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ENGINEERING ENGLISH: A CRITICAL EVALUATION

Ph.D. Dissertation

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ENGINEERING ENGLISH: A CRITICAL EVALUATION

SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN LINGUISTICS

By

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This is to certify that the PhD thesis entitled "**Engineering English: A Critical Evaluation**" is a bona fide record of independent research work done by **Albert P'Rayan** under my supervision.

It is also certified that the above work has not previously formed the basis for the award of any degree / diploma / associateship / fellowship or any other similar title of any candidate or any university.

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DECLARATION

I, **Albert P'Rayan**, do hereby declare that the thesis work entitled "**Engineering English: A Critical Evaluation**" for the award of PhD in Linguistics is my original work and that it has not previously formed the basis for the award of any degree / diploma / asssociateship / fellowship or any other similar title of any candidate or any university.

Albert P'Rayan

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LIST OF ABBREVIATIONS

BEC   - Business English Certificate

EE   – English for Engineering

ELT   – English Language Teaching

ESP   – English for Specific Purposes

EST   – English for Science and Technology

IELTS   – International English Language Testing System

TOEFL   – Test of English as a Foreign Language

Abstract

In the age of globalization, engineering students and practitioners need to enhance their English communication skills and other soft skills in order to cope with increasingly tough competition in the job market. Mere subject knowledge in the chosen field of engineering is not going to be a guarantee for an engineering graduate to get a good job or excel at the workplace.

Multinational corporations (MNCs) and major information technology (IT) companies in India recruit engineering candidates who have good English communication skills. In this highly competitive society, proficiency in English is considered one of the employability skills. In other words, English language skills are considere 'life skills' or 'survival skills' in the twenty-first century.

Engineering students need to be able to think critically, solve problems, communicate clearly, be creative and work in a team in order to get placed in a reputed company. As the need for the students of engineering to be trained in a multitude of transferable skills is high (Hatakka, 2005), most private engineering colleges in India hire trainers to train their wards in soft skills including English communication skills and prepare them for on and off campus placement. In many institutes of technology, English language teachers are involved in placement training. As there is an increasing focus on and demand for soft skills, the English for Science and Technology (EST) practitioners in engineering colleges are expected to play the role of communication skills consultants and soft skills trainers. There is a shift from imparting mere linguistic skills to multi-skills in an integrated manner.

In this context, the *Engineering English* course taught during the first year of the four-year engineering programmes in around 300 engineering colleges affiliated to the Anna University in Tamil Nadu, India, is expected to play a vital role in improving students' communication skills and preparing them to the workplace or making them 'industry ready'.

Though the aim of the course is to enable the students of engineering to learn certain macro- and micro-skills in the English language and use them effectively as students while following other courses and later as engineers/technologists at the work place, most students and professional engineers/technologists who have undergone the course are not proficient enough to communicate effectively in the language. This perceived problem of lack of specific language/communication skills among engineering students and professional engineers and technologists makes the researcher raise a key question whether the *English for Engineering* course reflects the needs and wants of the learner and whether there are any other factors that affect the successful imparting / learning of the skills required by the target group. It is presumed that there are problems in the teaching of the course at colleges, resulting from inappropriate teaching materials and instructional techniques, lack of English Language Teaching (ELT) – trained professionals and poor teaching methodology.

The hypothesis of the study is that if the *Engineering English* course offered during the first year of the four-year engineering programme at engineering colleges affiliated to the Anna University is redesigned or modified based on the corporate expectations /needs / requirements, delivered (taught) properly by competent English for Science and Technology (EST) practitioners and students' language skills are assessed effectively during and at the end of the course, then the course will achieve its goal by instilling confidence in the students and preparing them to higher education, campus recruitments and thus to the workplace.

In the light of the data for needs assessment collected from different sources, the study identifies the situations that are encountered and the skills which are required by the engineer, as a student and in professional life, evaluates the English course critically and suggests changes to make it effective.

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CHAPTER ONE
INTRODUCTION

0.1 Introduction

In the Indian context, engineering students' success in the on-campus recruitment is mainly based on their demonstration of communication skills. According to Karnik, former president of NASSCOM (National Association of Software and Services Company), only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English. (Karnik, 2007 as cited in P'Rayan 2008:1). Most students are not 'industry ready' because they lack communication skills. (Infosys, 2008).

There are a number of factors which contribute to engineering students' lack of proficiency in English and deficiency in communication skills. The need for enhancing engineering students' communication skills and prepare them to the workplace has been addressed in a number of forums and questions regarding the effectiveness of the *Engineering English* curriculum too have been raised. What is the role of institutes of engineering and technology in developing the students' employability skills? Should the *Engineering English* course be modified or redesigned? What measures should be taken to make the students 'industry-ready'?

0.2 Background

There are over 350 engineering colleges, affiliated to Anna University, in the southern State of Tamil Nadu in India. In addition to these self-financed (private) and government-funded engineering colleges there are about a dozen private universities (deemed universities) that offer engineering degrees. Students of engineering and technology studying at these institutes are offered the *Technical English (Engineering English)* course for two semesters during their first year programme.

Though the aim of the course is to enable the students of engineering to learn certain macro- and micro-skills in the English language and use them effectively as students while following other courses and later as engineers/technologists at the work place,

most students and practicing engineers/technologists who have undergone the course are not proficient enough to communicate effectively in the language. This perceived problem of lack of specific language/communication skills among engineering students and professional engineers and technologists makes the researcher raise a key question whether the *English for Engineering* course reflects the needs and wants of the learner and whether there are any other factors that affect the successful imparting / learning of the skills required by the target group. It is presumed that there are problems in the teaching of the course at colleges, resulting from inappropriate teaching materials and instructional techniques, lack of English Language Teaching (ELT) – trained professionals and poor teaching methodology.

Around ten engineering colleges out of about three hundred such colleges in the state of Tamil Nadu in India have a good placement record. Most of the final year undergraduate students of these colleges are recruited by reputed IT and core-engineering companies. In some of these colleges more than 90 per cent of the students are placed and recruiters attribute the success of the students to their ability to communicate well and think clearly. The on-campus recruitment process consists of three or four stages: 1) aptitude test, 2) technical interview, 3) group discussion, and 4) HR interview. During the four stages the candidates' technical knowledge, analytical, verbal reasoning, critical thinking, communication and group skills are assessed and at each stage the unsuccessful candidates are filtered out. Those educational institutions which impart employability skills in their students are successful in getting most of their students placed in top companies. In many engineering colleges communication skills trainers have been employed on full-time basis to train their students.

0.3 Statement of Problems

More number of engineering graduates prefer information technology (IT) companies to core engineering companies now than in the past. Those students who possess English communication skills are recruited by reputed IT companies on campus.

While the demand for talented engineers is high in such companies and multi-national corporations (MNCs), there is a huge skills shortage in the country.

Employers complain about fresh recruits from engineering colleges not being 'industry ready'. With the objective of increasing the employability of students and thus to bridge the gap between corporate expectations/needs and institutional offerings, in 2004 the IT company Infosys launched a programme called 'Campus Connect' (www.campusconnect.infosys.com). This clearly points out the corporate world's dissatisfaction with the way engineering students are prepared to the workplace.

According to NASSCOM-McKinsey report of Extending India's leadership of global IT and BPO industries, currently only about 25 per cent of technical graduates are suitable for employment in the offshore IT and BPO industries. The report further states that India will need a 2.3 million-strong IT and BPO workforce by 2010 to maintain its current market share. But their supply projections for 2010 showed that there will be a shortfall of nearly 0.5 million qualified employees. (NASSCOM, 2005). Communicating in English is a major problem for many engineering graduates applying for IT jobs. MeritTrac, a skills assessment company points out that only 20 percent of the candidates evaluated met the overall English criteria required by the industry. (Business Line, 2008).

A number of technically-sound students have not been successful in job interviews just because of their lack of communication skills and there are cases of rank holders in engineering studies who could not go for higher studies to the United States and other English-speaking countries because of their lack of proficiency in English. Just because those students did not get score / band on their Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), they could not make their dream of going to the countries for studies come true. A number of engineers employed in IT companies have been sacked because of their poor English communication skills.

The urgent need to improve technical students' communication skills has been emphasized by educationists as well as employers. Narayanan, vice chairman of Cognizant Technology Solutions and chairman of the NASSCOM, in an interview (Warrier 2007) answered a question regarding the talent demand and supply gap and the role of the NASSCOM to help the industry bridge the gap: "The current situation is that, in terms of availability of talent, the numbers are good. The problem lies in the suitability of people. The industry has moved forward rapidly and technology also has changed but the educational institutions and the curriculum have not changed that rapidly. So, we have to bridge the gap by providing additional training to the people who are coming out of colleges so that they are industry-ready."

Stating the importance of setting up finishing schools, Narayanan suggested the specific areas where training has to be given to those who are admitted to finishing schools. According to him, communication and soft skills and ability to learn on their own and work in teams are very important for those who join the industry. These are the broad guidelines given to the finishing schools. (Warrier, 2007). His statement implies that the teachers of English at professional colleges should undergo paradigm shift and cease to be mere teachers of grammar and structure; they are expected to play the role of communication and soft skills trainers.

This perceived problem of lack of specific language/communication skills among engineering students and professional engineers and technologists makes the researcher raise a key question whether the *English for Engineering* course reflects the needs and wants of the learner and whether there are any other factors that affect the successful imparting / learning of the skills required by the target group. It is presumed that there are problems in the teaching of the course at colleges, resulting from inappropriate teaching materials and instructional techniques, lack of English Language Teaching (ELT) – trained professionals and poor teaching methodology.

0.4 Rationale

In the light of the problems stated above, it is important to evaluate the course. Evaluation of any curriculum or program is essential for the improvement of the

program. "Evaluation is a very constructive and powerful activity and a very stimulating one. There is the chance to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful can be modified." (Dudley- Evans, 1998).

As the range of employment for engineers and technologists expand in the twenty-first century, there is a need to teach multiple skills to engineering students. As engineering students are required to communicate effectively in different situations, think creatively and critically, demonstrate good interpersonal and team skills, and have a set of soft skills demanded by recruiters, the *Engineering English* course should be modified based on the needs of students and expectations of recruiters.

0.5 Research Questions

The dissertation attempts to find answers to the following questions:

1. Do the engineering and technology workforce have the necessary skills in the age of globalization? If 'no' what could be the reasons for their lack of such skills?

2. What specific expertise and skill sets do IT companies look for in their prospective employees?

3. Do engineering colleges deliver the skills the industry wants? If 'no' what should be done to produce 'industry-ready' graduates?

4. What are the strengths and limitations of the *Engineering English* course?

5. What changes should be brought about in the English curriculum at technical institutes to improve students' communication skills and thus prepare them to the workplace?

0.6 Hypothesis

The hypothesis of the study is that if the *Engineering English* course offered during the first year of the four-year engineering programme at engineering colleges affiliated to the Anna University is redesigned or modified based on the corporate expectations /needs / requirements, delivered (taught) properly by competent English for Science and Technology (EST) practitioners and students' language skills are assessed effectively during and at the end of the course, then the course will achieve

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its goal by instilling confidence in the students and preparing them to higher education, campus recruitments and thus to the workplace.

0.7 Aim and Objectives

The research aims at evaluating the *English for Engineering* Course using both 'formative' (ongoing) and 'summative' (at the end of the course) methods of evaluation in the light of the learner's needs and wants by carrying out a detailed needs analysis and suggesting changes to make the course more relevant and effective so that language skills are imparted successfully.

The objectives are:

- to assess the learners' needs taking into account the specific purposes for which learners will use the language in their jobs, the kind of language required in their field, the starting level of proficiency and the target level envisaged.
- to assess what skills set employers (MNCs, IT companies, biotech companies, etc.) look for when they recruit engineering graduates.
- to evaluate the existing course materials: to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful can be modified.
- to explore the possibilities of incorporating some essential skills engineers need at the workplace into the *Engineering English* course.
- to find out what competencies set *Engineering English* teachers need in order to teach the course effectively.
- to assess the role of language laboratories in *Engineering English* in promoting learner autonomy.
- to redesign the course taking into consideration the suggestions given by stakeholders.
- to field-test some components of the modified course and evaluate its effectiveness.

- to suggest ways to bridge the gap between what is delivered to students and what they actually want.

In the light of the problems discussed, research questions listed and objectives stated above, literature related to English for Specific Purposes (ESP) / English for Science and Technology (EST), needs analysis, and theories of syllabus design is reviewed in the next section.

1.1 Review of Literature

English for Engineering is a branch of English for Science & Technology (EST) which is a branch of English for Specific Purposes (ESP) in the field of English Language Teaching (ELT).   English for Specific Purposes emerged immediately after the Second World War, when there was a huge expansion of science, technology and business all over the world and these fields required an international language for specialists. Of late, ESP has become so popular that it is an important branch of ELT. One of the hallmarks of any ESP/EST course is that it must be learner-centred and the course is designed based on the needs of learners. In this chapter literature related to ESP, needs analysis, communicative and linguistic needs of engineering students and professional engineers, and theories of syllabus design are reviewed.

1.2 Review of Literature Related to ESP

1.2.1 Difference between General English and English for Specific Purposes

General English (GE) and English for Specific Purposes (ESP) share the same principles of language teaching, having effective and efficient learning as a main objective. The main difference between ESP and GE lies in the *awareness of a need*. ESP learners are those who need English for their specific area and who are aware of their need; they know what exactly they need English for and they know what the ESP course should offer them. (Hutchinson and Waters 1987 as cited in Nitu 2002). English for Science and Technology (EST) is a branch of ESP.

1.2.2 Absolute and Variable Characteristics of ESP

Strevens (1988 as cited in Gatehouse 2001) defines the absolute characteristics of ESP as being:

- designed to meet the needs of the learner;
- related in content (ie, in its themes and topics) to particular disciplines, occupations and activities;

- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of the discourse;
- in contrast with General English.

Later Dudley-Evans and St John (1998 as cited in Gatehouse 2001) modified Strevens' definition and offered a definition of the variable characteristics of ESP.

ESP may be related to or designed for specific disciplines; ESP may use, in specific teaching situations, a different methodology from that of general English; ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level; ESP is generally designed for intermediate or advanced students;

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

1.2.3 Needs Analysis

The term needs analysis (also known as needs assessment), according to Iwai et al. (1999), generally refers to the activities that are involved in collecting information

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that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

An *English for Engineering* course designed in consultation with professional engineers, EST practitioners and students is likely to be more effective than the one designed without consulting the stakeholders. Many *English for Engineering* (Technical English) courses have been found to be ineffective because they do not seem to reflect the learners' present and target needs. It is probably because the majority of course designers and materials writers seem to analyse the needs of students on the basis of their own experience and intuition. In this context it is very essential to analyse the learners' present and future communication needs first and design the *Engineering English* based on the findings of the needs assessment.

The following sections give a review of literature on English for Specific Purposes (ESP) and needs analysis and analyse the data collected from various sources to assess the students' present and target needs.

The importance of needs analysis has been acknowledged by a number of researchers and authors (Munby, 1978; Richterich and Chancerel, 1987; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Tarone and Yule, 1989; Robinson, 1991; Johns, 1991; West, 1994; Allison et al. (1994); Seedhouse, 1995; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai et al. 1999; Hamp-Lyons, 2001; Finney, 2002).

1.2.4 Target Situation Analysis

In 1970's needs analysis was mainly concerned with linguistic and register analysis, and as Dudley-Evans and St. John (1998) say, needs were seen as discrete language items of grammar and vocabulary. With the publication of Munby's Communicative Syllabus Design (1978) needs analysis moved towards placing the learner's purposes in the central position within the framework of needs analysis. Consequently, the notion of target needs became paramount.

Munby (1978) introduced Communicative Needs Processor (CNP) and in CNP, the target needs and target level performance are established by investigating the target

situation, and his overall model clearly establishes the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design (cited in West, 1998). Hutchinson and Waters (1987: 54) say: "With the development of the CNP it seemed as if ESP had come of age."

Munby's overall model is made up of these following seven elements:
1. Participants: It is about collecting information about the identity and language of the learners: age, sex, nationality, present command of target language, other languages known and extent of command;

2. Communication Needs Processor (CNP): The CNP investigates the particular communication needs according to sociocultural and stylistic variables which interact to determine a profile of such needs;

3. Profile of Needs: Profile of needs is established through the processing of data in the CNP;

4. Meaning Processor: In the meaning processor "parts of the socioculturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone" (Munby, 1978: 42);

5. Language Skills Selector: The language skills selector identifies "the specific language skills that are required to realize the events or activities that have been identified in the CNP" (Munby, 1978: 40);

6. The Linguistic Encoder: It considers "the dimension of contextual appropriacy" (Munby, 1978: 49), one the encoding stage has been reached;

7. The Communicative Competence Specification: The communicative competence specification indicates the target communicative competence of the participant and is the translated profile of needs.

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The aim of Munby's CNP is to find in detail the linguistic form a prospective ESP learner is likely to use in various situations in his target working environment. As Hutchinson and Waters (1987) say, the outcome of the processing data by means of Munby's model is what the learner needs to know in order to function effectively in the target situation.

Hutchinson and Waters (1987) point out that it is too time-consuming to write a target profile for each student based on Munby's model, and that it only considers one viewpoint, i.e. that of the analyst, but neglects others (those of the learners, user-institutions, etc.), that it does not take into account of the learning needs nor does it make a distinction between necessities, wants, and lacks.

1.2.5 Present Situation Analysis (PSA)

Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it. As Dudley-Evans and St. John (1998: 125) state "a PSA estimates strengths and weaknesses in language, skills, learning experiences." If the destination point to which the students need to get is to be established, first the starting point has to be defined, and this is provided by means of PSA.

In the PSA approach the sources of information are the students themselves, the teaching establishment, and the user-institution, e.g. place of work (Jordan, 1997). The PSA can be carried out by means of established placement tests. However, the background information, e.g. years of learning English, level of education, etc. about learners can provide us with enough information about their present abilities which can thus be predicted to some extent.

1.2.6 Needs Analysis as a Combination of TSA and PSA

Needs analysis may be seen as a combination of TSA and PSA. Within the realm of ESP one can not rely either on TSA or PSA as a reliable indicator of what is needed to enhance learning and reaching the desired goals.

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A modern and comprehensive concept of needs analysis is proposed by Dudley-Evans and St. John (1998: 125) which encompasses many approaches. Their current concept of needs analysis includes the following:

- Environmental situation - information about the situation in which the course will be run (means analysis);
- Personal information about learners - factors which may affect the way they learn (wants, means, subjective needs);
- Language information about learners - what their current skills and language use are (present situation analysis);
- Learner's lacks (the gap between the present situation and professional information about learners);
- Learner's needs from course - what is wanted from the course (short-term needs);
- Language learning needs - effective ways of learning the skills and language determined by lacks;
- Professional information about learners - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs);
- How to communicate in the target situation – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

The review of literature on needs analysis shows that it is vital to gather relevant information about the learner from the learner and get their views on what they should be taught and how they should be taught. That is to say, the whole needs analysis process should be learner-centred.

1.3 Review of Communicative Needs of Engineers

Ever since English for Specific / Special Purposes (ESP) became an important branch of English Language Teaching (ELT), researches in the field of English for Science

and Technology (EST) have been carried out by academicians in different parts of the world. The study looks at some research works conducted in the field in different parts of the world and analyses how they can be used in the Indian context.

Over the past decade the importance of soft skills such as communication, presentation and negotiation for engineering students has been emphasized by engineering departments in developed countries and organizations such as IEEE host special events to equip students with basic professional skills. For example, the IEEE Student Branch at the University of Maribor, Slovenia hosts the annual Extra Skills for Young Engineers Symposium which shows students some of the situations awaiting them in the real world.

Vonderheid (undated) in the article 'Soft Skills Help Engineers Succeed' quotes Sasa Jevtic, the Chair of Maribor University's IEEE Student Branch Chair, as saying that "one can be an excellent scientist, but if that person does not know how to communicate to other scientists, then that person, in our opinion, cannot become very successful in his or her professional life. One has to know how to negotiate, how to demand things and how to be a good leader.

Good communication makes a difference. Any successful scientist or engineer will have multiple communication tasks connected with any project. Paradis, J.G. & Zimmerman, M. (1997), drawing on their considerable experience teaching both college students and science professionals, treat four kinds of literacy – written, oral, graphic, electronic – as crucial and inseparable to science and engineering communication. According to the authors the most effective engineers and scientists are skilled writers.

John Reinert, engineering manager at Aeroflex UTMC Microelectronics in Colorado Springs, Colorado, is quoted in the article *Engineers take a hard look at "soft skills"* (Costlow, 2000) as saying that 'soft skills are just as important as engineering skills'. Kalani Jones, engineering vice president at Tachyon Inc. (San Diego) states that employers look for engineers "who can lead a team" and get a small team of four to six people motivated. He says that "it's hard enough to find a good engineer; finding

one who can lead a team and speak well in front of customers is really hard to find." According to Vern R.Johnson, associate dean at the University of Arizona's College of Engineering (Tucson), "many employers choose to hire skills rather than people" and the growing trend in engineering today is for recruiters to look for skilled/global engineers who possess excellent English communication and presentation skills. (Costlow, 2000).

Highlighting the importance of non-technical skills for engineers, Joseph Lillie, area manager at Bellsouth in Lafayette, Lousianna, says that engineers "have to stay polished these days, because they can become obsolete, not because they lose their technical skills, but because their company does something that eliminates their job, a merger or something". The key non-technical skills he prefers to see people polish are public speaking, written communications and ethics. (Costlow, 2000)

Winsor, Curtis, and Stephens (1997) surveyed 1,000 human resource managers to determine the most valued contemporary job-entry skills. Their findings included communication skills, specifically listening, public speaking, interpersonal communication, written communication, and the trait of enthusiasm.

Quoting a report by AC Nielsen Research Services for the Department of Education, Training and Youth Affairs (DETYA) on "Employer Satisfaction with Graduate Skills", which reported that employers found that engineering graduates in particular were "poor in many skills particularly at problem solving and oral business communications which employers consider important", Beder (2000) states that skills such as problem solving, communications, interpersonal skills and critical and independent thinking should be fostered in engineering education.

Engineers are expected to be good problem solvers. David et al (2006) state that one solution for preparing engineering graduates to become better workplace problem solvers is converting their curricula to problem-based learning (PBL). PBL programs replace traditional courses with integrated, interdisciplinary sets of complex problems that students learn to collaboratively solve.

In this rapidly changing globalized world engineers do not belong to any particular nation. They should have the skills globalzed engineers should have. Globalized engineers are those who possess multi-skills including communication skills, critical thinking skills, group skills and interpersonal skills.

In the Executive Summary of the report In Search of Global Engineering Excellence, globalization is defined implicitly through the following introductory statement:

> "The world is rapidly transitioning from one of nationally differentiated organizations and cultural identities to one increasingly characterized by transnational institutions and multicultural communities. Accelerated by dramatic technological advancements, this transformation is having a profound effect on national and international systems of commerce, education, and governance. This new world will require an even more sophisticated workforce to address a growing list of complex and interdependent global challenges, such as sustainability, security, and economic development. Engineers, whether working abroad or at home, play a critical role in addressing these and other global challenges."

Gobalization has an effect on engineering education. The Global Engineering Excellence report gives insights into the effects of globalization on institutions and students. The Global Engineering Excellence Initiative began in October 2005 resulted in defining global competence of engineers. The short version of the report lists the following as the qualities of a global engineer:

- technically adept
- broadly knowledgeable
- innovative and entrepreneurial
- commercially savvy
- multilingual
- culturally aware

- knowledgeable about world markets
- professionally flexible and mobile

According to David et al (2006), most engineers felt well prepared for core engineering jobs. However, there was general acceptance among most engineers that graduates will "really" learn how to be an engineer during the first year or two on the job. "Rarely did practicing engineers recommend more engineering in the engineering curricula. Rather, most of the engineers emphasized more instruction on client interaction, collaboration, making oral presentations, and writing, as well as the ability to deal with ambiguity and complexity".

Globally engineers recommend more communication skills in the engineering curricula to prepare to the workplace. For example, Aviv (2007) in her article 'Don't be shy' states "Because speaking well is often crucial to getting a job — and to sounding educated — nearly half of American colleges and universities require a public speaking or communications course, according to the National Communication Association."

The need for imparting communication skills and soft skills in engineering students has been stressed by industrialists and business people in India. In his welcome address on the occasion of the seminar on "War for Talent" in Chennai, Balaraman (2006), president of Madras Chamber of Commerce and Industry, said that "the educational institutions in Tamil Nadu have not kept pace with the requirements which the present day employment market demands. The Madras Chamber of Commerce and Industry … received numerous representations from its constituents that they are finding it difficult to secure the human resources necessary to conduct their operations". The reason given was that "the graduates did not possess the required soft skills to articulate their thought effectively".

Not only oral communication but written communication is also very important for engineers. Hissey (2007) states that "today's engineering executives want engineers who can write clearly, concisely and comprehensively". Highlighting the importance of presentations skills for engineers, Hissey (2007) says that oral presentations are an

increasingly integral part of engineering profession and calls for added emphasis in engineering curricula, as well. According to him improved presentation and delivery style will enrich an engineer's career.

1.4 Review of Theories of Syllabus Design

There has been a growing number of individuals who require English for occupational and vocational purposes, as well as for general educational purposes. This has led to a corresponding increase in attention on syllabus design.

1.4.1 Distinction between Curriculum and Syllabus

There is clear distinction between 'curriculum' and 'syllabus'. According to Shaw (1975), "... the curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community, through classroom instruction and related programs..." He then defines "syllabus" as "a statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself."

"Curriculum" as defined by Allen (1984) is a very general concept. It involves consideration of philosophical, social and administrative factors which contribute to the planning of an educational programme. "Syllabus" then refers to that subpart of a curriculum which is concerned with the specification of what units will be taught. Noss and Rodgers (1976) defines a 'language syllabus' as "a set of justifiable, educational objectives specified in terms of linguistic content". Here the specification of objectives must have something to do with language form or substance, with language-using situations, or with language as a means of communication. In the words of Strevens (1977) the syllabus is "partly an administrative instrument, partly a day-to-day guide to the teacher, partly a statement of what is to be taught and how, sometimes partly a statement of an approach ... The syllabus embodies that part of the language which is to be taught, broken down into items, or otherwise processed for teaching purposes."

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In Wilkins' (1981) words, syllabuses are "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process." Johnson (1982) explains syllabus as an "organized syllabus inventory" where "syllabus inventory" refers to the items to be taught. Crombie (1985) also defines "syllabus" as a list or inventory of items or units with which learners are to be familiarised. But Corder (1975) points out that it is more than just an inventory of items. In addition to specifying the content of learning, a syllabus provides a rationale of how that content should be selected and ordered (Mackey, 1980).   Candlin (1984) takes a different stand when he says that syllabuses are "social constructions, produced interdependently in classrooms by teachers and learners ... They are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners."

Basically, a syllabus can be seen as "a plan of what is to be achieved through our teaching and our students' learning" (Breen, 1984) while its function is "to specify what is to be taught and in what order" (Prabhu, 1984).

1.4.2 Types of Syllabi

According to Reily (undated), there are basically six types of syllabi and the types are not entirely distinct from each other. For example, the distinction between skill-based and task-based syllabi may be minimal. The six types of syllabi are presented beginning with the one based most on structure, and ending with the one based most on language use. The characteristics of individual syllabi are defined as follows:

1. Structural (formal) syllabus: The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught.

2. Notional/functional syllabus: The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express.

3. Situational syllabus: The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in the situations.

4. Skill-based syllabus: The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur.

5. Task-based syllabus: The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning, but, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second language ability.

6. Content-based-syllabus: The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes.

Reily insists that while discussing syllabus choice and design, it should be kept in mind that the issue is not which type to choose but which types, and how to relate them to each other.

1.4.3 Syllabus Design

According to Webb (1976), syllabus design is understood as the organization of the selected contents into an ordered and practical sequence for teaching purposes. His criteria for syllabus design is as follows:

- progress from known to unknown matter
- appropriate size of teaching units
- a proper variety of activity
- teachability
- creating a sense of purpose for the student.

According to Amran Halim (1976), the language course designer has to pay serious consideration to all the relevant variables. He has grouped all the variables into two categories: linguistic variables and non-linguistic variables. Linguistic variables include the linguistic relations between the language to be taught and the language or languages which the student uses in his daily activities. Non-linguistic variables range from policy to social, cultural, technological and administrative variables. In the words of Munby (1984), syllabus design is a matter of specifying the content that needs to be taught and then organizing it into a teaching syllabus of appropriate learning units. According to Maley (1984), syllabus design encompasses the whole process of designing a language programme. He says that "the needs analysis which produces an order unit of items to be taught is organically related to a methodology consistent with the syllabus, a set of techniques consistent with the methodology, and evaluation procedure consistent with the whole.

Taba (1962) advocated a general model by giving the following steps:

- needs analysis
- formulation of objectives
- selection of content
- organization of content
- selection of learning activities
- organization of learning activities
- decisions about what needs evaluating and how to evaluate.

It can be concluded that syllabus design involves a logical sequence of the above mentioned stages.

1.5 Conclusion

In this context it is necessary to gather information and views on the target needs of engineering students from the learners, ex-students, placement trainers, professional engineers and English for Science and Technology (EST) practitioners, evaluate the existing '*Engineering English*' curriculum, analyse the gathered information and take effective measures to redesign the English curriculum which, in turn, will enhance the employability skills of future engineers. The second chapter focuses on the research methodology followed to explain at length the different techniques and methodological approaches used to assess the learner needs and corporate expectations and to evaluate the Engineering English course.

CHAPTER TWO

RESEARCH METHODOLOGY

2.1 Introduction

The objectives of the study were to assess the learners' communicative needs, to assess what skills set employers look for in engineering graduates, to evaluate the Engineering English curriculum, to explore the possibilities of incorporating some essential skills engineers need at the workplace into the *Engineering English* course, to find out what competencies set *Engineering English* teachers need in order to teach the course effectively, to assess the role of technology in promoting learner autonomy, to redesign the course taking into consideration the suggestions given by stakeholders, to field-test some components of the modified course and evaluate its effectiveness, and to suggest ways to bridge the gap between what is delivered to students and what they actually want. In the light of the above objectives various techniques and methodological approaches were used to gather and analyze information on the *Engineering English* curriculum and to gain realistic insights into learner needs and corporate expectations.

2.2 Research Tools:

The research tools used for analyzing learners' needs and evaluating Engineering English curriculum are:

1. Researcher's observation
2. Questionnaires
3. Interviews
4. Job advertisements
5. End-semester results
6. Communication apprehension tests
7. Proficiency tests
8. Literature related to ESP / EST
9. Documents related to engineers' communicative needs

10. Case studies

2.3 Sample:

The questionnaire set had six types of questionnaires (Appendices 1-6) and were distributed to six sample groups. They are:

1. Senior students who had *Engineering English* course in their first year engineering programme and who attended placement training during their third year programme
2. Ex-students of engineering who had *Engineering English* course in their first year engineering programme and who work in IT or any other companies.
3. Professional engineers
4. Placement trainers
5. ESP practitioners
6. Core subject teachers

The total number of stakeholders who returned the completed questionnaires is given below:

      i) Second and third year UG students   - 90

      ii) Ex-students   - 65

      iii) Professional engineers   - 43 (India and abroad)

      iv) Placement trainers   - 11

      v) EST practitioners   - 22

      vi) Other subject teachers   - 12

2.4 Methods of Data Collection

The main data collection methods used for needs analysis and evaluation of Engineering English curriculum are given at length in the following sections.

2.4.1 Researcher's Observation

2.4.1.1 Researcher as an EST Practitioner

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The researcher as an EST practitioner at an institute of technology in Chennai, Tamil Nadu, and previously at a few other institutes of technology in India and abroad has come in contact with hundreds of students who have had the experience of undergoing placement training, attending campus recruitment interviews and applying for jobs and attending job interviews off campus.

The case studies of those students who could sell themselves successfully in the job market and those who couldn't do so helped the researcher gain an insight into the target needs of engineering students and the need for modifying the existing Engineering English course in order to make it more effective.

2.4.1.2 Researcher as a Columnist

The researcher as a columnist contributing a weekly column 'English Matters' to *Education Express*, a weekly supplement with *The New Indian Express* received a number of emails from students of engineering and professional engineers who shared the problems they had faced because of their lack of communication skills.

The readers' emails helped the researcher gain an insight into the importance of communication skills for engineering students and think of the need for incorporating the required skills into the English curriculum.

2.4.2 Needs Analysis-cum-Evaluation Questionnaire

Based on a combination of various models proposed by different authors and mainly on the model proposed by Dudley-Evans and St John (1998), the needs analysis-cum-evaluation questionnaires were designed to assess the learners' present and future language and communication needs and also to evaluate the *Engineering English (Technical English)* course the respondents had during their first-year undergraduate engineering programme. The rationale for combining the two parts, namely evaluation and needs analysis, into one was that it was presumed to be easy for the respondents to answer one questionnaire rather than two.

2.4.2.1 Questionnaire for Senior Students

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The objectives of this questionnaire (Appendix 2) were to assess the effectiveness of the *Engineering English* course offered during the first year of their four-year undergraduate engineering programme by getting their feedback on the course, to carry out a detailed needs analysis (to assess the students' present and future language and communication needs) and to get their suggestions on how to modify the course content in order to make it more effective and to get their views on how the course should be taught.

The questionnaire containing 50 items had the following eight sections:

A. Level of proficiency in English (items 1-7)

B. Need awareness (8 & 9)

C. Present and Future needs (10, 11, 12)

D. Evaluation of the Engineering English curriculum (13-23)

E. Views on placement training (24-27)

F. Communication skills laboratory course (28-30)

G. System of assessment (31-34)

H. Suggestions (35-50)

- Technology-integrated EE (37, 38)

- Critical thinking (39, 40)

- Involving learners in the course design (41-43)

- Skills-oriented course (44-46)

- Teaching / learning style (47-49)

- Any other comment (50)

The questionnaire was sent as an email attachment to 88 senior students of engineering who had the course 'Communication Skills Lab' (GE1352) during their third year. The sample was selected based on the criteria that the students should be from 10 different engineering colleges in Tamil Nadu, and the students should have attended placement training in their colleges

2.4.2.2 Questionnaire for Professional Engineers

The objectives of the questionnaire (Appendix 6) were to assess corporate expectations and to get professional engineers' suggestions on incorporating multiskills in the 'Engineering English' syllabus.

The questionnaire contained three sections and 24 items. It asked the respondents to answer questions related to the following:

Section A - Professional details (1-5)

Section B - Professional communication needs (6-10)

Section C - Suggestions (11-24)

The questionnaires were sent to 65 engineers working in India and abroad via email. Since a number of Indian engineers migrate to the United States and European countries, questionnaires were sent to Indian engineers / technologists working abroad by email to gather information on the target needs of global engineers.

2.4.2.3 Questionnaire for Placement Trainers

The main objective of the questionnaire (Appendix 5) administered to placement trainers was to get the views of placement trainers on what skills engineering students should have in order to get placed in well-established and reputed IT companies or core engineering companies and on the role of English language teachers in imparting the skills in engineering students.

The questionnaire containing 14 items had the following 5 sections:

Section 1: Professional details of the trainers

Section 2: Job market for engineering graduates

Section 3: Analysis of trainees' competencies

Section 4: Suggestions

Section 5: Any other

The questionnaire was given to 15 placement trainers. The researcher had face-to-face contact with the placement trainers.

