular and plural which is marked by nominal suffixes. Number agreement is absent in Inpui. Singular is unmarked while plural is marked by -rwan in animate object and -nun in inanimate object as in which is illustrated in the following examples

3.1.3.1 Singular

Basic morph: O
Label : s
Singularity of noun is unmarked. It is marked by the <-O> morph in the paradigm.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>nauswan-O</td>
<td>child-s</td>
<td></td>
</tr>
</tbody>
</table>

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3.1.3.2 Plural

Plural is formed in the language by adding the suffix -rwən to the noun. This suffix is used in both human as well as non-human to form plural. Inanimate noun takes the suffix -nun to form plural. It is shown in the following examples.

<table>
<thead>
<tr>
<th>Animate</th>
<th>Inanimate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human</strong></td>
<td><strong>Non-human</strong></td>
</tr>
<tr>
<td>nausən-rwən</td>
<td>toksa-rwən</td>
</tr>
<tr>
<td>child PL</td>
<td>cat-PL</td>
</tr>
<tr>
<td>‘children’</td>
<td>‘cats’</td>
</tr>
<tr>
<td>kətəpə-rwən</td>
<td>ui-rwən</td>
</tr>
<tr>
<td>bachelor PL</td>
<td>dog-PL</td>
</tr>
<tr>
<td>‘bachelors’</td>
<td>‘dogs’</td>
</tr>
<tr>
<td>mənpə-rwən</td>
<td>ray-rwən</td>
</tr>
<tr>
<td>man PL</td>
<td>flower-PL</td>
</tr>
<tr>
<td>‘men’</td>
<td>‘flowers’</td>
</tr>
</tbody>
</table>

Plural agreement is absent in the language as shown in the following example

3. nausən-rwən cəp-emai
   child PL cry-CASP
   ‘Children are crying’

4. əy oŋhai-nun bə¹ai-e
   1S chair PL want-SASP
   ‘I want chairs’

2.1.3.3 Person
Inpui personal pronoun differentiates three persons: first person, Second person and third person. These three persons can be distinguished into three numbers: Singular, plural and dual.

<table>
<thead>
<tr>
<th>Person</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>singular</td>
</tr>
<tr>
<td>First</td>
<td>əy ‘I’</td>
</tr>
<tr>
<td>person</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>nəŋ ‘you’</td>
</tr>
<tr>
<td>person</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>man ‘He/she’</td>
</tr>
<tr>
<td>person</td>
<td></td>
</tr>
</tbody>
</table>

Their occurrence in the sentence is given below:

5. man kədai-əmai
   I play-asp
   ‘he is playing’

6. bəni kədai-əmai
   we play-asp
   ‘We are playing’

3.1.4 Case

The following eight cases in Inpui shows inflected forms for nouns. The eight cases of Inpui are as follows.

<table>
<thead>
<tr>
<th>Case</th>
<th>Case suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nominative</td>
<td>-nə</td>
</tr>
<tr>
<td>2. Accusative</td>
<td>-diŋ</td>
</tr>
<tr>
<td>3. Instrumental</td>
<td>-nə</td>
</tr>
<tr>
<td>4. Locative suffix</td>
<td>-bi/lə</td>
</tr>
<tr>
<td>5. Genitive suffix</td>
<td>-om</td>
</tr>
<tr>
<td>6. Associative suffix</td>
<td>-le</td>
</tr>
</tbody>
</table>
7. Ablative -\textit{binω}
8. Dative –\textit{khəunω}

\textbf{2.1.4.1 Nominative}

When a noun or a pronoun is used as the subject of a verb, it is said to be in the nominative case. The main function of the nominative case is to mark the subject of the sentence. In Inpui nominative case marker is –\textit{nə} and this suffix is added to the noun or pronoun to form nominative.

7. man-\textit{nə} tombə boi-ye
   3S NOM tomba beat-DECL
   ‘He beats Tomba’

8. æy-nə bu swəŋ-ŋe
   1S NOM rice cook-DECL
   ‘I cook rice’

9. ram-\textit{nə} pən əsin-ne
   ram NOM cloth wash-DECL
   ‘He washes cloths’

\textbf{2.1.4.2 Accusative}

When a noun or a pronoun is the object to a verb, it is said to be in the accusative case. The accusative marker is used to differentiate an object noun from a subject noun of a sentence. In Inpui accusative case is denoted by the suffix –\textit{diŋ}.

10. æy tom-diŋ kəryan-ŋe
    1S tom-ACC love-DECL
    ‘I love Tom’

11. man mery-diŋ bəthai-ye
    3S mary-ACC like-DECL
‘He like Mery’

12. bəni-na kʰəurin-diŋ kəryaŋ-ŋə
   3P-NOM animal-ACC love-DECL
   ‘They love animal’

### 2.1.4.3 Instrumental

In Inpui the suffix –nə which is homophonous with nominative marker is used to form Instrumental case. The primary function of this case is to denote the instrument that the subject uses while carrying out an activity.

13. əy rəy-nə rua tu-e
    1S axe-INS. bamboo cut-DECL
    ‘I cut bamboo with an axe’

14. əy cem - nə həynəu lep-e
    1S knife-INS. mango cut-DECL
    ‘I cut mango with a knife’

15. man-nə rua-nə ənkwət bəcai-e
    3S NOM bamboo-INS. garden fence-DECL
    ‘He fenced the garden with bamboo’

### 2.1.4.4 Locative

Locative case indicates the location of an object or an event. In Inpui there are two kinds of suffixes ‘-bi’ and ‘-lo’ which indicates locative case. The two suffixes perform different functions as the suffix ‘-bi’ indicates a nearby object while the suffix ‘-lo’ indicates a distant object.

16. gilas-gə tebəl-bi əm-me
    glass-DET table-LOC be-DECL
    ‘The book is on the table’
17. bəni  ləu-lə  sì-droy
   3P  field-LOC  go-PER
   ‘They have gone to field’
18. øy  mənəpur-lə  se-ləŋmai
   1S  Manipur-LOC  go-FUT
   ‘I will go to Manipur’

2.1.4.5 Genitive

This case marks the nouns or noun phrases which are dependents of another noun. In Inpui the suffix -om is used to form genitive case. This suffix is added to nouns or pronouns and it shows the possessive relationship.

19. ø-om  dip
    1-GEN  book
    ‘my book’
20. man-om  təkwən
    3S-GEN  horse
    ‘His horse’

2.1.4.6 Associative

In Inpui, the associative suffix -le is used to denote an individual or object in whose association the agent is carrying out an activity.

21. øy .tom-le  sinema  pʰaŋ-nu  se-yə
    1S  tom-ASC  cinema  watch  go-DECL
    ‘I go with Tom to watch film’
22. tom-le  ram-le  ban-ne
    tom-ASC  Ram-ASC  friend-DECL
    ‘Tom and Ram are friends’

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2.1.4.7 Ablative

This case indicates movement away from some location. In Inpui the suffix -biŋə is used to denote ablative case and this suffix is added to noun or pronoun to express a range of locative meanings.

23. əy mənipur-binə -ye
   1S Manipur-ABL-DECL
   ‘I am from Manipur’

24. əy to-m-binə məyri ənənu-roy
   1 to -ABL story hear-PER
   ‘I have heard story from Tom’

2.1.4.8 Dative

In Inpui the suffix –khəunə is used to denote dative case and this case distinguishes the recipient of something given.

25. əy-nə man-khəunə dip kʰət pi-ye
   1S-NOM 3S -DAT book one give-DECL
   ‘I give him one book’

26. əŋ man-khəunə se-ro
   2S 3S DAT go-PER
   ‘You go to him’

References


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The Importance of Grammar in English Language Teaching - A Reassessment

Dr. Pradeep Kumar Debata, M.A., M.Phil., Ph.D.

Abstract

The Word Grammar means different things to different people. To the ordinary citizen, it connotes to correctness or incorrectness of the language that he or she speaks. To a school student, it means an analytical and terminological study of sentences. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work. A person can’t learn a foreign language accurately only through a process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us. So grammar is indispensable for the student. In this paper my aim is to bring the attention of the language teacher as well as the learner about the real utility of grammar in teaching English language. Hence, let’s discuss some given statements below.

Role of Communication

Now-a-days communication has become the heart and soul of the human life. The process of communication chiefly deals with speaking, listening, reading and writing. No one really learns grammar. It has become natural phenomenon that we start speaking what everybody speaks around us. We gradually develop a better sense of understanding with the passage of time. We don't study grammar of our own mother tongue to use it for daily speaking, but when we need to polish our own mother tongue or we want to learn a foreign dialect, we have to study its grammar and we usually do that. When we come to learn a new language like English language, we need to study its grammar; the importance of grammar cannot be ignored or neglected, and before we do that we need to understand what grammar is.
What is Grammar?

Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language. But in this context I would like cite a wonderful example as described “A writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (Kohli, 116)”.

Therefore, to speak in a clearer and more effective manner we have to study grammar. For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

Genesis of Grammar

It is certainly worth studying about the genesis of Grammar. What else might be the true definition of grammar? I am sure that my title might be misleading. I am not going to speak much about good grammar or bad grammar. My focus is on the chronological development and usage of grammar by writers, scholars and teachers of English.

Let’s have a close study of the statements that clearly express different types and interpretations, which is the focal point of my discussion. In this connection, let us consider some of the claims made by one of the most outstanding Grammarians of English Language acclaimed widely stated below:

Latin has a good deal of Grammar, but English has hardly any. (Quirk, 78)

It is probably a correct saying that there are very few inflexions in English grammar. It
has grown up as an easy and simplified language. Thus, Sir Philip Sidney towards the end of his essay *The Apologyie for Poetrie* states that “Nay, truly, it hath that praise, that it wants not grammar; for grammar it might have, but needs it not; being so easy in itself, and so void of those cumbersome differences of cases, genders, moods, and tenses; which, I think, was a piece of the tower of Babylon's curse, that a man should be put to school to learn his mother tongue” (Sidney). And he has accepted the criticism that English has little grammar. On such an issue, George Perkins Marsh, American philologist, in his *Lectures on the English Language* (1866) which was published more than a century ago is of the opinion that English language as “having no grammar” (Marsh, 73)

**French has a good logical Grammar but English is full of irregularities and idioms.** (Quirk, 79)

The aforesaid statement clearly shows the distinction between French & English. The former shows the consistency and the latter seems more idiomatic. During teaching-learning process we explain to the EFL students the rules and regulations of grammar and its structural approach. But the idiomatic usage often point to the understanding of the learners to a greater height. It is also further to match with the said statement given below.

**French has a good, well-defined Grammar, but in English you are free to speak as you like.** (Quirk, 80)

We know that English speakers generally have freedom to devise new words or borrow word, and even add new innovative constructions. Indeed, we have the strong notion that where a language academy exists, there is usually a strong tradition for an insistent teaching of the rules. Thus French usually follow some strict rules of grammar. On the other hand flexibility characterizes use of English as per one’s full-fledged autonomy. So this is the difference that a speaker of English avails himself of speaking English.

**Jespersen wrote a good Grammar but Nesfield’s is boring.** (Quirk, 81)

It is comprehended from the above criticism that some grammars are written for mature scholars; some are for the immature school children; some are for foreign learners;
some for native speakers; some have the aim of giving the history of every construction; some are concerned with the contemporary language, too. All these are written with a purpose which can bring results with positive value for the learners. Thus, these two Grammarians are evaluated as per their theory propounded by them.

**Chomsky has devised good Grammar, but Traditional Grammar is unenlightening.**
(Quirk, 82)

A strong contradiction arises when we think of the grammatical approaches made by Chomsky against the traditional notion of grammar. Though we are concerned with the fundamental theories of conforming to study language, the understanding of the use of the word “grammar” does not merely require that we comprehend the nature of the relation between a theory and the material it needs to express. It means one requires a faire amount of knowledge of a specific theory. We also find teachers eager to reject *Traditional Grammar* and try to replace it by the new grammar. There is not one new grammar but many different aims. In my view, there is no new one but the reproach to the traditional one by a new style.

**Grammar challenges but brings more benefit**

- For teaching concepts on subject, verb, clause and phrases.
- For teaching the translation method.
- For teaching bilingual method.
- For teaching structural approach and traditional Methods.

Hence, I would like to state my opinion that knowing a language is not the same thing as knowing about it. Knowing a language means mastering over its four basic skills, viz., “(a) Listening, (b) Speaking, (c) Reading and (d) Writing” (Kohli, 32). Here, the listening and the reading are passive skills whereas the speaking and the writing are active skills. The Knowledge of the language makes us to know the meaning of isolated words or sentences or the rules of grammar. Talking about the language does not mean knowing language and using it. If we consider language as speech, as the linguists do, then knowing a language means to use its grammatical patterns as well as proper usage.
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**Proclamation of Internal Emergency**

In 1975, India experienced its greatest political crisis since independence when the state of Internal Emergency was declared on 26 June. By the beginning of 1973, Prime Minister Indira Gandhi’s popularity had begun to decline. People’s expectations remained unfulfilled. Little dent was being made on rural or urban poverty or economic inequality. The year 1973 also witnessed oil shock when world prices of crude oil increased four-fold, leading to massive increase in the prices of petroleum products and fertilizers. The price rise affected both the poor and the middle classes.

Economic recession, unemployment, price rise and scarcity of goods led to large scale industrial unrest and a wave of strikes in different parts of the country during 1972 and 1973.
There occurred a railway strike all over India in May 1974, and it lasted for twenty two days and law and order deteriorated in 1974-75.

Indira Gandhi proclaimed a State of Emergency on the morning of 26, June 1975. In the early hours of 26 June, a large number of people were arrested under the Maintenance of Internal Security Act. Arrests continued throughout the period and the people were released after a few days or months. In all, more than 10,000 were arrested; among those arrested were also a large number of anti-social elements such as smugglers, hoarders, black marketers and known gonads.

The Emergency centered unlimited state and party power in the hands of the Prime Minister to be exercised through politicians and bureaucrats around her. There were several reasons for the people to get disillusioned with the Emergency, such as price raise, corruption, black-marketers and smugglers. Government servants and teachers were being forced to fulfill their sterilization quotas.

In April 1975, Sanjay Gandhi had emerged as a parallel authority, interfering at will in the working of the government and the administration. In July 1976, he forwarded his four-point programme. The four points were: Don’t take dowry at the time of marriage, practice family planning, limit families to only two children and plant trees and promote literacy.

State of Emergency Became the Focus of Literary Creativity

In the literary world, quite naturally, the Emergency became the main theme of the political novelists. They were impelled by a suppressed fury to call to account the perpetrators of the evils during the period of Emergency.
Rich Like Us

The Emergency declared in the year 1975 by Indira Gandhi was a traumatic period for the country. Some Indians were able to welcome it, whereas some resented it. Nayantara Saghal’s Rich Like Us presents a vivid picture of the excesses of the Emergency. She presents the move towards dynastic succession by-passing democracy, the Indian socio-political milieu, its disparities, rampant corruption and political upheaval during the period of Emergency of 1975. It is significant that, in the political column she used to write for the Indian Express, Saghal had repeatedly cautioned against this eventuality. The imposition of the Emergency and the subsequent curbing of rights fulfilled her dire prophecies.

Following Saghal Tradition

Courtesy: http://nayantarasarahgal.bookchums.com/
*Rich like Us* belongs basically to the Saghal tradition and the novel focuses on the human dimension of the story predominated by political interest. The novel offers a fairly vivid picture of India under Emergency.

The declaration of Emergency meant curtailing of freedom in many ways: censorship, erratic arrests, prevention of public meetings, picking up at random victims for forced vasectomy, suppressing the opposition of all sorts, and monopolization of power. Using the past as a point of reference, particularly the Gandhian age when love of freedom truly flourished, she contrasts it with the troubled seventies in India and demonstrates convincingly that the Emergency is deep danger. The novelist shows that the clamping of Emergency is not a sudden development that took place overnight. It is the culmination of an erosion of moral values that set in among the politicians, civil servants and people at large after Independence. In the face of the corruption of the body politic and the individual human soul, what is the fate of those who resist it while the majority reconcile to it? This, precisely, is what Saghal explores in Rich like Us (Saghal, *Rich Like Us*-23).

**Sonali and Rose**

*Rich like Us* is the story of the Emergency from the view point of two characters Sonali and Rose. Sonali is the main character as well as a miserable character in the novel, who suffers a lot in the wake of the Emergency. She represents the good and modern Indian womanhood. She is intellectual and intelligent, independent yet committed to communal good, uncompromisingly conscientious and idealistic. In the wake of the Emergency when she refuses to interpret rules to the advantage of political bosses, she is transferred without warning, demoted and punished.
Sonali, one of the main characters in the novel, thinks of an appropriate parallel right at the beginning of the novel - the story of “The Emperor’s clothes”. This reference occurs at different places:

We were all taking part in a thinly disguised masquerade, preparing the stage for family rule. And we were involved in a conspiracy of silence, which is why we were careful not to do more than say hello when we passed each other in the building, and not to talk about our work after hours, which made after-hours sessions very silent indeed. No one wanted trouble. So long as it didn’t touch us, we played along, pretending the Empress’s new clothes were beautiful. To put it charitably, we have being realistic. We knew we were up against a power we couldn’t handle, individually or collectively. (Saghal, Rich Like Us-29).

Travels Back to 150 Years

The novel opens in the post-Emergency period, but travels back to more than a hundred and fifty years, analyzing and questioning the political relationship and the valve systems of the past.

The novel begins in Dev’s house, where he and his wife are talking to a foreign guest, Newman, a collaborator in the proposed Happyola factory. Dev is the epitome of evil in the novel. He represents violence, greed, selfishness, cruelty, in a word; Indian politics gone badly. In the Happyola factory what brings them together is their concern for money. Newman has come to India in search of a market, and Dev is the Indian collaborator.
Ravi Kachru is an IAS officer educated at Oxford. He exemplifies compromise, the pliant bureaucrat. He actually turns himself into a puppet in order to play a key role in the success of the Emergency. He allows himself to put stuff into the hands of politicians. Contrasted with Dev’s absorption in the Present is Sonali’s preoccupation with the past. Sonali is an IAS officer, who has grown up in a world which had fostered idealism. She manages to turn her eyes away from the hard facts of life in Emergency-controlled India, but not for long. When she refuses to grant permission to Dev to open the Happyola factory, she is replaced by Kachru.

He (Kachru) was to replace me immediately as Joint Secretary in the ministry of Industry. He waited for me to say something, and when I didn’t utter a word, he spread his hands in an apologetic gesture, turned round and walked out. If he had sneaked in and shot me I could not have been more dazed. Yet I remember thinking with a shaft of painful clarity what kind of automatons we of the civil service have become, and are not expected to reply. They are expected to obey. Ten minutes later a phone call informed me I was to go back to a posting to my state which I already knew, and the Union Government certainly knew, there was no vacancy at my level. I hadn’t merely been transferred without warning. I had been demoted, punished and humiliated, and I had no inkling why (Saghal, Rich Like Us-31-32)

The Emergency had given all kinds of new twists and turns to politics and the world’s largest democracy was looking nothing so much as one of the dictatorships India had loftily looked down upon.

Some Favouring Emergency
Newman likes Emergency because strikes would be banned, but does not otherwise care for politics. He has a point of view that politicians and young men like Dev are easily trapped in foreign collaboration for money.

“This Emergency is just what we needed. The trouble makers are in jail. An opposition is something we never needed. The way the country’s being run now, with one person giving orders, and no one being allowed to make a fuss about it in the cabinet or in parliament, means things can go full steam ahead without delays and weighing pros and cons forever. Strikes are banned. It is going to be very good for business”. (Sahgal, Rich like Us, 10)

Alienation

Sonali feels bitter and frustrated thinking that society rates those in power higher than honest and sincere officers. She feels completely alienated and her sense of rejection reacts with determination not to “grovel and beg favors and act like a worm instead of a person” (Sahgal, Rich like Us, 37)

Sonali’s father was an ICS officer who joined the service reluctantly. When the Emergency was imposed, he had no duty to perform, he was a retired civil servant. Sonali understands why her father could not bear to live through times when history would be revised and rewritten. Influenced by her strong and uncompromising father, Sonali grew up believing that the democracy of Gandhiji and Pandit Nehru should never be allowed to die in your mind. They shared their faith in the democratic system.
Sonali’s Grandfather had, opposed *Sati* while her father remained determined through the crisis of the Freedom Movement. Sonali’s Grandfather explained why his mother had been forced by his uncle to commit *Sati* and his anger and pain had increased by reading his Grandfather’s diary:

Sonali says she did not see just the evil in it, but the anger and the strength of the nineteen year old boy who struggled to save his mother and who would have probably killed his mother’s murderers. Many other stray instances of seemingly weak men putting up a fight come to Sonali’s mind. (Varalakshmi 45)

**Goodness of Rose and Her Honest Living**

Rose is the next important character in this novel. Her background is in honest living and goodness. It was her working class morals that gave her the strength not only to uproot herself initially from London, but also to make a life for herself with dignity in Lahore and later in Delhi through all those trying years when Ram got fascinated with Marcella and later with another lady who took his fancy. Ram’s first wife Mona, like Rose, is shaped with her background which is a typical conservative traditional Punjabi home. Later in the novel, they lived together in the same house as sisters. In the meanwhile Rose acquires the friendship of Sonali. Sonali feels more human after getting to know Rose. She tells Sonali about Dev’s forgery - that he is withdrawing his father’s money with forged cheques from the nationalized bank. They are ready to forgive him because he had a difficult childhood.

Sonali refuses to accept the judgments of the rest of the family about Dev, that he was a poor, lost, lonely boy. Her voice invokes a terrible familial crime, the lapse of one of its members into violence and dishonesty for purposes of attaining wealth and power.
Later in the novel, her friend Rose loses her life for which her step-son was the reason. This tragedy reveals the bitter truth that women are mercilessly murdered by their own relatives. This was also the case with Sonali’s great grandmother in 1905:

My murdered great-grandmother’s relatives had said she had sacrificed herself—which even a goat has too much sense to do on the altar of ‘sati’. They had built a shrine on the guilt-soaked spot to commemorate the martyrdom of the last woman to perform the noble act in the entire region - a place of pilgrimage no less, with nothing but a document at the bottom of my father’s trunk to prove it had been murder. I was in a rage as I got down to sorting Rose’s possessions, dark tides of blood around me ending in movements and shrines (Sahgal, Rich like Us, 222)

Lonesome Sonali

Rose’s untimely death leaves Sonali bereft and lonely. Sonali and Rose shared certain ideas and basic approaches to love and its problems. Rose lends meaning to other people’s lives even after her death. A beggar, for, instance, whom she used to feed, finds meaning purpose in life because of her. A minor character in the novel, but a powerful voice, the beggar without hands raises the stumps of his arms in a shaky salute to Rose:

The handless salute left her (Sonali) thinking about his handstand, the struggle about his humanness. Whenever she saw him afterwards from her bedroom window, looking no bigger than a beetle at that distance as he moved about near tombs, she could picture him healed and whole, walking upright, running and leaping, and each nightfall becoming exultantly whole once again by the light of the stars. (Sahgal, Rich like Us, 81)
He tells about the lives of the lower class people who worked as laborers and their women, who are raped and killed by brick kiln masters and their men. Others were molested and raped by the police called in by land owners’ intent on preventing share croppers from getting their full share of their crops. The beggar’s words, repeated first to Rose, are revealed by the third person narrator, who retrieves them from Englishwoman’s head during a discussion of movie censorship. Such terrifying stories of oppression and violence are meant to counter the language of the Emergency coming from the Prime Minister. He tells Sonali that his arms and legs were broken by the landlord whom he was trying to oppose. This shows the suppression of the Indian masses by the brute force of the ruling classes.

Betrayal of Values

Sonali reserves serious criticism for those who should have known better, those who, for reasons of family connections or a lust for power, betrayed the values upon which the modern nation-state of India was constructed. While at the dinner party, Sonali describes the nation-state with explicit sarcasm:

“And then the capital’s professional elite gave a demonstration of what the third world’s crust talks about when its country’s democratic institutions have just been engulfed by a tidal wave. The Establishment professor described the clinic in the Soviet Union where he had eight months’ free treatment for arthritis. The editor outlined tomorrow’s editorial, in which he would say Madam had a good faith thought it her constitutional duty to override the constitution, and while he would regret the suspension of liberty and the right to life, he would reluctantly conclude that there had been no alternative. And lawyer summed it all up when he gave his professional opinion that the constitution would have
to be drastically amended, if not rewritten, to give Madame powers to fight disruptive forces and crush the vested interests she had been battling against since infancy. Delhi had always been an imperial city, hadn’t it? So what was so new about special powers and hereditary rule? (Saghal, *Rich Like Us* 85)

**Mona – Emblem of Indian Womanhood**

Mona is a traditional woman- a giver, a loser and a victim. She is loyal, devoted and stubborn. Mona represents Indian womanhood. Her devotion to Ram is monastic. When Rose saves her life, she forgets the past and becomes her friend.

**A Strong Dialogical Structure**

Saghal creates a strongly dialogical structure which represents the split psyche of the Indian people. There were some who supported Indira Gandhi and others who were outraged by the Emergency, those who did not fully understand what was happening and many who were afraid to act. Sahgal openly condemned the Emergency. In *Rich Like Us* she uses historical facts to enrich the form and content of her narrative. She is not only a novelist but also a journalist but her narrative does not degenerate into journalistic reportage. The novel is wonderfully set apart with a fine, clear, disenchanted eye and an acerbic moral intelligence that is devasting without ever raising its voice.

The novel makes some use of some editorials and letters written to the editors of newspapers as a form of historical evidence. One of them is editorial of the Calcutta Gazette of 7 December 1829, which expresses supreme pleasure and celebrates the Act of Abolition of the cruel rite of sati passed by Lord William Bentick. The English administrator is applauded for his
reform, which has ended “a system demoralizing in its effect on the living, a revolting system of suicide and murder” (Saghal, Rich Like Us 134)

**Narrative Consciousness**

In *Rich Like Us*, there are two main characters who projected narrative consciousness, Sonali and Rose. Sonali and Rose relate well to each other despite the differences of age, upbringing and nationalities.

the Emergency provides only a take–off point for a questioning at many levels. The narrative posits questions related to the nature of the empire, its professed idealism and its real aims of self-preservation; it questions the hollowness of Victorian liberalism, the myth of the golden past, the corruption and fallibility within human society, the earlier authoritarian pattern and their collapse, the validity of resistance. There are several more questions asked. Oblique the issue of economic imperialism is also considered. (Saghal, *Rich Like Us* 60)

**Challenging Known Solutions**

*Rich Like Us* offers no easy solutions to mankind’s problems; on the contrary, it challenges all known solutions.

It projects a picture of the repetitive nature o revolutions. It does however speak for the human consciousness as distinct from character and for human courage as different from bravery. Just as there are no solutions, so also there is no one you can blame. The fixture of the past is woven with many threads. In the story of “The Emperor and His New Clothes” one does not
really know whether the Emperor, the weavers or the people are to blame. Reality eludes them all (Saghal, *Rich Like Us* 62)

The entire action of the novel deals with the changes in the Emergency brought about in the social and political fabric of the country by analyzing the response it evolved among the individuals, classes and groups. The novelist has used the parable of the Emperor’s new clothes; this is a serious criticism of the civil servants who just closed their eyes to the corruption of the Government for safeguarding their private interests.

Saghal presents the theme of the Emergency from various angles. The official version of the Emergency, touted by politicians and businessmen who used official patronage for carrying out secret business operations to make profit without doing anything which could be called productive, is countered mostly by Sonali.

The novel records how Prime Minister got unstinted support from civil servants, confirming Sahgal’s earlier finding that they represented the thinking and mentality of the precolonial times, that ordinary people needed to be controlled and directed with a strong hand. Some officers like Ravi Kachru undertook to motivate the people to organize small professional groups on the lines of the medieval guilds, such as lawyers, teachers, entrepreneurs to “strengthen the hands of the Prime Minister, “one of the dismal features of the times the novel stresses.

**Resistance to Tyrannical Policies**

The novel incorporates the actual resistance to the tyrannical policies of Indira Gandhi. Even though Saghal was Indira Gandhi’s cousin, she attacked the Indira Gandhi Government,
which practiced authoritarian policies and displayed dictatorial tendencies towards the body politic even before the actual declaration of the Emergency. The most noticeable feature of Saghal’s strategy in the novel is to establish that the Emergency was not just a political event, for it did not stop at activating official agencies into perpetrating repression on innocent people.