2.4.2.4 Questionnaire for EST Practitioners

It was with the assumption that experienced English for Science & Technology (EST) practitioners are good at evaluating the *Engineering English* curriculum and assessing learner needs, experienced teachers were contacted for the purpose.

The questionnaire (see appendix 3) distributed to the English for Science and Technology (EST) practitioners had four sections and twenty-five items.

Section A: Professional details (items 1-7)

Section B: Learners' attitude towards English and their needs (8-11)

Section C: *Engineering English* course (12-21)

Section D: Testing and evaluation (22-25)

The questionnaire was sent to 35 EST practitioners working in 8 different engineering colleges in Tamil Nadu.

2.4.2.5 Questionnaire for Core Subject Teachers

The subject teachers of various departments of engineering at three institutes of technology were asked to give their views on learners' immediate and future language needs. Their views were collected via a questionnaire (see appendix 4). The questionnaire was distributed to 23 core subject teachers.

The teachers were asked to answer the question which language skills their students need and which they have difficulty with. A list of major skills and subskills was given in the questionnaire.

2.4.3 Interviews with Recruiters / HR Personnel

Of late, campus recruitment drive, which involves companies visiting educational institutes to recruit candidates to their respective firms, is very common in professional colleges   The members of a recruiting team and HR personnel in IT companies and engineering firms are in a better position to assess the language and

communication needs of engineers. So it was decided that these personnel should be interviewed in order to gather data regarding the target needs of engineering students.

The role of a recruiting team is to give aptitude tests, conduct group discussions and interviews to shortlist and select candidates at different educational institutions selected by the companies the members of the recruiting team represent. Candidates are selected on the basis of their possession of the skill sets employers look for in prospective employees.

The researcher had a series of interviews with members of the recruiting team and HR managers. Though request for interviews were sent to 20 members of recruiting teams and HR personnel employed in various IT companies and core engineering companies were sent, only 9 members responded positively to be interviewed. Out of the nine interviewees 6 were members of recruiting teams and the other three were in charge of HR management in IT companies.

2.4.4 Analysis of Job Advertisements

Job advertisements play an important role in helping job seekers apply for right jobs. A typical job advertisement has these main sections: company details, position advertised, job responsibilities, required skills and remuneration.

A hundred job advertisements (posted on the Internet and appeared in different newspapers in India and abroad) were analysed. The advertisements were selected based on the criteria that the advertisements are addressed to engineering graduates and they should state clearly what they expect of the candidate: qualifications, experience, job responsibilities, skills required, etc.

2.4.5 Interviews

Interviews with recruiters and human resource personnel working in IT companies were also conducted to collect data regarding the skill sets engineering students need to have in order to be successful in the campus recruitment process and later at the work place.

2.4.6 News Reports

Documents and newspaper reports containing the views of experts and educationists on the importance of soft skills including English language skills were also considered to assess the target needs.

2.4.7 Evaluation of the *Engineering English* Curriculum

Evaluation of any curriculum or program is essential for the improvement of the program.   "Evaluation is very constructive and powerful activity and a very stimulating one. There is the chance to focus on what has been going well and what have been the most significant contributing factors so that less successful can be modified." (Dudley Evans 1998). The basis for the evaluation of any ESP curriculum is the analysis of learners' needs.

In order to evaluate the effectiveness of the Engineering English curriculum feedback about the course and views on the curriculum were collected from the learners, ex-students, EST practitioners, other subject teachers and professional engineers. Their suggestions were also gathered to make the course more effective. A diagnostic test and a communication apprehension test were also administered to a sample group to assess   the effectiveness of the programme on students. The diagnostic test scores of the students were compared to their university exam scores in order to assess the effectiveness of the system of assessment.

2.4.7.1 Evaluation by Senior Students

The questionnaires (see Appendix 1) were distributed to 90 second-year and third-year undergraduate students of engineering who had *Engineering English* during their first-year programme. The students were from different branches of engineering: mechanical engineering, information technology, computer science and engineering, electrical engineering, biotechnology, electrical and electronics engineering.

The questionnaire containing 15 items asked students to evaluate the *Engineering English* course and suggest ways to make the course more effective. The respondents were asked to rate the components such as syllabus, content, skills, teaching methodology and the system of assessment.

2.4.7.2 Evaluation by Ex-Students

The questionnaire was completed by sixty-five ex-students. The evaluation section of the needs analysis questionnaire had 11 items (See questions 13-23 in Appendix 2). The respondents were asked to respond to questions related to the following:

- Components of *Engineering English* curriculum
- Skills given importance and skills neglected
- Effectiveness of the *Engineering English* course
- System of Assessment

2.4.7.3 Evaluation of Course Books

English for Science and Technology (EST) practioners were asked to respond to questions related to quality of course books and factors they considered important while selecting course books and give their feedback on the coursebooks they used in the class.

Based on the criteria for selecting materials and designing activities and based on the principles of ESP courses, a checklist was designed to evaluate the effectiveness of course books prescribed at various engineering colleges. The checklist contained 36 items. Then the books were evaluated.

2.4.8 Case Studies on Integration of Technology into Engineering English

Computer assisted language learning (CALL) has become a central resource in many educational institutions and its potential to promote learner autonomy and develop English language skills in learners has been reported by a number of researchers. The need for integrating information and multimedia technology (IMT) or technology

enhanced language learning (TELL) into the *Engineering English* programme has been emphasized by researchers and ELT professionals.

The stakeholders' views on the technology-integrated language learning were collected via questionnaires and the data were analysed.   Two case studies, one concerning developing learners' writing skills with the focus on collaborative learning and the other fostering learners' critical thinking skills, are discussed at length.

2.4.9 Students' Communication Apprehension and Communication Skills

The personal report of communication apprehension (PRCA-24) (see appendix 8) instrument (McCroskey, 1982) was administered to a sample of 120 students at the Jeppiaar Engineering College, Chennai, in order to assess the communication apprehension and communication skills of students who already had one year of *Engineering English*.   A speaking test was also given to the sample group to assess their speaking and communication skills.

 "The PRCA is the most commonly employed measure of CA in research involving this construct. It has a variety of forms, all of which correlate among themselves about 0.90." (Berger, McCroskey & Baldwin, 1984).   This instrument is composed of twenty-four statements concerning feelings about communicating with others. It is used to assess the respondent's communication apprehension in the following four areas: i) group discussion, ii) meetings, iii) interpersonal communication and iv) public speaking. The students were required to indicate the degree to which each statement applied to them by marking whether they: strongly disagreed = 1; disagreed = 2; were neutral = 3; agreed = 4; strongly agreed = 5.

The overall PRCA scores can vary from 24 to 120. Those who have scored less than 50 have low communication apprehension and those who have scored above 70 have high communication apprehension.

2.4.10 Analysis of Examination Results

The university examination results of students of five different batches of an engineering college were analysed. The purpose was to determine whether there is any correlation between the marks students score in the examinations and their proficiency level. A detailed analysis of the results for each department is given in Appendix 9.

2.4.11 Diagnostic Test

In order to measure students' proficiency in English a diagnostic test (see Appendix 10) was given to a sample of 37 students who wanted to register for the *Business English Certificate* (BEC) preparation course conducted at Jeppiaar Engineering college periodically. All the students had scored above 70 in their first-year English examinations. There were 23 second-year and 14 third-year students in the group and they were from different branches of engineering.

The diagnostic test included items from a standardized Business English Certificate (BEC) Test (vantage level) prepared by the University of Cambridge ESOL. It had the following components. Listening, Speaking, Reading and Writing. Each section carried 25 marks.

2.5 Analysis and Interpretation of Data

The data was analysed qualitatively and quantitatively. The data emanated from researcher's experience as an ESP practioner and columnist, and the views of placement trainers, human resource managers, EST practitioners.and professional engineers were analyzed qualitatively. Data collected through the use questionnaires were analyzed quantitatively. A number of charts and tables were prepared to illustrate the statistical analysis of the data.

2.6 Action Taken

Reflecting the learners' present study needs and future professional needs and considering the objectives of ESP courses an attempt was made to design a course entitled "*Engineering Communication – An Integrated Skills Approach*" and pilot it.

The sample course was designed based on the nine principles expressed by the majority of stakeholders.

2.9 Evaluation

Due to time constraint only the following components were piloted:

1. English for Biotechnology
2. Developing learners' speaking skills thru role-plays
3. Developing learners' presentation skills through a process approach
4. Developing learners' language skills through project-based activities

The evaluation was done via questionnaires and discussion.

2.10 Conclusion

Finally, it was checked whether the hypotheses of the study have been proved. Then based on the findings of the study, a list of recommendations has been given.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

3.1 Introduction

An *English for Engineering* course designed in consultation with professional engineers, EST practitioners and students is likely to be more effective than the one designed without consulting the stakeholders. Many *English for Engineering* (Technical English) courses have been found to be ineffective because they do not reflect the learners' present and target needs. It is probably because the majority of course designers and materials writers seem to analyse the needs of students on the basis of their own experience and intuition.   In this context it is very essential to analyse the learners' present and future communication needs first, review the existing Engineering English curriculum and redesign the *Engineering English* course based on the findings of the needs assessment.

3.2 Learners' Needs and Corporate Expectations

The following sections analyse the data collected from various sources to assess the students' present and target needs.

3.2.1 Researcher as an EST Practitioner

The researcher as an EST practitioner at an institute of technology in Chennai and previously at a few other institutes of technology in India and abroad has come in contact with hundreds of students who have had the experience of undergoing placement training, attending campus recruitment interviews and applying for jobs and attending job interviews off campus.

The successful candidates attribute their success to their technical as well as their non-technical skills such as communication skills, presentation skills, group discussion skills, interview handling skills, active listening, fluency, critical thinking and leadership skills.

Those students who lack the above-mentioned soft skills find it difficult to sell themselves in the job market.

The case studies of those students who could sell themselves successfully in the job market and those who couldn't do so helped the researcher gain an insight into the target needs of engineering students and the need for modifying the existing Engineering English course in order to make it more effective.   It has been observed by the researcher that those students who performed well in group discussions, mock interviews and oral presentations and who demonstrated communication, critical thinking and group skills during the practice sessions were successful in campus recruitment.   Those students who had communication problems and lacked the above mentioned skills were not selected by recruiters.

3.2.2 Researcher as a Columnist

The researcher as a columnist contributing a weekly column 'English Matters' to Education Express, a weekly supplement with *The New Indian Express* received a number of emails from students of engineering and professional engineers who shared the problems they had faced because of their lack of communication skills. Given below are extracts of some emails from the readers of the column:

> *"i am baskar. i am BE in which computer science at 2006. i am trying to get a job.but i din't get a job.bcoz lack of communication for me. so i have joined many courses to improve my communication skills.but i can't improve my communication skills.bcoz i have a problem.i cant read newspaper fulently. pls could you say some tips to improve my vocabulary."(email)*

> *"I am XYZ working as a Software Engineer with ABC, Bangalore. It has been a journey of 2 yrs with ABC which is not that much of interesting due to some problem I am facing badly…… Let me tell you technically I am very good as an S/w engineer but the part I am lacking is "good communication skills". My communication skill is not very bad but not to the expected level which is very much required in a corporate industry. Daily I am facing problem with the client calls, talking with my managers also when having chat with my colleague those having very good command over English. This is the only part I am lacking badly and it has started affecting my personal life also…… Due to this problem my appraisal went bad and also I am not able to create a healthy relationship with my managers and not able to concentrate on my work properly. Even if one serious problem is I am fumbling when getting a*

sudden call from anyone. Really confused what's happening with me. Albert, I explained the whole picture in front of you and heartily want to build an impressive personality which is not possible without good communication skils. Need your advice, suggestions and inputs ...." (P'Rayan, 2008)

" i'm Rosario.i'm a MCA student.i read your article today in ie.i'm the same situation of XYZ.i want to improve my communication skill. Now,i'm in second year. Next year i've placement. i'm good in aptitude & technical.But,i'm lacking in good communication skills. So, i want to improve my english skills. afterwards i'll follow your advices.i need some more.Help me." (e-mail)

"I read some of your articles in Indian express. The latest being the one in which u have mentioned about a guy who is struggling because of lack of effective communication abilities. After reading the article,i felt it resembles my problem. I am working as officer in a PSU and my job requires high standard of english both written and spoken. i am very keen to improve at any cost. please advice me what shall i do?" (email)

The readers' emails helped the researcher gain an insight into the importance of communication skills for engineering students and think of the need for incorporating the required skills into the English curriculum.

3.2.3 Analysis of Ex-students' Responses

The questionnaire (appendix 2) was sent as an email attachment to 88 senior students of engineering who had the course 'Communication Skills Lab' (GE1352) during their third year. Most students had attended a fortnight-long or a week-long placement training programmes in their colleges. Only 65 out of 88 students returned their questionnaires. The students were from 12 different engineering colleges but the majority of the students were from Jeppiaar English College, Chennai.

The questionnaire containing 50 items had the following sections:

A. Level of proficiency in English (items 1-7)

B. Need awareness (8 & 9)

C. Present and Future needs (10, 11, 12)

D. Evaluation of the Engineering English curriculum (13-23)

E. Views on placement training (24-27)

F. Communication skills laboratory course (28-30)

G. System of assessment (31-34)

H. Suggestions (35-50)

- Technology-integrated EE (37, 38)

- Critical thinking (39, 40)

- Involving learners in the course design (41-43)

- Skills-oriented course (44-46)

- Teaching / learning style (47-49)

- Any other comment (50)

In this section, ex-students' responses to some parts of the questionnaire are analysed and discussed. The other parts of the questionnaire are discussed in the subsequent relevant chapters.

3.2.3.1 Level of Proficiency in English

Seven students said that their proficiency in English is very good, twenty-three students stated that their English is good, 28 said that their proficiency in the language is average, and the rest of the respondents did not answer the question.

The sixty-five respondents' answers to the question how they described their skills are given below in the figure 2.1.

Figure 2.1 Proficiency in language skills

Skills	Low	Average	Good	Very good
Listening	15	23	21	6
Speaking	10	31	19	5
Reading	2	20	35	8
Writing	10	39	6	5
Grammar	2	32	18	8

To the question how they would rate their level of proficiency in the given sub-skills of speaking, the respondents gave the answers given in figure 2.2

Figure 2.2 Proficiency in the sub-skills of speaking

Skills	Low	Average	Good	V.good
Expressing yourself clearly	1	34	24	6
Talking on the phone effectively	3	30	27	5
Taking part in group discussions	2	26	24	13
Handling interviews	1	34	24	6
Making oral presentations	5	34	19	7
Being tactful and diplomatic	7	41	17	0

The analysis of the responses shows that that the majority of the respondents are not comfortable in the following sub-skills of speaking: talking on the phone effectively, making oral presentations and interview handling.

Forty-two students (64.6 %) said that they are not satisfied with their language proficiency. Those who are satisfied with their language proficiency attributed their proficiency to the following: reading novels, reading newspapers, conversing in English with friends, online chatting, sending emails, watching TV, and listening to lectures in English. All respondents said that they have positive attitude towards English.

3.2.3.2 Need Awareness

To the question whether they agreed that the most successful engineers and scientists are skilled writers, 53 respondents (81,5 %) replied in the affirmative. To another question whether they agreed that the most effective engineers and scientists have good oral communication skills, 54 respondents said 'Yes' and 11 said 'No'. The responses of students related to their present and future language and communication needs are discussed here.

3.2.3.3 Present and Future Needs

The students were asked to specify the English language skills required in order to succeed during the four years of the undergraduate programme. The following

macro- and micro-skills were mentioned. Two students also mentioned critical thinking and verbal reasoning though they are not language skills.

- social communication
- presentation skills
- debating skills
- basic skills in reading
- reading for information
- reading for information (academic texts)
- writing assignments
- writing lab reports
- writing business letters
- writing essays
- listening
- grammar
- verbal reasoning
- critical thinking

To a question on what language skills are required in order to get placed in a good industry/company/organization, the students had mentioned the following list of skills. Again non-language skills such as critical thinking, problem-solving skills were mentioned.

- interpersonal communication
- presentation skills
- telephone English
- interview handling skills
- basic skills in reading
- critical reading
- writing cv
- writing job application letter
- writing business letters

- active listening
- critical thinking skills
- problem-solving skills

The figure that follows shows the skills that are considered the most important by the respondents. Speaking (100 %) and listening (97%) are considered the most required skills for placement.

Figure 2.3 Skills considered important for placement

Skills considered important for placement (Students' perception)
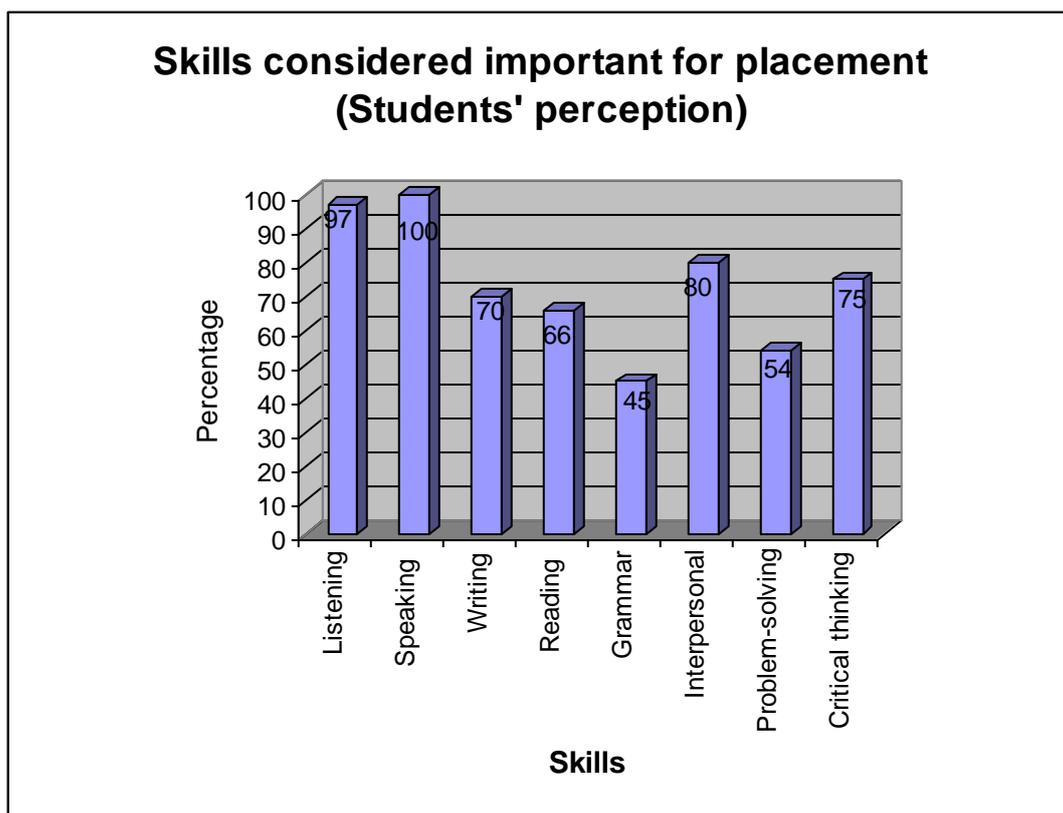
Eleven students had mentioned that all the skills covered in the Business English Certificate (BEC) at Beginners and Vantage levels are important.

The third question in the section asked the respondents to list the skills that they thought are important in future (at the workplace) and the participants of the survey listed the same above mentioned skills though not in the same order.

3.2.3.4 Placement Training

Some private engineering colleges give placement training to their student. Over seventy percent of the students found the placement training useful. Given below are the benefits of the training stated by the respondents:

- It was really useful in coming out and expressing our views boldly, without any fear.. both in GD and oral presentation.
- It gave an overall view of what companies expect.
- Enabled to identify positive and negative aspects of our communication skills.
- Mind games enabled to sharpen our concentration and thinking.
- Removed myths and impending fears about interviews
- Mock interviews helped us overcome our communication anxiety.
- It was an opportunity to learn about professional communication.
- It helped us develop our speaking skills
- It was industry-oriented

To the question how the placement programme was different from the 'Technical English' course, the respondents gave the following answers:

Placement training was more practical but our English course was theoretical
During placement training we had opportunity to practice our English but in English class spoken part of communication was neglected
During placement training we had practice in to group discussions and public speaking but in the English course we didn't have the exposure.

The respondents recommend the following aspects of the placement training programme be incorporated into the Technical English course in order to make it more effective: group discussion skills, public speaking, presentation skills, mock interviews, verbal reasoning, group skills, interpersonal skills, problem-solving skills, and critical thinking skills.

3.2.3.5 Suggestions

The suggestions given by the respondents are compiled here:

- All the respondents said that technology-enhanced language teaching and learning is relevant and useful for them. They said technology-integrated language teaching and teaching should be compulsory. Over seventy percent of the students said that Blended Learning (which refers to a language course which combines a F2F (face-to-face) classroom component with an appropriate use of technology).

- Forty out of the sixty-five respondents said that it is important to incorporate critical thinking tasks into the course materials and examinations. The reasons are: it is important for placement, it is very much needed at the workplace and it is very important for engineers.

- Forty-two respondents (65 %) said that learners' views should be considered while designing an Engineering English course. They should be allowed to select reading texts and suggest tasks. The idea of treating students as partners of teaching/learning process is welcomed by the participants of the survey.

- Expressing their views on modifying the course based on a skills-oriented syllabus, sixty-three respondents (97%) said that they would welcome it. The same number of respondents said that job-related language skills should be incorporated into the first-year engineering programme. They also suggested the duration of the course should be longer.

- The respondents suggested that problem-solving games, group discussions, role-plays and interview handling skills should be the regular features of the Engineering English course. They want the English course to reflect the corporate needs and expectations.

- The respondents expressed that the Engineering English course should be taught in an interesting and effective manner and the mode of teaching preferred by them is a combination of modes: face-to-face lecture, group discussion, take-home assignments and pc-based learning.

- The participants of the survey said that the learners could develop their language skills by doing the following:
  - Listening (doing more listening exercises in the English multimedia lab)

- Speaking (taking part in group discussions, mock interviews, roleplays, presentations, more speaking practice)
- Reading (interesting texts from newspapers, magazines)
- Writing (project-based tasks, writing official letters, analytical essays, commenting on issues and current affairs)

The analysis gives an insight into the learners' present and future needs. In the light of these needs and suggestions given by the respondents the existing Engineering English curriculum should be evaluated.

3.2.4 Analysis of Professional Engineers' Responses

The questionnaire (see Appendix 6) distributed to professional engineers had three sections and 24 items. It asked the respondents to answer questions related to the following:

Section A - Professional details (1-5)

Section B - Professional communication needs (6-10)

Section C - Suggestions (11-24)

The questionnaires were sent to 65 engineers and 43 completed questionnaires were received. Since a number of Indian engineers migrate to the United States and European countries, questionnaires were sent to Indian engineers / technologists working abroad by email to gather information on the target needs of global engineers.

In this section the professional engineers' responses on professional communication needs and suggestions are analyzed.

3.2.4.1 Professional Communication Needs (items 6-10 in the questionnaire)

6. Do you agree that highly effective engineers have good writing skills?

Thirty-eight respondents (83 %) agreed that highly effective engineers have good writing skills.

7. Do you agree that highly effective engineers are good communicators?

Forty-two of them (98 %) agreed that highly effectively engineers and technologists possess good communication skills. It implies that oral communication skills are essential for engineers to be effective.

8. What skill sets do students of engineering need in order to be placed in reputed IT companies or core engineering companies?

- Communication skills
- Presentation Skills
- Writing an impressive CV
- Appropriate body language

9. What skill sets do recruiters look for in prospective employees?

- Excellent communication skills
- Presentation Skills
- Articulation
- Writing an impressive CV
- Appropriate body language
- Positive attitude

10. What skills do professional engineers (various positions) need in order to be effective at the workplace?

Over 80 percent of the professional engineers specified the following skills as very important for engineering occupying various job positions at one stage or the other.

- Listening
- Speaking
- Reading
- Writing
- Interpersonal skills
- Group skills
- Problemsolving skills

-   Critical thinking skills

3.2.4.2 Suggestions (items 11-23 in the questionnaire)

11. What are your suggestions to improve the following areas of the *Engineering English* curriculum: syllabus, materials, skills, teaching methodology, assessment pattern (tests/exams)?

-   the opinion of professional engineers and technologists should be sought and considered.
-   an in-depth needs assessment should be carried out.
-   more project-oriented assignments should be given to students.
-   industry-institution interaction should be encouraged.
-   teachers of English should be trained to impart soft skills.
-   self-asssessment should be encouraged.

12. List the changes that you would like to bring in in the *Engineering English* course.

-   The course should be more practical-oriented
-   It should reflect the needs of the students
-   Interesting tasks and activities
-   It should develop the students' confidence
-   Do away with grammar
-   Make students think
-   Give more practice in speaking

13. Do you think that technology-enhanced language teaching and learning will be relevant and useful for the learners? Give your reasons.

All the respondents said that technology should be integrated into the Engineering English curriculum. The reasons they have given are:

-   The students need not depend on teachers.
-   Very good pieces of software are available in the market
-   Students can very easily develop their pronunciation and grammar skills.

- Computer is an effective tool that facilitates learning.
- The Internet is a very powerful tool that provides everything what the teacher of English and their students want.

14. *Blended Learning* refers to a language course which combines a F2F (face-to-face) classroom component with an appropriate use of technology. Do you like the idea of 'blended learning'? Explain how it will help the learners.

Thirty-six of the participants of the survey said that it is a good idea especially to develop English language skills. They suggested the following that would help the learners.

- Students are comfortable expressing themselves in blogs and downloading audiofiles from the Web.
- Teachers can initiate discussion via yahoo groups and blogs.
- Voice chatting and videoconfering are also good options.

15. Do you think it is important to develop critical thinking competence in learners?
Thirty-one respondents (72 %) replied in the affirmative.

16. Do you think it is important to incorporate critical thinking tasks into course materials and examinations?
Seventy percent of the respondents said that it is important to do so and the reasons give are:

- Engineers need critical thinking skills in order to take good decisions.
- It is essential for everyone to be successful in life.

17. Do you think it is important to involve professional engineers in the design of course materials? Why?
Twenty-eight participants of the survey (65%) welcomed the idea of involving professional engineers in the design of Engineering English course design. Eight of them (12.3 %) said 'Don't know'.

18. How do you want to involve yourself in the course design?

Only five respondents had given their answers to the question:

- By helping the course designer set objectives
- By suggesting useful activities
- By providing interesting reading materials

19. Do you think it is good to have a skills-oriented syllabus?

All the respondents (100%) said it is important to have a skills-based syllabus.

21. Do you think it is good to teach job-related language skills in the first year of your engineering programme?

Eighty-eight percent of the respondents answered that it is good to teach job-related language skills in the first-year of the engineering programme.

22. Give your suggestions on modifying the *Engineering English* course based on the corporate needs (placement). What should be incorporated into the syllabus? What type of tasks (exercises) should be included? Given below are some examples of activities that can be incorporated into the course. Add a few more activities that you think are important to the list.

- Problem-solving games
- Group discussions
- Role-plays
- Interviews

23. How do you want the following skills to be taught?

- Listening: Make people speak and others listen and question
- Speaking: Prepare some experience or situation sharing exercise and make people speak
- Reading: Bring some nice articles related to English and ask them to read with intonation and correct their pronunciation. (if any mistakes)
- Writing: Give good assignments (Task-based, project-oriented)

The analysis of the responses by professional engineers shows that it is important to incorporate job-related skills in the *Engineering English* course and it is essential to involve them in the Engineering English course design.

3.2.5 Analysis of Placement Trainers' Responses

The main objective of the questionnaire (see appendix 5) administered to placement trainers was to get the views of placement trainers on what skills engineering students should have in order to get placed in well-established and reputed IT companies or core engineering companies and on the role of English language teachers in imparting the skills in engineering students.

The questionnaire containing 14 items had the following 5 sections:

Section 1: Professional details of the trainers

Section 2: Job market for engineering graduates

Section 3: Analysis of trainees' competencies

Section 4: Suggestions

Section 5: Any other

The questionnaire was given to 15 placement trainers. Only 11 completed questionnaires were returned to the researcher.

3.2.5.1 Trainers' Profile

The first section dealt with the trainers' experience in the field of training engineering students / graduates and their areas of specialization. All the eleven trainers have had more than 5 years of training experience. Three of them have had more than 10 years of experience in the field.   Their areas of specialization are:

- Puzzle solving, logical ability, coding-decoding
- Soft skills
- salesmanship
- communication skills,
- Group discussion,

- Leadership,
- Interpersonal skills
- team building
- HR
- Attitude development

3.2.5.2 Job Market for Engineering Graduates

The second section on "Job Market for Engineering Graduates" containing three items required the trainers to answer questions related to job opportunities for engineers, skills sets recruiters / employers look for in prospective employees and skills they need in order to survive and excel at the work place.

What are the job opportunities for engineering graduates? A summary of their responses to the question are given below:

- IT sector
- Enormous – not necessarily qualification specific, however, other areas such as solution-based marketing specialists.
- Manufacturing
- Services and infrastructure
- In production department of factories
- Entry level position in BPO / IT/ ITELS
- Core engineering companies
- Media

What skills do engineering graduates need to be placed in reputed IT companies or core engineering firms? All the trainers had mentioned communication, soft skills and logical reasoning as important skills for engineers. Here is a summary of their responses:

- strong technical knowledge
- good communication skills
- soft skills

- professionalism
- understanding the need of the market
- practical skills in the area of specialization
- Good emotion quotient (EQ)
- Ground belongingness feeling
- Positive attitude
- Regular programming in C++
- Logical thinking
- Critical thinking

What skills do they need to achieve success at the work place? Along with some key skills, the respondents had specified a few qualities that are important for engineers to excel at the work place. A summary of the skills (and qualities) mentioned by them are given in the order of priority.

- Technical skills (Hard skills)
- Communication skills
- Soft skills
- Thinking skills
- Group skills (team spirit)
- Good interpersonal skills
- Positive attitude
- Professionalism Listening Skills
- Questioning skills
- Time Management skills
- Team Building Skills
- Pursuasive communication skills
- Assertion Skills
- Presentation Skills
- Creativity (Innovation)
- Good EQ
- Respect for the organizational hierarchy

- Punctuality
- Patience
- Ground belongingness feeling
- Develop the ability to build more than one solution

3.2.5.3 Competences of Trainees

The third section dealing with the competences of trainees (engineering students) had two items: i) percentage of students who have employability skills and ii) the skills most students lack.

The respondents were asked to state the percentage of engineering students who have employability skills. The answers were varied. The highest was 65 and the lowest 15. The average was 40.

The following reasons could be attributed to it. The first reason could be that each trainer's area of specialization was different and their focus of training was only on that particular skill. For example, the person who is an expert in group dynamics conducted sessions only on that topic for all the groups. They did not have an opportunity to assess the students' other skills such as communication skills and logical reasoning. The second reason could be that students who are good at verbal reasoning may not be good at group discussion or group dynamics.

3.2.5.4 Skills Engineering Students Lack

What skills do most engineering students lack?   Nine out of the eleven respondents had mentioned the term 'communication skills'. Given below is a list of the skills mentioned by the respondents.

- Communication skills
- Puzzle-solving
- Logical ability
- Depth of knowledge in their relevant subjects
- Team playing

- Confidence
- Discipline
- Quants technique (?)
- Getting counseling from experienced elders/seniors
- Emotional Quotient
- Listening Skills
- Questioning skills
- Time Management skills
- Team Building Skills
- Pursuasive communication skills
- Assertion Skills
- Presentation Skills

3.2.5.5 Soft Skills for Engineers

The fourth section asked the respondents to give their views on whether they agree with the statement that soft skills should be incorporated into the '*English for Engineering*' syllabus. Except two respondents all the others agreed that soft skills should be incorporated into the syllabus. Their responses are given below:

- Yes, Most students are very ---- (not clear)
- Yes. To make it useful to practical life
- I do. Even the most genius students need to communicate his/her professionalism and market their talents to prospective employer.
- It may evolve as a separate discipline. Soft skill is more a behavioral skill that language skill.
- Not sure
- Yes.

3.2.5.6 English Language Teachers as Soft Skills Trainers

The question whether they agree with the statement that teachers of English at institutes of technology can play the role of soft skill trainers invited mixed responses

with only 6 out of 11 trainers saying that English language teachers have the ability to train students in soft skills. Their responses are as follows:

- Yes.
- Yes, they are in a better position to teach soft skills.
- They can be good communication skills trainers, but we can't say whether they can teach other soft skills.
- Most teachers of English have been trained in English literature and not in English language teaching.
- I don't think for the reasons explained above (It may evolve as a separate discipline. Soft skill is more a behavioral skill than language skill).
- No. Any person can become trainer by soft skill qualification and experience
- Not necessarily, unless they are trained. It is not just about language awareness, but the stress is on workplace requirement and confidence.
- Not sure, depending upon the capacity of the trainer.
- No, knowledge of psychology is essential.
- English has nothing to do with soft skill. A soft skill trainer must have held some managerial assignment earlier. Soft Skills are required for effective interaction at workplace with superiors, subordinates and to develop the leadership qualities.

To the question on how they see the role of English language teacher evolving over the next 5 years, one respondent said that the teachers of English may become obsolete if they do not change their styles to communicative language and teaching and three of the responded mentioned that the English language teacher will play a major role in improving the communication skills of students. Four of them are of the opinion that the teachers should constantly upgrade their skills in order to face the challenges of the next decade. However, two of them stated that English language teachers would continue to play the same role.

3.2.5.7 Role of Educational Institutions

The last question in the questionnaire was on what steps institutes of technology take to improve the employability skills of engineering students? The following are the trainers' responses. Institutes of technology should:

- offer more practical training
- develop their conversational skills
- outsource to professional organizations specializing in improving employability skills
- send their students to visit industries periodically
- invite experts from industries to interact with students
- take steps to train their teachers to orient them on the skills demanded by the industry
- take measures to enhance students' confidence level
- organize frequent personality development workshops
- encourage institute-industry interaction.

The analysis of the responses by placement trainers shows that only around 40 percent of the engineering students have employability skills. The trainers consider communication, problem-solving skills and a few other soft skills as very essential for engineers and there is an urgent need to enhance the students' employability skills. The need for introducing customer-oriented English language teaching at institutes of technology was also emphasized. It is possible only if the skills are incorporated into the English course and teachers are ready to undergo paradigm shift.

3.2.6 Analysis of EST Practitioners' Responses

The questionnaire (see appendix 3) distributed to the English for Science and Technology (EST) practitioners had four sections and twenty-five items.

Section A: Professional details (items 1-7)

Section B: Learners' attitude towards English and their needs (8-11)

Section C: *Engineering English* course (12-21)

Section D: Testing and evaluation (22-25)

The questionnaire was sent to 35 EST practitioners but only 22 completed questionnaires were received. The respondents were from 8 different engineering colleges in Tamil Nadu.

3.2.6.1 Professional Details

1. How long have you taught the course *English for Engineering / Technical English?*

Two respondents had more than 10 years of experiencing in teaching Technical English course, nine respondents had between 5 and 10 years of experience, eight had 3-5 years of experience and only 3 had less than 3 years of experience.

2. What are your educational qualifications?

Two EST practitioners had PhD in English, nineteen of them had MA and Mphil in English literature and one of them had only an MA.

3. Have you had any special training in ELT?

Out of the twenty-two participants only two of them had training in English language teaching. All the others are from literature background. Their area of specialisation in MA and Mphil was literature.

4. Do you think a teacher without any specific ELT training can teach the course 'English for Engineering'? Please justify your answer.

Seventeen respondents said that they can teach 'Engineering English' without any difficulty. They justified their answer by saying that the course is very basic and does not require much of ELT skills.