**A Political Novelist**

Saghal, as a political novelist, suggests that, in situations of oppression and tyranny, history can provide a means of hope, not just for surviving, but for getting the strength to fight the worst of tyrants and ultimately make them yield to the popular will. The dark period of India came to an end and light shone over India thanks to intellectuals like Saghal.

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Technology in Education –
An Effective Aid for Classroom Management

Rajashekar

What Technology in Education is not:

It would be advisable to begin looking at what Technology in Education is not in order to arrive at a comprehensive definition of what it is.

Technology in Education is not ….

- dehumanising the teaching – learning process
- getting rid of text books
- expelling the teachers from the system
- suggesting a shortcut for teachers / learners

Defining Technology in Education

Then what is technology in education? It is obviously what the ones above are not. However I propose not to attempt any definition of technology in education but to help the readers realise the same in the course of their journeying through the rest of the paper.

Any invention is an offshoot of necessity and technology in education has not been an exception. The probable factors that could have necessitated its application in teaching and training are:

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Training</th>
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<tbody>
<tr>
<td>large number of students</td>
<td>large teacher population</td>
</tr>
<tr>
<td>multilevel</td>
<td>changing needs / demands</td>
</tr>
<tr>
<td>multi grade situations</td>
<td>accessibility to information</td>
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<tr>
<td>limitation of resources</td>
<td>limitation of the text books</td>
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<tr>
<td>non-availability of expert teachers</td>
<td>changing roles of teachers</td>
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<tr>
<td>non-availability of text books</td>
<td>increased cost &amp; waste of time</td>
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</table>
Technological development is an extension of man’s power over nature. As Marshal McLuhan puts it, “…………clothing extends his skin; an automobile extends his legs; the telephone extends his voice and hearing; and writing extends his memory and now computers extend man’s central nervous system.” - Singh, YK et al. 2008. Educational Technology: Teaching Learning.

Technopast to Technopresent

The emphatic assertion made by Jacques Torfs, a UNESCO expert in his address at the Conference on educational satellites organised at Nice in 1971 was not a utopian idea but a scientific reality –

“If the ten to thirty percent of the world’s population living in remote, isolated areas are not to be sacrificed, deprived of their right to education and allowed to act as a brake on progress in every developing country, then only educational telecommunication satellites can provide the solution”.

**TECHNOPAST to TECHNOPRESENT in Education**

- Beginning of educational TV – on August 01, 1975.
- AIR broadcasts for school students for more than 22 years.
- Satellite based education TV Programmes in Gulbarga.
- Class Project [CSS] and IT School Project.
- Launch of film-based modules by DPEP.
- Keli Kali Radio Project with the collaboration of DSERT / DPEP / AIR.
- Launch of EDUSAT satellite by ISRO on 20 November 2004 and software support by several institutes like RIESI in the form of video lessons.
- DD Bharathi on Primary Band telecasting
Technology helps in creating and organizing learning environment which includes formulation of instructional objectives, curriculum planning and designing, its transactional strategies and evaluating of pupil’s learning and achievement. It also includes management of learning and overall education.

**Focus on the Learner**

The most important element in the teaching-learning process is the learner. The technology that works best is determined on the basis of what is appropriate to the learner and not on the basis of what is highly sophisticated. The host of technology programmes that have liaised with education down the line have been presented in the table.

Some real objects and events are too big for the classroom [e.g., solar system]; or too slow [e.g., the sequence of a bud opening into a flower]; or too inaccessible [e.g., defusing a bomb]. Such limitations can be successfully overcome by the appropriate use of visual media where the reality is controlled by making things smaller or bigger, slower or faster. Presenting the original speech of a leader using a recorded version is bound to create a more scintillating experience than students’ reading it for themselves.

The learners are almost transported back in time with their learning-cum-retention capacities addressed simultaneously effectively. The exploratory component of a child’s competency is also addressed by the use of technology as it opens up many channels of expression for the child.

**Misconceptions Relating to the Use of Technology among the Teachers**

Some of the misconceptions regarding the use of technology among the teachers and the probable answers are as below:

<table>
<thead>
<tr>
<th>It simply can’t work…</th>
<th>…it could if you tried.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• very expensive and our schools can’t afford.</td>
<td>• reasonable and rather cheaper down the line.</td>
</tr>
<tr>
<td>• means teaching plus, i.e., more burden on me.</td>
<td>• more interesting, if used with adequate planning &amp; preparation.</td>
</tr>
</tbody>
</table>

IGNOU’s programmes in April 2005.
- ICT in Education.
- Virtual Classrooms.
• not interesting for the children.
• not techno-savvy, so feel outdated.
• human element missing, relations affected.
• evaluation system to be changed, a long process.

• reduces the use of chalk and talk and less strenuous
• need not be, not so much the technology part of it but the applicative mind.
• not really, roles continue to be what they are, with change only in the mode of interaction.
• better to change the shoes than the feet.

Role of Five Senses

Research by the Harvard Business School has indicated that information received by the brain comes through our five senses in the following proportion

![Pie chart showing the proportion of information received through senses: Sight 83%, Hearing 11%, Smell 3.5%, Taste 1%, Touch 1.5%]

The channel of information in a traditional classroom (i.e., basically the teacher’s voice) is only about one-tenth of the total perception input. Little wonder then that the teacher strains his throat muscles throughout the year (sometimes resulting in Teacher’s throat!) but fails to receive the boomerang in the form of maximum perception from the children.

Just as the use of a catalyst does not really alter the reactants or products but only serves to speed up the rate of reaction, the use of technology enhances the efficiency of teaching – learning process without much affecting the roles of teacher and learner but by redefining the same.
The radical change technology can bring in the group dynamics of the teacher-class relationship looks somewhat like this.

**Group Dynamics of Technology-aided class room**

Teachers’ Role: Redefined

It is by no means indicated in picture 2 that the teacher is pushed to the periphery by the intervention of technology but

- the teacher is spared from owning the responsibility for too many things i.e., his/her accountability is reduced.
- a meaningful interaction among the learners which is otherwise impossible in a traditional class is also achieved.
- dependence on text book which is, more often than not, an isolated, shut off, individual medium for 83% of information input is reduced to some extent by providing other channels for the information flow.

Technology is Relevant

Since technology can address issues like large classes, single teacher schools, non-availability of text books etc., we wouldn’t be ambitious if we looked up to it for help regarding the learner in question- the slow learner. The progress of technology has definitely been by leaps & bounds towards individualised instruction for insured learning. A variety of personalized instruction techniques came up in 1950’s targeting individual learner. Programmed learning is one such educational innovation, an auto instructional device where the learner takes himself / herself through each and every step.
Small sized steps, overt responding, immediate feedback, error-free learning, self-paced learning and empirical testing are some of the features built into Programmed Learning. Several self-learning CDs available in the market have the feedback mechanism built into the activities in lessons followed by an optional learning component the learner could choose to go through. The learner can go back on the same activity several times to ensure sufficient learning before attempting the next activity. This promotes a self-initiated, self-monitored and self-paced learning addressing individual differences and achieving learner motivation. Slow learners definitely stand to gain from such learning programmes.

Language Learning and Technology

Students know that language lives in sound and colour, because they experience it every day outside the classroom. This is the challenge the modern language teacher faces.

The initial apprehensions of teachers while using technology in education can be overcome by using more of it just as the fear of crossing the ropeway can be overcome only by crossing it many times. The confidence or the “I knew I could do it” attitude that the teacher develops by being a part of such system is similar to the experience of the little train climbing a hill.

Educational Technology

If your way through the paper has helped you zero in on any definition of Technology in Education, it might look somewhat like this:
Educational technology is the application of procedures and techniques for the systematic design of a learning experience. It is also developing a source of education which uses a host of methods, techniques and resources that assist the teachers and support the students in their effective learning.

The symbiotic relation between technology and education has made the teaching-learning process more efficient & effective. The distance between an expert teacher and a needy learner has been successfully conquered and a ‘technological proximity’ has been established between them.

It is heartening to know we have begun to reap the benefits of this relation between technology & education. The teething problems can always be overcome if the attitude towards using it is positive. Learner continues to be the nucleus of the teaching-learning process; teacher & technology operating from different orbits, each influencing the other and in turn influencing the learner, the goal being “learning”.

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Abstract

The present article is an attempt to trace those elements which mark catharsis in Arun Joshi’s *The Apprentice*. Arun Joshi is a perfect scanner of human mind and is able to notice both good and bad aspects of its characters. *The Apprentice* is the best example of Arun Joshi’s tackling of human psychology.

This novel contains the story of a young man who from his very childhood dangles between the good and the bad paths of life. With the passing of time he decides to choose the path of amoral living by pursuing corruption and its resultant gains in many types of sins. When at last his mistakes force his best friend to commit suicide, his encounter with himself and with another character Brigadier makes him realize his errors. Now he leans towards goodness, and to
clean up his soul, he chooses to polish shoes outside a temple. He chooses to smell the shoes as his punishment so that he can remind himself to be good.

In this article this process of purification of the soul is highlighted through some instances in the novel. By applying the speech-act theory, a clear appreciation of the work can be accomplished. The devices defined in the speech-act theory prove to be a major tool in the operation of the above mentioned novel. By zooming out the speech-act in dialogues the catharsis element can be marked in the novel. Ratan’s regaining of the moral code proves the catharsis approach of the author as well as of literature.

On Defining Catharsis

Catharsis means purification, the purification of soul. First, Aristotle has defined this term and later Plato also describes it. Both highlighted the fact that literature works best to purify the human soul. Literature evokes emotions and feelings in the human heart and extends the range of sympathy without any force, compels an individual to justify his goodness or badness. Only a good piece of literature can accomplish this task. Likewise, only a resourceful and creative author may get credit for this job.

Arun Joshi and Catharsis

Arun Joshi is a prolific writer who successfully deals with the human mind. He naturally grasps the vivid complexity and simplicity of human nature. This is why the characters developed by him are realistic, and even their flaws are universally found and can be observed everywhere in our society. At the same time, readers finally feel something moving them deeply, and are motivated to purify themselves along with the characters.

Arun Joshi’s third novel, The Apprentice is the story of Ratan, a corrupted government employee, who after spending many years of sinful living, finally feels himself guilty and begs forgiveness of his father, his mother, the brigadier and finally decides to punish himself by polishing shoes in a temple. He says:
I never enter the temple. I am not concerned with what goes on in there. I stand at the doorstep and I fold my hands, my hands smelling of leather and I say things. Be good, I tell myself. Be good. Be decent. Be of use. (143)

Ratan

Ratan is the son of a freedom fighter who died in an uprising. His mother was a chronic patient and had suffered greatly because she had no money. It is due to this personal experience with the lack of money in life, that she encourages him to be a mercenary. While he was at the growing stage, he was torn between the idealistic and practical approaches towards life, but later he decides to be a mercenary. He expresses his approach to life in the following way: “educated, intelligent, cultured and it was my right that I should rise in life, to levels higher than the others aspired for.” (The Apprentice, 31).

Result of Amoral Life

Henceforth his only aim of life is to build his career by hook or crook. He does not recognize any morals of life. He seeks all the wrong ways to earn money, but in doing so, he loses his peace of mind. He thinks that it is because of his amoral approach to life that his friend Brigadier and Himmat Singh have to die. He holds himself responsible for the deaths of these two persons and hence he decides to polish shoes in a temple where he experiences the shrinking of boundaries between the slums and the rich colonialists.

A Flashback Story

In terms of speech act, Ratan Rathor himself does not involve any speech act directly; it is his flash-back story in which he seems to be making decisions. His decisions are influenced by his mercenary approach to life; he even acknowledges his marriage as a gizmo taken up for the sake of his career. He marries a girl whom he does not love. For his progress forward, he ignores his past relationships with no regret. He leaves the person who provides him the job.
This is his own decision, which projects his mean and selfish character. It is because of this flaw in his nature that he decides to lead a life without morals. These are all minor but important decisions taken by him for his own personal advancement. One of his major decisions in life is to participate amorally during war time. Here the reader can observe how the resurrection of Ratan’s soul takes place in the story, as he admits his amoral act. When he cleans up his soul, by having a decision “to guide man” he shares his own experiences of life and advises younger people to own up to their responsibility to society.

Confessing His Life

When Ratan is sharing his experiences with an NCC cadet, he admits that what he has achieved in his life is due to his power, which is the basis of his corruption. This feature explicitly comes out in one of Ratan’s self-expressions:

Our health is looked after by the government I have a telephone, which is not common-one always gets it. I have insurance. I have twenty thousand in the bank, which is not fortune but will tide you over a rainy day. Besides, I would have pension when I retire which should be enough for me and my wife. My daughter, God willing, should be married by then.

So, you see, I did not need the money. If I had ever needed money it was when I had been offered it the first time – by the contractor and I had refused. (The Apprentice, 58-59).

The Episode at the S.P. Office

The passage reveals the self-examination of the character. It unfolds Ratan’s ironical confession about how the narrator, in spite of his awareness, fails to get out of the clutches of corruption. In a monotonous description, here, Ratan’s confession underlines use of expletives. The episode at the S.P. office consists of expletives. S.P. displays his power to Ratan by saying:

Yes, by you,” he further says he had had enough of my play-acting.
Lack of proofs, isn’t that our final safeguard? Said S.P. There was a silence. A little later he spoke again. He seemed ready to collapse with exhaustion. (*The Apprentice*, 112).

The purification of Ratan is the result of commitment, by which Ratan learns the real sense of life. He feels elevated in narrating his course of life to others. This is nothing but the expression of his commitment. He unfolds his commitment in this conversation. He uses explanatory, narrative and procedural discourse in the following lines:

I am going to kill you. I said, as firm as you please, standing up and stretching myself to my full height. I ordered him next to get up and stand against the wall, my idea, no doubts, of the firing squad. (*The Apprentice*, 128).

**Apology**

In these lines above, Ratan wants to kill Himmat Singh in anger. He declares it to him directly and feels a great uplifting as though he is an agent of God. In his later confession he acknowledges his faults and admits his selfishness, he decides to make an apology to all whom he has hurt. He tells:

Then I beg forgiveness of a large host: my father my mother, the brigadier, the unknown dead of the war, of those whom I harmed, with deliberation and with cunning, of all those who have been the victims of my cleverness, those whom I could have helped and did not (*The Apprentice*, 143).

**Seeking Solace and Forgiveness, and Changing Mentality**

To sooth his concise he decides to go to the temple. This passage reveals that he goes to the temple not for religious reasons but for the sake of his moral improvement. For this self-resurrection, he polishes the shoes of the visitors in the temple. This action minimizes his ego that keeps him away from all evil deeds and corruption of life. The author also deals with social activities to highlight the importance of society to shape up one’s individual character.
In speech-act theory, behabitives are discussed. In *The Apprentice* the description of the changing mentality of Ratan illustrates catharsis. Ratan feels a change to have come over him “almost overnight” he stares at the women openly, willfully to the point of rudeness. He feels confident that he has a “right to stare, right even to do more than stare”, “if he gets the chance”. The sudden power of money makes him feel ‘cocky’ and he overlooks the “Group of army officers, exhausted and disheveled, returning probably from some far flung out post…..” Because his thoughts are “full of other thing”, he is engrossed in fantasies of pleasure that awaits him.

You are lying, Mr. Rathore, he spat out, and leaned back in his chair. My reaction to this accusation was one of great anger. I was completely, almost hysterically offended. What I found offensive was not the accusation itself, but the fact that it had been made. Our annoyance with your generation, my friend, is not that you know us inside out but that you drag your knowledge, like a rotting carcass (*The Apprentice*, 66).

**Pretending to be Honest**

This game of bluff is running in the mind of a person, who is lying but pretends to be honest. Arun Joshi beautifully exemplifies the psychological factor here. If we go further into the details, the readers can encounter this issue more clearly. Ratan never thinks that he will be caught but the next moment, he catches himself guilty. This confirms the role of human psychology which causes denial of accusation, and the effort to save self-esteem; either one is wrong. The transformation of the amoral view takes place in some situations as at the freedom fighting, and partly where a minister and other persons meet to talk morals to him and where for the first time Ratan is scared of death. In order to exemplify the transformation of the soul, it can be analyzed in the following lines:

First of all I have no need of money. I am quite sure of that. I needed it no more than sitting here, after two cups of tea, I need a third. I may drink it because others do, or because it is offered free, but I need it for neither survival nor happiness. In this poor land I can be called comfortable, even well-off. (*The Apprentice*, 58).
A Symbol of Custom

In this passage offering or taking tea in office symbolically shows a custom. Here indeed, there is a change in Ratan’s emerging ego yet this change takes him into the world of pleasure, and fogs the meaning of the unconscious or the deeper self for him. Money makes him feel ‘as good as the best’. His approach to life shall strengthen the incestuous and narcissistic orientation of his emerging self, involving him in a ‘syndrome of decay’. This passage reveals the tormenting and tortuous self-examination of the self, when it is sorting out its own problems, unmistakably suggests some of the civilized values that obtain in a metropolis.

Transformation

At the outset of Ratan’s career, transformation of his persona from moral into amoral takes place because of his own mother As his mother warns Ratan from time to time to have a mercenary approach, she insisted he must think about the negative aspect of being a poor one. She says:

Don’t fool yourself, son, she said. Man without money was a man without worth. Many things were great in life, but the greatest of them all was money....
If I underrated the power of money, she said, I would be sorry some-day.( The Apprentice,19).

It is the use of directives by his mother that changes the whole mental level and attitude of Ratan. Later directives take him away from the idealistic approach of life and so he becomes determined to earn money irrespective of means. Here mother’s warning in the form of directives is a by-product of the philosophy of survival. Now she appears to him like a post independent India’s version of Lord Krishna revealing to Arjuna the mystery and the laws of the Universe. His deeper self is suppressed and enters into the new arena of life, i.e. the life of immoral acts.

Response to Life
Ratan also responds to life when he is engaged genuinely with the quest of inner self. Ratan, when feeling dissatisfied, runs after all money just like mammon; but, eventually he feels guilty as money fails to give him peace. He concludes his experiences in following way:

“The more money I accumulated, the more I was dissatisfied and the more I was determined to ‘enjoy’ life. And all the time I thought of death” (The Apprentice, 89).

**The Apprentice - A Tale of Conscience**

This utterance obliquely suggests that a distracted life is death of the self. It makes the novel The Apprentice the tale of a conscience – torn man with a message, which Ratan wants to convey with an emotional charge:

The crookedness of the world, the crookedness of oneself. How to get rid of it? ‘Revolution of God?’ The Sheikh had said. But what do I know of either of them, my friend? Of Revolution, or of God? I know nothing. That is the long and the short of it … And I do know what to do, where to begin. But time is short and one must begin somewhere, anywhere (The Apprentice, 142).

Here Ratan simply questions his soul and in response takes a decision to establish new values and polices for the sake of his country. In order to save the fall of his nation he acts like a rebel and endeavors to bring positive changes in society to uproot corruption. In The Last Labyrinth, Som expresses his own feeling being impressed by Gargi’s views. He believes that it is only she who can answer his query. Gargi’s explanation of his question ‘I want, I want’ satisfies him. Som obsessed and weighed down by such feelings and ideas, confesses:

I had sorrows that did not let me breathe.

… Then, there was the greatest sorrow of them all—that no one even guessed: there was the sorrow of idleness
In the novel *The Apprentice* Ratan is exploring the behavior and habits. In his dialogues, he exhibits a plea to make an anti-corruption society by showing its negative features. In it Ratan shows all his will for changing by using words in the narrative tone. His self-questions are here to evoke the inner soul to be truly good, which is part of the Holy Divine.

What am I apprenticed to? If I only exactly knew! Or if I could put into words what I do know. But life runs on approximations and if an approximation will do, you could say that I am learning to be of use. I know it is late in the day. But one must try and not lose heart, not yield, at any cost, to despair. At our age, I hear my friends say, at our age one must learn to be comfortable, to flow with the current. Let us hold on to the gains, my friends say, we have lost we have lost. It is too late to put up a fight.

Perhaps they are right. But it seems to me that there are losses and losses. There are losses that one cannot so readily accept. There are things, shorn of which, it is very difficult to die. Therefore I say let us give battle, howsoever late the hour (*The Apprentice*, 143).

**The Declarative Tone**

This passage is a fine example of the declarative tone, which conveys Ratan’s views. He analyzes the affect of corruption in India and wants to recover the moral core of Indians. Here, Ratan has become an ‘apprentice’ of spirit and engages himself in the act of soul-making and wishes younger persons would learn service and sacrifice. Ratan’s heroic struggle for higher consciousness has ended the civil war in him. Therefore, he uses his little acts of unselfish service to give meaning to his life and death. The journey through the dark alley of one’s unconscious is over and Ratan arrives at the high water mark of love for his fellow beings. He now has hope and faith in the new generation, where the process of spiritual journey has started. There is one more example of declarative tone is used by Ratan:

He was born in filth and in filth he had grown. But he had dealt with them, the bosses, men like my Secretary, he had dealt with them on their own terms and he had troubled
some of them. He was not proud of it, not anymore, but he had at least not sold himself, like I had, nor for that matter, had he betrayed a friend. (*The Apprentice*, 138).

**Final Resolution**

Here through this passage Ratan finally is able to think properly with all his moral values. He can now differentiate himself and others. He understands that there is no outer source who forced him to be bad but his own weakness is the reason of his own fall.

Readers can conclude that Ratan’s final decision to admit his fault, to feel his moral duty for his country and his determination to remain an honest civilian is a fruitful product of literary work of Arun Joshi. Reading this most readers will become immersed in a labyrinth of deep thoughts. Somewhere in their hearts they think that the character of Ratan more or less resembles their own shadows. Finally they partially turn out to be honest to avoid the dilemma of their heart and mind.

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Is Manipuri an Endangered Language?

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Introduction

Languages that are at risk of falling out of use as its speakers die out or transfer speaking another language are called endangered languages. If there are no native speakers, language loss occurs and becomes a dead language. If eventually no one speaks the language, it becomes an extinct language (Crystal, 2009). Many languages are currently disappearing fast owing to the processes of globalization and neo-colonialism, where the economically powerful languages dominate other languages (UNESCO's Atlas, 2009).

Endangered Status

A language is considered endangered when children of that language no longer learn it and finally they lose their language. However, there are nine criteria that decide the quantum of endangerment suggested by UNESCO. They are:

1. Absolute number of speakers
2. Intergenerational language transmission
3. Proportion of speakers within the total population
4. Community members’ attitudes toward their own language
5. Availability of materials for language education and literacy
6. Shifts in domains of language use
7. Response to new domains and media
8. Type and quality of documentation
9. Governmental and institutional language attitudes and policies, including official status and use

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Is Manipuri an Endangered Language?
Degree of Endangerment

Language endangerment can be classified in terms of generations of users of the language.

‘Safe’ if the language is spoken by all generations. The intergenerational transmission of the language is uninterrupted.

**Stable yet threatened** if the language is spoken in most contexts by all generations with unbroken transmission, although multilingualism in the native language and one or more dominant languages has taken over certain contexts.

**Vulnerable** if most children or families of a particular community speak their parental language as a first language, even if only in the home.

**Definitely endangered** if the language is no longer learned as the mother tongue or taught in the home.

**Severely endangered** if the language is spoken only by grandparents and older generations; the parental generation may still understand it but will not pass it on to their children.

**Critically endangered** if the youngest speakers are of the great-grandparents’ generation, and the language is not used every day. These older people may only partially remember it and have no partners for communication.

**Extinct** if no one speaks or remembers the language.’ (UNESCO’s Atlas, 2009)

The degree of endangerment of Manipuri, which is named as ‘Meithei language’ is given as ‘vulnerable’ in the UNESCO’s *Atlas on Endangered Languages*, 2009. But the facts about the language show that it cannot be considered as vulnerably endangered. The following sections deals with the facts about the position of Manipuri language.

**Manipuri Language**

Manipur is one of the seven states of north-east India, with the city of Imphal as its capital. The state is bounded by Nagaland in the north, Mizoram in the south, Assam in the west, and by the borders of the country Myanmar in the east as well as in the south. The total area
covered by the state is 22,347 km². The capital lies in an oval-shaped valley of approximately 700 square miles (2,000 km²) surrounded by blue mountains and is at an elevation of 790 metres above the sea level.

The origin of the Manipuri language (Meiteilon is mentioned as Manipuri language as it is officially called.) can be traced to the Kuki-Chin group of the Sino-Tibetan languages. Manipuri belongs to the Kuki-Chin-Naga group of the Tibeto-Burman sub family of the Sino-Tibetan family of languages. However, within Kuki-Chin-Naga, Manipuri is classified as a distinct group on its own (Grierson: 1903-28) under the heading Meithei, on the basis of the facts that it was already a major literary language of the Kuki-Chin-Naga group and that it had characteristics that differentiated it from both the Kuki-Chin languages proper as well as the Naga languages.

A schematic diagram of the Sino-Tibetan language family is given below:

![Schematic diagram of Sino-Tibetan](image)

**Figure 1: Schematic diagram of Sino-Tibetan**
Manipuri (Meiteilon: Meitei- the Meitei community; Ion- language) has been the state language of Manipur since 3rd century A.D. ‘The coins were struck; royal chronicles were recorded; edicts and copper plates were issued in this language. Ancient Meitei records were in Meitei-Mayek only’ (Sanajaoba, N. 2005). However, many of the rich heritages of Manipuri language were destroyed as a result of Hindunisation in 18th century.

Manipuri is the mother tongue of the major ethnic groups i.e., the Meitei, Meitei Pangals (Meitei Muslims) and the Bamons (Meitei Brahmins) mostly residing in the state of Manipur, primarily in the state's valley region. This language is also being spoken by some native Manipuri speakers in the neighbouring north-eastern states of India, viz., Assam, Tripura, Nagaland, Arunachal Pradesh and Meghalaya. There are some native Manipuri speakers in part of Bangladesh and Myanmar. Manipuri is the main common medium of communication among 33 different mother tongues of different tribes in Manipur and also among other people inhabiting in Manipur and hence, it is being used as the lingua-franca in the state of Manipur.

Manipuri language is the only Tibeto-Burman language in India which has its own script, the Meitei-Mayek script, which has been in existence from 1st century A.D. in coins of Wura Konthouba (568-658) (Kamei, G. 1991). The origin of this language and its script are a mystery as many historical documents were destroyed at the beginning of the 18th century during the reign of King Pamheiba (1709-1748) because of the instigation of the Bengali saint Shantidas Gosai. The current Manipuri script i.e., the Meitei Mayek script is a reconstruction of the ancient script and since the early 1980's this has been taught in schools along with the Bengali script in Manipur (Imocha Singh, 2002). A non-government organization called Meetei Erol Eyek Loinasillon Apunba Lup (MEELAL) has been struggling for a long time to popularize Meitei Mayek script and to replace the Bengali script textbooks in the schools. It has been taking strong steps to promote the script among the common people.

Manipuri language has been recognized by the Government of India as the state official language of Manipur along with English and it is one of the 22 scheduled languages of India. By the 71st amendment of the constitution in 1992, Manipuri is included in the list of scheduled languages in the 8th Schedule of Indian Constitution (Sarangi, A. 2009).
The argument against the statement that ‘the degree of endangerment of Manipuri is vulnerable’ as stated by UNESCO, is as follows (The argument is based on the nine criteria given above).

1&3. Absolute Number of Speakers and Proportion of Speakers within the Total Population

The total population of Manipur according to provisional Census 2011 is registered at 27,21,756, among that males have registered at 13,69,764 and females at 13,51,992 and the Literacy rate (%) is at 79.8%, where male is at 86.49% and female is at 73.17%. The increase in population can be seen from the figures given below.

As per the Census of India (1991), the population of Manipuri speakers is 12,70,216 out of which 11,10,134 speakers reside in Manipur.

According to Ethnologue-Languages of the World (2000), the population of Meiteis all over the World is 13,91,100 out of which 13,70,000 reside in India.

As per the Census of India (2001), the total population of Manipur is 23,88634 out of which 15,28,725 (13,61,521 Meiteis and 1,67,204 Meitei Pangals) are Manipuri speakers.

The Table number 1 below gives the number of Manipuri speakers in the north-eastern states of India and also in Bangladesh and Myanmar.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>State/Country</th>
<th>No. of Native Manipuri Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Manipur</td>
<td>12,12,225</td>
</tr>
<tr>
<td>2.</td>
<td>Assam</td>
<td>3,00,000 approximately</td>
</tr>
<tr>
<td>3.</td>
<td>Tripura</td>
<td>30,000 approximately</td>
</tr>
<tr>
<td>4.</td>
<td>Nagaland</td>
<td>Below 1000</td>
</tr>
</tbody>
</table>
Besides these, there are some native Manipuri speakers in West Bengal, Delhi, Mumbai, Tamilnadu, Karnataka and in some other states of India. Hence the absolute number of speakers of the language is constantly increasing which does not support endangerment.