5. What competencies does an EST teacher need to have in order to be successful in teaching the course '*English for Engineering*'?

The following answers were given:

- knowledge of grammar

- good at speaking

- perfect pronunciation

- good at writing

- knowledge of business English

- effective teaching skills

- interpreting charts

6. Please give suggestions to improve EST teachers' competencies.

- by attending inservice training

- by taking part in ELT seminars, conferences and workshops

- by presenting papers in conferences

- by attending short courses

3.2.6.2 Learners' Attitude towards English and their Needs

7. Do your students give importance to English?

Fifteen respondents said that their students give importance to English.

8. Describe your students' proficiency in English?

Thirteen respondents said that their students' English proficiency is at the intermediate level while nine of them said that their student's proficiency in the language is average.

9. What are their present language needs?

- making oral presentations

- taking part in group discussions

- basic social communication

- listening to lecture

- writing assignments

- study skills (assignments, preparing for exams)

- reading specialist literature (text books)

- writing letters, reports, etc.

10. What language skills do they lack most?

- speaking
- pronunciation
- presentation skills
- listening comprehension
- writing
- grammar
- study skills

3.2.7 Subject Teachers' Perception

The subject teachers of various departments of engineering at three institutes of technology were asked to give their views on learners' immediate and future language needs. Their views were collected via a questionnaire (see appendix 4). The questionnaire was distributed to 23 core subject teachers but only 12 completed questionnaires were received by the researcher.

The subject teachers gave information about the students' problems with the target language and suggested remedies.

3.2.7.1 Skills Students Need and Lack

The teachers give different types of assignments to students.   The types of assignments include summarizing a text, preparing an essay on a topic by referring to books, defining technical terms, explaining a concept, analyzing an issue and writing a report, etc. Most students lack writing skills and so they do not write any assignment on their own. They just reproduce from books available.

Students are required to attempt different types of questions in continuous assessment tests and exams.   The following are samples of different types of questions:

- Define -------

- Give the characteristics of -----------
- List the drawbacks of -----------
- State the law of ------------
- Explain -------------------
- Compare and contrast------------

The students need to have good writing skills in order to excel in such tests and exams. Most students cannot write on their own because their proficiency level in the target language is very low.   They memorize answers and reproduce them in tests and exams because of the aforementioned problems.

Listening and speaking are two important skills for the students in order to follow lectures, to interact with the teachers and fellow students, to take part in group discussions and to give oral presentations.   According to the teachers, almost 40 percent of the students lack competence in these skills.

The charts (Figures 2.4 – 2.7) given below show the analysis of twelve subject teachers' responses to the question what language skills their students need and which they have difficulty with.

Figure 2.4 Speaking Skills Needs and Lacks (Subject Teachers' Perception)

Speaking Skills Needs & Lacks (Subject Teacers' Perception)
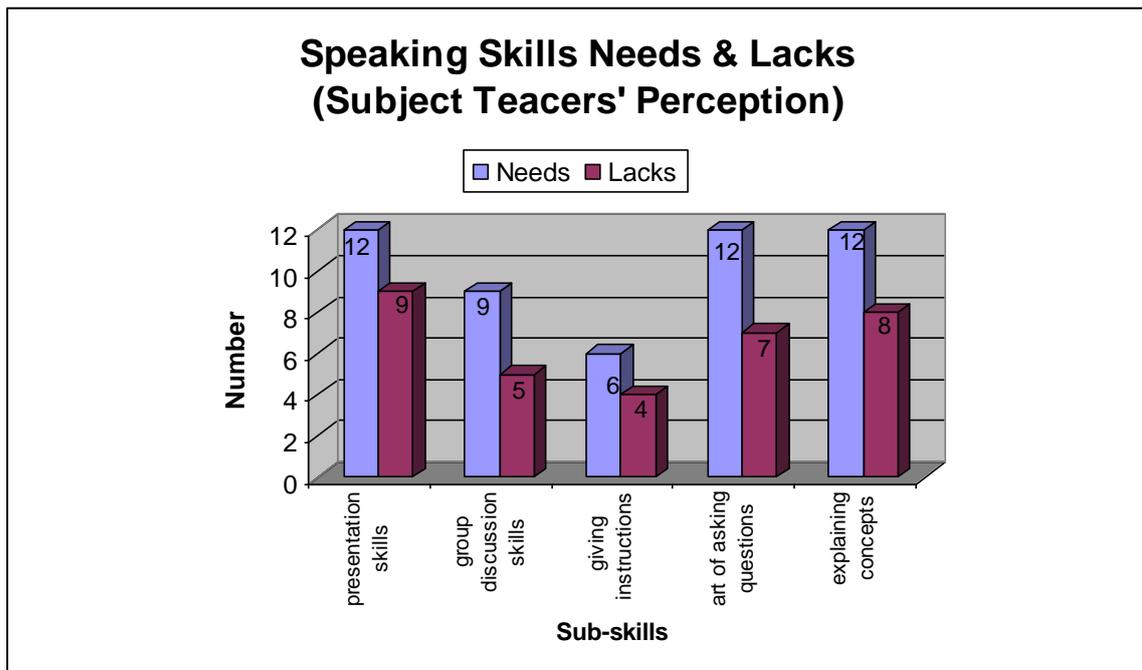
Figure 2.5 Listening Skills Needs and Lacks (Subject Teachers' Perception)
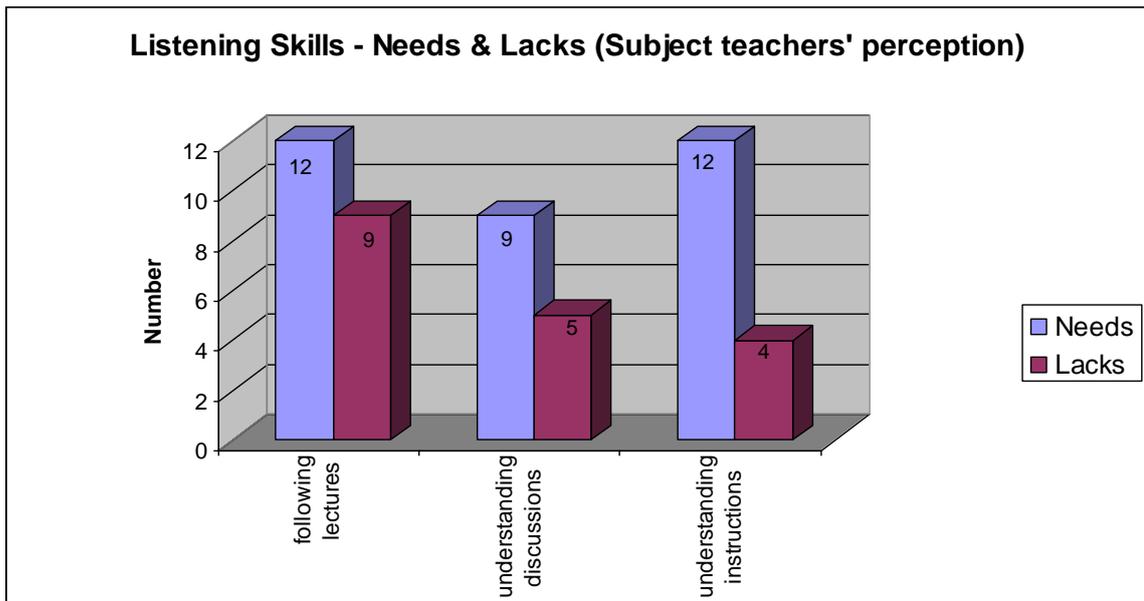
Figure 2.6 Writing Skills Needs and Lacks (Subject Teachers' Perception)
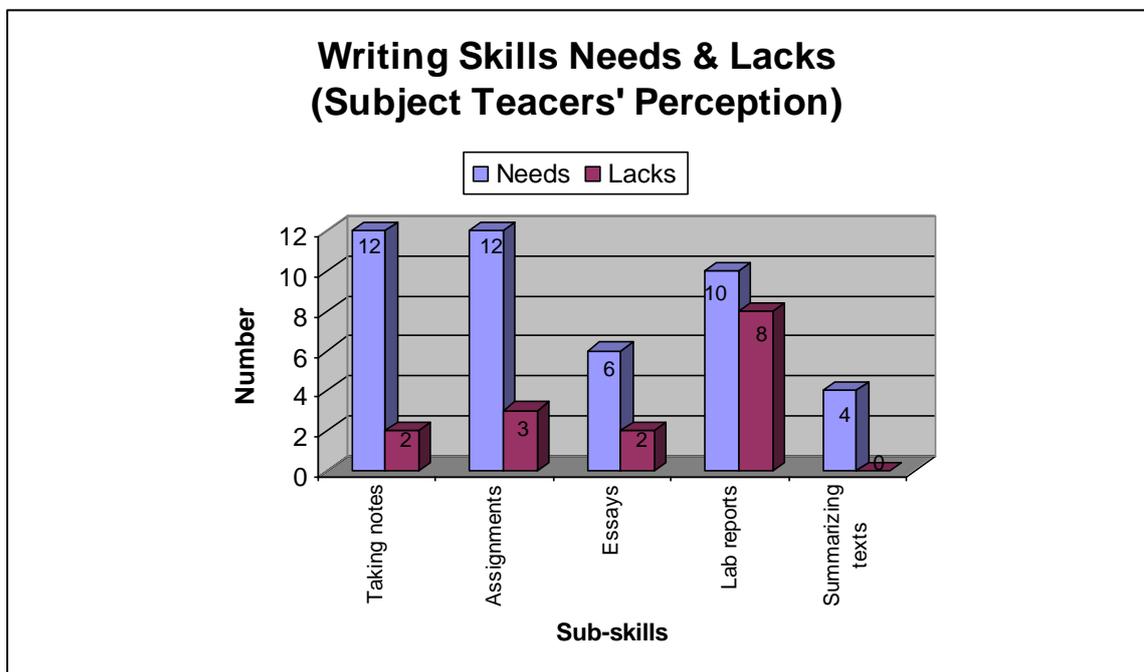
Figure 2.7 Reading Skills Needs and Lacks (Subject Teachers' Perception)

Reading Skills - Needs & Lacks (Subject teachers' perception)

A bar chart titled "Reading Skills - Needs & Lacks (Subject teachers' perception)". The y-axis is labeled "Number" ranging from 0 to 12. For "engineering textbooks": Needs = 12, Lacks = 4. For "journal articles": Needs = 12, Lacks = 10. For "general reading": Needs = 12, Lacks = 2. Legend shows Needs and Lacks.
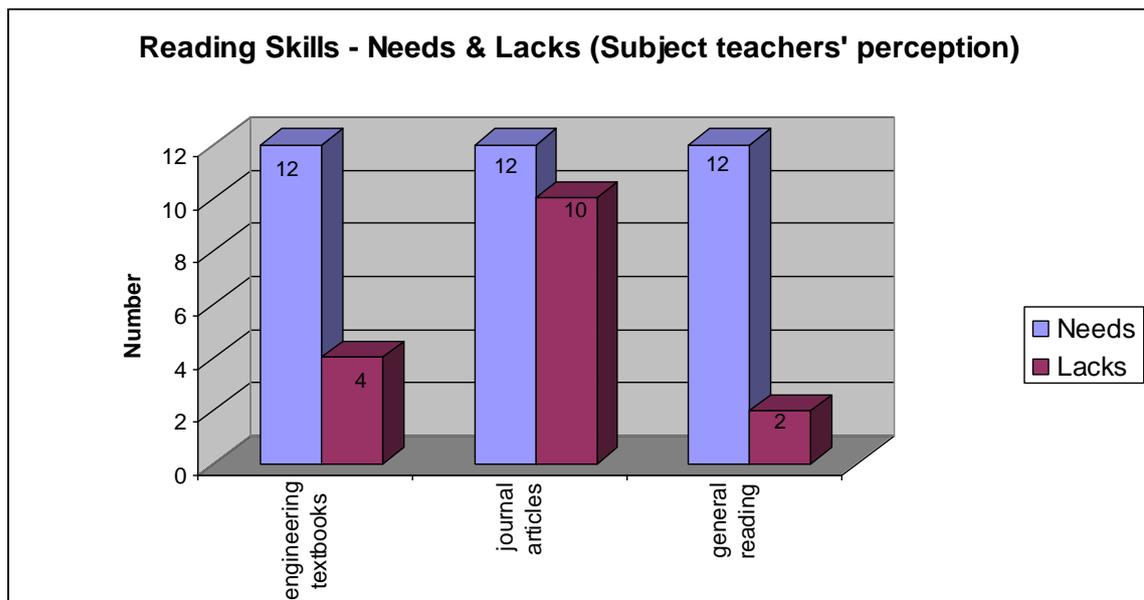
In summary the following were the problems stated by the teachers:

- Some students find it difficult to follow lectures in English.
- They do not know how to take notes.
- About 40 per cent of students have problems with speaking and writing in English.
- Since they do not have good writing skills, they do not write assignments on their own.
- Those students who cannot speak fluently do not take part in activities which require them to speak in the target language.
- Most students lack technical writing skills.

3.2.7.2 Suggestions

The following suggestions were given:

- Remedial coaching in English should be given to the disadvantaged students in order to enhance their level of motivation and participation.
- The students should be exposed to reading texts related to biotechnology and they should be trained to analyze the texts critically though they are scientific in nature.
- Measures should be taken to develop students' writing skills.

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- The language teacher should correct students' writing assignments and help the students attain grammatical accuracy.
- More opportunities should be given to the students to speak in English in the class.
- The students should be given practice in making oral presentations.
- The subject teachers should be involved in selecting reading texts for the design of any ESP course.

The suggestions given by the teachers helped the researcher give a focus to his research. Any subject-specific ESP course will be effective and prove to be fruitful for the end user (the learner) if the ESP course designer involves subject teachers in various stages of the course design.

3.2.8 Analysis of Interviews with Recruiters / HR Personnel

Of late, campus recruitment drive, which involves companies visiting educational institutes to recruit candidates to their respective firms, is very common in professional colleges   The members of a recruiting team and HR personnel in IT companies and engineering firms are in a better position to assess the language and communication needs of engineers. So it was decided that these personnel should be interviewed in order to gather data regarding the target needs of engineering students.

The researcher had a series of structured interviews with members of the recruiting team and HR managers.   Though request for interviews were sent to 20 members of recruiting teams and HR personnel employed in various IT companies and core engineering companies were sent, only 9 members responded positively to be interviewed.   Out of the nine interviewees 6 were members of recruiting teams and the other three were in charge of HR management in IT companies.

The role of a recruiting team is to give aptitude tests, conduct group discussions and interviews to shortlist and select candidates at different educational institutions selected by the companies the members of the recruiting team represent. Candidates

are selected on the basis of their possession of the skill sets employers look for in prospective employees.

The structured interview aimed to gain insight into the job responsibilities of various engineering positions and get answers to the following questions:

1. What skill sets do employers look for in engineering graduates?
2. On what basis do you select candidates to different job positions?
3. What skills do you impart during the training period?
4. What are the job responsibilities of professional engineers in different positions?
5. Please mention three key non-technical skills engineers must have in order to carry out their responsibilities in an effective manner?

What skills do employers look for in engineering graduates?

The following skills / qualities were mentioned by all the interviewees:

- technical skills
- effective communication skills
- presentation skills
- reasoning
- positive attitude
- readiness / willingness to learn new things
- adaptability

On what basis do you select candidates to different job positions?

Given below is a summary of their responses.

- consistent performance in studies
- good behaviour
- the required skills specified by the company

What skills do you impart during the training period?

- English language skills (encouraging them to take BEC)
- Soft skills

What are the job responsibilities and functions of professional engineers in different positions?

Given below is a list of responsibilities and functions.

- delegating
- managing
- supervising
- planning
- orgnanizing
- budgeting
- reporting
- correspondence

All the functions listed above require engineers to have excellent communication skills.

Please mention three key non-technical skills engineers must have in order to carry out their responsibilities in an effective manner?

All the interviewees mentioned communication skills as one of the three important skills. The other skills mentioned are:

- problem-solving
- group skills
- interpersonal skills
- creative thinking

The structured interviews with the members of recruiting team gave an insight into the type of English the engineering graduates need at the workplace. Many IT companies (HCL, TCS and CTS to name a few) encourage their staff to take BEC exams. Incorporating some components of BEC (vantage) can be incorporated into the Engineering English course.

3.2.9 Analysis of Job Advertisements

Job advertisements play an important role in helping job seekers apply for right jobs. A typical job advertisement has these main sections: company details, position advertised, job responsibilities, required skills and remuneration. Job responsibilities for various engineering and managerial positions are clearly mentioned in most job advertisements and such responsibilities imply that the candidates should have soft skills including communication skills.

Engineering graduates who have been recruited by reputed IT companies and engineering firms attribute their success to their possession of soft skills. Many engineering graduates do not apply for certain jobs related to their specialization just because they know that they do not have the skill sets mentioned in the job advertisements and required by the recruiters.

Whether it is for a teaching position in an educational institution or for any other position in a multi-national company, an engineering candidate is expected to have good proficiency in English and along with that a set of soft skills such as problem-solving, analytical abilities, team-playing, critical thinking, etc.

Many engineers and technologists from India migrate to other countries for a number of reasons. Job opportunities for engineers are plenty in both developed as well as developing countries. A global engineer should have excellent communication skills. For example, a global engineer is expected to be broadly knowledgeable and to prove that they have knowledge they need to communicate it and in order to survive in the global environment they should be good at intercultural communication.

A careful analysis of more than 100 job advertisements (posted on the Internet and appeared in different newspapers in India and abroad) aimed at engineering and technology graduates showed that engineers and technologists need to possess both technical as well as non-technical skills in order to climb up the ladder of success in their career. The non-technical or soft skills desired in them are: communication skills, problem-solving skills, negotiation skills, critical

thinking skills, interpersonal skills, team work skills, etc. These skills can be very well called 'survival skills'.

The advertisements were selected based on the following criteria:
- the advert is addressed to engineering graduates.
- it should state clearly what it expects of the candidate: qualifications, experience, job responsibilities, skills required, etc.

The skills listed in a sample of one hundred job advertisements targeted at engineers and technologists were analyzed. The following are some of the important skills mentioned in the advertisements and the number of advertisements that have specified the skills is also given:
- oral and written communication skills (67)
- analytical skills (48)
- interpersonal skills (46)
- decision-making (45)
- leadership skills (39)
- group / team skills (35)
- problem-solving (34)

The figure 2.8 given below shows the required skills for engineers and the number of advertisements out of a sample of 100 adverts analysed.

Figure 2.8 Skills Specified in a Sample of 100 Job Advertisements
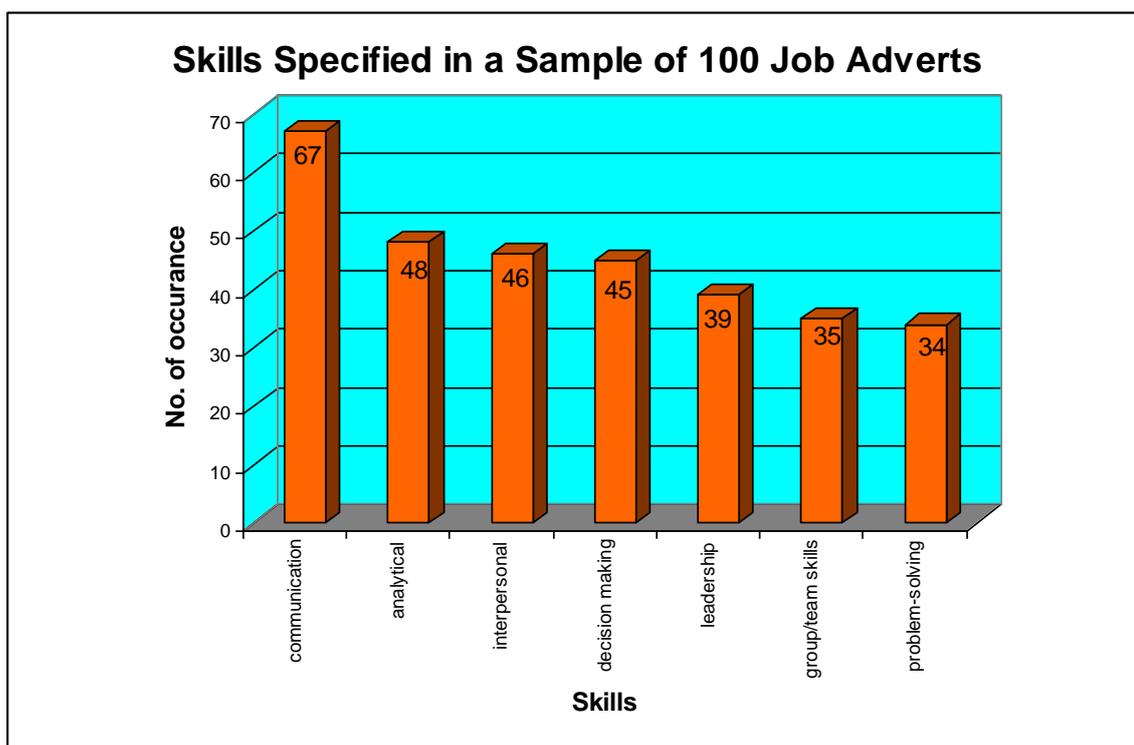
The analysis of job advertisements helped the researcher gain an insight into the target needs of engineering students. The skills sets specified for various job positions should be incorporated into the English curriculum in order to develop students' employability skills.

3.2.10 Summary of the Needs Analysis

The results of a few previous surveys conducted to assess the language and communication needs of engineering and technology students also match with the present survey to some extent. P'Rayan (2006) conducted a similar survey among a group of first-year undergraduate biotechnology students with the aim of assessing their present needs via questionnaires. The learners had mentioned the following skills as their immediate language needs:

- attending seminars and listening to lectures (listening skills),

- reading texts related to biotechnology (reading skills),
- taking part in group discussions, giving seminars / presentations (speaking skills)
- defining technical terms
- writing assignments based on the functions such as describing, defining, discussing, analyzing, comparing and contrasting, enumerating, evaluating, illustrating, summarizing.

Venkatraman (2007) reports that he carried out a needs analysis to find out the perception of the students of Engineering and Technology of the kind of language skills required and the respondents ranked listening and professional speaking skills the highest among the six skills.

The analysis of the needs assessment questionnaires have led to these conclusions:

1. Needs assessment is the basis of English for Engineering (EE) curriculum design.
2. Target situation analysis (TSA) and present situation analysis (PSA) or study needs should determine the content of the English for Engineering curriculum design.
3. TSA shows the need for introducing Business English as well as academic writing in the EE curriculum. The components of the Business English Certificate (BEC) Vantage should be introduced to enable learners develop their proficiency in the language.
4. The level of listening and speaking is low while the demand for the skills is highly valued by employers. The EE curriculum should give importance to these skills.
5. Examinations should have four components: listening, speaking, reading and writing and should assess the learners' proficiency in these skills.

In the light of the results of the needs analysis, the existing *Engineering English* curriculum is evaluated and recommendations for appropriate action are given.

3.3 Engineering English: An Evaluation

The focus of this section is to gather information about the effectiveness of the existing *Engineering English* course, analyze the data and recommend changes in the curriculum. The word evaluation means to judge the quality or value of something. Evaluating a course means analyzing the effectiveness of it in terms of the aims and objectives stated. According to Dudley-Evans and St John (1998), "evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities of influencing future ones". This implies that the evaluation process must include action. The purpose of evaluating an ESP course is to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful aspects can be modified. A good evaluation emphasizes the successes and discusses less successful aspects. Here the evaluation of the *Engineering English* curriculum implies the evaluation of the following:

1. Course objectives
2. Syllabus
3. Course materials
4. System of assessment
5. Teaching methodology
6. Effectiveness of the programme

While evaluating an ESP course it is necessary to find answers to the following questions:

1. What are the aims and objectives of the course?
2. Do the objectives reflect the needs of the learners?
3. Are the objectives in tune with the target needs?
4. Are the objectives achievable?
5. Have the measures taken to achieve the objectives been effective?

6. What are the successful and less successful aspects of the course?

7. Has learning been maximized?

3.3.1 Technical English Course

The *Technical English* course is common for all the first-year engineering/technology students studying at colleges affiliated to the Anna University and deemed universities in Tamil Nadu.

3.3.1.1 Aim

The aim of the course is to encourage learners to do participative learning of the English language and help them in acquiring communication skills.

3.3.1.2 Objectives

The objectives of the course are:

- To help learners improve their vocabulary and to enable them to use words appropriately in different contexts.
- To familiarize learners with different rhetorical functions of Scientific English.
- To help learners develop key techniques that could be adopted while reading texts.
- To help learners develop listening skills for academic and professional purposes.
- To help learners acquire the ability to speak effectively in English in real life situations.
- To provide practice in realizing the meaning potential of a text and to make the learners become familiar with different reading strategies
- To help learners acquire interpretative and study skills, including library and Internet reference skills.
- To train learners in organized academic and professional writing.
- To develop aural competence and oral fluency of learners.

- To help learners achieve proficiency in the effective use of language in various authentic career-related situations.

3.3.1.3 The Syllabus

The syllabuses of the Anna University and a few other universities in Tamil Nadu seem to have the combination of both transmission and transactional models.. The syllabuses had the following components: Listening, Speaking, Reading, Writing and Language in Use.

1. Listening (10 hours)

The subskills listed are: extensive listening, listening for general content, listening to fill up information gap, listening for specific information and note-taking,

2. Speaking (14 hours)

The subskills listed are: oral practice, developing confidence, introducing oneself, asking for or eliciting information, describing objects, offering suggestions and recommendation, analyzing problems and providing solutions, expressing opinions (agreement / disagreement), describing uses/functions, comparing, analyzing problems and providing solutions, predicting, expressing possibility/certainty, framing questions, providing answers, describing processes, stating purpose, offering opinions, suggestions and recommendations, summarizing, reporting, free discussion of chosen topics and pronunciation practice (word stress, consonant clusters – homonyms)

3. Reading (18 hours)

The subskills listed are: skimming, scanning, inferring meaning, identifying stylistic features in texts, evaluating texts, understanding discourse coherence, guessing meaning from the context, note-making/transferring information, understanding the organization of texts, predicting and evaluating content, evaluating style, interpreting tables and flow-charts.

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4. Writing (18 hours)

The subskills listed are: sentence definition, static description, extended definition, comparison and contrast, classification of information, recommendations, highlighting problems and providing solutions, formal and informal letter writing, flow charts/diagrams, paragraph writing, editing, process description, cause and effect analysis, stating choice and justifying it, safety instructions, check list, letter of application and data sheet/resume.

5. Focus on Language (30 hours)

The grammar items listed are: word formation with prefixes and suffixes, discourse markers and their functions, degrees of comparison, expressions relating to recommendations and comparisons, active and passive voice, synonyms and antonyms, tense forms, gerunds, condition sentences, modal verbs of probability and improbability, acronyms and abbreviations, compound nouns and adjectives, prepositions, adverbs, passive voice, sequence words/discourse markers, connective adverbs, numerical expressions, rules for writing SI units, language of instructions, checklists, cause and effect, purpose and means, indefinite adjectives of number and quantity, and spelling and punctuation.

The duration of the course is 9 months and the total number of teaching hours is 90. The hours allotted for each component are:

1. Listening: 10 hours
2. Speaking: 14 hours
3. Reading :   18 hours
4. Writing   18 hours
5. Language in Use: 30 hours

The prescribed textbook for the courses were:

1. Department of Humanities and Social Sciences, Anna University, *English for Engineers and Technologists*, Vol.1, Second Edition, Orient Longman Ltd., 2002
2. Department of Humanities and Social Sciences, Anna University, *English for Engineers and Technologists*, Vol.2, Second Edition, Orient Longman Ltd., 2002

3.3.2 Evaluation of the Engineering English Curriculum

In order to evaluate the effectiveness of the *Engineering English* curriculum feedback about the course and views on the curriculum were collected from the learners, ex-students, EST practitioners, other subject teachers and professional engineers. Their suggestions were also gathered to make the course more effective. A diagnostic test and a communication apprehension test were also administered to a sample group to assess the effectiveness of the programme on students. The diagnostic test scores of the students were compared to their university exam scores in order to assess the effectiveness of the system of assessment.

3.3.2.1 Evaluation by Senior Students

The questionnaire containing 15 items asked students to evaluate the *Engineering English* course and suggest ways to make the course more effective. Given below is the analysis of the responses collected from 90 students.

The students were asked whether they were satisfied with the *Engineering English* course. Figure 3.1 shows that thirty-nine students (43%) said they were satisfied and the rest (56.7%) answered they were not satisfied with the course.

Figure 3.1 Satisfaction with the course

Satisfaction with the course
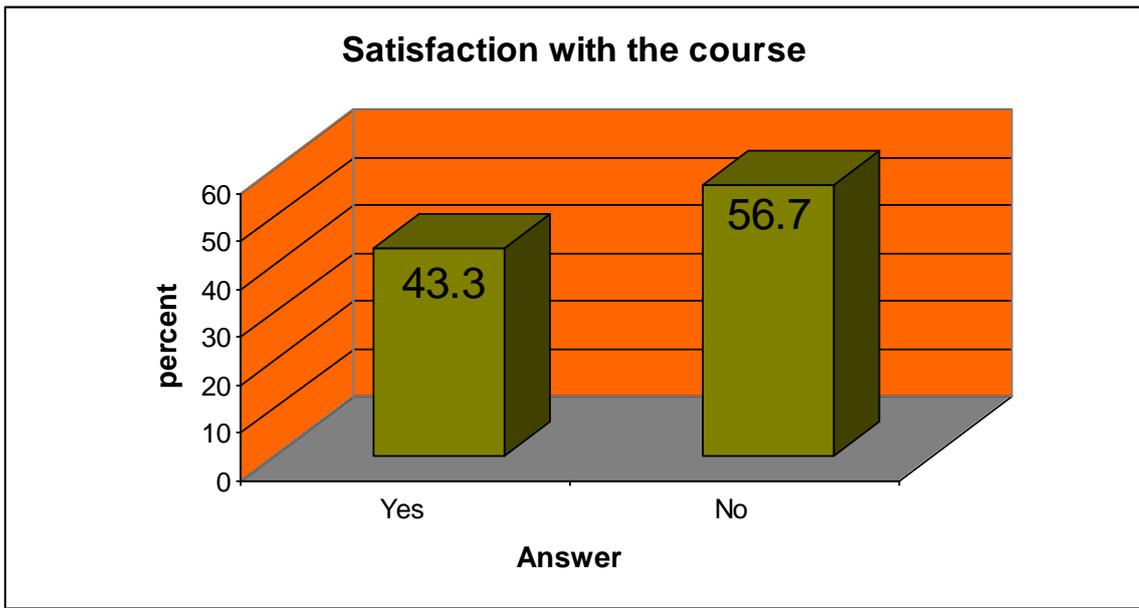
To the question whether the students are ready to use English in their future jobs, 51.1 percent of the respondents said 'yes', 37.8 percent of them said 'no' and 11.1 percent of them that were not sure. The pictorial representation of the data is shown is figure 3.2.

Figure 3.2 Ability to Use English in Future

Ability to use English in future
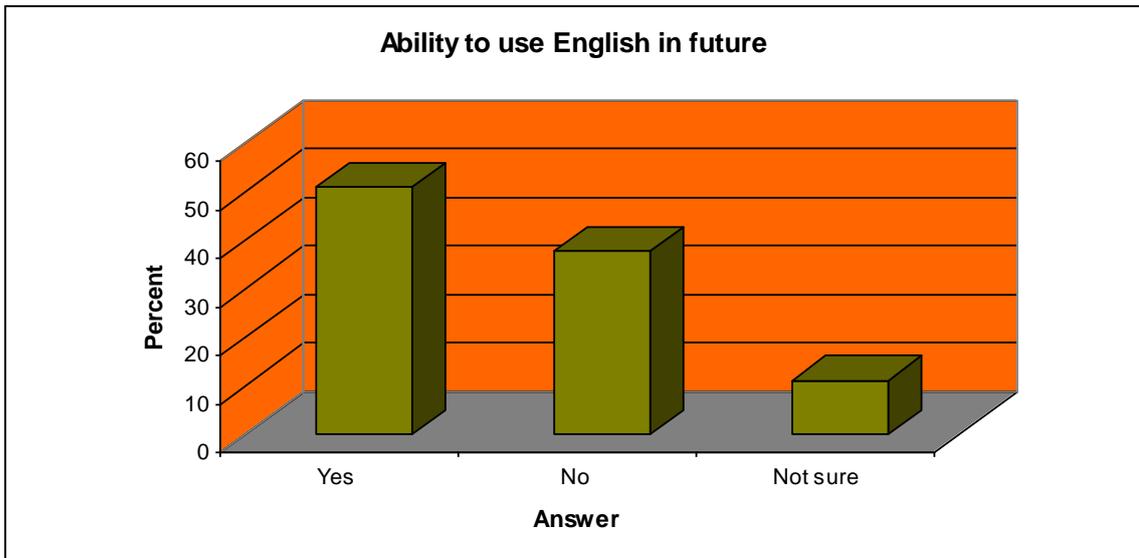
Only 38.9 percent of the respondent said that they were satisfied with the length of the English course while 61.1 percent of them were not satisfied with it. See figure 3.3

Figure 3.3 Satisfaction with the length of the course
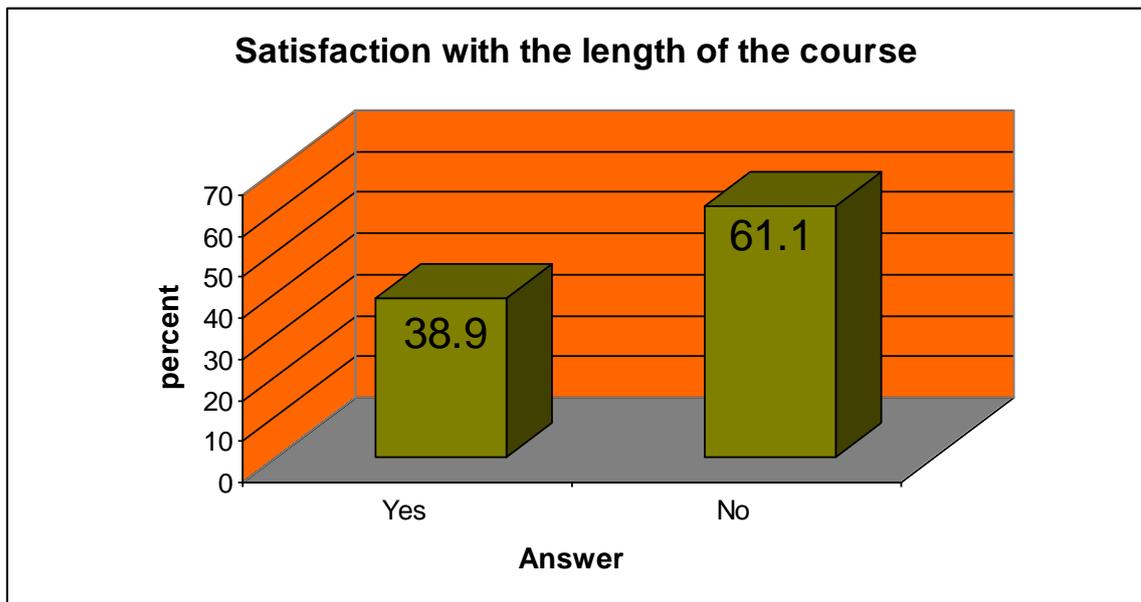
To the question whether they had enough hours of English per week 46.7 percent of the students said 'yes' and the remaining 53.3 percent said 'no'.   See figure 3.4

Figure 3.4 Enough hours of English per week?