2. Intergenerational Language Transmission

In Manipur, the education in the Government schools is provided in Manipuri medium till eighth standard and both English and Manipuri mediums are provided for ninth and tenth standard. Manipuri is offered as a subject for Modern Indian Languages (MIL) to be opted by the students in the tenth, eleventh and twelfth standard along with nine tribal languages, viz., Thadou-Kuki, Tangkhul, Paite, Hmar, Mao, Mizo, Zou, Kom, Vaiphei. Besides this, courses on Manipuri language and literature is also being taught as a subject up to the Post-Graduate level; M.Phil., Ph.D. and Post Doctoral courses in Manipuri subject are also available in Manipur University, Canchipur, Manipur and Assam University, Silchar, Assam.

Though the official medium of instruction in the classroom teaching is English in the higher secondary, undergraduate and post graduate levels, Manipuri language is also used for classroom explanation by most of the teachers besides English for the better understanding of the subjects.

Manipuri in Schools

According to the State Education Department of Manipur, the number of schools in the Middle and High/Higher Secondary categories increases from the year 1989 to 1999 and to 2002 except in the primary where there is a decrease in the number of schools as shown in Table number 2. However, one can see the increase in the number of enrolment of students from the

<table>
<thead>
<tr>
<th></th>
<th>Arunachal Pradesh</th>
<th>Below 1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Meghalaya</td>
<td>Below 500</td>
</tr>
<tr>
<td>6.</td>
<td>Bangladesh</td>
<td>40,000 approximately</td>
</tr>
<tr>
<td>7.</td>
<td>Myanmar</td>
<td>5,000 approximately</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arunachal Pradesh</td>
<td>Below 1000</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>Below 500</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>40,000 approximately</td>
</tr>
<tr>
<td>Myanmar</td>
<td>5,000 approximately</td>
</tr>
</tbody>
</table>

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year 1991 to 2001: Primary School- 264019 to 285580, Middle School- 77658 to 121200, High School- 46700 to 64680, Higher Secondary- 4474 to 15620. The total number of enrolment was recorded to be 392851 (1991) to 487080 (2001) with an increase of 94229 in ten years as shown in table number 3. The increase in the enrolment of students can also be seen in table number 4 (2006). This transmission of the knowledge and skills in Manipuri does not support that the Manipuri language falls under vulnerable endangerment.

The above statement can be compared with the following statement ‘In order to judge if a language is endangered, the number of speakers is less important than the age distribution; there are languages in Indonesia reported with as many as two million native speakers alive now, but all of advancing age, with little or no transmission to the young. On the other hand, while there are 30,000 Ladin speakers left, almost all children still learn it as their mother tongue, thus Ladin is not endangered in the 21st century.’ (UNESCO’s Atlas, 2009) which supports the view of the author.

**Table No. 2: Number of Schools in Manipur in different stages**

<table>
<thead>
<tr>
<th>District/State</th>
<th>Primary Schools</th>
<th>Middle Schools</th>
<th>High/Higher Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senapati</td>
<td>380</td>
<td>377</td>
<td>395</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>209</td>
<td>216</td>
<td>215</td>
</tr>
<tr>
<td>Churachandpur</td>
<td>412</td>
<td>266</td>
<td>270</td>
</tr>
<tr>
<td>Chandel</td>
<td>227</td>
<td>205</td>
<td>207</td>
</tr>
<tr>
<td>Imphal (U)</td>
<td>772</td>
<td>742</td>
<td>727</td>
</tr>
<tr>
<td>Bishnupur</td>
<td>236</td>
<td>215</td>
<td>211</td>
</tr>
<tr>
<td>Thoubal</td>
<td>326</td>
<td>327</td>
<td>326</td>
</tr>
<tr>
<td>Ukhurl</td>
<td>210</td>
<td>224</td>
<td>223</td>
</tr>
<tr>
<td>Manipur</td>
<td>2772</td>
<td>2572</td>
<td>2574</td>
</tr>
</tbody>
</table>

Sources: SAM 1992, p. 52 & 2001, p.70, (High/Higher Sec.) p.72-3 SAM & SAM 2004 p.106
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senapati</td>
<td>26845</td>
<td>29057</td>
<td>6413</td>
<td>10230</td>
<td>36495</td>
</tr>
<tr>
<td>Tamenlong</td>
<td>13714</td>
<td>18130</td>
<td>2560</td>
<td>3263</td>
<td>17524</td>
</tr>
<tr>
<td>Churachandpur</td>
<td>25220</td>
<td>25610</td>
<td>6093</td>
<td>8918</td>
<td>34638</td>
</tr>
<tr>
<td>Chandel</td>
<td>12456</td>
<td>17714</td>
<td>2589</td>
<td>3107</td>
<td>22716</td>
</tr>
<tr>
<td>Imphal (U)</td>
<td>10230</td>
<td>10293</td>
<td>3535</td>
<td>5459</td>
<td>16269</td>
</tr>
<tr>
<td>Bishnupur</td>
<td>24916</td>
<td>27056</td>
<td>7720</td>
<td>12817</td>
<td>48659</td>
</tr>
<tr>
<td>Thoubal</td>
<td>44230</td>
<td>44736</td>
<td>13674</td>
<td>23440</td>
<td>81348</td>
</tr>
<tr>
<td>Ukhrul</td>
<td>14338</td>
<td>20345</td>
<td>3256</td>
<td>48356</td>
<td>28434</td>
</tr>
<tr>
<td>Manipur</td>
<td>26401</td>
<td>28558</td>
<td>77658</td>
<td>121200</td>
<td>48708</td>
</tr>
</tbody>
</table>

Source: Department of Education S, Government of Manipur

Table No. 4: Enrolment in Different Categories of Schools, 2006

<table>
<thead>
<tr>
<th>District</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bishnupur</td>
<td>25845</td>
<td>24399</td>
<td>50244</td>
</tr>
<tr>
<td>Chandel</td>
<td>15414</td>
<td>13546</td>
<td>28960</td>
</tr>
<tr>
<td>Churachandpur</td>
<td>26951</td>
<td>24033</td>
<td>50984</td>
</tr>
<tr>
<td>Imphal East</td>
<td>35415</td>
<td>36449</td>
<td>71864</td>
</tr>
</tbody>
</table>

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4. Community Members’ Attitudes toward Their Own Language

‘Manipuri language is the State official language of Manipur and it was included in the list of scheduled languages of India on 20th August 1992 after a movement by the Meitei community in two Phases: the First Phase Movement (1953-1987) and the Second Phase Movement (1987-1992)’ (Singha, I.B. 1993 & Ningamba Singha, 2012).

The Hindi Boycott conducted by the insurgent group, the Revolutionary People’s Front, established ripples of chauvinism through the state of Manipur. The result was the rise of the ethnicity and the growth of the state’s local newspapers and the electronic media. This shows that the speakers of Manipuri language have the attitude to develop and protect their state language.

5. Availability of Materials for Language Education and Literacy

As mentioned earlier, Manipuri language has its own script and rich written literature. Its literature is very old with a rich and multicoloured history and traditions. The textbooks in Manipuri for high school level are produced by the Board of Secondary Education, Manipur. The textbooks for Manipuri language and literature courses for the undergraduate and postgraduate levels are produced by the Manipuri Sahitya Parishad, Sahitya Academy and by Manipur University also.

<table>
<thead>
<tr>
<th>Imphal West</th>
<th>71119</th>
<th>66793</th>
<th>137912</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senapati</td>
<td>33805</td>
<td>29506</td>
<td>63311</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>21681</td>
<td>18043</td>
<td>39724</td>
</tr>
<tr>
<td>Thoubal</td>
<td>40624</td>
<td>39002</td>
<td>79626</td>
</tr>
<tr>
<td>Ukhrul</td>
<td>21979</td>
<td>21264</td>
<td>43243</td>
</tr>
<tr>
<td>Manipur</td>
<td>292833</td>
<td>273035</td>
<td>565868</td>
</tr>
</tbody>
</table>

Source: Department of Education, Government of Manipur
(http://www/manipurportal.mn.gov.in/portal/.../Department/Education)

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A lot of books on Manipuri literature, culture, grammar, dictionaries, etc. and also the materials for teaching Manipuri are being produced in Assam, Tripura and Bangladesh by the Manipuri people settled in these places besides Manipur.

Further, under the Government of India, the National Translation Mission, Central Institute of Indian Languages, Mysore, has undertaken an initiative to translate Knowledge Texts (non-literary academic texts which are mostly prescribed in the syllabi of Indian Universities) into 22 Indian languages including Manipuri which are listed in the VIII schedule of the Indian Constitution. The Linguistics Data Consortium of Indian Languages, Central Institute of Indian Languages, Mysore, is preparing materials for online teaching of Manipuri language and will be released shortly. Hence, there is no dearth of materials in Manipuri.

6. Response to New Domains and Media: Media in Manipur

The media in Manipur are the reflection of the social, economic and political relations of the state of Manipur. The media in Manipur plays an important part in projecting the sentiments of the people and their opinions and views. The tabloid and the electronic media of the state of Manipur have developed well. Presently, there are eighteen local newspapers and a single Imphal-based television media called the ISTV. Doordarshan Kendra, Imphal, in general, telecast programmes mainly in Manipuri language.

Television and satellite connectivity are available in almost each household of the state of Manipur. However, the insurgent group, the Revolutionary People’s Front has prohibited some of the channels like MTV, FTV and Channel V from being telecast in the state. Hindi movies are also prohibited from being telecast in the Imphal Valley. These prohibitions paved the way for the development of Manipuri indirectly.

All India Radio, Imphal broadcasts various programmes mainly in Manipuri language. Programmes on six major dialects of the state viz., Hmar, Paite, Kabui, Mao, Thadou and Tangkhul are also being broadcasted from this radio station.
8. Type and Quality of Documentation

Many official documents of the Government of Manipur are made available in both English and Manipuri. The official documents in English are being translated into Manipuri by the translators of the Manipur Legislative Assembly. Other documents such as land records, revenue records, etc. are also maintained in Manipuri.

9. Governmental and Institutional Language Attitudes and Policies, Including Official Status and Use

The attitude of the Government of India for the development of state languages is reflected in its Language Policy which is elucidated in the Constitution and is implemented through various executive orders that have been issued from time to time. It further helps the use of languages in administration, education, judiciary, legislature, mass communication, etc. Article 345 permits the States and Union Territories to have their own official language that could be used for all official purposes of the States (Gupta, 1995). This attitude of the government helps the development of Manipuri in this case.

The State Cabinet of Manipur Government passed a resolution in 1996 to set up a separate directorate for Manipuri language. Though it is a bit late, twenty years after its inclusion in the eight scheduled of the Indian Constitution, the State Government has decided to set up a Directorate of Language Planning and Implementation towards development of Manipuri language and other major tribal languages on 19th February 2013. The Directorate will not only develop the languages but translation works from other languages will also be done. The cabinet also took a resolution that all the text books of 9th and 10th Standards which are available in Bengali script would be replaced by Manipuri script, i.e., the Meitei Mayek script as the medium of writing the High School Leaving Certificate examination conducted by the Board of Secondary Education Manipur would also be in Meitei Mayek script from 2015 onwards.

On the other hand, the non-Government organization, MEELAL has been putting serious efforts for the promotion and development of Manipuri language and its script. The organization,
furthermore, urged the concerned to help the students of Catholic schools in opting MIL instead of Alternative English and it has taken up a stand to organize training programmes for the candidates of Teacher Eligibility Test of Meitei Mayek.

Many other non-governmental organizations like the All Manipur Students’ Union (AMSU), Manipuri Language Demand Coordinating Committee (MLDCC), the Manipuri Sahitya Parishad, Imphal, the Manipuri Sahitya Parishad, Assam, the Manipuri Sahitya Parishad, Tripura, Pan Manipuri Youth League, Imphal, All Assam Manipuri Students’ Union (AAMSU), Assam and various political parties are also working towards the development of Manipuri language (Ningamba Singha, 2012).

With the above facts described for eight factors out of nine (Criterion No. 7: Shifts in Domains of Language Use is left) which prove that the population of Manipuri speakers is increasing; intergenerational language transmission is positive; the attitude of the Manipuri community towards the development of Manipuri language is positive; there is no dearth of available materials in Manipuri for language education and literacy; the development of new domains in the media of Manipuri is reassuring; the quality of documentation in Manipuri is at a higher rate; and the governmental and institutional language attitudes and policies, etc. are very much encouraging for the development and preservation of Manipuri language, it may be concluded that Manipuri language is not endangered and is ‘safe’.

However, Manipuri has not developed much in the field of Computational Linguistics and Corpus Linguistics which are very much essential to compete with the other developed languages of India. Steps to revitalize (Tsunoda, 2005) and develop Manipuri as an e-language are vital to protect Manipuri from endangerment in future.

References


Colophon:
I express my sincere gratitude to my teacher Prof. N. Nadaraja Pillai, Professor cum Deputy Director (Retd.), Central Institute of Indian Languages for his corrections; Dr. M. Balakumar, Assistant Director (Administration), CIIL & Head, National Testing Service and Dr. L. Ramamoorthy, Head, Linguistic Data Consortium of Indian Languages, CIIL, Mysore, India for their valuable suggestions and encouragement.

Dr. Soibam Rebika Devi, Ph.D. (Linguistics), M.A. (Linguistics), M.A. (Translation Studies), M.Sc. (Life Sciences), Diploma in Tamil.
Resource Person
The Readability of English Language Texts in the Primary Grades

Renu Gupta, Ph.D.

Abstract

When creating or selecting texts for instruction, textbook writers frequently rely on their judgment about the difficulty of a text. For a more objective measure of text difficulty, text analysis tools are available. This paper briefly describes one such tool, Coh-Metrix, which can identify linguistic and psycholinguistic features of texts. The text analysis tool was used to analyze the texts in four textbook series that are used in Classes 1-4. The results on four parameters are displayed, allowing a comparison between textbook series and across grades.

1. Introduction

Text readability measures have been around for decades (DuBay, 2004). One common measure is the Flesch-Kincaid grade level, which is automatically provided in Microsoft Word under the Spelling and Grammar tool.

Such measures provide a basic indication of the difficulty of a text for the target audience, whether it is students reading school textbooks or adults trying to understand official documents. However, they are not used as often as they should. Instead, writers prepare texts and documents, and leave it up to the reader to understand them. This can be seen in numerous official documents that are intended for the educated layperson, but leave the reader baffled because they consist of one-sentence paragraphs, heavy noun phrases (“the involvement of the people most affected by policy decisions is necessary…”), pseudo-cleft sentences (“What this means is that …”), etc. Gherman (2013), for instance, describes how Romanian farmers cannot understand government communications on European Union benefits and, hence, are unable to apply for benefits.
In the area of education, readability measures are used to select, modify or create texts for school children or second language learners. Since these learners are still not fluent readers, the texts have to be at an appropriate level, so that they are challenging but not frustrating. Readability measures provide basic counts of the length of the text, the average length of a sentence, and syntactic complexity. This is then converted into a readability formula for the Flesch-Kincaid grade level, which is based on what children are reading at that grade level in their first language and not what their parents or teachers think they should read.

Although readability measures provide some measures based on overt linguistic features, they cannot capture more complex text features, such as text structure, or cognitive processes, such as the use of prior knowledge or cultural knowledge. The role of these factors in reading comprehension has been known since the 1970s, but it has been difficult to design tools that capture these features. The text analysis tool, Coh-Metrix (available at http://cohmetrix.memphis.edu), attempts to capture more complex linguistic features, such as the use of anaphora, and psycholinguistic features, such as ease of discourse processing through redundancy.

In this paper, I briefly describe the features of Coh-Metrix. In order to show how it works, I used the tool to analyze the texts in four textbook series that are used in the primary grades in English-medium schools.

2. A Text Analysis Tool: Coh-Metrix

Although intuitively we feel that a text with long words and sentences is difficult to understand, difficulty also depends on the characteristics of words, such as their frequency and degree of concreteness. More importantly, texts are not composed of isolated sentences; rather, the sentences are related through cohesive devices, such as anaphora, repetition of words, synonyms, etc. (Hoey, 1991). Further, the ideas (or propositions) in the text are not a net of random ideas; instead, the ideas are organized at two levels: at the highest level is the macrostructure, which provides the ‘gist’ or ‘aboutness’ of the text, and under it are the micro-propositions or details (Louwerse and Graesser, 2005).
While the text provides the stimulus, it is the reader (or student) who has to comprehend the text. The extensive research on the cognitive aspects of reading as early as Bransford and Johnson (1972) shows that readers cannot rely solely on information in the text, but have to bring in prior knowledge (van den Broek and Espin, 2010; Verhoeven and Perfetti, 2008) and, since texts cannot specify all the information, readers need to draw inferences (Graesser, Millis and Zwaan, 1997; Graesser, Wiemer-Hastings, and Wiemer-Hastings, 2001). Comprehension is a process during which readers construct a dynamic model of the text where they integrate information from the text and their prior knowledge.

Information on Coh-Metrix is given in Graesser, McNamara, and Kulikowich (2011). When a text is input into Coh-Metrix, the output gives the scores on numerous indices that fall into three groups.

a. **Readability.** Besides the readability measure, Coh-Metrix gives information about words (concreteness and frequency) and syntactic complexity (number of words before the main verb and number of words in a noun phrase).

b. **Cohesion.** Coh-Metrix gives the number and type of connectives—additive, causal, logical, and temporal. Semantic relations are identified through the explicit repetition of words/synonyms and the use of pronouns, as well as through Latent Semantic Analysis (LSA) that examines whether sentences are thematically related.

c. **Coherence.** In Coh-Metrix, coherence is defined as a psychological construct in contrast to cohesion, which is textual (Graesser, McNamara, Louwerse, and Cai, 2004). Hence, this component attempts to capture features that enable readers to build a situation model of the text. The tool provides measures on four dimensions—causal, intentional, spatial, and temporal. These dimensions are calculated by comparing the semantic features of nouns and verbs with the number of explicit linguistic cues. For instance, in the causal dimension, verbs such as start, create and begin indicate that one event leads to another (Girju and Moldovan, 2002); the causal relation is easier to process if connectives, such as
thus or consequently are used (McNamara, Louwerse, McCarthy, and Graesser, 2010). Therefore, the variable causal cohesion provides a ratio of the causal verbs to the causal particles in the text.


3.1 Background

An English-medium school for first-generation learners asked me to identify reading problems in the primary grades. The main problem that emerged was the difficulty of the texts being used to teach reading in English. First, classroom observations showed that teachers were explaining the content of the text; a readability measure showed that the text in use for Class 4 had a readability level of Grade 7.9. Second, teachers admitted that they had problems understanding the texts they were to teach; a Class 2 teacher was struggling to understand the text she was to teach. This problem also seems to exist in the Indian languages. The study by Aser (2011) on literacy in rural schools in the Indian languages found that textbooks in the primary grades are unrealistic about the level of students’ proficiency; so most students in Class 5 were unable to read Class 5 textbooks, but could handle textbooks written for Class 2.

3.2 Method

Four commonly prescribed textbook series were selected: NCERT (2005), Gulmohar (1975), Oxford (1992), and Images (2012). From the textbooks for Grades 1-4, the first and last texts were selected and input into Coh-Metrix. To identify differences between the four textbook series as well as trends from Grades 1-4, statistical tests were run—multivariate ANOVA, one-way ANOVA and post hoc comparisons.

3.3 Results

The detailed hypotheses, results and interpretations are available in Gupta (2013). Here, I touch on a few findings and give examples.
The most basic measure is the Flesch-Kincaid grade level. The scores for the four textbook series are shown in Figure 1.

![Flesch-Kincaid Grade level](image1)

**Figure 1. Flesch-Kincaid Grade level for each text.**

Note that the beginning level is unrealistic in three of the series: the texts for Class 1 are written for Grade 2. *Images* begins at a more appropriate level, but then rises to Grade 5.6 in the Class 4 textbook. Another point is that the NCERT texts move within a band, whereas the commercial textbooks, in the main, show a rising trend.

The Flesch-Kincaid grade level is a broad measure, but Coh-Metrix breaks down the components. First, we expect syntactic structures to be simple in the early grades and gradually become increasingly complex. This does not happen. Instead, syntactic similarity was significant for Class 1. This means that each text in Class 1 used the same syntactic structure throughout the text, but this control was relaxed from Class 2.

![Sentence syntax similarity, all combinations](image2)
There were significant differences (p<0.05) among the textbook series on four other measures: length of the text, lexical diversity, cohesion, and use of the first person singular.

a. **Text length.** The number of words in each text is given in Figure 3. Again, the NCERT texts are in a narrow range for Classes 1-4. The commercial textbooks, however, expect students to read longer texts as they move up the grades; in two textbook series, in Class 4 students are expected to read (and understand) texts that are more than 1,000 words.

![Figure 3. Number of words in each text.](image)

b. **Lexical diversity.** This estimates the number of different words used in a text. A low score indicates that words are repeated and vocabulary is controlled. The online tool, Textalyser ([http://textalyser.net/](http://textalyser.net/)), was used to identify word frequencies for texts at the two ends of the range. In the lowest scoring text, one word, *Sharma*, occurs 16% of the time, whereas in the text with the highest lexical diversity, the most frequent words (*him*, *very*, *bear*, *lady*) occur only between 4.8% and 2.5% of the time.
c. **Cohesion.** One measure of cohesion is the use of anaphora. On the use of anaphora between adjacent sentences, one story scored zero. Two sentences from this story illustrate what this means:

Mrs. Sharma is getting down. Mrs. Sharma is standing at the side of the road.

---

**Figure 4. Diversity of words used in each text.**

**Figure 5. Anaphora in adjacent sentences.**

*d. First person singular.* This index measures the use of the word ‘I’, and the NCERT texts score high on this measure. For example, one NCERT story uses sentences such as “I wish I had green leaves like my other friends.” I used a second Coh-Metrix tool, the Text Easeability Assessor, which is designed for stories. Narratives have specific features—characters, setting, and events—and use language that is close to “everyday, oral conversation”. On this measure, the NCERT texts scored the highest, with a range of
78–94, whereas the scores for the rest were Gulmohar (67–98), Oxford (29–89) and Images (61–95).

These six indices provide a comparison across textbook series and grades. However, this paper does not address the implications of these differences.

4. Discussion and Conclusion

In this paper I used one text analysis tool (Coh-Metrix) to identify features of texts used in the primary grades in English-medium schools. Such tools provide objective measures of text readability that go beyond the writer’s intuition about text difficulty. A tool such as Coh-Metrix provides measures on numerous variables; although several indices were not significant in the analysis above, they could be useful when designing texts. Some useful measures are: age of acquisition of words; the familiarity, imagability and concreteness of words; and the semantic relations between sentences in the text (provided by the LSA scores). Coh-Metrix also provides a second language readability measure, but does not indicate how this is calculated.

There are several ways to analyze textbooks series. One method is to use a single series and identify differences over grade levels to ensure that the texts increase in complexity (depending on the definition of complexity that is used). A second method, which was used here, is to compare textbook series; such an analysis shows where a series stands in comparison to other books designed for that level. A third method is to compare
textbooks against external norms. When I compared the Indian textbooks with a Grade 3 text used in the US (provided by Coh-Metrix), there were significant differences between the two sets of texts. Indian textbooks were low on narrativity and high on syntactic control and referential cohesion, showing an attention to surface linguistic features. At the same time, Indian texts score lower on word concreteness and deep cohesion, making them difficult for readers to process.

In designing texts for reading instruction, text analysis tools can help identify texts that are appropriate for the target population. In fact, learning about text readability and calculating the readability of school texts is a standard component of the methods curriculum in teacher education programs before digital text analysis tools became available, I required trainee teachers to calculate the readability of a short text, but Kasule (2011) describes more sophisticated methods of sensitizing teachers to text readability. Attention to text readability means that we seriously consider students’ linguistic abilities and provide a path that develops their reading skill. When texts are within students’ linguistic capabilities, they will be able to read and understand them. However, if texts are too difficult for students, they will wait for the teacher to explain the text. This may be spoken language input, grammar instruction, vocabulary building, or listening comprehension. Reading, it is not.

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Phonetic Context in Disfluencies of Children with Stuttering

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Abstract

An extensive research data has been accumulated since decades on the phonetic determinants of stuttering. However, most of the work has focused on adults rather than children, using oral reading than spontaneous speech.

The current study investigated the phonetic context in children with stuttering (CWS). 10 monolingual children with stuttering in the age range of 6-8 years exposed to only Kannada language were considered for the study. Analysis of stuttering was made with respect to place and manner of articulation of consonants and vowels.

The results indicated that children with stuttering were more disfluent on consonants than vowels in general. There was also a significant difference between the median percentage scores of long and short vowels. The rank order of the phonetic contexts of disfluency with respect to place and manner of articulation of consonants included /T/, /d/, /l/, /n/, /p/, /f/, /g/, /D/, /sh/, /cl/, /sl/, /yl/, /kl/, /l/, /hl/, /t/, /m/, /b/ and /h/. Among the long vowels, the rank order included /oo/ & /uu/, /ee/, /aa/ and /ii/, and on the short vowels similar trend was present except /u/.

The results suggest that plosives, fricatives and high back vowels are frequently disfluent compared to other phonemes. Voiced and voiceless sound classification seems to have little effect on the formulation of the general ranking of difficulty of stuttering in children. CWS did not exhibit a consistent pattern for the presence of disfluencies with regard to the distribution of phonetic loci of instances. The analysis showed that although a ranking of sounds with difficulty is suggested, the individual variations are far more pronounced than the group tendency toward formulation of such ranking. The rate of phonetic loci of disfluency appears to be a dynamic phenomenon which appears to be varying across CWS.

The findings support the fact that the variability of stuttering is one of the hallmarks of stuttering.
developmental stuttering. Further, the problem of stuttering should be viewed in association with linguistic and physiological substrata of language/speech production.

**Key words:** Phonetic context, children with stuttering, Monolinguals, Consonants, Vowels

**Stuttering – A Speech Motor Control Deficit**

Stuttering is reported to be a speech disorder involving a motor control deficit, and not a language disorder (Bloodstein, 2006). In describing the developmental stuttering, Olander, Smith and Zelaznik (2010) explained that "during the disfluencies that characterize stuttering, the speech motor system fails to generate and/or send the motor commands to muscles that are necessary for fluent speech to continue". Similarly, as argued by Packman, Code, and Onslow (2007) developmental stuttering is a problem in syllable initiation in which the child is unable to move forward in speech because the speech planning system is compromised. Further, they explained that this difficulty is first noticed when the child attempts to produce multisyllabic utterances requiring complex sequential movements and varied linguistic stress patterns across syllables to communicate the intended meaning. According to Packman et al (2007) children do not stutter when babbling or producing first words because these additional speech motor demands are not yet present.

Wingate (1988) regards stuttering as a deficit in the language production system, a defect that extends beyond the level of motor execution and that the defect is not simply one of motor control or coordination but involves more central functions of the language production system.

**Linguistic Variability in Stuttering**

Several recent models of stuttering hypothesize that the linguistic characteristics of the word being attempted can increase the occurrence of stuttering (e.g. Au-Yeung & Howell, 1998; Packman, Onslow, Richard & van Doorn, 1996). The influence of linguistic and language variables on stuttering have been studied from the time of Brown (1938, 1945) and
by many authors subsequently. Johnson and Brown (1935) studied stuttering in relation to various speech sounds. It was found that more stuttering occurred on initial sounds of words.

In a further study by Brown (1938), adults with stuttering (AWS) read a list of 1000 words. For the group as a whole and in the great majority they had more difficulty on consonants than vowels. More stuttering was found on the first few words of an utterance.

Brown (1945) also reported that stuttering tended to occur on consonants other than /l/, /h/, /w/ and /ð/. Another study by Hahn (1942) found a marked difference between consonants and vowels with only 2.9% of the stuttering occurring on words beginning with a vowel. The five sounds associated with greatest amount of stuttering were /ɡ/, /d/, /ʒ/, /l/ and /dʒ/. Though a general ranking exists for a group, individual person with stuttering (PWS) varied widely on sounds associated with stuttering and amount of stuttering on a specific sound.