Enough hours of English per week?
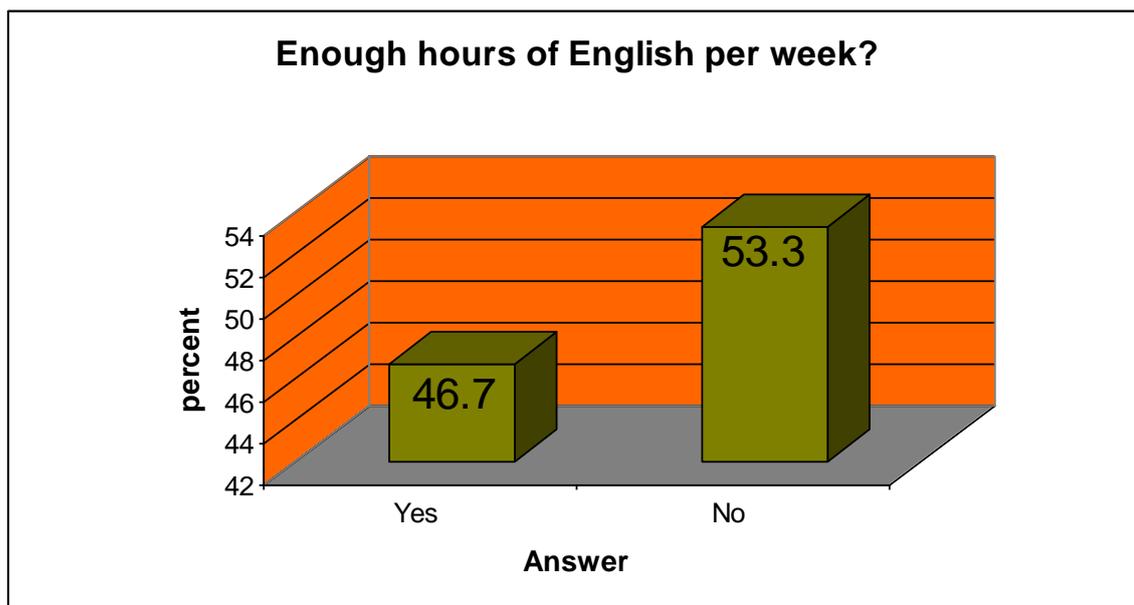
Forty-six students (51.6 %) said that English should be taught at the first year 6 hours per week, thirty-two students (35.5 %) said 5 hours per week, eight students (8.8 %) said 4 hours per week and the remaining 4 students said that the language teaching should be just 3 hours per week.

The respondents were asked to state whether the English course helped them develop the skills listed in the figure 3.5.   More than 80 percent of the respondents said that speaking and listening skills were not given importance.   The students did not respond to the item 8.6 as they did not understand what study skills constitute. The analysis of the responses shows that the focus has been mainly on grammar, structure and vocabulary.

Figure 3.5 Necessary Skills

No.	Skills	YES		NO	
		N	%	N	%
8.1	Understanding spoken English in professional context	10	11.1	80	88.9
8.2	Developing oral professional communication skills	10	11.1	80	88.9
8.3	Developing reading strategies for professional purposes	42	46.7	48	53.3
8.4	Developing professional (business / technical) writing skills	44	48.9	46	51
8.5	Developing academic writing skills	54	60	36	40

8.6	Developing study skills	-		-	
8.7	Developing fluency	24	26.7	66	73.3
8.8	Improving accuracy	66	73.3	24	26.7
8.9	Increasing the English vocabulary, including professional	55	61.1	35	38.9
8.10	Developing oral presentation skills	23	25.6	67	74.4
8.11	Developing professional negotiation skills	0	0	90	100
8.12	Developing telephoning skills	5	5.6	85	94.4
8.13	Developing ability to take part in discussions / debates	16	17.8	74	82.2
8.14	Developing ability to take part in meetings	4	4.4	86	95.6
8.15	Developing 'social communication' skills	18	20	72	80

Activities such as reading for information, writing compositions, writing business correspondence have been given importance because questions of this type are asked in tests and examinations. This implies that the teaching of the course has been examination-oriented. The most neglected activities or sub-skills of listening are listening for general information and listening for specific information and watching videos. The figure 3.6 also shows that the students did not have the activity of writing reports on the course.

Figure 3.6 Key Activities

No.	Activities	YES		NO	
		N	%	N	%
9.1	reading for information	85	94.4	5	5.6
9.2	reading for specialist information	34	37.8	56	62.2
9.3	summarizing the texts	14	15.6	76	84.4
9.4	writing compositions	90	100	0	0
9.5	writing reports	0	0	90	100
9.6	writing business correspondence	67	66.7	23	33.3
9.7	listening for general information	25	27.8	65	72.2
9.8	listening for specific information	25	27.8	65	78.2
9.9	watching videos	0	0	90	100
9.10	discussions/debates	24	26.7	66	73.3
9.11	role-play	37	41.1	53	58.9
9.12	making presentations	0	0	90	100
9.13	**fulfilling the exercises**	90	100	0	0
9.14	taking tests	90	100	0	0
9.15					

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Almost all the students found activities reading for information, reading for specialist information, summarizing the texts, writing compositions and writing business correspondence both useful and appropriate.

Though the majority of the respondents did not have activities listening for general information, listening for specific information watching videos, discussions and debates, making presentations during the course, they rated the activities as enjoyable and useful.

All the respondents rated pair work, group work and team work as interesting and enjoyable. Sixty-five percent of the students rated project work as useful.

The questionnaire asked the respondents whether different English tests they had during the year and the examination at the end of the year tested their language skills listening, speaking, reading and writing.   All students stated that the various tests and exams assessed only their reading and writing skills.   It shows that listening and speaking skills were not given importance and they can be called 'neglected skills'. Figure 3.7 gives statistical details of the students' response.

Figure 3.7 Assessment of Skills

	Skills	Yes	No
12.1	Listening		100 %
12.2	Speaking		100 %
12.3	Reading	100 %	
12.4	Writing	100 %	

Forty-eight respondents (53.3 %) said that it was easy to score high marks in the English examination without having good proficiency in English.   These were the remarks of the students about examinations.

- Even students who are not proficient in English have scored above 60.
- The tests / exams are not creative.
- They test only our memory power.

- In writing section, if we know the layout (structure) letters, reports, etc. and some readymade phrases we can score marks.
- All students pass.

The questionnaire also asked the respondents to give their suggestions to make the tests and exams more useful and 48 students had stated that listening and speaking components should be included.

The following is a compilation of suggestions given by the students to make the *Engineering English* course effective.

- Get our opinions and suggestions about the course
- Involve students in the course design
- Use interesting newspaper and magazine materials. (authentic materials)
- Promote group work (Collaborative learning)
- Involve students in all possible ways
- Focus on listening and speaking skills
- Technology-enhanced teaching and learning

The analysis of the students' responses clearly shows that the English course has not had any positive effect on the learners. The analysis shows that the majority of English classes are of a non-communicative nature. The majority of students have not had communicative activities such as discussions, role-plays, interviews, presentations, etc. in their English classes. It implies that the majority of ESP classes are teacher-dominated.

Listening and speaking skills have been very much neglected by the teachers. The reason could be that these skills were not assessed during the final examination. The students' suggestions should be taken into consideration to make the course useful and effective.

3.3.2.2 Evaluation by Ex-students

The questionnaire was completed by sixty-five ex-students. The evaluation section of the needs analysis questionnaire had 11 items (See questions 13-23 in Appendix 2).

3.3.2.2.1 Assessment of Components of EE Curriculum

The respondents were asked to rate the components such as syllabus, content, skills, teaching methodology and the system of assessment. Figure 3.8 shows that the majority of the participants of the survey rated the components 'average'. Though forty-three percent of them have rated the syllabus 'good', over 70 percent of the respondents rated that the content was average.

Figure 3.8 Assessment of components of EE curriculum

Components	Low	Average	Good	V.good
Syllabus	1	34 (52.3 %)	28 (43 %)	2
Content	1	46 (70.8 %)	17 (26.2 %)	1
skills taught	7	41 (63 %)	17 (26.2 %)	0
teaching methodology	1	37 (56.9 %)	20 (30.8 %)	7
Assessment (tests / exams)	4	45 (69.2 %)	14 (21.2 %)	2

Commenting on the syllabus most respondents said that it was for average students and did not focus on listening and speaking skills. The majority of them said that the content was not interesting though relevant and useful. Some students were not happy with the teaching methodology and the reasons given were lack of competence and lack of interest in teachers.

3.3.2.2.2. Evaluation of Skills

To the question on which skills were given importance during their first year 'Engineering English' programme, the majority of the respondents mentioned the following:

- reading
- writing
- grammar

The respondents said that the following skills were overlooked or not given adequate importance

- Listening
- Speaking
- Interpersonal skills
- Group skills
- Problem-solving skills
- Critical thinking skills
- Verbal reasoning

3.3.2.2.3 Effectiveness of the EE Course

To the question whether the *Engineering English* course meets their present and future needs and the requirements of the recruiters, fifty-five respondents (84.6 %) replied in the negative while six students (9.2%) said 'yes' and four students (6.2 %) answered 'not sure'.

Fifty-one students (78.5 %) said that the *Engineering English* course did not prepare them for the campus recruitment / placement and listed the following limitations of the course.

- Undue focus on grammar, reading and writing
- Less focus on speaking, listening, thinking and problem-solving
- Less practical exposure
- No projects-oriented activities
- Did not reflect the students' interests and needs.
- Boring reading passages
- Examination-oriented teaching

All the respondents said that the EE course did not course cover the following skills.

- Interaction skills
- Presentation skills
- Seminar participation skills

- Oral skills
- Aural skills (listening skills)

To the question whether the EE course was student-centred, fifty-five students (61 %) replied in the negative.

The participants of the survey said that they did not have computer-assisted language learning, web-enhanced language learning or any sort of technology-integrated language learning during their first-year *Engineering English* programme.

The respondents' views on placement training and communication skills lab course and suggestions to improve the effectiveness of the course were also collected

3.3.2.2.4 System of Assessment

To the question whether different tests and examinations assessed their skills properly, thirty-three students (50 %) of the students replied in the affirmative and 30 students (46 %) replied in the negative.

A) Yes (33)   B) No (30)   C) Don't know (2)

The questionnaire asked the respondents to comment on the type of tests and exams they were given. The following are their comments:

- undue focus on grammar and structure
- listening and speaking skills not assessed
- not challenging
- even students who don't know English scored high marks
- didn't test students' proficiency

Thirty-seven students (57 %) said that the scores that they got in English tests/exams did not reflect their proficiency level.

Fifty-four percent of the respondents are of the view that equal weight should be given to internal assessment marks and the reasons given are:

- All the skills will be tested
- Students' language skills will be assessed properly
- Students will be motivated
- Learning outcome will be effective

P'Rayan (2006) conducted a similar survey among a group of first-year biotechnology students at a deemed university in Chennai. The students who evaluated the coursebook prescribed to them highlighted the limitations of the book and gave the following suggestions.

- The teacher should provide supplementary materials.
- The teacher should carry out a thorough needs analysis and based on the findings should design a supplementary course.
- The students should be involved in the course design.

In summary, the analysis of the students' responses revealed that most students were not happy with the course and the system of assessment. Besides revealing the learners' assessment of the English course, the analysis of the evaluation revealed interesting information about the learners' likes and dislikes with regard to course materials and their learning style.

3.3.2.2.5 Evaluation of Course books

3.3.2.2.5.1 Role of Course books / Materials

Highlighting the purpose of materials Dudley-Evans (1998) state materials play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require that materials play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require. The following four reasons are given for using materials which seem significant in the ESP context:

1. as a source of language

2. as a learning support

3. for motivation and stimulation

4. for reference

What is the role of course books? ELT professionals believe that course books provide well-presented materials. According to O'Neil, R. (1990), course books make it possible for students to look ahead and back to what has been done; they facilitate the teachers' job by providing teachers and students with topical, grammatical, and functional framework within which to work, at the same time allowing them to adapt and improvise.

3.3.2.2.5.2 Criteria for Selecting Materials

There are several proposals intended to orientate teachers in terms of the criteria for selecting materials and designing activities. Examples of these attempts are those of Bell (1981), Nunan (1991; 1999), Nuttall (1982), and Omaggio (1986). The most relevant criteria have been summarized here.

1. It is important to get to know the students, their backgrounds, goals as well as proficiency levels and skill needs.

2. It is necessary to use visuals (charts and graphs for students of science and technology) to support instruction. English language learners need context in their learning process.

3. It is relevant to think about a course that fosters a safe classroom environment.

4. It is necessary to be consistent in relation to philosophy of learning-teaching, techniques and activities throughout the course.

5. It is essential to use authentic materials in the classroom. Using materials like newspapers, signs, sale flyers, telephone books, and brochures in the classroom exposes the learner to the reality of the language.

6. It is necessary to integrate the four language modes: reading, writing, speaking and listening. Integrating the four language modes encourages students to improve in EFL integrally.

7. It is important to consider the students' cognitive learning strategies. Not everyone learns the same way. Some learners are more visual, others are better listeners and some and more kinetic. Developing different activities that encourages all cognitive learning strategies will create a more efficient learning atmosphere.

8. It is relevant to rely on activities that promote problem-solving and reflection. Promoting activities that enable students to think critically enables active participation and a reliable atmosphere for constructing meaning.

3.3.2.2.5.3 Factors Teachers Consider Important while Selecting Course books

The Anna university syllabus recommends the book prepared by the Department of Humanities and Social Sciences.   English for Engineers and Technologists (Volumes 1 and 2)   is the outcome of a project jointly undertaken by the Department of Humanities and Social Sciences and the Overseas Development Administration of the United Kingdom and the British Council Division, Chennai.   The objective of the project was to develop suitable course materials for students of engineering and technology.

The book mentioned above has many positive aspects, but this is not used by teachers in many engineering colleges.

The analysis of teachers' responses related to the question of what factors they consider important while selecting course books shows that 77 percent of the teachers are guided by these factors:

- the students should find the course easy to follow
- the students should be able to read on their own
- even if students do not attend English classes regularly they should be able to pass the examination by going through the book the course book should contain many exercises for practice
- the coursebook should be easily available
- the coursebook should be examination-oriented
- the coursebook should provide a teacher's manual and it should contain answer keys to the exercises

The analysis of the responses shows that in selection of coursebooks, only 23 percent of the teachers are guided by the quality of the course book.

Course books are the main means of instruction in all engineering colleges. Teachers are comfortable using course books for a number of reasons. Though there are a few books of good standard, most teachers prefer course books that contain many practice exercises and provide answer key and that help their students prepare for examinations and score high marks.

Modern teaching aids such as video, computers and the Internet are not available for teachers and even if they are available teachers do not employ these teaching aids.

3.3.2.2.5.4 Checklist for Evaluating Course Books

Based on the criteria for selecting materials and designing activities and based on the principles of ESP courses, a checklist was designed to evaluate the effectiveness of coursebooks prescribed at various engineering colleges.

Checklist
1. Are the aims of the course clearly stated?
2. Are the objectives of each unit of the course stated clearly?
3. Do the topics serve the learners' interests?
4. Do the topics reflect globalism?

5. Are the English language skills presented in an integrated manner?

6. Are there warm-up exercises?

7. Is the carrier content suitably presented?

8. Are the activities meaningful?

9. Do the activities promote critical thinking?

10. Is there scope for application of information gathered?

11. Does the coursebook suggest project work?

12. Are the activities central to the core objective?

13. Do the activities focus too strongly on carrier content?

14. Are the activities too mechanical?

15. Are the rubrics well stated?

18. Do the materials stimulate and motivate?

19. Does the material match the stated learning objectives?

20. To what extent will the materials support that learning?

21. Can the coursebook (CB) be customized?

22. Does the CB reflect majority of students' needs and interests?

23. Does it encourage learners to select their own topics?

24. Does the CB provide materials that are interesting and relevant?

25. Does the course provide motivating activities?

26. Does the course aim at fostering learners' critical thinking?

27. Does the course promote cooperative / collaborative learning?

28. Does the CB facilitate learning?

29. Does it enhance learners' English language skills?

30. Does it promote multi-skill learning?

31. Does it use authentic materials?

32. Does the teacher's edition provide assessment ideas or tools? Are they sufficient? 33. Does the teacher's edition provide a variety of suggestions for adapting lessons to meet individual student needs?

34. Are answers to exercises, tests, etc. provided?

35. Does the teacher's edition or resource package include any technology such as a CD or video? If so, are they useful and able to be run on your equipment?

3.3.2.2.5.5 Drawbacks of Course Books Used in Engineering Colleges

When analyzed on the basis of the checklist given above it was found that the majority of 'English for Engineering and Technology' course books prescribed to students have the following weaknesses.

- The coursebooks are based on a structural/grammatical approach
- Most book are based on the transmission model of learning in which the learner is considered to be a passive participant whose main role is to memorize information presented by the teacher who is the only person responsible for the assessment process.
- They do not cover the four macro-skills (listening, speaking, reading and writing)
- The books contain irrelevant and uninteresting texts
- They have a limited choice of text types
- They lack communicative exercises
- The coursebooks have few or no accompanying materials (teacher's guide, assessment materials, audio support)
- The books are not based on students' needs
- They are not compatible with the syllabus.
- Objectives are not stated clearly
- Tasks are not based on the communicative approach to language teaching
- Books have been authored by teachers who have not had training in ELT in general and ESP in particular and the books are not based on the principles of ESP course design
- Skills are presented in isolation. The four macro skills are not presented in an integrated manner.
- Activities are highly mechanical and do not foster critical thinking.
- Course materials are presented with the aim of preparing students for exams.
- More grammar-based units.
- Activities are not challenging to the majority of students.

- Reading passages do not have the elements of attractiveness, usefulness and relevance.
- Listening and speaking skills are not given equal importance.
- Activities are not motivating.
- Activities do not promote collaborative / cooperative learning
- Learner interest has not been taken into consideration
- In summary, 80 percent of the content of the coursebooks analyzed do not reflect learners' present and future communication needs

3.4 Communication Apprehension and Communication Skills

3.4.1 Rationale

In order to evaluate the effectiveness of the Engineering English course it is important to assess students' proficiency in the language by giving them a proficiency test. The results will show whether the course has been effective or not.

The personal report of communication apprehension (PRCA-24) (see appendix 8) instrument (McCroskey, 1982) was administered to a sample of 120 students at the Jeppiaar Engineering College, Chennai, in order to assess the communication apprehension and communication skills of students who already had one year of Engineering English,. A speaking test was also given to the sample group to assess their speaking and communication skills. The following section answers how the students' CA was measured, how their speaking skill was assessed and what measures were taken to help students overcome their CA.

3.4.2 Communication Apprehension (CA)

Originally McCroskey (1970) viewed CA as a multi-based anxiety linked to oral communication. Later, he redefined the construct to include more than an oral communication component. McCroskey (1982) denotes CA as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons.

A simple definition of CA is anxiety or fear of communicating in different situations. According to Berger, McCroskey & Baldwin (1984), it is "the way a *person feels* about communication, not *how* they communicate". The fear or anxiety could be due to any of the following reasons: lack of proficiency in the target language, lack of practice, insecurity or any pre-programmed thought pattern. Even those who have high level of proficiency in a language can experience CA. Some people may be good at communicating through writing but they may have problems speaking in front of an audience. Some may be good at interpersonal communication, but may not feel comfortable making presentations and vice versa.

Fear of speaking in public has been shown to be very common. According to Wilder (1999), these fears take one of five forms: i) career terror, ii) perfectionism, iii) panic, iv) avoidance and v) trauma. Wilder defines the five fears as follows: career terror is "rooted in the awful feeling that your job, your career, your future is on the line every time you step before a group, enter a meeting, or pick up the telephone". Perfectionism paralyzes the speaker when they demand of themselves that each speech or presentation be perfect. Panic is the combination of unreasonable expectations with fear of failure and real physical symptoms. Avoidance "is a self-sabotage that virtually guarantees anxiety, fear, and diminished performance". Trauma is fear rooted in a long history of being told you're not good enough.

In order to assess the communication apprehension of students of engineering, a sample of 120 students of engineering was asked to complete the personal report of communication apprehension (PRCA-24) (McCroskey, 1982). "The PRCA is the most commonly employed measure of CA in research involving this construct. It has a variety of forms, all of which correlate among themselves about 0.90." (Berger, McCroskey & Baldwin, 1984). This instrument is composed of twenty-four statements concerning feelings about communicating with others. It is used to assess the respondent's communication apprehension in the following four areas: i) group discussion, ii) meetings, iii) interpersonal communication and iv) public speaking. The students were required to indicate the degree to which each statement applied to

them by marking whether they: strongly disagreed = 1; disagreed = 2; were neutral = 3; agreed = 4; strongly agreed = 5.   See Appendix 1.

The overall PRCA scores can vary from 24 to 120. Those who have scored less than 50 have low communication apprehension and those who have scored above 70 have high communication apprehension.

3.4.3 Analysis of PRCA – 24

Figure 3.9 shows the overall communication apprehension of the 120 students who completed the PRCA-24 questionnaire (see appendix 9). The mean value of communication apprehension among them was 68.98. The highest was 97 and the lowest 34. The standard deviation was 14.27.

Figure 3.9   Analysis of 120 students' overall communication apprehension
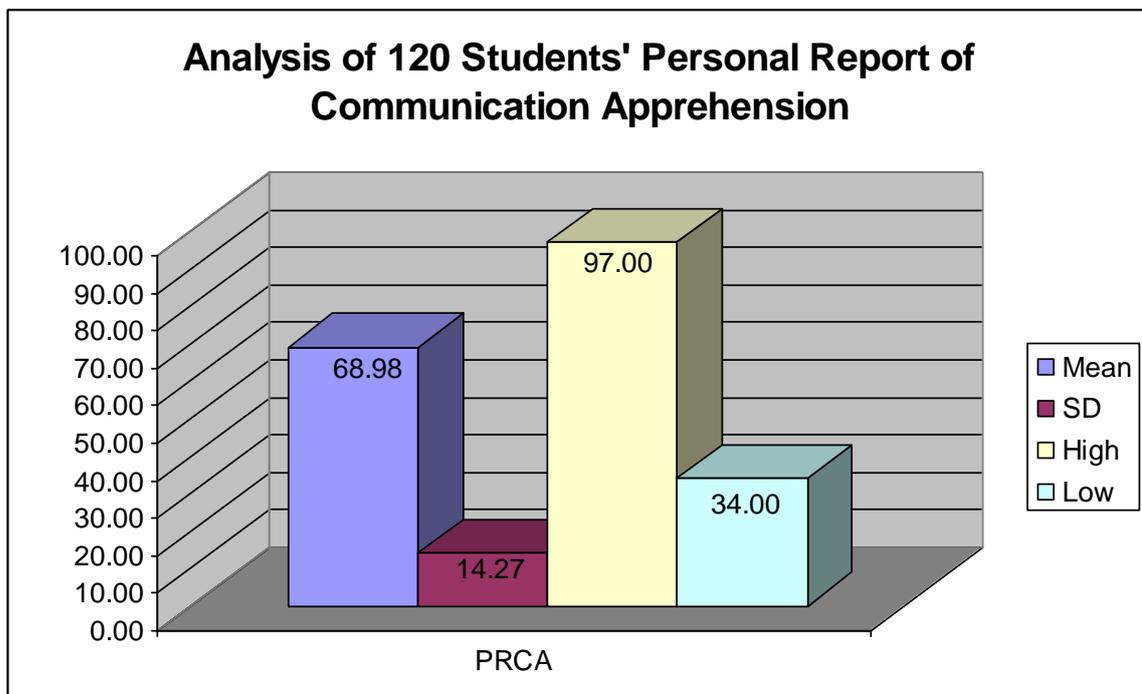
Figure 3.10 presents the details of PRCA scores of the sample group. Only 12 out of 120 students (10 %) have low CA; forty-four students (36.6%) have medium level of

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CA and 54 students (45%) have high CA.   It is an indication that almost half of the
sample group has high CA.

Figure 3.10 Communication Apprehension Scores of 120 Students
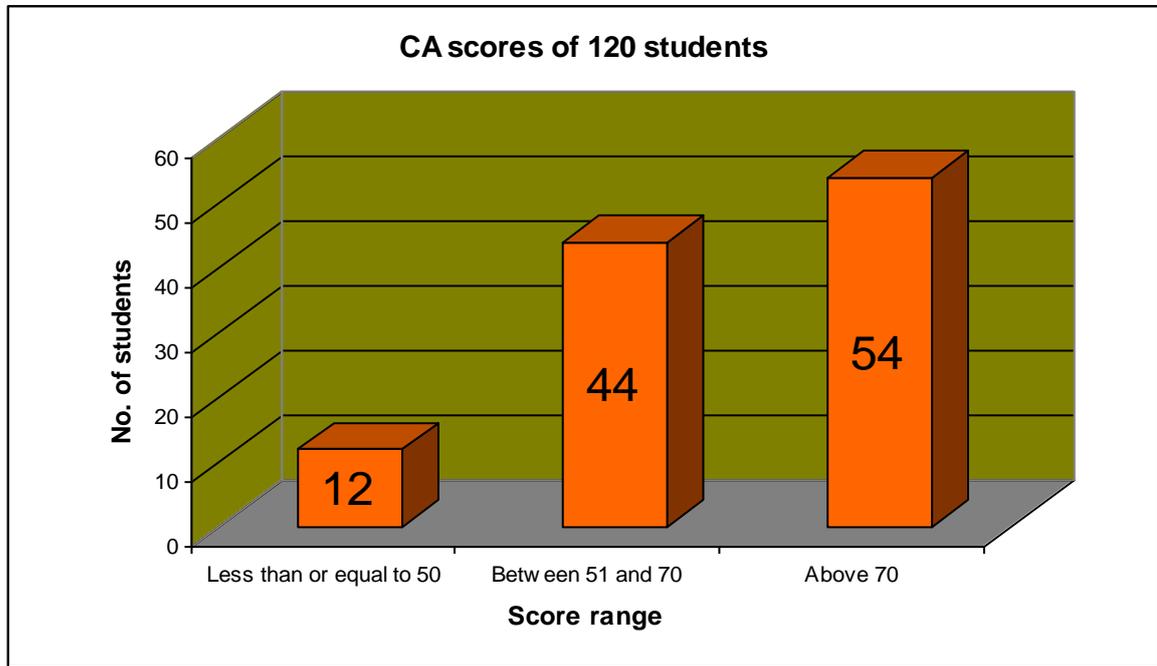
Figure 3.11 shows the mean value of the students' communication apprehension in
four areas: group discussion, meetings, interpersonal communication and public
speaking.

This is how the scores in each area are interpreted. Those who have scored less than
12.5 have low level of communication apprehension in the particular area and those
who have scored above 17.5 have high level of communication apprehension.

The chart indicates that the mean value of communication apprehension in public
speaking is the highest among the four sections. It is an indication that students need
more training in public speaking (oral presentation) skills.

A study by Wallechinsky (1977) illustrated that 41% of respondents listed public
speaking as their greatest fear while only 19% of respondents' number one fear was
dying**.**

Figure 3.11 Mean values of 120 students' communication apprehension in four speaking sub-skills

Mean Values of 120 Students' Communication Apprehension
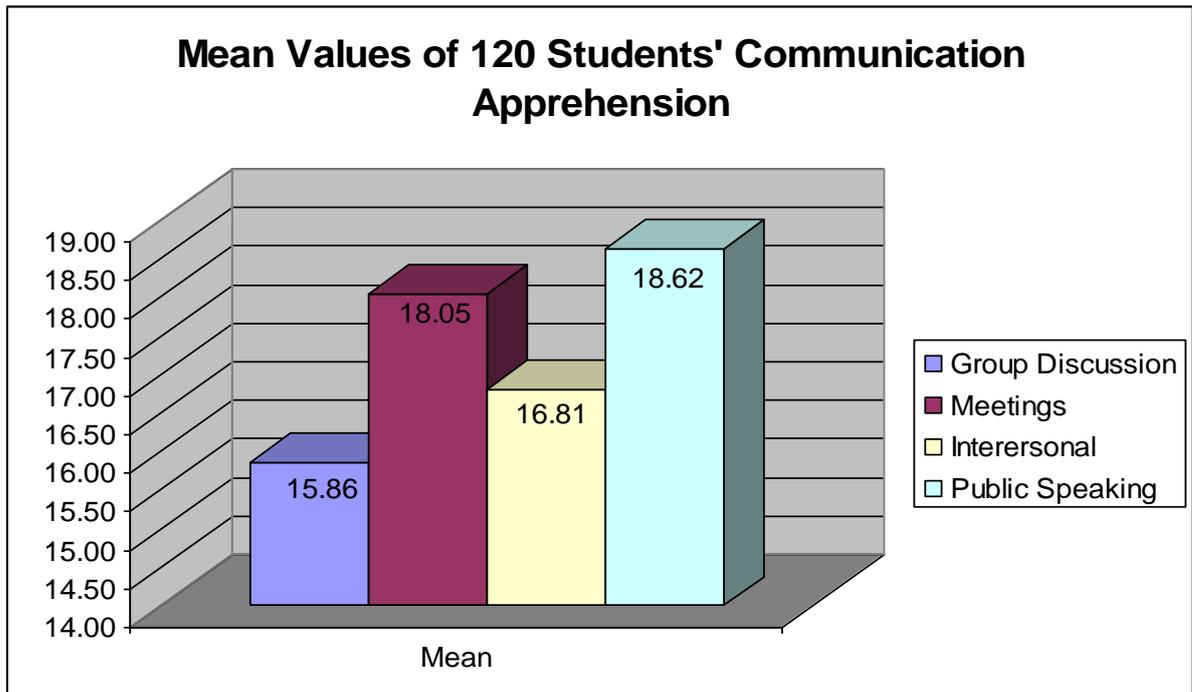
3.4.3.1 Analysis of Students' Communication Apprehension in Group Discussion

The following items are part of PRCA-24 and this part is related to the area of group discussion. The students were asked to indicate the degree to which each statement applied to them by marking whether they: strongly disagreed = 1; disagreed = 2; were neutral = 3; agreed = 4; strongly agreed = 5.

    1. I dislike participating in group discussions.

    2. Generally, I am comfortable while participating in group discussions.

    3. I am tense and nervous while participating in group discussions.

    4. I like to get involved in group discussions.

    5. Engaging in group discussion with new people makes me tense and nervous.

    6. I am calm and relaxed while participating in group discussions.

The analysis of the results showed that 23.3 percent of students had low CA and 39.2 percent had medium level of apprehension and 37.5 percent had high CA apprehension in the area of group discussion. The pictorial representation is shown in figure 3.12.

Figure 3.12 Analysis of CA in Group Discussion
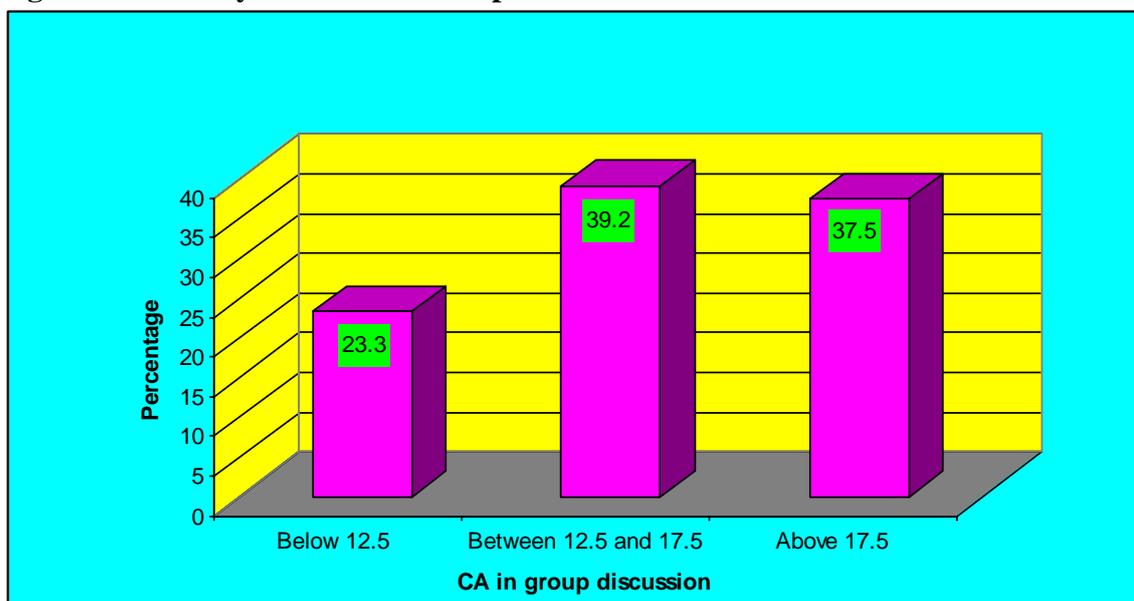
3.4.3.2 Analysis of Students' Communication Apprehension in Meetings

The following six items are related to the area of meetings.

1. Generally, I am nervous when I have to participate in a meeting.

2. Usually, I am comfortable when I have to participate in a meeting.

3. I am very calm and relaxed when I am called upon to express an opinion at a meeting.

4. I am afraid to express myself at meetings.

5. Communicating at meetings usually makes me uncomfortable.

6. I am very relaxed when answering questions at a meeting.

The analysis of the results showed that only 6.6 percent of students had low CA and 37.5 percent had medium CA and 55.8 percent had high level of apprehension in the area of meetings. Figure 3.13 is the pictorial representation of the details.

Figure 3.13 Analysis of CA in meetings
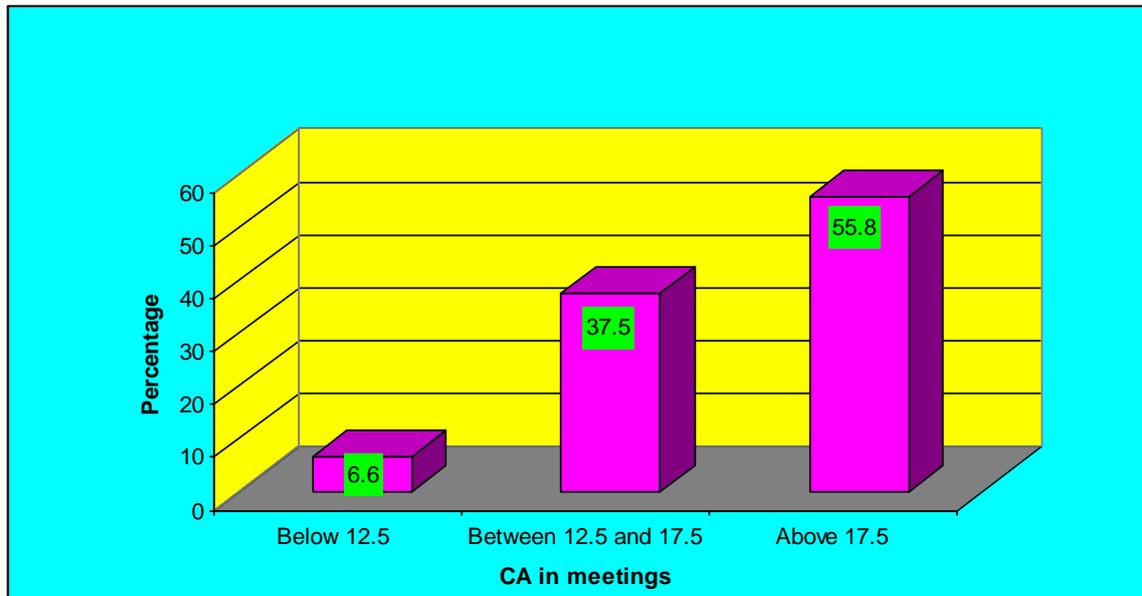
3.4.3.3 Analysis of Students' Communication Apprehension in Interpersonal Communication

The following six items are related to the area of interpersonal communication.