Hejna (1955) studied the role of initial phonemes in the stuttering of spontaneous speech and concluded that the consonants tended to be associated with more stuttering. However, no significant trend among the various consonants was noted. Mann (1955) found that in general, consonants /s/, /v/, /m/, /l/ were stuttered more than vowels in word lists and essays, in 29 CWS with the mean age of 10 years, although there were exceptions. Soderberg (1962) investigated the frequency and duration of stuttering instances that were associated with vowels, voiced consonants and voiceless consonants. Different lists were taken up which was almost similar in terms of word frequency, readability, word length, position of the words, its accent and the grammatical function of words. The results showed no evidence of differences among vowels, voiced consonants and voiceless consonants with respect to mean frequency of stuttering instances.

Soderberg’s design was criticized by Taylor (1966), and according to her, stuttering tends to occur on consonants other than /l/, /h/, /w/ and /ð/. Stuttering occurred more on plosives and in initial position than on continuants, but the particular consonantal contexts were not consistent and was attributed to individual variability. Hunt (1967) regarded stuttering to occur not on consonants alone but that it may extend to all sounds including vowels. He classified stuttering as vowel stuttering and consonantal stuttering. The vowels u (as in 'rude') and 'O' seemed to offer greater difficulty than ‘e' (as in 'ebb') or I (as in 'it'). In the consonantal stuttering, disfluencies were chiefly found to occur on the utterance of mute
and explosive consonants as /p/, /t/, /k/, /b/, /d/ and /m/. The aspirated and continuant sounds as /fl/, /w/ and /s/ offered much less difficulty, as the oral cavity was not so completely closed as in the explosives.

Williams, Silverman, and Kools (1969) analyzed the verbal imitations and oral reading performance of elementary school aged children with stuttering. Fifty nine percent had more disfluency on words beginning with vowels and on /l/, /w/, /h/, /Ø/. In spite of the trend favoring Brown’s consonant-vowel factor, this difference was not statistically significant.

Wall, Starkweather and Harris (1981) studied the influence of voicing adjustments during instances of stuttering in the spontaneous speech of young children with stuttering. Stuttering occurred significantly on words for which voice was initiated after a pause. In running speech, the voicing feature of the sounds surrounding the stuttered phone also played a role with reference to the frequency of stuttering.

In the Indian context, Geetha (1979) studied some linguistic aspects of stuttering in Kannada in the age range 5 to 20 years. The results revealed that in general consonants were stuttered more than vowels. The order of hierarchy with reference to the distribution of stuttering was /a/, /k/, /m/, /n/, /h/ and /b/. Jayaram (1983) studied phonetic influences on stuttering in monolingual and bilingual adults with respect to two modes of speaking (oral reading versus spontaneous speech). Results indicated that the initial nasals, voiceless fricatives and voiceless plosives were stuttered more than other sounds. Soumya and Sangeetha (2011) compared the phonetic influences in bilingual children with stuttering across two languages (Kannada and English). The results indicated a rank order for Kannada language as /c/, /b/, /k/, /l/, /g/, /sh/, /tr/, /m/, /j/, /n/, /d/, /pl/, /h/, /T/, /v/, /l/ and /l/. Also, the rank order of disfluent vowels as /e/, /a/, /o/ and /u/ for short vowels and considering long vowels the order were /aa/, /ai/, /oo/, /aa/ and /ii/.

The role of phonetic factors as determinants of stuttering has also been investigated by Throneburg, Yairi, and Paden (1994). The data showed that none of the three factors such as, (1) developmentally late emerging consonants (Sander, 1972) which are /fr/, /sz/, /dz/, /dʒ/, /v/, /tʃ/, /θ/, /ð/, /ʃ/, /ʒ/, (2) consonant strings and (3) multiple-syllables occurred significantly more often among stuttered words. However, contrary to their results,
Logan and Conture (1997) found that the stuttered utterances of children contained more syllables than fluent utterances.

Howell, Au-Yeung, and Sackin (2000) also studied the influence of phonological difficulty of a word on stuttering and the results indicated that children (3-11 years) stuttered more on words starting with late emerging consonants than on those starting with early emerging consonants. Dworzynski and Howell (2004) found that words ending in consonants are more likely to be stuttered than words ending in a vowel for German people who stutter (PWS). Similar effect was present for both adults and children over the age of six. However, such effect was not found for English speakers (Howell & Au-Yeung, 2007), although as the authors contended, English consists of more words ending in consonants than in German.

Need for the Study

An extensive research has taken place since decades on the phonetic determinants of stuttering. Most of the work has been done on adults rather than children, using oral reading rather than spontaneous speech. The language planning that must go on concurrently in spontaneous speech might be expected to influence stuttering. Thus, a more detailed study on stuttering considering spontaneous speech is necessary. Literature mentioned above implies that the evidence is convincing to show that CWS, as a group, are more likely to stutter on specific phonemes compared to other phonemes.

Majority of the studies suggest that CWS are more likely stutter on consonants than vowels. However, there is no consensus with regard to ranking of the phonological context. It is important to address a specific question related to the stuttering–phonology connection, such as “Are CWS, as a group, more likely to have disfluencies on specific phonemes?” The cross-linguistic studies across different population are required to validate the results. The phonetic loci of disfluencies in children with stuttering may throw more light on the nature of intriguing disorder of speech. There are very limited number of studies among children with stuttering in the Indian context. Hence, the present study was planned with the following aim.

Aim of the Study
The aim of the study was to analyze the relative occurrence of individual phonemes according to place and manner of articulation in the disfluencies of phonemes in Kannada speaking children with stuttering.

The specific objectives of the study were to answer the research questions as:

(1) Are the disfluencies of children with stuttering influenced by the phonological context and if so, (2) what are the possible rank ordering of phonological contexts of such disfluencies?

Method

Participants: The study included 10 monolingual children with stuttering in the age range of 6-8 years, who spoke Kannada as their mother tongue (4 girls & 6 boys; 2 first graders, 3 second graders & 5 third graders). Stuttering Severity Instrument (SSI) revealed moderate to severe degree of stuttering for all the participants. They were selected based on the inclusionary criteria such as being diagnosed as having developmental stuttering, native Kannada speakers, studying in Kannada medium schools and not having any history of hearing, neurological, visual, language and/or psychological impairments.

Materials

2. Ten common questions
3. Pictures related to common topics
4. Picture stories
5. Re-standardized version of Kannada Articulation Test (Deepa & Savithri, 2010)
6. Audio video recording equipment.

Procedure: Conversation, topic narration, story narration, picture description tasks were carried out in Kannada language using the above test materials. Spontaneous speech was selected as stimuli as it forms a naturalistic data that provide insight into the language patterns that children actually use in day to day life.

Standardized version of Kannada Articulation Test (Deepa & Savithri, 2010) was used to elicit the speech sample with all phonemes of Kannada language. The picture stimuli were presented via computer one at a time. Children were instructed to name the target picture and talk about the picture in two sentences by placing the target word in initial position. This test...
was used for the purpose of including every phoneme of the Kannada language and thereby
to control for the occurrence of phonemes in the study. The child had every chance to utter
the phoneme occurring in Kannada language at word and sentence level in initial position.
The tasks were carried out approximately for two hours.

The speech samples obtained across tasks were recorded using audio video equipment.
Greater than 1000 words speech samples were elicited across all the tasks in Kannada
language. The recorded samples were transcribed using the IPA for speech disorders and
analyzed. The relative difficulty of individual phonemes for each participant was calculated
using the following formula:

\[
\frac{\text{Total no. of disfluencies for each phoneme}}{\text{Total frequency of occurrence of phonemes}} \times 100 = \text{Total % of disfluent phoneme}
\]

A total of 29 phonemes on which disfluencies occurred were considered in the study.
The phonemes were categorized according to voicing, place and manner of articulation for
Kannada language as proposed by Upadhyaya (1972). The consonants were classified
according to place as bilabial, retroflex, dental, alveolar, velar, labio-dentals, palatal and
glottal. Also, the consonants were classified according to manner of articulation as plosives,
fricatives, affricates, flaps, laterals and nasals. They were further classified as voiced and
unvoiced. Vowels were classified as short, long, mid, front and back vowels.

The frequency of occurrence of disfluencies was mostly in the initial position hence
only the initial instances of stuttering were considered for analysis. The relative difficulty of
individual phonemes for each participant was calculated. The mean, standard deviation and
median values were calculated using SPSS software. Wilcoxon signed ranks test was used to
determine significant differences between and within disfluent consonants and vowels. Data
on mean, standard deviation and median suggested high variability among the participants
and hence the median scores were used for comparisons. 10% of the video recorded speech
samples across the tasks were analyzed by two speech language pathologists independently to
check for reliability. Cronbach’s alpha reliability coefficient was above 0.95 suggesting the
data to be reliable between the ratings of examiner and speech language pathologists.

Results and Discussion
The results of the study are discussed in the following sections as to the disfluent phonemes, disfluent phonemes in the consonant and vowel groups and distribution of disfluencies across individual participants.

**a) Disfluent Phonemes**

Loci of disfluency among consonants and vowels in Kannada language were analyzed and are depicted in table 1 and 2. The IPA symbols for Kannada used in the study are as suggested by Schiffman (1979). Median percentage scores for disfluent consonants was 32 and for disfluent vowels the score was 13.5. There was significant difference \( z = -2.70, p < 0.05 \) level) between the median scores for the consonants and vowels.

**Table 1: Mean, SD and Median percentage of disfluent consonants**

<table>
<thead>
<tr>
<th>Disfluent consonants</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>Rank of difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>/t/</td>
<td>64.10</td>
<td>29.34</td>
<td>58.50</td>
<td>1</td>
</tr>
<tr>
<td>/d/</td>
<td>49.7</td>
<td>21.03</td>
<td>55.00</td>
<td>2</td>
</tr>
<tr>
<td>/r/</td>
<td>49.0</td>
<td>25.13</td>
<td>50.00</td>
<td>3</td>
</tr>
<tr>
<td>/s/</td>
<td>61.00</td>
<td>28.97</td>
<td>50.00</td>
<td>3</td>
</tr>
<tr>
<td>/p/</td>
<td>53.70</td>
<td>28.17</td>
<td>47.50</td>
<td>4</td>
</tr>
<tr>
<td>/j/</td>
<td>51.4</td>
<td>28.31</td>
<td>44.00</td>
<td>5</td>
</tr>
<tr>
<td>/g/</td>
<td>39.40</td>
<td>16.91</td>
<td>43.50</td>
<td>6</td>
</tr>
<tr>
<td>/D/</td>
<td>47.40</td>
<td>43.46</td>
<td>39.50</td>
<td>7</td>
</tr>
<tr>
<td>/sh/</td>
<td>42.70</td>
<td>42.57</td>
<td>36.50</td>
<td>8</td>
</tr>
<tr>
<td>/c/</td>
<td>39.70</td>
<td>31.75</td>
<td>35.50</td>
<td>9</td>
</tr>
<tr>
<td>/s/</td>
<td>47.00</td>
<td>25.90</td>
<td>34.50</td>
<td>10</td>
</tr>
<tr>
<td>/y/</td>
<td>31.90</td>
<td>32.93</td>
<td>34.50</td>
<td>10</td>
</tr>
<tr>
<td>/k/</td>
<td>37.80</td>
<td>19.58</td>
<td>33.50</td>
<td>11</td>
</tr>
<tr>
<td>/n/</td>
<td>28.20</td>
<td>16.79</td>
<td>27.00</td>
<td>12</td>
</tr>
<tr>
<td>/l/</td>
<td>35.2</td>
<td>25.53</td>
<td>26.00</td>
<td>13</td>
</tr>
<tr>
<td>/m/</td>
<td>29.30</td>
<td>12.15</td>
<td>25.50</td>
<td>14</td>
</tr>
<tr>
<td>/b/</td>
<td>33.10</td>
<td>16.96</td>
<td>25.00</td>
<td>15</td>
</tr>
<tr>
<td>/h/</td>
<td>13.40</td>
<td>13.58</td>
<td>10.50</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total voiced</strong></td>
<td>33.00</td>
<td>13.75</td>
<td>32.00</td>
<td></td>
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<tr>
<td><strong>Total voiceless</strong></td>
<td>36.10</td>
<td>14.79</td>
<td>29.50</td>
<td></td>
</tr>
<tr>
<td><strong>Total consonants</strong></td>
<td>34.70</td>
<td>14.18</td>
<td>32.00</td>
<td></td>
</tr>
</tbody>
</table>

The results suggested that CWS have more difficulty with consonants compared to vowels. The present study supports the findings of earlier studies (Griggs & Still, 1979; Geetha, 1979), who also reported more difficulty with consonants compared to vowels.
Consonants involve a greater degree of articulatory tension and it is more likely that they are more susceptible to stuttering (Lehiste & Peterson, 1959). Bloodstein (1958) also reported that the production of consonants is complex compared to vowels and suggested a degree of stoppage or impedance of airstream, involving greater articulatory tension during the production of consonants compared to a vowel. The consonants are also relatively more important for clarity and distinctness and they lend themselves more readily to the suggestion that they are difficult to articulate. Perhaps these are the possible reasons for increased stuttering on consonants than on vowels.

In contrast, Wingate (1988) pointed out that “these differences between the consonants and vowels are misleading and that it is an artefact undoubtedly occasioned by the structure of words. In fact, analysis of word structure clearly refutes the belief that consonants are more difficult than vowels”. He argued that most words begin with consonants and significantly, initial position is where stuttering occurs the most and hence the position of stuttering instances emerges as critical.