1.   While participating in a conversation with a new acquaintance, I feel very nervous.

2. I have no fear of speaking up in conversations.

3.   Ordinarily I am very tense and nervous in conversations.

4. Ordinarily I am very calm and relaxed in conversations.

5. While conversing with a new acquaintance, I feel very relaxed.

6. I'm afraid to speak up in conversations.

The analysis of the results showed that 17.7 percent of students had low communication apprehension and 32.5 percent had medium level of CA and 50 percent had high level of apprehension in the area of interpersonal communication. The pictorial representation is shown in figure 3.14.

Figure 3.14 Analysis of CA in interpersonal communication
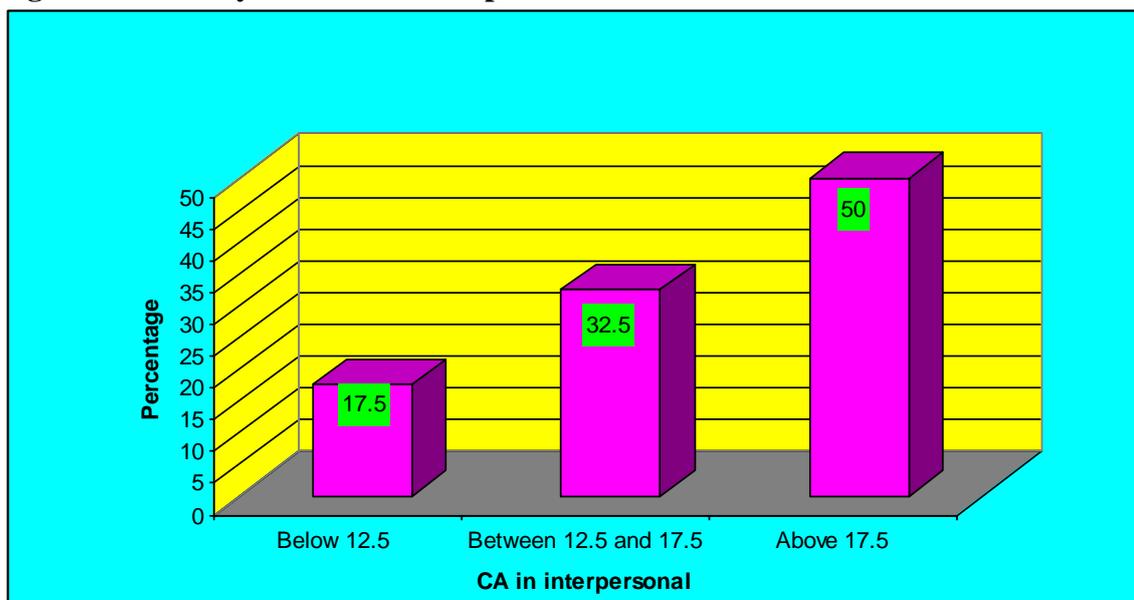
3.4.3.4 Analysis of Students' Communication Apprehension in Public Speaking

Given below are the six items related to public speaking (presentation).

1. I have no fear of giving a speech.
2. Certain parts of my body feel very tense and rigid while giving a speech.
3. I feel relaxed while giving a speech.
4. My thoughts become confused and jumbled when I am giving a speech.
5. I face the prospect of giving a speech with confidence.
6. While giving a speech, I get so nervous I forget facts I really know.

The analysis of the results showed that 13 students (10.83 %) had low level of communication apprehension in public speaking. Twenty-eight students (23.3 %) had medium level of CA and 79 students (65.83%) had high level of apprehension in public speaking. Given below is the pictorial representation (figure 3.15).

Figure 3.15 Analysis of CA in public speaking
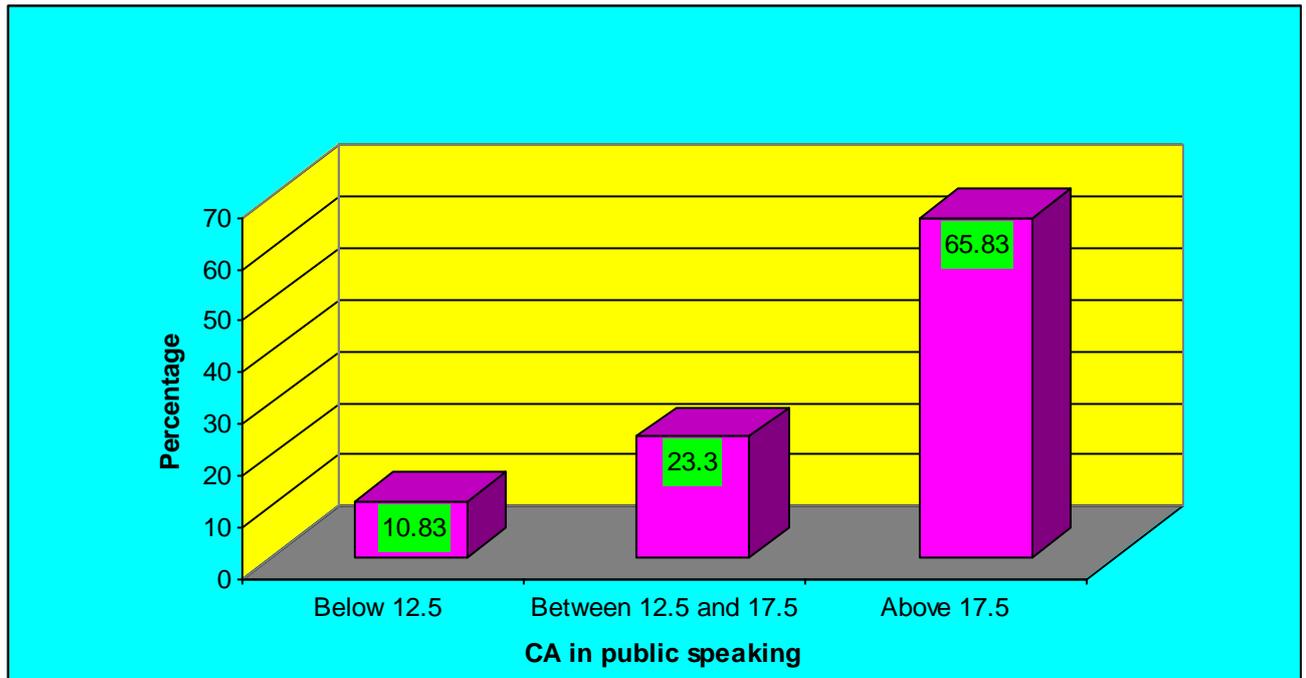
3.5 Proficiency Test in Speaking

In order to compare the students' PRCA-24 scores in the area of public speaking with their actual performance, the students were given a proficiency test in speaking at the beginning of the course. They were asked to give a short talk on a general topic for three minutes and were awarded marks based on the following criteria: confidence level, effective communication, appropriate body language, comfort in handling questions and self-assessment. The topics were given to students just a minute before their presentation. The students were also asked at the end of their presentations how they felt before and while giving their oral presentations.

3.5.1 Analysis of the Proficiency Test Scores

Sixty percent of the students scored less than 50 per cent and they attributed their poor performance to lack of exposure and practice. Forty percent of the students said that it was their first experience to speak in front of an audience.

The mean value of communication apprehension in public speaking (18.62) was the highest of the mean values of apprehension in other areas: group discussion, meetings and interpersonal communication.

It was found that in most cases both the students' personal report of communication apprehension in public speaking and their performance in the diagnostic speaking test matched.

The results of the communication apprehension exercise and the proficiency test show that students lack communication skills and the first-year engineering course has not had positive effect on them.

3.6 The System of Assessment and Diagnostic Test

This section explains the system of assessment which is in practice in most engineering colleges and a diagnostic test administered to a sample group to assess the gap between the marks students score in final exams and the score they received in a standardized test that tests all the four language skills.

There are two types of assessment: 1) formative assessment and 2) summative assessment.

3.6.1 Formative Assessment

Continuous assessments are in the form of tests given periodically during a semester or an academic year. The majority of engineering colleges follow this pattern:

- Unit Test (after each unit is completed)
- Mid-semester Test (after two units are completed)
- Model Examination (after the completion of all the units)

These tests have only a written component and it is based on some combination of grammar, reading and writing. There is no oral component. Listening and speaking skills are not tested.

3.6.2 Summative Assessment

Summative assessment is usually conducted in the form of exams at the end of the course. The exams have only a written component and it is based on some combination of grammar, reading and writing. There is no oral component. Listening and speaking skills are not tested.

3.6.3 The Examination Structure

Students take a three-hour written examination at the end of the academic year and it contains the written tasks such as:

Part A

- Matching the words with their meanings
- Filling the blanks in sentences with the comparative forms of adjectives given
- Completing sentences. Example: 'If there were no automobiles in the city ….."
- Writing the definitions of words such as computer, cell phone, and calculator
- Filling the blanks with the appropriate forms of words (parts of speech)
- Filling the blanks with the appropriate forms of verbs
- Expanding compound nouns. Example: computer education, resource utilization
- Editing a small passage (which contains grammatical and punctuation errors)
- Punctuation
- Adding suitable endings to the words given. Example: mature (maturity)

Part B

- Read the following passage and answer the questions that follow it. (testing reading comprehension)
- Letter writing (job application, letters to the editor)
- Writing a paragraph presenting the information contained in charts

- Using the information drawing a chart
- Writing a set of eight recommendations. Example: Write a set of eight recommendations that will help to reduce the air pollution in the city.
- Writing a set of eight instructions. Example: Write a set of eight instructions that should be followed by the students in a computer lab.

A sample examination paper (see Appendix 7) can be found in the appendix. The items in Part A are mostly grammar- and structure- based. The items do not test students' productive skills. Most items in Part B are mechanical. Items such as writing a set of instructions, recommendation and job application letters do not test students' originality.

3.6.4 Analysis of Examination Results

The analysis of the university exams for five years shows that exams in *Engineering English (Technical English)* has been quite easy even for students who do not have proficiency in English.

The university examination results of students of five different batches of an engineering college were analysed. Every year the pass percentage has been above 98 percent and some years it has been even100 percent. The students' marks in English may give an indication to others that the students are proficient in the language. It is not the case. EST practitioners, placement trainers and recruiters are of the opinion that students do not have good language and communication skills and on that ground many have not been recruited.

There is no correlation between the marks students score in the examinations and their proficiency level. It clearly shows that students' language skills are not assessed properly. The figure 3.16 given below gives the analysis of results of students belonging to different batches. See Appendix 9 for the detailed analysis of the results for each department.

Figure 3.16 Analysis of examination results (5 batches)

Batch	No. of students appeared	No. of students passed	No. of students failed	Pass percentage	Marks (above 60)
2003-2007 (first sem)	299	295	4	98.7	258
2003-2007 (second sem)	299	297	2	99.3	233
2004-2008 (first sem)	393	389	4	99	337
2004-2008 (second sem)	394	375	19	95.6	260
2005-2009	389	386	3	99.3	315
2006-2010	397	396	1	99.7	349
2007-2011	567	567	-	100	NA
TOTAL				98.8	

3.6.5 Diagnostic Test

In order to measure students' proficiency in English a diagnostic test (see Appendix 10) was given to a sample of 37 students who wanted to register for the Business English Certificate (BEC) preparation course conducted at Jeppiaar Engineering college periodically. All the students had scored above 70 in their first-year English examinations. There were 23 second-year and 14 third-year students in the group and they were from different branches of engineering.

The diagnostic test included items from a standardized Business English Certificate (BEC) Test (vantage level) prepared by the University of Cambridge ESOL. It had the following components.   Listening, Speaking, Reading and Writing. Each section carried 25 marks.

The number of students who scored less than fifty percent in four language skills is given below:

- Reading : 12
- Writing : 13
- Listening : 14
- Speaking : 12

The mean score of the thirty-seven students in each of the four components is given below:

- Reading: 9.5
- Writing: 12.5
- Listening: 12.4
- Speaking: 14.6

Fig. 3.17 Analysis of diagnostic test results
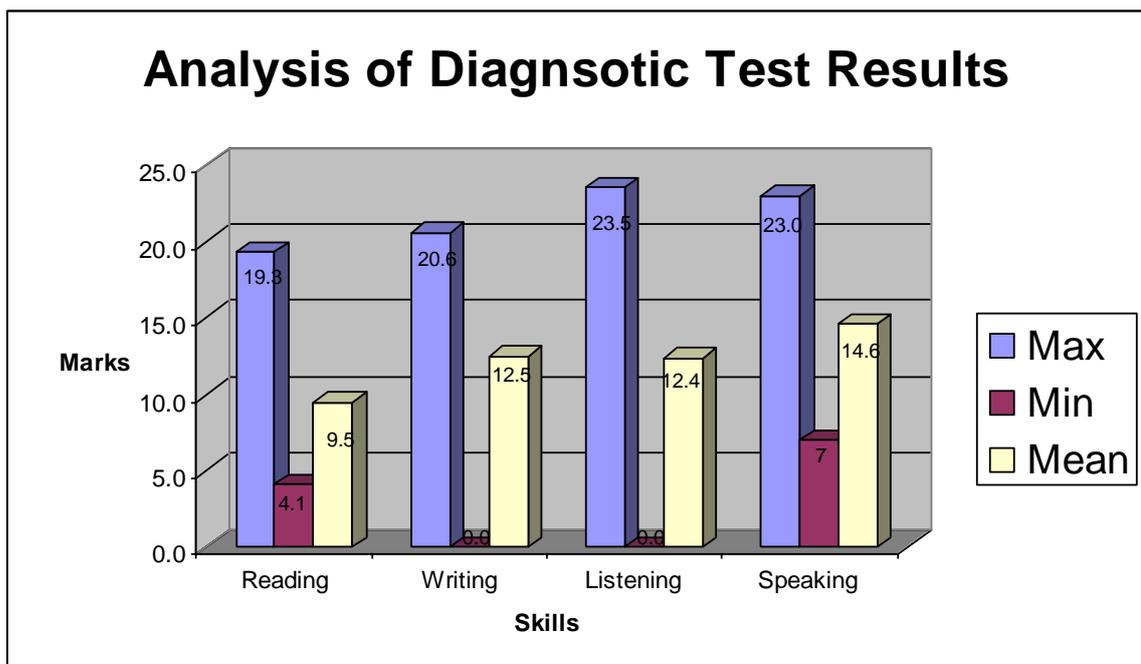
The analysis of the diagnostic test results shows that more than fifty percent of the students have scored less than the pass mark (50) in the diagnostic test though they all

scored above 70 in their Engineering Exams. It implies that there is no correlation between students' proficiency in English and the marks they have scored in the university examinations.

The comparison of students' university examination marks in English and the diagnostic test (based on the desired level for students who have completed their first-year engineering course) marks shows that the system of assessment is not effective and should be changed.

3.7 Summary of Evaluation

It has already been mentioned in sections 3.3.1.1 and 3.3.2.3.4 that students were not happy with the system of evaluation. It has been observed by the researcher and the EST practitioners who took part in the survey and clearly expressed by students that the different tests and exams given to the learners do not test all the skills. The tests and exams have the following drawbacks:

- They contain more grammar- and structure-based items
- Listening and speaking skills are completely neglected.
- The exams are quite easy. Even students who have low level of proficiency in English score above sixty percent in the final examination.
- The pattern is entirely different from the standardized tests such as IELTS, TOEFL and BEC which have these four components: listening, speaking, reading and writing.

The need of the hour is to change the system of assessment and the pattern of the examination which is on par with the standardized examinations.

3.8 Conclusions

The evaluation of the Engineering English curriculum reveals many shocking facts and calls for a radical change.

The *communicative approach* to English language teaching is currently recognized as the dominant approach. It implies teaching language as a skill and as a means of communication, in communicative contexts based on authentic materials, by modeling communicative situations form the real world in the classroom. The analysis of the questionnaire data shows that the majority of English classes are of a non-communicative nature. Most students did not have communicative activities such as discussions, role-plays, interviews, presentations, etc. in their English classes.

The analysis of the data also shows that the majority of ESP classes are teacher-dominated. As a result, the learners' productive skills have been ignored much.

The information technology and communication tools have not been utilized in the English class.

Textbooks are also of a non-communicative nature. Most course books that are used in engineering colleges do not cover all the four skills and do not promote collaborative learning and critical thinking in learners.

Though it is stated in the objectives and the syllabus of the Anna University and other universities that listening and speaking skills should be covered, these skills have been completely ignored by many colleges.

Since continuous assessment tests and the final examination do not have listening and oral components, the majority of teachers do not give importance to listening and speaking activities. These are two neglected skills. Only in one out of the fifteen engineering colleges the researcher visited the first-year students are trained in listening and speaking and have practice in the English language laboratory. There is a wide gap between the marks students score in tests and exams and their proficiency in the language.

A number of researchers and ELT professionals have researched on the role played by information technology and web tools in enhancing learners' language skills. In the absence of competent teachers, English learning material in the form of compact discs

(CDs) and web-enhanced language laboratory environment can help students develop their listening and speaking skills. The need for integrating technology into the Engineering English curriculum is discussed in the next chapter.

CHAPTER FOUR

INTEGRATION OF TECHNOLOGY INTO ENGINEERING ENGLISH

4.1 Introduction

Computer assisted language learning (CALL) has become a central resource in many educational institutions and its potential to promote learner autonomy and develop English language skills in learners has been reported by a number of researchers. The need for integrating information and multimedia technology (IMT) or technology enhanced language learning (TELL) into the *Engineering English* programme has been emphasized by researchers and ELT professionals.

Having realized the potential of CALL, the Anna University has instructed all its affiliated engineering colleges to set up language laboratories, but many colleges do not seem to have exploited the potential of CALL.

Here in this chapter the rationale for integrating IMT technology into the Engineering English curriculum is explained in brief, the stakeholders' views on the technology-integrated language learning are analysed   and two case studies, one concerning developing learners' writing skills with the focus on collaborative learning and the other fostering learners' critical thinking skills, are reported.

4.2 Rationale

Technology offers the possibility of alternative materials and classroom interactions. The developments in technology have brought interactive packages. For the learner, CD-ROM offers information and the opportunity for repetitive practice. CD-ROM offers greater interactivity than paper-based materials.

The Internet is bringing further changes as language courses can now be downloaded from all over the world. The interactive exercises on the Internet provide the learners plenty of opportunities to assess their language skills. Posdcasts, voice chats, blogs and authentic materials available on the Web enable learners to develop their listening, speaking, writing and reading skills respectively. One point expressed in much of the literature related to TELL is the potential of ICT to assist second language acquisition.

English as a second language (ESL) learners have difficulty with English pronunciation. Students often have a poor grasp of how sounds in English are made, and as a result these sounds are produced poorly and unintelligibly. With advances in technology, the use of multimedia resources such as animations, audio files, and on-line videos in pronunciation teaching has become increasingly popular. The Internet provides limitless possibilities for learners of English.

4.3 Literature review

Levy (1997) defines CALL as "the search for and study of applications of the computer in language teaching and learning". More recent approaches to CALL have favoured a learner-centred, explorative approach rather than a teacher-centred, drill-based approach to CALL.

A feature of many multimedia CALL programs is the role-play activity, in which the learner can record his/her own voice and play it back as part of a continuous dialogue with a native speaker.

The Web offers enormous potential in language learning and teaching. Felix (2001) advises adopting hybrid approaches to CALL, integrating CD-ROMs and the Web and running audio conferencing and video conferencing in conjunction with Web activities.

CALL authoring programs offer a do-it-yourself approach to CALL. Modern CALL authoring programs are designed to be used by language teachers. **Authoring**

packages are also available, e.g. *Hot Potatoes* software: http://web.uvic.ca/hrd/halfbaked.

Learner-centered web-based environments have been reported to be effective because they promote active learning and offer a setting where students can conduct learning at anytime using wired computers.

Mohammad (2003) states that "the internet is a powerful means of communication which has become an abundant and ever growing resource for English language teachers and learners." She states further that "in recent years, using the internet in language classrooms has gained popularity as more teachers and learners are embracing it. This practice is expected to experience an unprecedented growth as the internet holds potential as a tool for developing language as well as critical thinking skills".

"There is a growing body of anecdotal evidence, however, suggesting positive effects of task-based learning using the Web in a variety of projects, approaches and languages." (Barson et al 1993, Meagher and Castanos 1996, Warschauer 1995 cited in Felix 2001)

There has been greatly increased communication with the teacher by e-mail, allowing for faster, more individualised and more frequent feedback.

Higher motivation and a better attitude towards learning have also been reported in Web-based teaching (Atkinson 1998), which seems to reflect general findings in CALL where effects on learning outcomes have always been equivocal at best, but where positive affective factors have been consistently reported."

Felix (2001) states that "the great advantage that Web-based teaching and learning offers is variety of content, approach and media. It allows flexibility in finding meaningful activities, often available at no cost, for different students, and most of all it allows for authenticity." The Web provides "an environment for meaningful

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interactive tasks in authentic settings, or at least in settings that are rich in authentic language and culture."

There are many studies that show how the integration of CALL into the English programme help learners develop their English language skills and promote collaborative learning and critical thinking. The summary of a few studies are reported here to show that CALL plays an important role in the English language programme.

Discussing and evaluating the integration of CALL and ICT into a tertiary level English programme Ayres (2003) proposes a five-stage framework that might be used to guide integration and examines some of the issues involved.

Step 1: Identify the course pedagogic philosophies and learning outcomes

Step 2: Identify available CALL/ICT resources

Step 3: Match learning outcomes with appropriate resources

Step 4: Make the CALL/ICT learning objectives explicit

Step 5: Encourage learners to take responsibility for their learning

There are several reasons why information and multimedia technologies should be used by language teachers to teach a target language and there is empirical evidence to prove that these technologies enhance language learning. "Computer-mediated communication allows users to share not only brief messages, but also lengthy documents – thus facilitating collaborative writing" (Warschauer, 1996). According to Fletcher, technology-based instruction can increase instructional effectiveness, reduce time and costs needed for learning and can make individualization affordable and thereby help ensure that all students learn. (Fletcher, www.techknowlogia.org). Warschauer states that

"hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity." (Warschauer, 1996)

P'Rayan (2003) gives five reasons why web-enhanced language learning should be introduced in the English class.

Nothing can be taught but everything can be learnt.

Internet cafés are more attractive than traditional classrooms.

The Internet is more resourceful than language teachers.

Unlike language teachers, computers are not moody.

The Internet is more interesting than language teachers.

4.4 Students' views (see appendices 1&2)

The Anna University introduced a course entitled 'Communication Skills Lab' (GE1352) for the third-year students for one semester. The course had two components: Language Lab & Career Lab. The students had computer-assisted activities 2 hours a week for a period of 15 weeks.

The questionnaire asked the students whether they found the course useful. Forty-eight students out of sixty-five students who took part in the survey said that they found the course useful. It implies that students enjoy the computer-assisted language learning (CALL) environment and the learning outcome is better.

The respondents were asked to express their views on how the CALL environment was different from their first-year Engineering English course. Most respondents said that the CALL environment was interesting, motivating and enjoyable.

They mentioned the following merits of the programme.

- we had listening and speaking practice
- we could improve our pronunciation
- the downloaded podcasts from VOA Special English website and The Guardian Weekly websites were quite useful. Those audio files helped us develop our listening skills.
- cloze exercises were very useful. The activities on the computer enabled us to develop our reading skills.
- computer-based tests were good
- we could work on our own without depending on the teacher (learner autonomy)

- we were motivated by interactive exercises
- good exposure to language skills
- the activities were very interesting
- if the course had been introduced in the first year of our programme it would have been more useful.

When asked whether they thought that technology-enhanced language teaching and learning would be relevant and useful to them, fifty-three students (82%) said that it was very useful to them.

Fifty-one students (78 %) said that they liked the idea of Blended Learning refers to a language course which combines a F2F (face-to-face) classroom component with an appropriate use of technology.

Even EST practitioners and professional engineers who took part in the survey said that CALL activities are very useful to students as they develop learner autonomy.

4.5 Case studies

4.5.1 Technology-Integrated Language Learning (TILL) at JEC

Technology-integrated language learning is very much in use at Jeppiaar Engineering College. The software used at the language laboratory aims to help students develop the four major language skills: listening, speaking, reading and writing.

The first-year students of engineering and technology spend an hour a week at the CALL lab. Besides using a number of software, they also practise their language skills by listening to audio files and podcasts downloaded from the Internet and taking part in discussions in blogs.

They have found VOA Special English audio files very interesting, relevant and useful. Some students with better proficiency in English listen to podcasts downloaded from the BBC and The Guardian Weekly website. These web-based listening activities have helped their listening and speaking skills to a great extent.

Students are comfortable posting their assignments in yahoo groups created exclusively for each class. Some of them voluntarily blog at www.raydeal-blogspot.com created by the researcher with the aim of developing communication skills.

Students are encouraged to download relevant field-related articles that can be used in the English class. A project on designing an Engineering English course by involving learners in the course design is going on. Learner-generated material is used in the class.

Cloze exercises created with the Hot Potato software have been found very useful by the learners.

The CALL environment has had positive impact on the learners. It has empowered them linguistically.

4.5.2 Blogging can Promote Learner Autonomy

Blogging is an effective tool that enhances bloggers' writing skill. The benefits of blogging for language learners have been reported by researchers. For example, Jo

Mynard in her paper entitled "How blogging can promote learner autonomy", presented at the Independent Learning Association Conference held in Chiba, Japan in 2007, reported findings from an ongoing research project with different groups of Japanese female college students. According to Mynard the following are the benefits of blogging for language learners:

Blogs provide learners with an authentic outlet for practising their language as well as giving them valuable experience of writing for an audience.

Blogging is a collaborative pursuit in that a blog invites responses from readers.

Blogs are believed to have the potential to develop learner autonomy as language learners are involved in key facets of autonomous behaviour such as decision making, taking control or making connections.

Blogging develops critical reflection in bloggers.

Jo reported that three groups of students had been involved in the research over three years. All students were first year college students. Two groups kept their blogs while on study abroad programmes (in the UK in 2005 and 2006). The third group kept blogs in Japan. Jo stressed that that the aim of the research was not to compare groups but to gather initial impressions on the usefulness of blogs as tools for reflection and language learning. Data was collected by questionnaires, interviews, researcher observations and analysis of blog content and, sometimes, language.

The findings revealed that students (in all groups) were generally positive about blogging, feeling that it had helped them to develop their language skills. In particular, students were keen on the social nature of blogging. There was evidence of students personalizing language that they had previously studied in class.

There was also evidence of reflection. Furthermore, analysis of content revealed that a third of blog postings had a reflective element. Students reflected on their language ability, on activities they had done in class or on the differences between British and Japanese culture.

Students reported that that they were motivated to write more because they knew people were reading their blogs.

4.5.3 Web-based English Language Learning (WELL)

P'Rayan (2003) reports on the Web-based English Language Learning (WELL) Project which supports collaborative learning. P'Rayan's aim in the five-stage WELL project was to help his students at the Kigali Institute of Science and Technology in Rwanda was to help his students develop from dependent learners into independent learners, and finally into interdependent learners who are both effective communicators and collaborators.

The WELL project was just an experiment to find out whether students' writing skill could be enhanced more effectively through WWW-based activities than traditional classroom activities.

Before the real objectives were set, twenty prospective participants were briefed about the WELL project and its main objective of fostering students' writing abilities, and asked to fill in information and needs analysis questionnaires. They expressed their need to write essays of different types and desire to improve their writing skills. They wanted the teacher to play the role of a guide or facilitator and not as a traditional teacher who always looks for language mistakes and tries to correct them. The responses of the students in the questionnaires revealed their enthusiasm to improve their writing skills through web-based activities.

4.5.3.1 Objectives of the WELL Project

After analyzing the needs analysis questionnaires, the following objectives were set:

To motivate participants to become 'interdependent' learners and promote collaborative learning.

To give practice to participants to express themselves freely on any topic of their choice.

To motivate them to channel their enthusiasm in surfing the Internet for constructive purposes.

To expose them to a wide variety of reading materials available on the Web.

To develop their critical thinking.

To instill confidence in them that they can write well.

To enhance learner autonomy and make them feel that their learning environment is very much learner-centred.

The main objective was to encourage students to write and write better in a more acceptable manner. As it was found that that the majority of the students lack critical thinking, it was emphasized by the participants that the project should help them develop their critical thinking and that should be a basis for their writing effectively.

4.5.3.2 Collaborative Learning

A good communicator is the one who is interdependent. All those who learn languages and become effective communicators go through these 3 stages: dependent → independent → interdependent. P'Rayan (2003) describe the three types of persons, as far as social communication is concerned, in the following words:

A dependent person

- lacks critical thinking

- is not an effective communicator

- is hesitant to use the resources available properly

An independent person

- is individualistic

- lacks good receptive skills such as listening to others and respecting the   views of others

- is not an effective communicator

- is not socially acceptable

An interdependent person

- is an effective communicator

- listens to others and respects the views of others

- has a healthy attitude towards others

- is socially acceptable

is collaborative

Discussing the nature and advantages of cooperative learning Johnson & Johnson emphasize the importance of interdependence (Johnson & Johnson, 1996).

> *Cooperation* is working together to accomplish shared goals (Johnson & Johnson, 1989). Within cooperative activities, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. *Cooperative learning* is the instructional use of small groups so that students work together to maximize their own and each other's learning. In cooperative-learning situations, there is a positive interdependence among students' goal attainments; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach ' their goals (Deutsch, 1962; Johnson & Johnson, 1989).

During the orientation meetings participants were reminded how important it is to become interdependent persons and respect the views of others. They realized the importance of reaching the interdependent stage in order to participate effectively in the project. Reaching the interdependence stage promotes collaborative learning and that was essential for the success of the WELL project.

4.5.3.3 Stages of the project

The WELL project programme was carried out in five stages. Each stage had certain objectives and the tasks were done by the participants in a stipulated time.

Stage One

Tasks:	Exchanging emails with one another.
Topics:	Sharing with participants about their interests, hobbies, hostel life, courses, favourite persons, ….
Objectives:	To encourage free writing,
	To know one another and build mutual trust.
Duration:	2 weeks

Barkuizen says "Writing letters to the teacher is not a process. It is spontaneous writing which takes place in a non-threatening, non-structured manner. For these reasons, the students enjoy the "break" and some often produce their best writing in their letters, albeit with a few errors" (Barkuizen, 1995).

Leki says, "There is a place for error-free writing, but it does not have to be the main goal for writing classes" (Leki, 1991).

Stage Two

Tasks:	Downloading anecdotes, jokes, articles, news stories, about persons they like, looking for job advertisements, … and passing them on to other participants as an email attachment and expressing their comments on the pieces of writing.
Objectives:	To expose the participants to vast resources on the Internet
	To promote learner autonomy
	To develop their critical thinking
Duration:	2 weeks

The main objective of this task was to help the participants foster their critical thinking and improve their writing skill.

Stage Three

Tasks:	Discussion on topics such as *Homosexuals and their rights*, Meaning of Christmas, Street Children in Rwanda, Role of Engineers, etc.
	Phase 1: Reading
	Phase 2: Expressing their views
	Phase 3: Commenting on the views of others (agreeing and disagreeing)
Objectives:	To expose the participants to authentic language
	To give them practice in cohesive writing
	To develop their critical thinking
	To develop their self confidence
Duration:	6 weeks

The WELL participants having felt the importance of discussing current affairs expressed the need for reading articles related to such topics and giving their views on the topics. "Authentic reading materials require students not only to understand information but to interpret and evaluate it as well… academic writing follows from listening and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing" (Brinton, Snow, and Wesche 1989). The texts chosen by students can be used as "Text As a Linguistic Object (TALO)", and "Text As a Vehicle of Information (TAVI)" (John and Davies, 1983).

Stage Four

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Tasks:	Expansion of the club Intranet $\Rightarrow$ Internet
	Exchanging emails with epals in different countries
	Exchanging emails with native speakers of English
	Discussing current topics.
Objectives:	To expose participants to authentic language
	To help them have fun
Duration:	No time limit (ongoing process)

Ever since the Internet has become affordable to common people, communication has become easier and it is easy to communicate with anyone in the world. The concept of keypal or e-pal is well understood by everyone. It has become a fashion among the youth to exchange emails and chat with persons whom they have never met.

The WELL project participants at this stage exchange emails with epals, including native speakers of English, and discuss topics of their interest.

Stage Five

Tasks:	Taking part in discussion forums such as BBC Talking Point
	Writing Letters to the Editor
	Contributing to BBC Focus on Africa
Objectives:	To develop participants' critical thinking
	To make them feel confident that they can publish their views
Duration:	No time limit (ongoing process)

One of the motivating factors for the participants is to see their writings on the web or

get

their pieces published in newspapers or magazines.   The World Wide Web provides

them with opportunities to take part in discussion forums and get their views

published

on the Web. As one of the participants put it there is a great joy in sharing one's

view with others and seeing it on the Web or in print. The ultimate aim of the WELL

project was to instill confidence in participants that they can write well and publish

their

pieces.   As one of the participants has already done it before it was an encouraging

sign for others. "There is a relationship between student motivation and student

interest

and a student's ability to process challenging materials, recall information, and

elaborate"

(Alexander, Kulikowich, and Jetton, 1994).

4.5.3.4 Evaluation

At the end of the project, the participants were asked to answer the following
questions in the questionnaire.

> What skills have you developed through the project?
> How did your peers help you in developing your writing skills?
> What aspects of the WELL project were helpful to you?
> What is your contribution to the success of the project?
> How successfully have you involved yourself in the WELL project?
> Could you translate the objectives of the project in to action? If 'no' why?
> What are your suggestions?

All the participants expressed that they enjoyed involving themselves in the project

and what they liked the most was collaboration from one another and the learning

process was quite 'interdependent'. Free writing in the first two weeks of the project

instilled confidence into them that they can write in English fluently. The two weeks

of exchanging emails helped them know one another and build up mutual trust. They could enrich their reading skill by getting exposed to many interesting and thought-provoking reading materials downloaded from the Web by them and passed on to them by other participants. They could also come in contact with some native speakers of English and exchange emails with them. Their experience was an exposure to authentic English. Almost all of them said that the objectives of the project were fulfilled.

4.5.3.5 Conclusion

There are many advantages of technology-enhanced language learning in the English class. There is increased participation and collaboration in tasks with an element of production (Chun & Plass, 2000). TELL enhances authenticity (Harmer 1991). TELL promotes independent learning skills and strategies (Bratt, 1995).

As mentioned earlier Web-based activities have the potential to develop learner autonomy, enhance learners' communication skills, promote collaborative learning and foster critical thinking. Engineers need all these skills: communication skills, critical thinking skills and group skills. Engineering students who depend much on technology find the TELL environment very conducive for language learning and therefore technology should be integrated into the Engineering English curriculum.

CHAPTER FIVE

BRIDGING THE GAP: THE DESIGN OF ENGINEERING COMMUNICATION - AN INTEGRATED SKILLS APPROACH

5.1 Introduction

Based on the principle that the process of evaluation of an ESP course must include action, certain actions have been taken.   The actions are in the form of modifying the existing course and suggesting changes for future action.

5.1.1 Overall Aim

Since the overall aim of ESP teaching and learning is to prepare students to communicate effectively in their academic and professional environments, the *Engineering English* curriculum should aim at helping students develop their communicative competences in English required for academic and job-related situations.

5.1.2 Overall Objectives

Formulating goals and objectives for a particular course allows the teacher to create a clear picture of what the course is going to be about. As K. Graves (1996 as cited in Sysoyev, P. 2000) explains, goals are general statements or the final destination, the level students will need to achieve. Objectives express certain ways of achieving the goals. In other words, objectives are teachable chunks, which in their accumulation form the essence of the course. Clear understanding of goals and objectives will help teachers to be sure what material to teach, and when and how it should be taught. The course objectives, according to Ellis and Johnson, are "the goals of a course in English, as indicated by the needs analysis, and expressed in terms of what the learner should be able to do" (p221).

As given in the English for Specific Purposes (ESP) document prepared by the Ministry of Education and Science of Ukraine, more formal objectives can be stated in three parts:

i) the activity (what students will be able to do);

ii) the conditions (under what circumstances), and

iii) the standards (how well they should be able to perform) (ESP, 2005)

Based on the analysis of the data collected from the needs analysis and evaluation exercises, it is recommended that the *Engineering English* course reflect the learners' present and future needs and the course have the following objectives (ESP 2005):

5.1.2.1 Listening

to understand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc., on study- or specialism-related topics

to understand in detail non-routine telephone conversations

to understand gist and much of relevant detail in authentic radio and TV programmes related to academic or professional area

to understand fairly complex messages and instructions in academic or professional environment

to identify speaker's purpose and appreciate impact

to identify speakers' attitude and point of view

to comprehend different registers: how people talk and write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes

5.1.2.2 Speaking

to respond to main ideas and identify relevant information in extended discussions, debates, talks, conversations etc., on study- or specialism-related topics

to participate in clear argument on topical issue in academic and professional areas (e.g. seminars, discussions, debates, etc.)

to participate appropriately in common social, academic and professional settings (e.g. meeting, coffee break, party, etc.)

to react to non-routine telephone conversations

to make telephone calls for specific purpose related to academic or professional area

to offer opinions on content of authentic radio and TV programmes related to academic or professional area

to react to announcements, fairly complex messages and instructions in academic or professional environment

to respond appropriately to speaker's attitude / point of view

to adjust to changes of direction, style and emphasis normally found in conversation

to perform and respond to a wide range of language functions, using their exponents flexibly

to give clear prepared individual presentation on wide range of topics within academic or professional field

to produce clear, detailed monologue on wide range of study and specialism-related topics

to use basic cohesive devices to link utterances into clear, coherent discourse

5.1.2.3 Reading

to understand authentic texts related to study or specialism areas from textbooks, newspapers, magazines, specialist journals or Web-based sources

to identify writer's attitudes and viewpoints in authentic texts related to academic or professional area

to identify writer's purpose and appreciate the impact of writing (e.g. memos, letters, reports, etc.)

to understand details in fairly complex instructions; specifications (e.g. for operation of devices/ equipment); advertising materials

to understand authentic academic and professional correspondence (e.g. letters, faxes, e-mails, etc.)

to comprehend different registers: how people talk and write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes

5.1.2.4 Writing

to write clear, detailed texts for variety of purposes related to personal and professional areas (e.g. letter of application, etc.)

to write detailed study- and specialism-related assignments and reports in standard format

to draft and produce business and professional correspondence

to take messages from telephone and word of mouth accurately

to write summaries, minutes, etc. with high degree of accuracy

to fill in forms for academic or professional purposes with high degree of accuracy

to use basic cohesive devices to link their utterances into clear, coherent discourse

to perform and respond to a wide range of language functions, using exponents flexibly

to interpret charts and tables and write paragraphs

to write instructions, recommendations, etc.

5.1.3 Content

The *Engineering English* content should help the learners achieve the target language proficiency level reflected in the objectives stated above. Such a level of language proficiency will enable engineering graduates to function competently in a professional and academic context, and provide them with a platform for life-long learning. The content should be focused on professional communicative competence. It requires the acquisition of linguistic competence (language skills and language

knowledge), and the socio-linguistic and pragmatic competences needed for performing study and job-related tasks.

5.2 Engineering Communication – An Integrated Skills Approach

Reflecting the learners' present study needs and future professional needs and considering the objectives mentioned above an attempt was made to design a course entitled "*Engineering Communication – An Integrated Skills Approach*" and pilot it. The sample course was designed based on the following nine principles expressed by the majority of stakeholders.

5.2.1 Principles

1. Learners' present and future language needs should form the basis for the design of the EE course.
2. Learners' views should be taken into consideration while designing the course.
3. Involving learners in the course design may enhance learner involvement and result in effective learning.
4. The skills should be taught in an integrated manner.
5. Learning should be fun (not always) and therefore interesting activities should be introduced to facilitate learning (mainly to develop students' speaking skills).
6. The process approach to oral presentation skills enables learners develop multi-skills.
7. Group discussions should be conducted with the focus on developing the skills employers look for in prospective employees.
8. Technology-integrated language teaching and learning is effective in developing students' communication skills.
9. Project-oriented activities should be given to students to develop their language skills.

5.2.2 Components experimented / piloted

Due to time constraint only a few components were experimented / piloted in the class. Translating the principles into action the following components of the proposed course were experimented.

1. Designing an ESP course (English for Biotechnology as a sample) involving learners and using it in the ESP class.
2. Developing learners' speaking skills thru role-plays
3. Developing learners' presentation skills through a process approach
4. Developing learners' language skills through project-based activities

5.2.2.1 DESIGNING AN ENGLISH FOR BIOTECHNOLOGY COURSE INVOLVING LEARNERS

A supplementary course 'English for Biotechnology' was designed involving 30 first-years students of biotechnology who were not satisfied with the content of their *Technical English* course. After carrying out a detailed needs analysis and gathering data from the learners and core subject teachers the course objectives were set, materials collected and the course designed.

5.2.2.1.1 Course Objectives

The goal was to enable students to make the transition from *English for Engineers and Technologists* (common to all branches of engineering) to *English for Biotechnologists* (more specific) environment by providing them with scientific English through content-cum-task based teaching-learning materials and through the integration of the four major language skills: listening, speaking, reading and writing.

The following specific objectives were set based on the needs of the students:

1. to develop the learners' reading skills to ensure comprehension of biotechnology related reading materials.

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2. to develop the learners' technical writing skills with the focus on defining technical terms, essay writing, and summary writing.

3. to enable the learners to acquire speaking and presentation skills.

4. to develop the learners' listening comprehension skills.

5. to develop learner autonomy

6. to foster the learners' critical thinking skills through various tasks.

7. to develop their interpersonal skills through various group activities.

5.2.2.1.2 Selection of Materials

Materials play an important role in the design of any language course. If students do not find the materials interesting and the teaching methodology creative, they lose their motivation. It is the role of the teacher to set the track right for the learners by creating an environment that is conducive for learning. This has been articulated in Dulay, Burnt, and Krashen (1982).

> "Learning a second language can be exciting and productive….or painful or useless. One's efforts can end in the acquisition of native-like fluency or a stumbling repertoire of sentences soon forgotten…The difference often lies in how one goes about learning the new language and how a teacher goes about teaching it. To be successful, a learner need not have a special inborn talent for learning language. Learners and teachers simply need to "do it right"" (p-3)

5.2.2.1.3 Learner involvement

Most learners had expressed that the reading materials in the prescribed book were not relevant to the students of biotechnology. To the question on how they would like to involve themselves in the design of the course, the learners had stated that they

would select appropriate authentic reading materials. The process of selecting and producing materials took about three weeks.

Initially, the learners were briefed about the importance of authentic materials. Schleicher (1999) defines authentic materials as "oral and written texts that occur naturally in the target language environment and that have not been created or edited expressly for language learners". According to Swaffer (1998) there are many advantages of using authentic texts in the classroom:

1. learning is enhanced by the use of texts of particular interest to a class
2. there will be an increase in variety and spontaneity in classes that introduce authentic materials
3. exposure to a variety of vocabulary and structures will occur
4. students will capitalize on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture (p.18)

As part of the first assignment each student was given the task of selecting his / her own reading texts from sources such as newspapers, magazines, journals, books and the Internet and was also asked to give his / her reasons for selecting the reading material. The response to the assignment was very positive.

The following were some of the topics submitted by the learners: Eugenics, Biodiesel, Nanotechnology in biotechnology, The future of cloning, Genetic engineering, Human genome project, Biofuels, Anti-cancer drugs, and Vaccine through biotechnology. The reasons given by them can be summarized as follows:

- The reading material is related to the field of biotechnology.
- The article is a very interesting piece and motivates us to read.
- The selected reading material is an authentic text.
- The reading text contains technical words.

- The reading passage has optimal word length.
- It is a very interesting topic for group discussion and for writing essays.
- The language is not too technical.
- Many tasks can be devised using the material.

The second assignment was done in groups of six members. Each group was given six reading texts and was asked to select the best two based on the aforementioned reasons given by the learners for selecting their texts. They were also asked to list as many technical words as possible from the selected texts and write their definitions. The other task given to them was to write two discussion questions for each selected text. The response to the second assignment was very encouraging as the learners were told that the assignment would be considered for their internal marks.

A careful analysis of the materials selected by the learners showed that learners can be trained and used effectively in materials modification and development. Though not all, about 70 per cent of the texts selected by different groups were appropriate, authentic, rich in content and vocabulary and stimulating. The tasks devised by the groups needed only slight modifications.

The reading texts selected by individuals but not shortlisted by groups were not rejected. The students were asked to prepare an oral presentation based on the same topic. This further enhanced their interest and motivation in the course.

According to Ghani, S. (1995), developing an ESP reading course for ESL students is a challenging task. He lists four major problems the material designer faces:

1. deciding on the purpose of the reading in order to determine the level of reading difficulty.
2. deciding on the cognitive level of comprehension.
3. selecting reading texts with the right level of difficulty for both students and teachers.

4. deciding on the appropriate length of the text.

The researcher too faced the same problems. He was not happy with some of the texts selected by the students as they were either too technical or too long. He had to ask them to explain their rationale for selecting such texts and if not convinced by their explanations, he asked them to choose some other better texts.

5.2.2.1.4 Course Structure

The course had 5 units and each unit had two or three reading texts. (See Appendix 12). All the four major language skills are taught in an integrated manner. The activities / tasks were of three types: i) Pre-reading, ii) While-reading and iii) Post-reading. As it is not practically possible to cover all the sub-skills that the learners considered important in the limited time, only some skills were prioritized and covered in the supplementary course: reading technical texts, technical writing (definition of technical terms, summary, and essay), oral presentation skills and listening skills.

Title	English for Biotechnology
Nature	Supplementary to the main course
Duration	30 hours
Period	2 months
Total number of units	5
Number of hours required to cover the five units	5x4=20 hours
Number of hours required for students' oral presentation	10 hours

An intermediate level of proficiency level is required for students to successfully complete the course. Those students whose proficiency level in the English language is low were advised to have some remedial coaching before doing the supplementary course.

5.2.2.1.5 Skills: Tasks and Activities

All the four language skills are taught in an integrated manner. Students are tested in their reading, listening, speaking and writing skills. They are also tested in their knowledge of grammatical structure and usage in the context of a reading text. Each unit consists of the following seven sections:

1. Getting started
2. Reading
3. Writing
4. Listening
5. Speaking
6. English in use
7. WWW-based activity

The tasks are arranged around the themes dealt with in the five units of the course. The sections given below explain the rationale for introducing certain tasks and the benefits of using them in the supplementary course.

Getting started

The getting started section contains many warm-up exercises such as brainstorming, pair work and puzzles. It tests students' pre-knowledge in the theme/topic dealt with in the unit and prepares them to understand the topic better and perform well.

Reading

Reading texts are authentic texts, selected based on certain criteria: content, technical vocabulary, grammatical structures and complex language, which are suitable to students at the undergraduate level.

The objectives of teaching reading skills are as follows:

1. To make students read a range of biotechnology related texts in class.
2. To enable them to interact with reading texts by focusing on pre-reading questions.
3. To stimulate their interest in the topics dealt with.
4. To train them in prediction techniques.
5. To give them practice in skimming and scanning.
6. To make them use different reading strategies by asking them to attempt answering different types of questions.
7. To make them get into the habit of analyzing texts.
8. To develop their critical thinking skills.

The following are different types of tasks:
- Sequencing jumbled sentences
- Reading comprehension questions to test their skimming and scanning skills.
- Cloze
- Vocabulary exercises
- Crossword puzzles

Writing

The following are the objectives of teaching writing:
- To give students practice in writing tasks.
- To help them link ideas properly.
- To give them practice in using a variety of sentence structures and complex language appropriate to the task.

> To improve their technical communication skills.

The following are different types of tasks:

1. Technical definition
2. Report
3. Paragraph / Essay
4. Letters

Students are taught to follow the process approach to writing which requires the following sequence:

1. Prewriting
   > Determining objectives
   > Gathering data
   > Considering audience

2. Writing
   > Organizing the draft
   > Formatting the content

3. Rewriting
   > Revising
   > Editing

Listening

Language learning depends on listening. A good speaker is a good listener. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening strategies are techniques or

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activities that contribute directly to the comprehension and recall of listening input. Given below are some of the strategies that the students were taught to master on the course.

- listening for the main idea
- predicting
- drawing inferences
- summarizing
- listening for specific details

VOA Special English listening material was used on the course. The reasons for using the material is as follows:

The goal of Voice of America's Special English program is to communicate by radio in clear and simple English with people whose native language is not English. Three elements make Special English unique. It has a core vocabulary of 1500 words. Most are simple words that describe objects, actions or emotions. Some words are more difficult and they are used for reporting world events and describing discoveries in medicine and science. Special English broadcasters read at a slower pace, about two-thirds the speed of standard English. This helps people learning English hear each word clearly. It also helps people who are fluent English speakers understand complex subjects.

The task is that students listen to a news report from their area of specialization and answer comprehension question and write a summary of the report.

Speaking

Almost all the students expressed their need to improve their speaking skills. The following are the speaking activities:

- ➢ Group Discussions
- ➢ Role-plays

- ➢ Brainstorming
- ➢ Interviews
- ➢ Oral Presentation

The reasons for including these activities in the speaking session are given below:

Group Discussions

After a content-based lesson, a discussion is held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. In class or group discussions the students learn how to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role-plays

In role-play situations, students pretend they are in various social contexts and have a variety of s roles. This exercise helps them gain an insight into different roles of people in their fields and also helps them gain confidence.

Oral Presentation

Making an oral presentation on a biotechnology-related topic is an important component of the course.

Use of English

The main objective of this section is to help students learn and use grammar in context. The different types of exercises included in this section reflect the students' interests.

The following are the types of tasks:

1. Cloze
2. Error correction
3. Word formation
4. Crossword puzzle

The details of each task type is given below:

Cloze

A text is given and it has 15 gaps. Each gap represents a missing word or phrase. The text is followed by 15 words or phrases. Students have to choose the word or phrase that best fits the gap. Different types of words are tested in this task.

Error Correction

The text contains errors typically made by students at the undergraduate level, e.g. incorrect verb forms, wrong pronouns, prepositions and articles. The students must detect the errors and correct them. If there are any additional words, they must delete them and if there are any words missing, they must supply the missing words. Tasks of this type help students acquire grammatical competence in context.

Albert P'Rayan
Engineering English: A Critical Evaluation Ph.D. Dissertation

Word Formation

The text contains some gaps. At the end of each gap a word in parentheses is given. Students have to produce a new word based on this word which can be correctly inserted in the gap.

Crossword Puzzle

The crossword has long been a favourite puzzle for everyone. This programme helps students learn new sets of words. Definitions are given and students should use the clues and guess the correct word for each definition.

5.2.2.1.6 Course Outline

The outline of the course is given below.

Unit 1

Theme: **Biotechnology, the Technology of the Twenty-First Century**

Getting started:

        i)   Speaking: Pair work

        ii)   Vocabulary: 'Bio-' words

Reading:

    Text 1: What is Biotechnology?

    Text 2: Biotechnology – A Collection of Technologies

    Text 3: The Future of Biotechnology

Writing:

      Summary,

      Extended Definition

Listening:

VOA Special English Agriculture Report: As Biotech Crops Increase,

E.U. is Found to Stand in the Way

Speaking: Group Discussion

English in use:

      i)   Crossword (Biotech Terms)

      ii)   Text Cohesion –Sequencing

      iii)   Cloze

      iv)   Editing

      v)   WWW-based activity: Blog

Unit 2

Theme: **Genetically Modified (GM) Food**

Getting Started:

      i)   Discussion – Pair work

      ii)   Writing - Definition

Reading:

    Text 1: Genetically Modified Foods

    Text 2: Genetically Modified Crops in India

Writing:

      i)   Essay (Listing)

      ii)   Technical Definition

      iii)   Essay (Argumentative)

Listening: VOA Special English Agriculture Report: *Going Biotech - A Spanish Farmer Discusses His Experience*

      i)   Comprehension

      ii)   Note-making and Summary

Speaking:

   i)   Debate

   ii)   Role play

English in Use:

   i)   Affixes: Prefixes and Suffixes

ii)   Word Formation

iii)   Crossword (Genetic Terms)

iv)   Text Cohesion: Sequencing sentences

v)   WWW-based activity: Blog

Unit 3

Theme: **Cloning**

Getting Started:

i)   Class discussion

ii)   Writing

Reading:

Text 1: Snuppy, the cloned dog

Text 2: Transgenic Animals

Text 3: Professor Mario's Speech

Writing:

i)   Flowchart

ii)   Interview questions

iii)   Essay

Listening: VOA Special English News Report: Progress Made in Stem Cell Research

i)   Comprehension

ii)   Note-making and Summary

Speaking:

i)   Role-play

English in Use:

Matching (Cloning Terms)

Cloze

Text Cohesion

Editing

Grammar in Context (Passive Voice)

WWW-based activity: Blog: Pros and Cons of Cloning Animals

Unit 4

Theme: **Biometrics**

Getting Started:

i)   Speaking: Classroom Discussion

ii)   Puzzle

Reading:

i)   Text 1: Biometrics

ii)   Text 2: The Chips are Coming

Writing:

i)   Essay

ii)   Letters to the Editor

Listening: A Drug to Protect Against Bird Flu Succeeds in First Tests

i)   Comprehension

ii)   Note-making: Summary

Speaking:

i)   Group Discussion

ii)   Role-play

English in Use:

i)   Crossword Puzzle

ii)   Cloze

iii)   Text Cohesion: Sequencing

iv)   Editing

v)   Grammar in Context

WWW-based activity: Blog:

Unit 5

Theme: **Bioethics**

Getting Started:

i)   Speaking: Classroom Discussion

ii)   Puzzle

Reading:

i)   Text 1: Ethical Issues of Human Genome Project

ii)   Text 2: Ethical Issues of Cloning

Writing:

i)   Report

ii)   Essay

Listening: Scientists Clone Pigs to Make Omega-3 Fatty Acids

i)   Comprehension

ii)   Note-making: Summary

Speaking

i)   Group Discussion

ii)   Role-play

English in Use:

i)   Crossword Puzzle

ii)   Cloze

iii)   Text Cohesion: Sequencing

iv)   Editing

v)   Grammar in Context

WWW-based activity: Blog

5.2.2.1.7 Teaching Methodology

The learners wanted the ESP teacher to play the role of a facilitator while teaching the course. According to Nitu (2002), the *communicative approach* to teaching seems to be not only a modern method, but also the most appropriate teaching theory for an ESP course.

The ESP teacher is aware that he is a language specialist and not a subject (Biotechnology) expert. The teacher facilitates learning by encouraging students to actively participate in various language activities, such as role-play, group discussion and class discussion. The teacher helps students develop their critical thinking skills.

5.2.2.1.8 Conclusion

Designing an ESP course with the collaboration of learners was a challenging task. The orientation session helped the learners understand the concept of ESP and trained them in evaluating ESP course materials and selecting appropriate texts for the supplementary course. Almost all the students actively participated in the process of the course design. The results of the evaluation of the effectiveness of the course is discussed in the next chapter.

5.3.2.2 DEVELOPING ENGINEERING STUDENTS' SPEAKING SKILLS THROUGH ROLE-PLAYING ACTIVITIES

5.3.2.2.1 Introduction

A lot of changes have taken place in the field of English Language Teaching (ELT) since 1980. The traditional way of teaching the language took into consideration only the intellectual aspect. Language is not merely an intellectual matter. A human is a bundle of emotions and therefore this aspect also should be taken into consideration while teaching a language to learners. There is a need to entertain the learner to enhance learning. (P'Rayan, 2008).

The term 'commutainment', coined by P'Rayan (2008), refers to communication through entertainment. He calls roleplays, puzzles and problem-solving games commutainment activities as they enable learners to develop their communication skills in an entertaining environment.

ELT professionals have found role-plays, puzzles and problem-solving exercises interesting and useful for students. If well used, they have the potential to promote meaningful communication, provide fun, develop team-work, foster creative thinking and create opportunities for learners to interact with one another. Students also have expressed the need for such activities in the Engineering English class.

5.3.2.2.2 Background

In view of the underlying roles, such commutainment activities play in the English class, as an experiment a class of students of engineering was split into a number of groups and each group was asked to work on different role-play situations. The experiment had different stages from conceptualizing situations to enacting them.

5.3.2.2.3 Role plays

According to Crookall and Oxford (1990), there is little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are 'simulation', games, role play, simulation-game, and role play simulation and role playing game.

A role playing game is an activity or a language game in which the participants or students of a language course assume the roles of some imaginary characters and as a team create a story based on a situation and enact the play in front of an audience.

5.3.2.2.4 Objective of role-plays

The objective of role-plays is to help students practice certain language functions and learn speaking skills. Here is a sample situation:

> *You are a software engineer working in Mumbai. A pickpocket has stolen your purse and you have lost your train ticket, money and debit cards. The train to your hometown will arrive at the station in 30 minutes and if you miss the train you will have to wait at the station for about 18 hours. Your brother's wedding is at your hometown the following day and your presence is very much required at home. You talk to a stranger and try to convince the person and succeed in reaching your town.*

This role-play situation requires two persons to perform it. One assumes the role of the software engineer and the other plays the role of the stranger in the situation. The duo together creates a story based on the situation and plan how they are going to carry out the role-play.

If the main objective of asking students to enact this role play is to enable students to confidently use the language functions such as describing, explaining and persuading, during the preparation stage, the teacher can pre-teach a set of common phrases used to perform such functions. Then they are given opportunity to practice it.

5.3.2.2.5 Rationale for using role-plays

Why should role-plays be used in the English class? "It is not enough merely to provide students with opportunities to speak in English, as teachers we need to encourage students to speak in a variety of different situations, and hence help them to learn to speak with confidence." (Role Plays in the ESL Classroom, Instructions to the English teacher)

Role-plays can help students practice many language functions in an informal, natural and non-threatening environment and enable them to develop their fluency. In a class of 30 students, the teacher can put the students into ten groups of three members. In 15 minutes' time each group can create a story and practice a role play. In activities like role-plays all students are given opportunities to speak and participate. According to http://www.learnenglish.de/Teachers/roleplays.htm, "The effective use of role-plays can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity; lets students develop and practice new language and behavioural skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur".

Scarcella and Crookall (1990) elaborate how role plays facilitate second language acquisition. In three learning theories they discuss how learners acquire language when:

1. they are exposed to large quantities of comprehensible input,
2. they are actively involved and
3. they have positive attitudes.

According to Krish (2001) role play encourages peer learning, and sharing of responsibility, between teacher and the learner in the learning process, takes place. Krish further states that language teaching can be an interesting challenge when teachers make the effort to explore a variety of approaches. Role play is just one of the many methods available for exploitation.

5.3.2.2.6 Features of a good role-play

What are the features of a good role-play?

- A good role-play is based on a familiar situation .
- The situation should pose a conflict.
- The group of characters does not exceed 2-3 members.
- It takes 4-7 minutes.
- It gives extensive speaking practice to the participants.
- It is based on real world contexts and allows students to speak naturally.
- It is interesting and enjoyable.
- It develops the participants' creativity.
- It fosters their critical thinking skills.
- It develops interpersonal skills.
- It breaks monotony and makes other students participate.

5.3.2.2.7 Sample group

The group of students with whom roleplay activities were experimented consisted of 35 first-year undergraduate engineering students. Most of them were from semi-

urban areas and though 85 per cent of them had their schooling in English-medium, they were not

comfortable expressing themselves in English. During their school days, they never had opportunities to speak in front of the class. The challenging task given to me was to motivate them and develop their speaking skills. When invited to talk on some familiar topics, only a few students volunteered and the others were reluctant. Their passivity was attributed to their lack of self-confidence, fear of making mistakes and being laughed at by their friends.

A motivating session helped them gain confidence. Then the importance of role-play activities and how they would help them develop their fluency and other speaking skills were explained to the group. A few sessions were devoted to role-play games.

Given below is the account of how role-playing games were introduced in the English class. The whole process was divided into three stages: i) Pre-role play, ii) During role play, and iii) Post-role play.

5.3.2.2.8 Three stages of Role-playing

1. Pre-role play stage

At this stage of the process, planning and the execution of the plans took place. The following steps were followed at the pre-role play stage:

- The objectives of role-play activities were explained to students
- Required vocabulary and functional language appropriate to the situation and to the role-play were explained
- The students were divided into groups of 2-5 members
- Whether the students were familiar with the situation was assessed

- Students were asked to discuss the situation and prepare a story based on the situation
- 15-20 minutes was allocated to prepare and practice

2. During role play stage

At this stage role plays were performed and the participants' performance was assessed.

- Each team was invited to perform its role-play
- Some students were asked to assess the performance of each group based on the criteria provided

3. Post-role play stage

The final stage included these steps:

- The participants were asked to give self-assessment of their own performance
- The assessors were asked to give their feedback based on certain criteria
- Each group's performance was discussed and suggestions for improvement were given by the teacher

The following are some of the situations for role playing that were practiced and enacted in the class.

Sample role-play situations

Situation 1

You have passed your +2 exams and scored 92 percent. Your dream is to

get a degree in information technology and become a software professional, but your parents do not have regular income to support your studies.   You want to apply for a study loan. You along with your father go to a bank and meet the bank manager.

Roles: a student, a parent, a bank manager

Language functions: introduction, discussion, persuasion

Situation 2

You have opted for B. Tech Biotechnology and you want your friend also to join the same course. But he / she is interested in information technology. You should tell him / her   the advantages of specializing in biotechnology. Your friend will highlight the advantages of getting a degree in information technology.

Roles: 2 students

Language functions: agreeing and disagreeing, persuasion

Situation 3

You are the only child of your parents.   Your parents and a close relative of yours want you to join in a reputed college of arts and science in your hometown which does not have many industries or businesses. You want study in Chennai. You discuss the advantages of studying in Chennai.

Roles: parents, a relative, a student

Language functions: agreeing and disagreeing, persuasion

After a few sessions of role playing simple situations, complex situations with elements of conflicts were introduced in the class. The students were distributed role play cards and given a few minutes to prepare and carry out the role play. Given below are sample role play cards:

Role Play Card 1

Student 1: You have applied for the post of a programmer in a software company. You have been called for an interview. As per the advertisement, you are required to have 3 years of experience in a reputed IT company. But you have only 2 years of experience and that also not in a reputed company. During the interview you should highlight your strengths and convince the interviewer that you are the best suitable person for the job.

Student 2: You are the interviewer. During the interview through your questions you should find out the candidate's family background, education, qualifications, skills and suitability for the job.

Role Play Card 2

Student 1: You want to go to US for your higher studies. You are required to take the TOEFL test. You don't have any idea about the test. You approach the career counselor of your college and discuss your plans with him / her and get details about the TOEFL test.

Student 2: You are a career counselor. You listen to the student and give guidance to him / her.

The effectiveness of roleplay activities on the engineering students is discussed in the next chapter.

5.3.2.3 PROJECT-BASED LEARNING

5.3.2.3.1 Project Work: Introduction

By encouraging students to move out of the university classroom and into the world of work, project work helps to bridge the gap between language study and language use. It is therefore a valuable means of extending the communicative skills acquired in the classroom. Unlike traditional language learning, where all tasks were designed by the teacher, project work places responsibility for learning on the students themselves.

5.3.2.3.2 Characteristic Features

Project work, in its various guises, has a number of characteristic features (Stoller, 1997). Project work:

- focuses on content learning rather than on specific language targets. Real-world subject matter and topics of professional interest to students can become central to projects

- is student-centred, though the teacher plays a major role in offering support and guidance throughout the process

- is cooperative rather than competitive. Students can work on their own, in pairs or small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way

- leads to the authentic integration of skills and processing of information from various sources, mirroring real-life tasks which students will encounter in their future jobs

- culminates in an end product (e.g. an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose

- is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem and

autonomy, as well as improving students' language skills, content learning, and cognitive abilities.

The value of such work, however, lies not just in the final product but in the process of working itself. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different stages of the project.

5.3.2.3.3 Stages of project work

A full-scale project involves three main stages:

- Classroom planning. The content and scope of the project are discussed and specific language needs are predicted. Ways of gathering necessary material, projected interviews and visits are decided upon
- Carrying out the project. The students move into the world of work and perform the tasks which they have planned
- Reviewing and monitoring the work. This implies discussions and feedback sessions, group analysis of the work, and self5monitoring by the participants.

5.3.2.3.4 Projects

In this section the details of two projects given to the students of engineering are explained.

Project 1: Visit to an IT Company

The students were given these instructions before they started their project.

> *Visit an IT company and meet a HR manager or a few IT professionals.*
> *Talk to them about their job responsibilities and ask them who they talk*

to in English at the workplace and what language skills are important for them at work?

Your tasks are to identify their language needs, share your experience in groups of 6-8 students and write a report to the teacher suggesting ways to modify the English language course to suit their present and future language needs.

Objectives:

The objectives of the project are:

to enhance students' speaking (interviewing) skills

to develop their writing skills (report)

to expose them to the real world communication

to raise their awareness of what is happening in their future workplace

to identify the language needs of IT professionals

to enable students to suggest activities and tasks to make the *Engineering English* course more effective

to involve learners in the course design

It said it instilled confidence in them.

The task created awareness among students about the language needs of students.

They identified the language needs of IT professionals and it motivated them to prepare themselves to the workplace.

They gave some valuable suggestions to modify the course.

Project 2: Preparing a CV and job application letter

Each student was asked to select three job advertisements aimed at engineering / technology graduates from a newspaper or from the Web and was asked to carry out multitasks.

Task 1: Browse the Internet and select three job adverts aimed at engineering graduates based on the criteria:

Criteria:

- the advert is addressed to engineering graduates
- it should give in detail job responsibilities
- it should state clearly what it expects of the candidate: qualifications, experience, skills required, etc
- it should have been published recently (within a month)

Task 2: Prepare a table and list the details under these headings:

position advertised
job responsibilities
qualification
required skills
contact details
source (URL with date)

Task 3: Discuss in groups of six why you selected the advert and give the details of the advert

Task 4: Prepare a CV in response to the advert selected

Task 5: Write a job application letter in response to one of the three
adverts

Objectives:

- to raise students' awareness regarding the target needs
- to develop their CV and job application writing skills
- to foster their critical thinking

5.3.2.4 PROCESS APPROACH TO ORAL PRESENTATION (PAOP)

5.3.2.4.1 What is PAOP?

A process is defined as a series of actions that one takes in order to achieve a result.
The process approach to oral presentation is a process during which the student goes
through three key stages and carries out activities such as choosing a topic, discussing
it with a group of students, preparing an outline of the presentation, preparing power
point slides, etc. before making the final presentation.

5.3.2.4.2 Aim and objectives

The overall aim of this approach is to enable students to develop their oral
presentation skills. The objectives are:

- to enhance students' communication ability
- to foster their critical reading and thinking skills
- to enhance their confidence level
- to develop their skills to analyse different perspectives on a topic
- to develop their ability to identify opinion and bias in the work of others
- to improve their writing skills through assignments

5.3.2.4.3 Why PAOP?

Giving a topic to students and asking them to speak on it without giving much time to prepare may not help them develop their critical thinking skills. The product approach is concerned with the final product. Most students fail to enhance their confidence level and their analytical and logical reasoning skills. On the contrary the process approach develops students' multi-skills in an integrated manner. The role of educational institutes is to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making.

5.3.2.4.4 Duration

Twenty contact hours were allotted to cover the oral presentation skills component. The students' meeting with the teacher to discuss the topic and different assignments, their preparation and discussion with peers did not constitute the contact hours.

5.3.2.4.5 The Key Stages

The whole process is divided into three stages: pre-presentation, presentation and post-presentation. In the table given below the three stages and different steps of each stage of the process are listed.   This section describes the different stages of PAOP, explains in detail the translation of theory into practice, and evaluates the effectiveness of the approach.

Process Approach to Oral Presentation (PAOP)

Stage 1: Pre-presentation

1. Selecting a topic
        ↓
2. Discussing the topic with a group to get members' views on the topic
        ↓

---

3. Preparing an outline plan of presentation and uploading it to a yahoo group. (Assignment 1)

↓

4. Discussing the outline plan with the teacher

↓

5. Writing a review of a peer's presentation outline plan and uploading it to the group. (Assignment 2)

↓

6. Preparing slides for power point presentation (Assignment 3)

↓

7. Discussing the slides in groups

↓

Stage 2: Presentation

1. Power point presentation (7 minutes)

↓

2. Handling questions

↓

Stage 3: Post-presentation

1. Oral feedback (peer- , self- , teacher-)

↓

2. Evaluation

Stage One: Pre-presentation

The pre-presentation stage consists of seven steps. The students were explained what they were expected to do at each step. The students were divided into four groups and four volunteers were assigned the task of creating yahoo groups, one for each group. The volunteers' role was to moderate their groups.

1. Selecting a topic

The students were asked to select a topic based on the following criteria:

- Non-technical (preferably issue based)

- Interesting, useful, relevant to the group.

- Stimulating
- Thought-provoking
- Debatable

An effective presenter is required to have high level of analytical skills. The main objective of this step was to develop students' analytical skills. The students were required to refer to literature related to their topics and analyze it.

Given below are some of the topics selected by students:

1. Is population explosion a threat to India?
2. Can we eradicate caste system through inter-caste marriages?
3. Do mobile phones spoil the youth / students?
4. Should corporal punishment be continued in schools?
5. Should death sentence be abolished?
6. Is it just to force people to retire?
7. Is modernity a curse?
8. Rice in petrol prices – an analysis
9. Does brain drain pose a threat to India?
10. Recent trend of divorce in India

2. **Discussing the topic with group members to get their views on the topic**

The second step is about students discussing their topics with their respective groups. The objectives are:

- to enhance students' confidence level
- to develop their listening and speaking skills.
- to develop their analytical skills

The skills focused are:

- Asking for opinion
- Giving opinion
- Analytical thinking

The students were divided into groups of 7 members. Each student was required to discuss with their group their topic, the sources from which they collected material for their presentation, the difficulties and challenges they faced while finalizing the topic. After each member's sharing of their experience, other members were asked to give their opinions on the topic whether it fulfill the criteria, etc.

The students find this activity interesting and useful. Some students had to change their topics based on the suggestions given by their groups.

3. **Preparing an outline of presentation and uploading to Yahoo groups**

The students were asked to prepare an outline based on the following format:

1. Topic
2. Source
3. Reasons for selecting the topic
4. Introduction
5. Key points
6. Conclusion
7. Discussion questions

The aim of the assignment was to develop the students' ability to understand, interpret and comment on the work of others.