Table 2: Mean, SD and Median percentage of disfluent vowels

<table>
<thead>
<tr>
<th>Disfluent vowels</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>Rank of difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>/oo/</td>
<td>38.40</td>
<td>27.64</td>
<td>29.50</td>
<td>1</td>
</tr>
<tr>
<td>/uu/</td>
<td>25.30</td>
<td>28.27</td>
<td>19.00</td>
<td>2</td>
</tr>
<tr>
<td>/ee/</td>
<td>23.90</td>
<td>26.64</td>
<td>14.50</td>
<td>3</td>
</tr>
<tr>
<td>/aa/</td>
<td>13.70</td>
<td>15.46</td>
<td>9.00</td>
<td>4</td>
</tr>
<tr>
<td>/ii/</td>
<td>21.60</td>
<td>30.68</td>
<td>8.50</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total long vowels</strong></td>
<td><strong>30.90</strong></td>
<td><strong>27.05</strong></td>
<td><strong>24.00</strong></td>
<td></td>
</tr>
<tr>
<td>/o/</td>
<td>33.50</td>
<td>34.40</td>
<td>18.50</td>
<td>1</td>
</tr>
<tr>
<td>/e/</td>
<td>20.2</td>
<td>19.05</td>
<td>14.00</td>
<td>2</td>
</tr>
<tr>
<td>/a/</td>
<td>17.30</td>
<td>20.91</td>
<td>10.00</td>
<td>3</td>
</tr>
<tr>
<td>/i/</td>
<td>9.30</td>
<td>7.27</td>
<td>7.50</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total short vowels</strong></td>
<td><strong>15.50</strong></td>
<td><strong>12.54</strong></td>
<td><strong>12.00</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total vowels</strong></td>
<td><strong>18.00</strong></td>
<td><strong>12.78</strong></td>
<td><strong>13.50</strong></td>
<td></td>
</tr>
</tbody>
</table>

b) Disfluent Phonemes within Consonant Group

Consonants were classified according to voicing, place and manner of articulation. Loci of disfluency among voiced and voiceless consonants were analyzed and are depicted in table 1. Median percentage score for disfluent voiced consonants was 32 and for disfluent voiceless consonants the score was 29.5. There was no significant difference ($z=-1.0$, $p>0.05$ level) between the median scores of disfluent voiced and voiceless consonants. Figures 1 and 2 represent the ranking of difficulty for the disfluent consonants.
The results suggested that CWS might present similar type of difficulty in both the consonant groups. There is no evidence of differences among voiced consonants and voiceless consonants with respect to frequency of stuttering instances. The results of the present study are in consonance with other researchers (Hahn, 1942; Hejna, 1955; Soderberg, 1962) who also reported no such differences.

The rank order of the phonetic disfluency with respect to place and manner of articulation of consonants included retroflex plosive /T/, dental plosive /d/, alveolar flap /r/, labiodental continuant /v/, bilabial plosive /p/, palatal affricate /f/, velar plosive /g/, retroflex plosive /D/, palatal fricative /sh/, palatal affricate /ch/, alveolar fricative /s/, palatal approximant /y/, velar plosive /k/, alveolar lateral /l/, dental nasal /n/, dental plosive /t/, bilabial nasal /m/, bilabial plosive /b/ and glottal fricative /h/. The descriptive analysis of consonants with regard to place of articulation revealed no consistent pattern of phonetic difficulty. However, while considering the manner of articulation of consonants, plosives and fricatives exhibited more frequency of disfluencies compared to other consonants though not significant.

A recent study by Soumya and Sangeetha (2011) investigated phonetic influences in CWS in the age range 8-12 years for reading and narration task. The authors observed a rank order for Kannada language as /c/, /b/, /k/, /s/, /g/, /sh/, /r/, /m/, /j/, /n/, /t/, /p/, /D/, /h/, /T/, /v/, /dh/ and /l/. Comparison of both the studies indicated consistency with respect to manner of articulation in that plosives are affected most of the times. However, a consistent pattern with regard to type of phoneme did not exist across the studies in Kannada language. Although the plosive /T/ and /d/ gets higher ranking, the remaining plosives do not follow subsequently.

Jayaram (1983) while investigating the phonetic influences on stuttering in monolingual and bilingual adults concluded that the nasals (voiced), voiceless fricatives and voiceless plosives were stuttered more than other sounds. The results of the present study are in consensus with Jayaram (1983) that fricatives and plosives had the higher rank of difficulty. But, the data on voicing feature and nasals were not consistent in our study. However, the group of participants in the present study included only children, unlike in Jayaram’s study where it was only adults.
The present study supports the findings of Hunt (1967) who concluded that the aspirated and continuant sounds as /h/, /w/ and /s/ were less difficult as the oral canal was not so completely closed as in the explosives. Hahn (1942) reported ranking of difficulty of consonants as G, D, L, TH, CH and M in larger percentages and the S, F, SH, WH, DH in the smaller percentages. Plosive consonants require complete closure of the articulatory pathway unlike the continuous consonants which require a free pathway. Fricatives require some intermediate position between these two extremes. This intermediate position involves certain balance between these two extremes and perhaps more effort is involved in maintaining such a balance. Consequent to the effort required and the difficulty in maintaining such a balance, the production of fricatives become more difficult. This may be the reason for higher stuttering frequency on these sounds.

**Figure 1:** Median percentage scores for disfluent voiceless consonants
c) **Disfluent Phonemes within vowel Group**

Vowels were classified as short, long, mid, front and back vowels. Median percentage score for disfluent long vowels was 24 and for disfluent short vowels, the score was 12. There was significant difference ($z=-2.49, p<0.05$ level) between the median scores for long and short vowel. Figures 3 and 4 represent the ranking of difficulty for the disfluent vowels. The results suggested that CWS had more difficulty with long vowels compared to short vowels. The rank order of the phonetic disfluency with respect to long vowels included high back vowels /oo/ & /uu/, high front /ee/, low back /aa/ and high front vowel /ii/. The results revealed most difficulty with high back vowels and least difficulty with high front vowel /ii/. The rank order of the phonetic disfluency with respect to short vowels included high back vowel /o/, high front /e/, low back /a/ and high front vowel /i/. The results revealed most difficulty with /o/ and least difficulty with /i/. On comparison of long and short vowels the rank order of difficulty almost showed a consistent pattern. Considering the place of articulation, high back vowels had greater errors in both short and long vowel instances. The data suggests that probably children exhibit more difficulty during the production of high back vowels.
The results of the present study also support earlier studies (Hunt, 1967; Van Riper, 1971) that stuttering not only occurs on consonants but that it may extend to all sounds including vowels. Results suggest the probability of a group of CWS in the present study in whom the back vowels were more affected than other vowels. Geetha (1979) noted higher disfluency rate on low back vowel /a/. However in the current study high back vowels were more frequently disfluent.

A recent study by Soumya and Sangeetha (2011) on Kannada speaking children noted the rank order of disfluent vowels as /e/, /a/, /o/, /i/ and /u/ for short vowels and considering long vowels the order was /aa/, /ai/, /oo/, /au/ and /ii/. The results of the present study, though do not correlate for every vowel, some pattern exists for few vowels (eg., short and long...
vowel /i/). The rank order for /i/ was same in both the studies. Further, our results are in agreement with Jayaram’s (1977) study who stated that the long vowels are more affected than short vowels.

\[d)\text{Distribution of Disfluencies across Individual Participants}\]

The CWS did not exhibit a consistent pattern for the presence of disfluencies. In spite of the fact that a ranking of difficulty of sounds related to stuttering occurrence is offered, the data of individual participants showed a marked difference. Each child exhibited relative difference both on the sound disfluent and in the amount of difficulty with specific sounds.

The rate of phonetic loci of disfluency appears to be a dynamic phenomenon which appears to be varying across CWS. For example, among the consonants participant 1 had more difficulty with /p/ and /v/ whereas participant 5 had more difficulty with /T/, /D/ and /sh/.

Among the vowels, participant 1 had more difficulty with /ii/ whereas participant 5 had more difficulty with /oo/. Tables 3 and 4 present the ranking of difficulty of phonemes across the ten participants. Results of the present study support the difference hypothesis within consonant and vowel group. Nwokah (1988) proposed the possibility of stuttering to vary from one language to another and termed as “difference hypothesis”. Similarly, the results of the present study related to voicing, place and manner of articulation regarding disfluencies had no consistent pattern among CWS. Such pattern suggests the supporting fact to “difference hypothesis”, though for the frequency of occurrence of phonetic context across participants for a language. There was a lot of individual variability among the participants while comparing the loci of phonetic difficulty.

Cullinan and Springer (1980) stated that the persons with stuttering form a heterogenous group in linguistic deficits and the same thing holds good even while looking into the phonetic loci of disfluencies. Johnson and Brown (1935) observed that the more severe the stuttering is, the more likely one to be consistent in stuttering on certain sounds. The analysis showed that although a ranking of sounds with difficulty is suggested, the individual variations are far more pronounced than the group tendency toward formulation of such a ranking.
Table 3: Rank order of difficulty for consonants across participants

<table>
<thead>
<tr>
<th>Disfluent consonants</th>
<th>Rank of difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*P1</td>
</tr>
<tr>
<td>/T/</td>
<td>6</td>
</tr>
<tr>
<td>/d/</td>
<td>4</td>
</tr>
<tr>
<td>/s/</td>
<td>5</td>
</tr>
<tr>
<td>/z/</td>
<td>1</td>
</tr>
<tr>
<td>/p/</td>
<td>1</td>
</tr>
<tr>
<td>/j/</td>
<td>3</td>
</tr>
<tr>
<td>/g/</td>
<td>7</td>
</tr>
<tr>
<td>/D/</td>
<td>10</td>
</tr>
<tr>
<td>/sh/</td>
<td>0</td>
</tr>
<tr>
<td>/c/</td>
<td>0</td>
</tr>
<tr>
<td>/s/</td>
<td>10</td>
</tr>
<tr>
<td>/k/</td>
<td>9</td>
</tr>
<tr>
<td>/n/</td>
<td>8</td>
</tr>
<tr>
<td>/1/</td>
<td>2</td>
</tr>
<tr>
<td>/m/</td>
<td>11</td>
</tr>
<tr>
<td>/b/</td>
<td>12</td>
</tr>
<tr>
<td>/h/</td>
<td>7</td>
</tr>
<tr>
<td>/y/</td>
<td>3</td>
</tr>
</tbody>
</table>

(*P1 to P10 are the participants)

Table 4: Rank order of difficulty for vowels across participants

<table>
<thead>
<tr>
<th>Disfluent vowels</th>
<th>Rank of difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*P1</td>
</tr>
<tr>
<td>/oo/</td>
<td>3</td>
</tr>
<tr>
<td>/uu/</td>
<td>2</td>
</tr>
<tr>
<td>/ee/</td>
<td>0</td>
</tr>
<tr>
<td>/aa/</td>
<td>4</td>
</tr>
<tr>
<td>/ii/</td>
<td>1</td>
</tr>
<tr>
<td>/o/</td>
<td>5</td>
</tr>
<tr>
<td>/e/</td>
<td>0</td>
</tr>
<tr>
<td>/a/</td>
<td>0</td>
</tr>
<tr>
<td>/i/</td>
<td>6</td>
</tr>
</tbody>
</table>

(*P1 to P10 are the participants)

Henke (1967) proposed a model which stated that speech units are organized as 'bundles of independent articulatory features'. Motor commands to speech muscles are encoded in the central nervous system, primarily in terms of idealized articulatory 'targets' which may or may not correspond to linguistic units such as phonemes (Mac Neilage, 1970). However, if we accept Henke's (1967) contention, then features of the language also become
important. Also, the extent to which a given 'target movement' is fulfilled will depend largely on such external factors as overall speed of utterance, those targets which precede or follow it and the prosodic features of the language (Dalton & Hardcastle, 1977). Assuming that sequences of movements for an entire syllable are triggered off as a whole at the beginning of that syllable, then failure in such a sequence results in the fixation of target movements of the current neurolinguistic program being processed, which is probably what is happening in speech of PWS. Probably because there is fixation of the target movement of the first sound and somehow the speech organs have not received the motor schema for the succeeding sound or syllable in time, PWS repeat the sound or syllables many times or prolong or fixate on them before going on to the next sound (Van Riper, 1971).

Olander, Smith, and Zelaznik, (2010) explained that "during the disfluencies that characterize stuttering, the speech motor system fails to generate and/or send the motor commands to muscles that are necessary for fluent speech to continue". Watkins, Smith, Davis, and Howell (2008) stated that "stuttering is a disorder related primarily to disruption in the cortical and subcortical neural systems supporting the selection, initiation and execution of motor sequences necessary for fluent speech production".

Similarly, as argued by Packman et al. (2007), developmental stuttering is a problem in syllable initiation in which the child is unable to move forward in speech because the speech planning system is compromised. Further, they explained that this difficulty is first noticed when the child attempts to produce multisyllabic utterances requiring complex sequential movements and varied linguistic stress patterns across syllables to communicate the intended meaning. According to Packman et al., children do not stutter when babbling or producing first words because these additional speech motor demands are not yet present.

According to Levelt’s model (1989) “word errors could occur at the lemma level and sub-word level that involve phonemic and syllabic transmutations. The generated phonemic plan allows the first part of the word to be available before the rest of it”. Majority of PWS present the fluency failures at word onset or in the initial position. This suggests that the speakers find it difficult to span from word onset to the subsequent part of the word during fluency failures.
The EXPLAN model (Howell & Au-Yeung, 2002) “stresses that motor levels are as important as the linguistic planning levels in leading to fluency failure”. As literature suggests, instances of stuttering is a complex phenomenon. The deficit probably may not be only at motor execution level but may be beyond that involves the central functions of speech production system. In the present study CWS had phonetic difficulty which was highly variable within and across participants. The ranking of difficulty of sounds does not clearly indicate the influence of physical factors in sound formation. Voiced and voiceless, plosive and continuant sound classification seems to have little effect on the formulation of the general ranking of difficulty of stuttering in children.

The study analyzed the relative difficulty of individual phonemes according to place and manner of articulation of phonemes in Kannada speaking children with stuttering. In addition to theoretical implications our results may also have clinical implications. Our findings support the notion that persons with stuttering require a detailed assessment both in terms of depth and breadth. The findings based on Kannada language reported here may be useful in providing cross linguistic evidence on phonetic influences on the disfluencies of CWS. However, future research should examine the role of word frequency in spontaneous speech and analysis of succeeding phonemes for better understanding on phonetic factors.

Conclusion

This paper addressed the phonetic context of disfluencies in children with stuttering to understand more fully the occurrence of disfluencies at phonetic level. Our findings suggested greater frequency of occurrence among consonants compared to vowels. Long vowels had more stuttering instances compared to short vowels.

The results of the present study related to voicing, place and manner of articulation regarding disfluencies had no consistent pattern among CWS. The findings support the fact that the variability of stuttering is one of the hallmarks of developmental stuttering. Stuttering is a problem with the mystery as it is difficult to understand why persons with stuttering speak fluently in one moment and then a moment later struggle dramatically as they attempt to say the same sound. It is difficult for the speaker to compensate for the problem that is so inconsistent and unpredictable. The problem of stuttering should be viewed in association with linguistic and physiological substrata of language/speech production.
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