The objectives were:

- to enable students to read authentic texts related to the topic
- to develop their ability to distinguish between factual/non-factual information, important/less important items, relevant/irrelevant information
- to enhance their ability to draw inferences and conclusions
- to enable them to read texts with some degree of critical awareness, choosing appropriate information
- to develop their critical thinking skills
- to develop their writing skills
- to use the Internet effectively (uploading the assignment to yahoo groups)

The skills focused are:

- Critical reading
- Writing an outline
- Logical reasoning
- Reference skill
- Defining terms
- Integrating web technology

Yahoo groups

- Role of moderators
- Rationale for creating groups

Role of moderators

- creating yahoo groups

- inviting members to join
- posting important messages
- acting as a link between the teachers and group members
- sending reminders

Rationale for creating yahoo groups

- integration of technology
- easy access to peers' assignments
- learning from others
- students take the assignments seriously

Problems observed:

Most students had difficulty in formulating topics, formulating questions, organizing ideas and defining terms

Students' feedback:
- It was a very useful task
- It was difficult to choose a topic that fulfilled all the criteria
- We had to constantly analyze the topic.
- The task made us apply our analytical skills
- Writing the outline was a challenge. It honed our writing skills.
- It was an opportunity for us to read our classmates assignments.
- It was a multi-task assignment: preparing an outline, uploading it to respective yahoo groups on the Internet, reviewing other students' assignment, suggesting discussion questions, summarizing the presentation in 100 words, etc.

4. **Discussing the topic with the teacher**

Objectives:

- to improve students' confidence level
- to develop their speaking skills
- to enable them to handle questions effectively
- to make them think clearly and logically
- to help them identify the strengths and limitations of the assignment

Procedure:

Each student was asked to explain their topic to the teacher and answer questions related to the topic.

Based on the comments given by the teacher, the students were asked to either redo or modify their outline.

(Pause before you give the student answers and information and challenge yourself to ask the student a question that will help him or her to discover the answer.)

List of sample discussion questions

1. Why is brain drain predominant in India?
2. Should the government take measures to control brain drain?
3. Why is divorce rate increasing day by day in India?
4. In most cases which gender prefers and applies for divorce in India – male or female? Why?

Feedback:

- Discussing the topic with the teacher was very useful.

- It enhanced our confidence level.

- It motivated us.
- The discussion shaped our thinking.
- It was an opportunity to develop our speaking skills.
- The task of meeting the teacher and explaining the topic developed our thinking skills.
- It was a challenge.
- We took it very seriously.
- The questions asked by the teacher made us think clearly.

5. Reviewing oral presentation outline and uploading it to yahoo groups

The aim of the assignment was to develop the students' ability to understand, interpret and comment on the work of others.

Objectives:

- to enhance their ability to critically review their peers' assignments
- to improve their writing skills

Procedure:

Each student was asked to go through the assignment of their classmates, available on respective yahoo groups created for the purpose of encouraging students to upload their assignments and read them when required, and write a review of the assignment based on the following criteria or checklist.

Checklist for reviewing students' outline of oral presentation

Items	Questions
Title	1. Is the title clearly stated, in a phrase?
	2. Does the title indicate precisely and accurately the focus of the paper?

Reasons	1. Has the student clearly stated his reasons for selecting the topic?
	2. Are the reasons convincing? If 'no' why?
Reference	1. Has the student mentioned 'reference'?
	2. Is the given URL correct?
Introduction	1. Is the introduction original?
	2. Does it give an overview of the subject?
Main points	1. Are the main points arranged in a logical sequence?
	2. Are all the points directly related to the topic?
Conclusion	1. Is the conclusion convincing?
	2. Has the student given his own views?
Discussion questions	1. Have the discussion questions been framed well?
	2. Do they promote critical thinking among audience?
Language	1. Do punctuation and spelling follow standard practice?
	2. Does grammatical usage follow standard practice?
Overall	1. Does the student demonstrate clarity?
	2. Does the outline reflect the aspects of critical thinking?
	3. Do you think the audience will be interested in the presentation of the topic?

Feedback:

- It was a very challenging task.
- For the first time we had this type of task.
- It enabled us to develop our thinking skills.

- It helped us develop our writing skills.

6. Preparing power point slides

Objectives:

- to enable students to use multimedia technology as a tool to making an effective presentation.
- to develop their logical thinking skills

Rationale:

Visual aids such as power point can enable students to overcome their communication apprehension or speech anxiety. Since the focus of the audience is on the visuals rather than on the person who makes a presentation, the presenter feels his/her communication apprehension is reduced. Power point slides, if they are effective, can create a positive impact about the presenter on the audience and can act as an effective tool in raising the confidence level of the presenter.

Procedure:

Tips on making pp slides were given and explained. Students were asked to outline their presentation. (How many slides? What is the content of each slide? Then they were asked to sequence the content.

7. Discussing the outline of pp presentation in groups

Objectives:

- to enhance their speaking skills
- to develop their critical thinking skills

Procedure:

Students were grouped. Each group consisted of 6-8 members. A moderator was appointed to facilitate discussion among members. Each student explained his power point presentation outline and asked the members to comment on the content and sequence.

Stage Two: Presentation

2. Power point presentation

Objectives:

- to enable students to demonstrate their ability to make effective presentations
- to demonstrate their thinking skills
- to utilize the availability of multimedia technology to make their presentations effective.

Procedure:

- Each student was given 5-7 minutes to make their presentation

Observation:

- Most students performed well.

- They faced the audience confidently
- Students were comfortable making presentations
- Very few students had communication apprehension

3. Handling questions

Objective:

- to develop students' question-handling skills

Procedure:

- Anyone from the audience can ask a question to the presenter
- Two or three questions related to the topic are allowed
- The presenter should answer the questions

Evaluation

- some questions were very sharp
- the questions tested not only our knowledge about the topic but also our thinking skills
- the pre-presentation discussion on the topic with the teacher and groups helped us gain confidence
- it was a learning experience for us

Stage Three: Post-presentation

1. Assessment (peer-, self-, teacher-)

Peer assessment

After each presentation two students were assigned the task of giving their feedback on the presentation based on the following criteria: content, language, body language, eye contact, audience response, handling questions, time limit and overall effect.

Objective:

The objective was to develop students' evaluating skills.

Those who were assigned to give feed were given oral presentation peer evaluation forms and asked to complete them. They were also given tips on giving feedback and trained in using the type of language they should use while giving feedback.

- Be constructive in your criticism
- Highlight the positive aspects of the presentation
- Appreciate the presenter for making a good presentation
- Be sensitive and without hurting the feelings of the presenter suggest areas for growth.
- Use positive language

  "You'd better ………."

  "It would have been better if you had …….."

  "It would have been effective ……"

Oral Presentation Peer Evaluation Form

S.No.	Criteria	Your response
1	Was the presenter (presentation) clear?	Yes / No
2	Did the presenter do address the topic?	Yes / No
3	Did the presenter define key terms and clarify important concepts when necessary?	Yes / No
4	Did the presentation have a proper structure?	Yes / No
5	Did the writer demonstrate clear thinking?	Yes / No
6	Is the presenter's reasoning well supported?	Yes / No
7	Did the presenter explain concepts in a language that is simple?	Yes / No
8	Was the presenter's body language appropriate?	Yes / No
9	Did the presenter maintain good eye contact?	Yes / No
10	Did the presenter handle the questions properly?	Yes / No
11	Were the power point slides effective?	Yes / No
12	Did the presenter complete the presentation in a stipulated time?	Yes / No

13	Was the audience response good?	Yes / No

Self assessment

What followed after peer assessment was self assessment. The presenter was asked to assess their own presentation based on the following checklist:

- Am I satisfied with my preparation?
- Am I satisfied with my presentation?
- Did I handle questions well?

Teacher assessment

The teacher's assessment of the presentation was based on the criteria: presentation, handling questions and audience response. The main objective was to appreciate the presenter and encourage them to develop their presentation skills.

The effectiveness of the process approach to oral presentation that was experimented with two groups of students is discussed in detail in the next chapter.

5.4 Conclusion

Based on the needs assessment and evaluation of the existing Engineering English course an attempt was made to teach the language skills in an innovative way. The effectiveness of the experiments carried out with the students is discussed in the next chapter.

CHAPTER SIX

EVALUATION OF THE REDESIGNED COURSE

6.1 Introduction

This chapter deals with how some components of the redesigned course were piloted with students and how the effectiveness of the components were evaluated. The evaluation was done via questionnaires and discussion.

As mentioned in Chapter 5, the overall aim of English for Engineering is to help students develop their communicative competences in English required for academic and job-related situations.

Based on the needs analysis and evaluation of the existing Engineering Englishcourse, the decision to redesign the course was taken with the objectives listed in Chapter 5.

Due to time constraint only the following components were piloted:

1. English for Biotechnology
2. Developing learners' speaking skills thru role-plays
3. Developing learners' presentation skills through a process approach
4. Developing learners' language skills through project-based activities

The main objective was to develop the four language skills in an integrated manner. That is why the redesigned course has been named "Engineering Communication: An Integrated Skills Approach"   The new course was designed based on the nine principles stated in the previous chapter. The principles can be summarized as follows: learners' present and future needs as the basis of any course design, involving learners in the course design, teaching the four skills LSRW in an integrated manner, learning should be fun, process approach to oral presentation, GD skills with

the focus on what employers look for in prospective employees, technology-enhanced language learning and project-based activities.

6.2 Evaluation

6.2.1 Evaluation of English for Biotechnology

Evaluating a course means analyzing the effectiveness of it in terms of the aims and objectives stated. The objectives of the 'English for Biotechnology' course were:

1. to develop the learners' reading skills to ensure comprehension of biotechnology related reading materials.
2. to develop the learners' technical writing skills with the focus on defining technical terms, essay writing, and summary writing.
3. to enable the learners to acquire speaking and presentation skills.
4. to develop the learners' listening comprehension skills.
5. to develop learner autonomy
6. to foster the learners' critical thinking skills through various tasks.
7. to develop their interpersonal skills through various group activities.

The course was designed based on the collaborative approach to course design. The students were involved in selecting materials and suggesting activities and tasks. The following section discussion discusses the effectiveness of the experiment.

6.2.1.1 Course Delivery: Teaching-Learning

The teaching-learning process started much earlier than the actual course content was delivered to the students in a formal manner. The students started learning new things related to *English for Biotechnology* at a stage when it was decided to design the supplementary course and the ESP teacher asked each student to select and submit a reading passage related to the field of biotechnology. They could acquire knowledge

and develop their language skills at various stages during the process of designing and the delivery of the course.

First, the students were asked to give their reasons for selecting a particular text and list all the technical terms and the meanings / definitions of the words. Then at a later stage the students were grouped and were asked to select two out of the 6-8 reading texts, give their reasons for selecting the texts, list the technical terms and find out the meanings/definitions, and write two discussion questions. Each group leader was asked to present the report of group dynamics to the whole class.

During the process they could go through many technical texts, discussed the relevance of such texts with their fellow classmates, gave their reasons for selecting or not selecting certain reading passages, referred to dictionaries to find out the meanings/definitions of technical term, suggested discussion topics and wrote and presented the reports to the class. The whole process helped them become familiar with technical texts, develop their interpersonal and communication skills and to have a good beginning.

The second stage was delivering the course content and achieving the course objectives. The effectiveness of the second stage depended both on the ESP teacher and the learners.

The teaching-learning materials required the ESP teacher and the students to play an active role in the process of the course delivery. The teacher was a facilitator and the students were active participants.

6.2.1.2 Teacher as a Facilitator

When the ESP teacher actually started teaching the course, he found it enjoyable and at the same time challenging.   His role was to develop the four language skills through various tasks and activities, promote learning and foster critical thinking in the students. In order to play the role effectively he had to use a different approach to teach each skill.

The students did the reading tasks by themselves and later the answers were checked in the class. There was much interaction and discussion and the teacher encouraged it.

The teacher spent more time on teaching writing. The students were taught the process approach to writing.   Before attempting any writing task, the students were asked to prewrite, write and rewrite the draft. This process approach to writing helped the students improve their writing skills.

During the group discussion activity the teacher joined some groups and mingled with the students. This was a source of inspiration for some students.

Due to time constraint the ESP teacher could complete only three units and only 29 students could make oral presentations.   Only the first unit is appended. (See Appendix 12)

Students' feedback on each section of the unit was collected after completing a particular unit. This helped both the ESP teacher and the learners: the ESP teacher could modify the programme as per the suggestions given by the students or change

his teaching methodology and the learners could participate more actively and contribute in a better way to the success of the programme.

6.2.1.3 Learner Participation

Students started attending English classes regularly and participated in carrying out activities and tasks enthusiastically. Since most students were familiar with the topics dealt with, their participation in class and group discussions and role-plays was better than was expected.

Giving an oral presentation on a biotech-related topic by each student was one of the requirements of the course. The suggestion for developing the students' presentation skill emanated from the subject experts and the students themselves.

Each student was asked to select a topic related to the field and give an oral presentation for 6-7 minutes. The checklist below summarizes how the students were asked to prepare themselves for the oral presentation:

CHECKLIST FOR ORAL PRESENTATION

1. Have you selected a topic?

   - Is the topic related to biotechnology?

   - Is it an interesting topic?

   - Do you have supporting materials?

   - Is it easy to understand?

   - Will your classmates be interested in the topic?

2. Have you prepared a list of reasons for having selected the topic and supporting materials?

3. Has your ESP teacher approved your topic?

4. Have you prepared an outline?

   - Does it have a proper introduction?

   - Have you mentioned the main points?

   - Does it have a proper conclusion?

5. Did you show it to your ESP teacher and get his feedback?

6. Do you know the meaning of all the technical terms that you might use in your presentation?

7. Have you prepared a list of questions that your teacher and classmates might ask you after your presentation?

8. Are you ready to make your oral presentation?

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Twenty-nine students gave oral presentations. After each oral presentation, the presenter was required to say whether he was satisfied with his/her performance, feedback was given by both the teacher and other students.

The response was so good that about 70 percent of the students came well prepared and presented their topics. The following is the list of oral presentation topics selected by the students.

1. Biotechnology: meeting the needs of the poor?

2. The Pros and Cons of Genetic Engineering.

3. The Pros and Cons of Genetically Modified Food

4. Bioethics

5. Genetically modified foods

6. Genetically engineering microbes for bioremediation

7. Cloning whole organisms

8. Embryonic stem cell research

9. Gene therapy

10. Genetic testing

11. Genetic Engineering of Animals

12. Genetic Engineernig of Plants

13. Application of Genetic Engineering to Human beings and their health.

14. Biometrics

15. Biotechnologists are playing God.

16. Herbicides and its effects on human health.

17. What is biotechnology?

18 The human genome project

19 Ethical issues of human genome project.

20 Whose genome is it, anyway?

21 An interview with DNA Forensics Authority Dr Bruce Weir

22 The chips are coming (biochips)

23 GM products: benefits and controversies

24 Genetically modified crops in India

25 Cloning the first human

26 Brave new cloning world

27 Human clones

28 Scientific reasons for not cloning humans.

29 Eugenics

30 Biologically-inspired machines

31 Trading human life

32 DNA Fingerprinting

33 Application of Biotechnology in Healthcare

34 Biosensors

35 Recombinant DNA Technology

36 The Pros and Cons of Stem Cell Research

37 Environmental Biotechnology

38 Biotechnology and Ethics

39 Biotechnology Drugs

6.2.1.4 Group Dynamics

Since the collaborative approach to ESP course design was used, it is very important to discuss how the ESP teacher and his students worked together and how the students worked in group to achieve the objectives.

It was a great challenge to work with a mixed group of students with a wide range of abilities in English.   The moment they felt that they were given importance they were motivated and later it was easy to convince them and get their cooperation. Most students submitted their assignments in time. Only one or two members in each group were either passive or could not contribute much to the success of group activities due to some personal reasons. In each group one student was a moderator and his/her role was to assign work to each member and get the work done. Finally, the moderators were asked to present their reports to the class. All the reports were quite positive about the students' participation.

6.2.1.5 Students' Feedback

How did the students find *English for Biotechnology*? Did it achieve the purpose for which it was designed? Were the course objectives fulfilled? To find answers to these questions it was decided to give an achievement test at the end of the course. But, due to time constraint, the test was not administered.   Anyhow, the students were asked to complete an evaluation questionnaire and give their feedback on the following areas: the process of designing the course, the course delivery, their participation, overall impact of the course on them.

Course Design Process

The learners found the process of involving themselves in the course design and later presenting their topics in front of the class more rewarding. Their feedback can be summarized as follows:

- The orientation session helped us gain an insight into the world of ESP.

- We felt important since our views were considered throughout the process.

- The whole exercise was something new for us.

- The assignments were very innovative and useful.

- The process of designing the course instilled confidence in us.

- We could use the English language in context.

- The process of selecting reading and listening materials was a challenging task.

- Group activities were very useful and helped us develop our interpersonal skills.

- We got a real exposure to technical texts. Before deciding on one topic, we had to read three or four articles.

- We were asked to explain the rationale for selecting a particular reading text. It developed our critical thinking. The process of shortlisting reading texts in groups also fostered our critical thinking.

- It was a learning experience. By identifying technical terms and finding meanings to the terms, we could learn many new things.

- It was an opportunity to develop our presentation skill.

Reading texts

- The reading texts reflect our interests and needs.

- Since the reading materials were selected by the students, we feel that we are very much part of the course.

- All the reading texts are related to biotechnology.

- The texts are not too technical to read.

- The language is clear, has varied sentence structure and complexity.

- The topics have novelty.

- Most classmates find the reading texts interesting.

- The texts are very much student-centred.

Listening material

- VOA Special English is a very interesting programme.

- It is easy to understand.

- The programmes are a great source of information.

- VOA Special English helps us improve our English.

- It is easy to learn American English by listening to VOA Special English.

- VOA Special English listening material is the best part of our course.

- The programme helps us improve our pronunciation.

- We had many delightful listening sessions.

- It helps us improve our listening skills.

- I enjoyed the slow pace of reading by the newsreader.

Speaking and Oral Presentation

- We enjoyed taking part in group discussions.

- Role plays were good, but only a few could take part in such activities.

- Oral presentation was the best part of the course.

- All did not get a chance to speak.

- This activity instilled confidence in us.

- Not much was done to involve shy

English in Use

- Crossword puzzles were very challenging.

- Error detection and correction exercises were very useful.

- We were not given time to complete all the tasks.

- The teacher was in a hurry to complete the course.

Writing

- We found the process approach to writing very useful.

- It would have been better if the teacher had assessed at least one essay of each

    student and given his feedback.

- Due to time constraint, we could not complete all the tasks.

- We need more practice in writing.

The same supplementary course "English for Biotechnology' with some modification was taught to another group of students in a different college and students found the course interesting, useful and relevant. It is very important to involve learners in the ESP course design to increase the learning outcome.

6.2.2 DEVELOPING LEARNERS' SPEAKING SKILLS THRU ROLE-PLAYS: EVALUATION

6.2.2.1 Evaluation

The main objective of role-playing activities is to help students practice certain language functions and learn speaking skills in an environment of fun. Even top business schools conduct role-play activities to develop business executives' interpersonal and group skills.

The students were asked to express their views on how role plays helped them develop various skills, what strategies and methodology a teacher of English should to facilitate learning in the class. Their responses were collected via a feedback session. The following is the summary of their feedback.

Roleplay activities:

- broke the ice
- boosted our confidence level
- stimulated students' interest
- increased our participation and involvement
- injected enthusiasm in us

- engaged students in meaningful conversation
- helped us develop social skills (turn taking, adjusting, etc)

- cement relationship
- kindled our imagination
- nourished our reasoning skills (solving problems)
- provided fun
- created a conducive environment for learning
- fostered our creativity
- allowed natural conversation
- developed active listening skills
- encouraged cooperation among participants
- promoted team spirit
- motivated us to interact with one another
- made the discussion lively
- exposed students to real conversational English
- strengthened our language skills

The carrying out of roleplay activities had a catharsis effect on them. They expressed that role play games were instrumental in developing their communication skills.

Through this activity, students practiced many language functions and learnt to work with others. Loui (2006) expressing his views on using cases in role-plays, agrees that role play exercises help learners collaborate with others to achieve wise solutions to difficult problems. Larsen-Freeman (1986) and Ladousse (1987) share the view that role play exercises give learners an opportunity to practice communicating in different social contexts and develop their fluency in the language, promote interaction in the classroom and increase motivation.

6.2.2.2. Reflections

Roleplay activities in the English class facilitate learning and help learners learn the target language in a meaningful manner. The new way of teaching English demands a lot from the English teacher. They should play a radical role, entirely different from a traditional teacher's role. They should:

- assess the needs of the learner
- create a wonderful setting for students to enjoy learning English
- amuse and entertain them
- capture students' imagination
- bring language alive by introducing humour and using stories, jokes, etc.
- motivate them to learn and be productive
- develop their creativity and thinking abilities
- play a non-threatening role
- involve students in the learning process
- make the class interactive
- always get students' feedback and modify their teaching methods to suit the taste of the majority of students.

Role-playing activities play an important role in the career advancement of engineering students in India. It is an inevitable tool for those who aim at establishing a wide contact in the global village and climbing up the ladder of success. It is the responsibility of teachers of English to teach the language effectively. Speaking skills can be taught and learnt in an interesting and at the same time effective manner through various commutainment activities. What is important is that language teachers should be ready to evaluate their teaching and get feedback from their students. If they did not achieve the result they had aimed at, they must be ready to change their teaching methodology and techniques. A certain amount of openness in the language teacher can really do wonders. They should ask themselves how to make English language teaching and learning more enjoyable and how to enhance students' learning and maximize their productivity.

6.2.3 PROJECT-BASED LEARNING: EVALUATION

There are many benefits of introducing project-based activities in the Engineering English curriculum. Students enjoy visiting industries and meeting people. Of late, the importance of industry-institution has been stressed in many different forums. Though some reputed engineering colleges have made industry visits compulsory for their students, not much has been done by EST practitioners in the project-based learning.

The researcher initiated project-based activities for a few groups of students and the initiative has been much appreciated by the students.

6.2.3.1 Evaluation

Project 1: Visit to an IT company

The students were very enthusiastic about meeting professional engineers employed in IT companies. They talked to them and identified the following language skills IT professionals need to carry out their responsibilities effectively at the workplace.

List of language skills / functions

- speaking politely
- using positive language
- distinguishing between formal and informal speech
- speaking convincingly
- reporting
- breaking the ice before trying to talk to strangers
- delegating
- asking questions and handling questions
- suggesting
- recommending
- clarifying

- persuading
- active listening
- writing reports
- giving an oral presentation
- speaking to a group
- etc

The student also discussed in small groups their experience of meeting IT professionals. This task enabled them to develop their speaking skills in a non-threatening environment.

Then each student wrote a report to the teacher based on the tips given to them on writing reports.

The effectiveness of the task was evaluated and during the evaluation session students gave their feedback about the task.

Most students found the project meaningful and enjoyable though some of them had difficulty meeting people and interviewing them.
They found the multi-tasks meaningful.
It helped them develop their speaking skills.
It raised their awareness level.
They expressed their need to have more projects of this type.

The students found the second task also very useful. Analysing advertisements, preparing a curriculum vitae based on the requirements specified in the adverts and writing a job application letter helped the students learn the basic professional communication skills in a meaningful manner.

Most students involved themselves enthusiastically in the project-based activities as they found the activities motivating.

6.2.4 PROCESS APPROACH TO ORAL PRESENTATION

6.2.4.1 Evaluation

The process approach to writing is a well-known concept for ELT professionals. Based on the model the process approach to oral presentation was devised. The three stages and ten steps involved in the process approach to oral presentation helped the learners in many ways. It instilled confidence in them and created a conducive environment for them to develop their speaking and critical thinking skills.

At the end of each presentation the presenter was asked to complete an evaluation questionnaire. The questionnaire asked the respondents to comment on the effectiveness of the process approach to oral presentation, various assignments given and the skills focused (presentation, critical thinking, analytical, critical reading, listening, writing and group skills). The respondents were also asked to comment on the way their performance was assessed.

6.2.4.2 Analysis of the evaluation questionnaire

All the students found the different stages of process approach to oral presentation useful. Above 90 per cent of them said that the process enabled them to develop their presentation, critical reading, critical thinking, analytical and group skills. According to the students, the assignments i) writing an outline of oral presentation, ii) writing a review, and iii) preparing power point slides helped them improve not only their writing skills but also the other skills mentioned above. The students said that the activities such as discussing the topic in groups, asking for group members' views on topics proposed, discussing with the teacher, preparing an outline of presentation and uploading it to respective yahoo groups, reviewing peers' assignments, preparing slides, making presentation, peer feedback, self assessment, and completing the evaluation questionnaire enabled them to develop multi-skills.

Seventy percent of the students were satisfied with their presentation and they said they felt comfortable facing the audience and make presentations with confidence. All the students said that the process helped them reduce their communication apprehension.

All students have stated that teachers should continue to follow the process approach to oral presentation to the next batch of students.

6.3 CONCLUSION

The hypothesis of the study is that if the *Engineering English* course offered during the first year of the four-year engineering programme at engineering colleges affiliated to the Anna University and deemed universities is redesigned or modified based on the corporate expectations /needs / requirements, delivered (taught) properly by competent English for Science and Technology (EST) practitioners and students' language skills are assessed effectively during and at the end of the course, then the course will achieve its goal by instilling confidence in the students and preparing them to higher education, campus recruitments and thus to the workplace.

The four experiments piloted have been found to be effective as the skills engineering students need as students and later as professional engineers at the workplace have been focused in the activities. It has been proved that by identifying the learners needs and involving the learner in the course design the EST practitioner can increasing the learning outcome. Students of engineering need to develop their speaking skills and that can be done effectively only if the environment is non-threatening. That has been proved by introducing role-playing activities in the English class. Presentation skill is one of the most important skills employers look for in engineering graduates. The process approach to oral presentation has been found very effective as it has helped students develop multi-skills including presentation and critical thinking skills. Project-based tasks enable engineering students to acquire the necessary language skills in an authentic environment.

The findings and recommendations of the study are discussed in the next chapter.

CHAPTER SEVEN

CONCLUSIONS

7.1 INTRODUCTION

English as an international language has had a great impact on the engineering workforce in India. Thanks to globalization the English language is spreading globally and its dominance is being felt by all countries. Proficiency in English is considered one of the employability skills. The study has helped to identify the skill sets engineering students need in order to be successful as students and as professional engineers in future, to evaluate the existing Engineering English curriculum and to take some measures to bridge the gap that exists.

The following sections deal with the findings of the study and recommendations to improve the Engineering English curriculum.

7.2 FINDINGS

The study "Engineering English: A Critical Evaluation" revealed that:

- the existing *Engineering English* course offered at the colleges affiliated to the Anna University is very much examination oriented and there is a wide gap between students' final examination scores in English and their proficiency in the target language.

- learners are well aware of their needs.

- most students lack skill sets the recruiters look for in prospective employees.

- the *Engineering English* course does not meet the present and future language needs of the students.

- the absence of skills-oriented teaching results in ineffective learning.

- there is a gap between the target situation (employment market) and the existing proficiency of learners. The reasons for this gap are absence of effective syllabus, methodology, course organization, assessment and learning outcome.

- the absence of standard coursebooks contribute to students' lack of English language and communication skills.

- most teachers are from literature background (master degrees in literature) and do not have ELT training. They lack competences required to be effective teachers of English communication at institutes of technology.

- the potential of information and multimedia technology has not been utilized to develop engineering students' communication skills.

- the majority of the students surveyed are not happy with the engineering English curriculum.

- the system of assessment is not effective .

- even students who scored above 70 percent marks in the university examinations in English could not get 50 percent in the proficiency tests administered to them.

- the skills students consider more important for them are not covered or focused in the English class.

- the teachers seem to prepare students for examinations and do not seem to teach English as a life skill or survival skill.

- listening and speaking skills are not given adequate importance.

- the Engineering English course does not foster students' critical thinking skills which employers consider as something very important.

- many IT companies ask their employees to take Business English Certificate (BEC) examinations which has been found to be a great help in developing employees' skills in the use of the English language and sensitizing them to the needs at the workplace.

- the students planning to go for higher students want the IELTS and the TOEFL components to be incorporated into the Engineering English course.

7.3 RECOMMENDATIONS

Based on the findings the study recommends:

- that the *Engineering English* course be aimed at the target situation (job market) and the study needs (learners' language requirements while they are students.

- that the teaching of Technical English with the components of placement training such as verbal reasoning, group discussion, mock interviews, etc. be blended.

- that the *Engineering English* syllabus / course be based on the principles of globalism.

- that the course be innovative in content (interesting and useful material for reading and listening, commutainment activities, oral presentation, group discussion, mock interviews, etc.), in methodology (eg. a process approach to oral presentation, focus on the integration of skills) and in learning outcomes.

- that students be prepared for the Business English Certificate (Vantage level) examination.

- that an innovative approach that focuses on creativity, critical thinking skills, group skills, interpersonal skills, functional competence, intercultural competence, etc. be promoted.

- that effective measures be taken to shift from basic language skills to wide-range of skills required at work

- that the activities foster learners' critical thinking and group skills.

- that the course develop learner autonomy through language labs, web-based learning.

- that learners' views be taken into consideration while modifying or redesigning Engineering English course

- that project-based activities given to learners to develop their language skills in a meaningful manner.

- that the increasing focus on tests and exams be arrested

- that technology-integrated language learning be introduced.

- that the teachers be trained to teach creatively, effectively, …

- that staff development opportunities be made available to enable them to understand the target situation and manage it.

- that corporate people be involved in the design of the course.

- that the course be evaluated and modified every year.

7.4 IMPLICATIONS

It is believed that the study will have an impact on curriculum planners, EST course designers, EST practitioners and future engineering students. The teacher competencies have not been discussed much here. Some other researcher may carry out a research in that area and contribute positively to the field of English language teaching.

7.5 LAST WORD

In the light of the role the English language plays in the twenty-first century, there is an urgent need to teach English as a life skill. Life skills are abilities individuals can learn that will help them to be successful in living a productive and satisfying life. The urgent need of the hour is to gear up engineering students for the job market by teaching them job-oriented English language skills.

In the age of globalization teachers of English need to undergo a paradigm shift and change their teaching methodology that will suit the needs of learners. They should be willing to come down to the level of learners and instill confidence in the latter. They should assess the present and future language needs of learners and teach them how to fish instead of giving them fish to eat. Teachers of English are not mere teachers of grammar; they are expected to play the role of soft skill trainers. They should teach English as a life skill and this is how they do justice to the learners.   This is possible

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only if curriculum designers become aware of the real needs of the future engineers of the country.

GLOSSARY

1. accuracy: (in language learning) the use of correct language, without making mistakes

2. aims: underlying reasons for, or purposes of, a course of instruction; long5 term goals

3. approach: a theory about the nature of languages and how languages are learnt Different theories imply different ways of teaching a language (the methods), and different methods make use of different kinds of classroom activities (the techniques)

> 3.1 communicative approach: an approach to language teaching in which the focus is on processes of communication rather than on grammar or translation, etc.

> 3.2 integrated approach: the teaching of the language skills of listening, speaking, reading and writing in conjunction with each other and in a consolidated way

> 3.3 learner-centred approach: an approach to teaching which is based on the principle that learning is to some extent determined by the learner

> 3.4 learning-centred approach: an approach to second language teaching which is concerned with maximising the value of the learning as opposed to the teaching

> 3.5 plurilingual approach: an approach which emphasises the fact that individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples

> 3.6 situational approach: an approach to syllabus organisation which is based on the predicted situations in which students are likely to need to use the language

> 3.7 skills-centred approach: an approach which treats the learner as a user of language skills rather than as a learner of language knowledge

4. assessment: the measurement of the progress, achievement, attainment or proficiency of a language learner

> 4.1 continuous assessment: assessment of class performances throughout a course

4.2 formative assessment: (falls under continuous assessment) an on going process of assessment of the extent of learning which the teacher can feed back into course planning and the actual feedback given to students

4.3 self assessment: checking one's own success in using a language summative ~ final assessment at the end of a course

5. assessment: (also tools) used to gather data about student learning.

6. authentic: natural discourse (spoken or written)

7. authentic texts: (spoken or written) taken from authentic sources (newspapers, magazines, radio, TV, etc.)

8. autonomous learning: based on the principle that students should take maximum responsibility for, and control of, their learning styles and stages outside the constraints of the traditional classroom

9. backwash effect: the effect (positive or negative) of testing on teaching

10. benchmark: something that is used as a standard by which other things can be judged or measured

11. BEC: Cambridge Business English Certificate, a standardised test

12. coherence: the relationships which link the meanings of utterances in discourse or text

13. coherent: free from internal contradictions

4. cohesion: the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence

15. communicative competence: it comprises linguistic, sociolinguistic and pragmatic competences

16. commutainment: a portmanteau word used to imply communication in the form of entertainment (P'Rayan, 2008)

17. criteria: statements about the dimensions of competency that specify important components of the desired knowledge or skill that the student should learn and be able to demonstrate. For example, in oral presentations, one criterion could be "maintaining eye contact with the audience". Used in syllabus specifications for outcomes and assessment

18. critical thinking: a process by which the thinker improves the quality of his or her thinking

19. curriculum: an educational programme (one or more subject areas) which states:

    ☐☐the educational aims of the programme (the expected outcomes)

    ☐☐the objectives, the content, teaching procedures and learning experiences which will be necessary to achieve these aims (the means)

    ☐☐instruments for assessing whether or not the aims and objectives have been achieved

20. descriptor: a statement which may, for example, serve as a criterion for assessing language proficiency, materials, learning language, competence

21. EFL: English as a Foreign Language

22. ELT: English Language Teaching

23. ESP: English for Specific Purposes

24. evaluation: the process of determining the effectiveness of teaching which may be by means of formal tests and examinations, or by formal/informal feedback from students and teachers via questionnaires, interviews, impact study, etc.

25. exponent: an item that is an example of a particular language function. For example, 'Could you make me a cup of tea, please?' is an exponent of the function 'making polite requests'

26. feedback: any information which provides evidence of something being evaluated

27. fluency: the features which give speech the qualities of being natural and normal, including native-speaker-like use of pause, rhythm, intonation, stress, use of interjections and interruptions, etc.

28. function: the purpose for which an utterance or unit of language is used, e.g. apologizing, warning etc.

29. generic referring to, shared by, or typical of a whole group of similar things (syn. common), e.g. generic job5related skills. Also 'generic features' = typical linguistic features of a specific genre, or sub5genre (such as newspapers: 'newspaper editorials')

30. IELTS: International English Language Testing System

31. information gap: the missing or incomplete part of a message which makes communication necessary

32. input (in language learning) language which a learner hears or reads and with which she or he can learn

33. interview

33.1 focused interview: an interview that explores a particular aspect of an event or situation, particularly with a group of individuals who have had a similar experience of the event

33.2 structured interview: an interview in which the interview organisation and procedure, the topics, questions and order in which they will be presented have been determined in advance

34. innovation: planned change within a system or organisation

35. item: an individual question or exercise in a test

36. job analysis: the method used to obtain a detailed description of a with particular regard to the use(s) of English required for it

37. language portfolio a set of documents which presents different aspects of the learner's language development and capabilities and competences

38. language: a person's skill in using a language for specific purposes. Whereas language achievement describes language ability as a result of learning, proficiency refers to the degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language for different purposes in different situations. Proficiency may be measured through the use of a proficiency test

39. language skills: listening, speaking, reading, writing. Listening and reading are called 'receptive' skills; speaking and writing are called 'productive' skills

40. learning outcomes: what students are expected to know and be able to do by the end of a course relative to some predetermined criteria. Outcomes are the reflection of the stated course learning objectives and are measured by the assessment instruments

41. learning style: an individual approach to acquiring skills or information which can be described or characterized according to well5accepted norms

42. level of proficiency: a level reached by a student measured against agreed standards (e.g. CEF)

43. medium: of the language via which a particular subject or curriculum is taught

44. method: a way of teaching a language which is based on systematic principles and procedures, i.e., which is an application of views on how a language is best taught and learnt

45. modular: relating to the organisation of courses in units called modules

46. module: a separate part or unit of a particular academic course

47. multiple-choice: test items for which several possible choices or answers (called 'distractors') are given. The student usually has to select one of the four or five distractors as the best or correct choice.

48. needs analysis: the process of determining and prioritising the needs for which learners require a language in order to design an appropriate language course for those students

49. notion: a concept. General notions refer to the ways in which a language expresses categories like space, time, result, causality, etc. Specific notions may be simpler meaning elements and are often interpreted to be the lexical items, or vocabulary, of a language

50. objective: a statement describing what students will be able to do as a result of taking a course. In a syllabus, they usually state what students should know, be able to do, feel (affective factors) and have practised/experienced) by the end of a course of learning.

51. problem solving: a learning strategy which involves students working (usually collaboratively) in order to solve a stated problem/reach a desired goal

52. presentation: a pre-planned, prepared, and structured talk which may be given in formally or informally to a specified audience. In language teaching the process and impact of the objective (e.g. to inform or to persuade) is often assessed by the teacher/peers using predetermined criteria

53. project work: an activity which centres around the completion of a major task, and which usually requires an extended amount of independent work either by an individual student or by a group of students

54. reliability: the extent to which a test or test item measures its results consistently

55. scanning: a type of speed reading used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text

56. simulation: classroom activities which reproduce or simulate real-life situations and which often involve role-play, problem-solving and decision-making

57. situation: the place and circumstances in which language is used

58. skills

58.1 macro ~ listening, speaking, reading, writing

58.2 micro ~ individual processes and abilities which are used in carrying out particular macro skills(e.g. reading for detail, inferring meaning etc.)

58.3 productive ~ speaking, writing

58.4 receptive ~ listening, reading

59. skimming: reading quickly with the aim of understanding the general meaning or 'gist' of a text

60. specialism; the particular subject a student studies, or majors in

61. standard: a description of the expected level of student performance. Each student's work is compared to the standard, rather than to the work of other students

62. study skills: abilities, techniques, and strategies used in reading, writing, listening or speaking for academic purposes

63. syllabus: a statement of objectives and content used as the basis for planning, selecting and grading courses of various kinds

64. target language the foreign language being learned

65. target level: the degree of mastery which the learner will need to gain in the target language

66. target situation: a specific situation in which the students will use the foreign language

67. task: an activity (e.g. problem solving) which focuses on the content and purposes of the activity and not on the language *per se*

68. tertiary: higher education

69. test: any procedure for measuring ability, knowledge, or performance

achievement ~ measures the achievement of specific objectives, what has been taught on a course

cloze ~ a global language test in which words are removed from a text and replaced with spaces (e.g. every seventh word)

diagnostic ~ enables the tester to diagnose the strengths and weaknesses of the candidate

placement ~ designed to place students on a particular course or at an appropriate level on a course

proficiency ~ measures the learner's general level of language mastery (not related to a particular course) (usually sub-skills)

progress ~ designed to check the students' achievement/abilities at the end of a lesson, unit, course, or term

summative ~ given at the end of a course of instruction which measures or 'sums up' what a student has learned/can do

70. test item: an element in a test which requires an answer or response

71. validity: the extent to which a test measures exactly what it is supposed to measure

APPENDICES

Appendix - 1

ENGINEERING ENGLISH: A CRITICAL EVALUATION

Questionnaire for Students

Dear friend!

The purpose of this questionnaire is to evaluate the effectiveness of your first-year *Engineering English* course and to find out the present and future language needs of engineering students. This questionnaire can influence greatly the teaching of English for Engineering students, the improvement of which will contribute significantly to preparing students for placement/campus recruitment and thus to the workplace. I will highly appreciate if you answer the questions frankly.

Please, fill in the blanks with appropriate information or **bold** the appropriate choice.
_____
_

1. Dept:

2. Batch:

3. Were you satisfied with your first-year English classes?   Yes / No

4. If yes, are you ready to use English in your future job?   Yes / No / Not sure

5. Are you satisfied with the length of the English course?   Yes / No

6. Do you think you had enough hours of English per week?   Yes / **No**

7. How many hours of English a week do you think is enough for you? ___ hours.

8. You study English to:

8.1 use English for professional purposes   ☐
8.2 have access to information via Internet   ☐
8.3 get information from text books, journal   ☐
8.4 make presentations at symposiums, conferences, etc.   ☐

8.5 write assignments, reports, proposals, etc.   ☐

8.6 make summaries   ☐
8.7 write business letters, memos, messages   ☐
8.8 use English for oral communication   ☐
8.9   use English for further studies   ☐

8.10   succeed in your carrier   ☐

8.11 get job with MNCs   ☐
8.12 get personal satisfaction   ☐
8.13 pass the exam   ☐
8.14 All

9. State whether your first-year English course helped you develop the following skills. Bold your choice.

9.1 Understanding spoken English in professional context   Yes / No
9.2 Developing oral professional communication skills   Yes / No
9.3 Developing reading strategies for professional purposes   Yes / No
9.4 Developing professional (business / technical) writing skills Yes / No
9.5 Developing academic writing skills   Yes / No

9.6 Developing study skills   Yes / No
9.7 Developing fluency   Yes / No
9.8 Improving accuracy   Yes / No
9.9 Increasing the English vocabulary, including professional   Yes / No
9.10 Developing oral presentation skills   Yes / No
9.11 Developing professional negotiation skills   Yes / No
9.12 Developing telephoning skills   Yes / No
9.13 Developing ability to take part in discussions / debates   Yes / No
9.14 Developing ability to take part in meetings   Yes / No
9.15 Developing 'social communication' skills   Yes / No

10. Did you have the following activities in your English class? If 'yes' Bold it.

10.1 reading for information   Yes / No

10.2 reading for specialist information   Yes / No

10.3 summarizing the texts   Yes / No

10.4 writing compositions   Yes / No
10.5 writing reports, technical documents   Yes / No
10.6 writing business correspondence   Yes / No

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10.7	listening for general information		Yes / No
10.8	listening for specific information		Yes / No
10.9	watching videos		Yes / No
10.10	discussions/debates		Yes / No
10.11	role-play		Yes / No
10.12	making presentations		Yes / No
10.13	fulfilling the exercises		Yes / No
10.14	taking tests		Yes / No
10.15	Others:		

11. Are the following activities useful (U)/not useful (NU), appropriate (A) / not appropriate (NA) to your level, interesting /enjoyable (I/E) or not interesting/enjoyable (NIE)? (More than one tick is possible in one line.)

	Activities	U	NU	A	NA	IE	NIE
11.1	Reading for information						
11.2	Reading for specialist information						
11.3	Summarizing the texts						
11.4	Writing compositions						
11.5	Writing reports						
11.6	Writing business correspondence						
11.7	Listening for general information						
11.8	Listening for specific information						
11.9	Watching videos						
11.10	Discussions/debates						
11.11	Role-play						
11.12	Making presentations						
11.13	Fulfilling the exercises						
11.14	Taking the tests						

12. Are the following types of class work useful (U)/not useful (NU), interesting/enjoyable (IE) or not interesting/enjoyable (NIE) for you?

	Type of class work	U	NU	IE	NIE
12.1	Individual work				
12.2	Pair work				
12.3	Group work				
12.4	Team work				
12.5	Project work				
12.6	Autonomous work				

13. Did the different English tests (unit, mid-sem, etc.) and examinations (model and end-semester) that you had during your first-year programme assess the following language skills?

	Skills	Yes	No
13.1	Listening		
13.2	Speaking		
13.3	Reading		
13.4	Writing		

14. Do you think it is easy to score high marks in English without having good proficiency in English? Justify your answer.

Yes / No

15. Do you have any suggestions to make tests and exams effective?

16. Do you have any suggestions to make the Engineering English course effective?

THANK YOU FOR YOUR COOPERATION

Albert P'Rayan

Appendix - 2

Engineering English: A Critical Evaluation

Questionnaire for Ex-students

Dear Respondents,

I'm working on English for Engineering for my PhD. The research topic is "Engineering English: A Critical Evaluation". I'd like to get your feedback on the Engineering English course offered during the first year of the four-year engineering programme at engineering colleges affiliated to the Anna University and also your suggestions to improve the quality of the course.   Your feedback about the course and suggestions on how to modify the course content and how the course should be taught and learnt are very valuable to my research.

Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

Name: _____   **Year:** _____   **Dept:** _____

AN EVALUATION OF *ENGINEERING ENGLISH* COURSE

Given below are 50 questions. Please answer ALL the questions by ticking the appropriate number.

0=none	1=low	2= average
3=good	4=very good	5=excellent

Tick the appropriate number:

A. Level of proficiency in English

2. How would you describe your **proficiency level** in English?

    0   1   2   3   4   5

3. How would you describe your **skills** in the following areas?

Listening	0	1	2	3	4	5
Speaking	0	1	2	3	4	5
Reading	0	1	2	3	4	5
Writing	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Interpersonal skills	0	1	2	3	4	5
Working in groups	0	1	2	3	4	5

4. Rate your level of proficiency in the following writing skills. Tick the appropriate number.

    1=low   2= average

    3= good   4=very good

• organizing and drafting documents	1	2	3	4
• memos, letters, and e-mail	1	2	3	4
• proposals	1	2	3	4
• progress reports	1	2	3	4
• reports and journal articles	1	2	3	4

5. Rate your level of proficiency in the following speaking skills. Tick the appropriate number.

<pre>
1=low   2= average
3= good   4=very good
</pre>

- Expressing yourself clearly   1   2   3   4
- Talking on the phone effectively   1   2   3   4
- Taking part in group discussions   1   2   3   4
- Interviewing others   1   2   3   4
- Making oral presentations   1   2   3   4
- Motivating and directing others   1   2   3   4
- Being tactful and diplomatic   1   2   3   4

6. Are you satisfied with your language proficiency?

     A) Yes   B) No

7. If 'yes', list the factors that contributed to your language ability. If 'no', state the reasons for having not reached the required level of proficiency.

8. How would you describe your **attitude** towards English? Tick the appropriate number.

     0=negative   1=neutral   2=positive

B. Need awareness

9. Do you agree that the most successful engineers and scientists are skilled writers?

     A) Yes   B) No

10. Do you agree that the most effective engineers and scientists have good oral communication skills?

     A) Yes   B) No

C. Present and Future Needs

11. What language skills are required in order to succeed during the four years of the undergraduate programme? List the skills in the order of priority.

12. What language skills are required in order to get placed in a good industry/company/organization? List the skills in the order of priority.

13. List the skills that you think are important in future (at the workplace)?

D. Evaluation of the *Engineering English* Curriculum

14. During the first year of your engineering programme, you had '*Engineering English*' course. How do you rate the following?

0=none   1=low   2=average
3=good   4=very good   5=excellent

the syllabus	0	1	2	3	4	5
the content	0	1	2	3	4	5
skills taught	0	1	2	3	4	5
teaching methodology	0	1	2	3	4	5
assessment (tests/exams)	0	1	2	3	4	5

15. Give your feedback on the following:

the syllabus
the content
skills taught
teaching methodology
assessment (tests/exams)

16. Which of the following language skills are important for you during your four-year engineering programme and later at work?

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Interpersonal skills
- Group skills
- Problemsolving skills
- Critical thinking skills
- Verbal reasoning

17. Which of the following skills were given importance during the first year 'Engineering English' programme?

- Listening

- Speaking
- Reading
- Writing
- Grammar
- Interpersonal skills
- Group skills
- Problemsolving skills
- Critical thinking skills
- Verbal reasoning

18. Which of the following skills were overlooked or not given adequate importance?

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Interpersonal skills
- Group skills
- Problemsolving skills
- Critical thinking skills
- Verbal reasoning

19. Has the *Engineering English* course been designed to meet your present and future needs and the requirements of the recruiters?

   A) Yes   B) No

20. Do you think that the *Engineering English* course prepares you for the campus recruitment / placement?

   A) Yes   B) No

21. If 'yes', explain how it helped you. If 'no', explain the drawbacks of the course.

22. Did the course cover the following skills?

- Interaction skills
- Presentation skills
- Seminar participation skills
- Oral skills
- Aural skills (listening skills)

23. Was the course student-centred?

      A) Yes   B) No   C) Don't know

24. Did you have computer-assisted language learning, web-enhanced language learning or any sort of technology-integrated language learning during your first-year Engineering English programme?

      A) Yes   B) No   C) Don't know

E. Placement Training

25. Did you find the placement training useful?
      A) Yes   B) No

26. How useful was the placement training? List the benefits.

27. How was the placement programme different from the 'Technical English' course?

28. What aspects of the placement training programme should be incorporated into the Technical English course in order to make it more effective?

F. Communication Skills Lab Course

29. Did you find the 'Communication Skills Lab' (GE1352) introduced by the Anna University for 3rd year students useful?

      A) Yes   B) No   C) Don't know

30. How was it different from your first-year Engineering English course?

31. What were the strengths and limitations of the course?

G. System of Assessment

32. Do the tests and exams assess your skills properly?

      A) Yes   B) No   C) Don't know

33. Comment on the type of tests and exams given.

34. Do the scores that you get in English tests/exams reflect your proficiency
level?

A) Yes   B) No   C) Don't know

35. Should equal weight be given to internal assessment marks? Give your
reasons.

A) Yes   B) No   C) Don't know

Reasons:

H. Suggestions

36. What are your suggestions to improve the following areas of the
Engineering English course: syllabus, materials, skills, teaching
methodology, assessment pattern (tests/exams)?

37. List the changes that you would like to bring in in the *Engineering English*
course.

In your view, the *Engineering English* course should contain ----------

38. Do you think that technology-enhanced language teaching and learning
will be relevant and useful for you? Give your reasons.

A) Yes   B) No   C) Don't know

Reasons:

39. *Blended Learning* refers to a language course which combines a F2F (face-
to-face) classroom component with an appropriate use of technology. Do
you like the idea of 'blended learning'? Explain how it will help you.

A) Yes   B) No   C) Don't know

Reasons:

40. Do you think it is important to develop critical thinking competence in
learners?

A) Yes   B) No   C) Don't know

Reasons:

41. Do you think it is important to incorporate critical thinking tasks into course materials and examinations?

        A) Yes   B) No   C) Don't know

        Reasons:

42. Do you think it is important to involve students in the design of course materials? Why?

        A) Yes   B) No   C) Don't know

        Reasons:

43. How do you want to involve yourself in the course design? (proposing professional topics, …)

44. Comment on the idea of treating students as partners of teaching/learning process.

45. Do you think it is good to have a skills-oriented syllabus?

        A) Yes   B) No   C) Don't know

        Reasons:

46. Do you think it is good to teach job-related language skills in the first year of your engineering programme?

47. Give your suggestions on modifying the *Engineering English* course based on the corporate needs (placement). What should be incorporated into the syllabus? What type of tasks (exercises) should be included? Given below are some examples of activities that can be incorporated into the course. Add a few more activities that you think are important to the list.

- Problem-solving games
- Group discussions
- Role-plays
- Interviews

48. How do you want to be taught? Tick your choice.

    face-to-face lecture
    group discussion
    take-home assignments

pc-based learning
any other (please add)_____--

49. How do you want the following skills to be taught?

- Listening (eg. by doing more listening exercises in the English multimedia lab)
- Speaking
- Reading
- Writing

50. How do you want to learn? List your preferences.

50. Any other comments. Please contribute your views related to the research.

Thank you for your patience and timely help.

Albert P'Rayan, Dept of English, Jeppiaar Engineering College, Chennai.

Appendix - 3

Engineering English: A Critical Evaluation

Questionnaire for EST practitioners

Dear Respondents

I'm working on English for Science and Technology for my PhD research. The research topic is "Engineering English: A Critical Evaluation". I'd like to get your views related to the topic. Your feedback on the *Technical English* course and suggestions on how to modify the course content are very valuable to my research.

Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

PERSONAL DETAILS

1. **Gender: Male / Female**
2. **Qualification:**
3. **Name of the orgnaization:**
4. **Designation:**

A. Professional Details

1. How long have you taught the course *English for Engineering / Technical English?*

2. What are your educational qualifications?

3. Have you had any special training in ELT?

4. If 'yes' give details.

5. Do you think a teacher without any specific ELT training can teach the course 'English for Engineering'? Give your reasons.

6. What competencies does an EST teacher need to have in order to be successful in teaching the course 'English for Engineering'?

B. ESP practitioners' views on their students

7. Which language skills do your students need most?

8. Which language skills do they lack most?

C. ESP practitioners' views on the 'English for Engineering' course

9. What do you think of the first-year English course?

10. Does the English course cater to the needs of students?

11. Doe the course prepare them to the workplace?

12. Do you use any course book in the class? Name the course book.

13. Are you happy with the course book?

14. What are your reasons for selecting the course book?

15. Do your students have practice in English language lab (technology-enhanced ELTL)?
16. What are your suggestions to improve the quality of the course?

D. Testing and Evaluation

17. Are you happy with the way the students are assessed?

18. What are your views on the tests and exams?

19. Do you think the students should be tested in all the four skills: listening, speaking, reading and writing? Please give your reasons.

20. What are your suggestions to improve the quality of assessment?

E. Teaching methods and approach

24. Do you carry out needs analysis before starting a course?

25. How do you teach each of these skills: Listening, Speaking, Reading and Writing?

26. Do you think computer-assisted language teaching and learning is essential to develop your students' language skills? Give reasons to justify your answer.

THANK YOU

Albert P'Rayan, Email: rayanal@yahoo.co.uk, Phone: 9884380861

Appendix - 4

Engineering English: A Critical Evaluation

Questionnaire for Subject Teachers

Dear Respondents

I'm working on English for Science and Technology for my PhD research. The research topic is "Engineering English: A Critical Evaluation". I'd like to get your views related to the topic. Your feedback on the students' study needs and suggestions on how to modify the *Technical English* course are very valuable to my research.

Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

PERSONAL DETAILS

5. **Gender: Male / Female**
6. **Qualification:**
7. **Name of the orgnaization:**
8. **Designation:**

-----

1. What is your subject area?

2. Which of the following language skills do your students need and which do they have difficulty with?

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Skills	Needs	Difficulties
2.1 Speaking		
a. presentation skills		
b. participating in informal meetings		
c. giving instructions		
d. other (please specify)		
2.2 Listening		
a. following lectures		
b. understanding discussions		
c. other (please specify)		
2.3 Writing		
a. taking notes at lectures		
b. writing assignments		
c. writing essays		
d. writing lab reports		
e. summarizing texts		
f. other (please specify)		
2.4 Reading		
a. reading technology-related textbooks		
b. reading journal articles		
c. other (please specify)		

THANK YOU

Albert P'Rayan

Appendix - 5

Engineering English: A Critical Evaluation

Questionnaire for Placement Trainers

Dear Respondents,

I'm working on 'English for Engineering' for my PhD. The research topic is "Engineering English: A Critical Evaluation". I'd like to get your views related to the topic. Your views and suggestions are very valuable to my research.

Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

--

A. Professional Details

1. Name:

2. Name of your organization:

3. How long have you been involved in recruitment?

4. What is your area of specialization?

B. Skill sets for engineers

1. What skill sets do engineering graduates need to be placed in reputed IT companies or core engineering firms?

2. What skill sets do they need to achieve success at the work place?

C. About candidates applying for jobs (engineering students)

1. In your estimate, what is the percentage of students who have employability skills?

2. What skills do most engineering students lack?

D. Role of English language teachers and engineering colleges

1. Do you agree that soft skills should be incorporated into the '*English for Engineering*' syllabus?   Please justify your answer.

2. Do you agree that teachers of English at institutes of technology can play the role of soft skills trainers? Please justify your answer.

3. How do you see the role of English language teacher evolving over the next 5 years?

4. What steps should be taken by institutes of technology to improve the employability skills of engineering students?

E. Any other

Please feel free to add your comments related to the topic.

Thank you for spending a bit of your time.

Albert P'Rayan, Dept of English, Jeppiaar Engineering College, Chennai.

Email: rayanal@yahoo.co.uk, raydeal@indiatimes.com Phone: 9884380861

Appendix - 6

Engineering English: A Critical Evaluation

Questionnaire for Professional Engineers

Dear Respondents,

I'm working on *Engineering English* for my PhD. The research topic is "Engineering English: A Critical Evaluation". I'd like to get your views on the corporate needs and expectations and also get your suggestions on modifying the Engineering English curriculum.   Your contribution is very valuable to my research.

Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.

A. Professional Details

9. Qualification:

10. Name of the company:

11. Designation:

12. How long have you been with the present company? Years:

13. Have you had any special training in communication skills?   Yes / No

B. Professional Communication Needs

6. Do you agree that highly effective engineers have good writing skills? Yes / No

7. Do you agree that highly effective engineers are good communicators? Yes / No

8. What skill sets do students of engineering need in order to be placed in reputed IT companies or core engineering companies?

9. What skill sets do recruiters look for in prospective employees?

10. What skills do professional engineers (various positions) need in order to be effective at the workplace?

C. Suggestions

11. What are your suggestions to improve the following areas of the *Engineering English* curriculum: syllabus, materials, skills, teaching methodology, assessment pattern (tests/exams)?

12. List the changes that you would like to bring in in the *Engineering English* course.

In your view, the *Engineering English* course should contain ----------

13. Do you think that technology-enhanced language teaching and learning will be relevant and useful for the learners? Give your reasons.

A) Yes   B) No   C) Don't know

Reasons:

14. *Blended Learning* refers to a language course which combines a F2F (face-to-face) classroom component with an appropriate use of technology. Do you like the idea of 'blended learning'? Explain how it will help the learners.

    A) Yes   B) No   C) Don't know

    Reasons:

15. Do you think it is important to develop critical thinking competence in learners?

    A) Yes   B) No   C) Don't know

    Reasons:

16. Do you think it is important to incorporate critical thinking tasks into course materials and examinations?

    A) Yes   B) No   C) Don't know

    Reasons:

17. Do you think it is important to involve professional engineers in the design of course materials? Why?

    A) Yes   B) No   C) Don't know

    Reasons:

18. How do you want to involve yourself in the course design? (proposing professional topics, …)

19. Do you think it is good to have a skills-oriented syllabus?

    A) Yes   B) No   C) Don't know

    Reasons:

21. Do you think it is good to teach job-related language skills in the first year of your engineering programme?

22. Give your suggestions on modifying the *Engineering English* course based on the corporate needs (placement). What should be incorporated into the syllabus? What type of tasks (exercises) should be included? Given below are some examples of

activities that can be incorporated into the course. Add a few more activities that you think are important to the list.

- Problem-solving games
- Group discussions
- Role-plays
- Interviews

23. How do you want the following skills to be taught?

- Listening (eg. by doing more listening exercises in the English multimedia lab)
- Speaking
- Reading
- Writing

24. Any other comments. Please contribute your views related to the research.

Thank you for your patience and timely help.

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Appendix - 8

COMMUNICATION APPREHENSION QUESTIONNAIRE

Indicate in the space provided the degree to which you agree or disagree with each statement by noting whether you:
5 Strongly Disagree; 4 Disagree; 3 Are Undecided; 2 – Agree; 1 – Strongly Agree.
There are no right or wrong answers. Work quickly to record your first impression. You do not have to answer any question you do not wish to answer.

S.No.	Statements	Answer

1	I dislike participating in group discussions.	
2	Generally, I am comfortable while participating in group discussion	
3	I am tense and nervous while participating in group discussions.	
4	I like to get involved in group discussions.	
5	Engaging in group discussion with new people makes me tense and nervous.	
6	I am calm and relaxed while participating in group discussions.	
7	Generally, I am nervous when I have to participate in a meeting.	
8	Usually I am calm and relaxed while participating in meetings.	
9	Usually, I am calm and relaxed when I am called on to express an opinion at a meeting.	
10	I am afraid to express myself at meetings.	
11	Communicating at meetings usually makes me uncomfortable.	
12	I am very relaxed when answering questions at a meeting.	
13	While participating in a conversation with a new acquaintance, I feel very nervous.	
14	I have no fear of speaking up in conversations.	
15	Ordinarily, I am very tense and nervous in conversations.	
16	Ordinarily, I am very calm and relaxed in conversations.	
17	While conversing with a new acquaintance, I feel very relaxed.	
18	I'm afraid to speak up in conversations.	
19	I have no fear of giving a speech.	
20	Certain parts of my body feel very tense and rigid while I am giving a speech.	
21	I feel very relaxed while giving a speech.	
22	My thoughts s become confused and jumbled when I am giving a speech.	
23	I face the prospect of giving a speech with confidence.	
24	While giving a speech, I get so nervous that I forget facts I really know.	

Score Sheet

This score sheet will help you compute an overall communication apprehension score and a summary of your apprehension in four specific situations: group, meeting, dyadic (one on one), and public.

Group Score:

Question 2 ___   Meeting Score: Question 8 ___
     +Question 4 ___   + Question 9 ___
          + Question 12 ___   +Question 6 ___
               Total ___   Total ___
               - Question 7 ___   - Question 1 ___
                    - Question 10 ___   - Question 3 ___
5 ___   - Question 11 ___   - Question
                         Total ___   Total ___
                         Add   18   Add   18
                    Final Score ___   Final Score ___

Dyadic Score: Question 14 ___   Public Score: Question 19 ___
               +Question 16 ___   +Question
21 ___   +Question 17 ___   +Question
23 ___   Total ___   Total
___   -Question 13 ___   -Question
20 ___   -Question 15 ___
-Question 22 ___   -Question 18 ___
     - Question 24 ___   Total
___   Total ___
          Add   18   Add   18
     Final Score ___   Final Score ___

Overall Communication Apprehension (CA) = Add your group, meeting, dyadic, and public scores.
Overall CA Score = ____

Appendix - 9

ANALYSIS OF 120 STUDENTS' COMMUNICATION APPREHENSION

S.No.	GD	Meetings	Interersonal	PS	PRCA
1	12	14	16	18	60
2	15	13	18	18	64
3	11	11	14	11	47
4	16	14	18	19	67
5	11	18	13	19	61
6	9	11	11	17	48
7	17	18	14	15	64
8	17	22	23	15	77
9	15	21	19	18	73
10	19	13	21	21	74
11	8	16	19	19	62
12	20	22	15	20	77
13	12	18	22	21	73
14	18	17	16	14	65
15	13	13	15	17	52
16	11	13	11	11	46
17	9	9	11	12	41
18	9	13	13	12	47
19	12	13	14	10	49
20	11	17	12	21	61
21	15	14	16	14	59
22	11	11	12	11	45
23	20	17	25	18	80
24	15	25	21	18	79
25	9	11	10	9	39
26	15	14	14	16	59
27	13	15	14	16	58
28	22	15	17	13	67
29	16	20	18	18	72
30	16	23	25	23	87
31	13	14	12	12	49
32	13	18	10	18	59
33	19	16	24	25	79
34	18	23	19	23	83
35	13	14	18	18	63
36	9	14	8	15	46
37	18	19	15	16	68
38	13	20	14	25	72
39	17	13	20	14	64
40	19	23	22	15	79
41	23	24	23	24	94
42	20	13	18	18	69
43	23	22	25	23	93
44	21	21	23	21	86
45	8	16	18	20	62
46	6	12	10	6	34
47	10	10	12	14	46
48	20	23	23	24	70

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49	22	14	16	19	71
50	21	15	18	18	72
51	14	16	14	17	61
52	17	20	18	18	73
53	20	22	18	25	85
54	22	21	22	22	87
55	19	22	10	18	69
56	13	19	18	18	68
57	22	25	22	28	97
58	19	19	15	19	72
59	10	15	15	20	50
60	19	25	16	25	85
61	10	13	5	12	40
62	18	20	18	17	73
63	19	16	18	22	75
64	13	15	13	18	59
65	20	17	14	14	65
66	16	20	18	26	80
67	24	22	19	24	89
68	17	23	21	20	81
69	21	23	20	23	87
70	15	18	15	12	60
71	14	24	11	22	71
72	10	16	13	17	56
73	15	20	12	21	68
74	11	19	14	16	60
75	10	14	14	15	53
76	21	26	22	22	91
77	13	13	20	21	67
78	19	27	18	18	82
79	14	15	14	8	51
80	23	20	20	29	92
81	15	25	19	18	77
82	18	31	21	26	96
83	19	17	20	19	75
84	18	21	9	27	75
85	16	18	23	27	84
86	16	27	24	23	90
87	24	20	22	25	91
88	13	19	14	16	62
89	13	17	12	19	61
90	17	20	17	25	79
91	16	18	19	19	72
92	12	16	15	18	61
93	17	18	23	16	74
94	15	18	17	18	68
95	15	18	19	20	72
96	19	20	13	24	76
97	8	19	12	14	53

98	9	13	9	12	43
99	20	23	25	24	92
100	15	18	14	16	63
101	16	14	16	14	60
102	10	16	10	13	49
103	15	17	14	18	64
104	17	13	19	24	73
105	17	18	18	18	71
106	23	21	21	21	86
107	20	20	18	24	82
108	23	20	22	22	87
109	21	21	20	21	83
110	21	19	16	19	75
111	17	21	20	18	76
112	10	18	19	20	67
113	20	18	20	22	80
114	13	17	13	20	63
115	13	10	8	13	44
116	17	19	15	20	71
117	18	19	15	15	67
118	12	17	20	20	69
119	21	22	27	23	93
120	19	21	18	23	81
Mean	**15.86**	**18.05**	**16.81**	**18.62**	**68.98**
SD	**4.28**	**4.18**	**4.41**	**4.52**	**14.27**
High	**24**	**31**	**27**	**29**	**97**
Low	**6**	**9**	**5**	**6**	**34**

Appendix - 12

UNIT 1

Biotechnology, the technology of the twenty-first century

I. GETTING STARTED:

A. Discuss with your partner the following questions:

1. Why did you opt for biotechnology?
2. What are you going to do after completing your B Tech?
3. What is your career goal?
4. Have you heard of any well-known biotechnologist in India? What is his/her contributions to the field of biotechnology?

B. Match the words in column A with their meanings / definitions in column B.

Column A **Bio words**	Column B *Meanings / Definitions*
1) biocide	a) an apparatus in which biological agent such as an enzyme is used to detect, measure or analyze specific chemicals.
2) bioconversion	b) a mixture of methane and cardon dioxide produced from fermenting waste such as animal refuse.
3) biodegradation	c) fuel made wholly or partly from organic products.
4) biodiecel	d) a substance that kill living organisms.
5) biodynamics	e) a single living organism in an ecosystem.
6) biogas	f) a large tank used for growing microorganisms in industrial production.
7) bioreactor	g) the part of the earth and its atmosphere where organisms live.

8) biosensor	h) the study of living organisms and the production of energy.
9) biosphere	i) the breaking down of a substance by natural processes
10) bion	j) the changing of organic waste into a source of energy.

II. READING

Text 1

What is Biotechnology?

1. Biotechnology is "any technique that uses living organisms or substances from those organisms, to make or modify a product, to improve plants or animals, or to develop microorganisms for specific purposes" (Office of Technology Assessment, United States Congress).

2. Although the term sounds contemporary, biotechnology is not new. Over 9,000 years ago, people discovered that microorganisms could be used to make bread, brew alcohol, and produce cheese. Although this process of fermentation was not thoroughly understood at the time, its use still constitutes a traditional application of biotechnology. What is new, however, is the extent of applications and sophistication of biotechnology techniques currently employed. Researchers can manipulate living organisms and transfer genetic material between organisms. Genetic engineering, the specific modification or transfer of genetic material, underlies modern biotechnological innovation.

3. These current applications of biotechnology are predominantly practiced in the fields of agriculture and medicine. Modern techniques allow for the production of new and improved foods. Virus resistant crop plants and animals have been developed and advances in insect resistance have been made. Biotechnology applications in the field of medicine have resulted in new antibiotics, vaccines for malaria, and improved ways of producing insulin. Diagnostic tests for detecting serious diseases such as hereditary cancers and Huntington's chorea have been developed as well as ways of detecting and treating AIDS.

4. Biotechnology is also being applied in the areas of pollution control, mining and energy production. Genetically engineered microorganisms and plants are used to clean up toxic wastes from industrial production and oil spills. Biotechnology applications have also been introduced into the forestry and aquaculture industries. These strategies offer hope for conservation biologists. Genetic methods can be used to identify particular populations of endangered

species. Thanks to biotechnology, minute traces of animal or plant remains can be used to track and convict poachers. Genetic analysis can help botanical gardens, zoos, and game farms improve their breeding programs by determining the genetic diversity of various plant and animal populations.

5. Overall, biotechnology has significantly impacted and improved the quality of life for people on this planet. And it doesn't end there. Complementing the creative endeavors of researchers and engineers are the efforts to commercialize biotechnology products with the input of business management and marketing personnel. The expertise of intellectual property and patent lawyers are also a necessary component in the process. New career opportunities in the area of bioinformatics are on the increase.

6. There are many exciting opportunities for scientists and non-scientists in the biotechnology sector. It is apparent that biotechnology does and will have a strong impact on our world.

(Source:http://biotechnology.usask.ca/whatisbiotech.html)

A.   State whether the following statements are True (T), False (F) or Not Given (NG).

1. Biotechnology is not contemporary.
2. People knew the process of fermentation thousands of years ago.
3. Genetic engineering is about engineering genes.
4. Virus resistant crop plants have been developed in the United States.
5. The sophistication of biotechnology has solved many human problems.
6. Biotech offers a cure for AIDS.
7. Biotech has a positive impact on our world.
8. Of late many students specialize in biotechnology because the sector offers exciting opportunities for them.

B.   Answer the following questions in about 25-30 words.

9. What is the author's attitude towards biotechnology? Give examples to justify your answer.
10. Does the author discuss any threat posed by the technology? List the threats, if any.
11. List the fields in which biotechnology is applied?
12. What impact does the text have on you?

Text 2

Biotechnology: A Collection of Technologies

Using biological processes is hardly a noteworthy event. We began growing crops and raising animals 10,000 years ago to provide a stable supply of food and clothing. We have used the biological processes of microorganisms for 6,000 years to make useful food products, such as bread and cheese, and to preserve dairy products. Why is biotechnology suddenly receiving so much attention?

During the 1960s and '70s our understanding of biology reached a point where we could begin to use the smallest parts of organisms—their cells and biological molecules—in addition to using whole organisms.

A more appropriate definition in the new sense of the word is this: "New" Biotechnology — the use of cellular and biomolecular processes to solve problems or make products.

We can get a better handle on the meaning of the word *biotechnology* by simply changing the singular noun to its plural form, *biotechnologies*. Biotechnology is a collection of technologies that capitalize on the attributes of cells, such as their manufacturing capabilities, and put biological molecules, such as DNA and proteins, to work for us.

Cells are the basic building blocks of all living things. The simplest living things, such as yeast, consist of a single, self-sufficient cell. Complex creatures more familiar to us, such as plants, animals and humans, are made of many different cell types, each of which performs a very specific task.

In spite of the extraordinary diversity of cell types in living things, what is most striking is their remarkable similarity. This unity of life at the cellular level provides the foundation for biotechnology**.**

All cells have the same basic design, are made of the same construction materials and operate using essentially the same processes. DNA (deoxyribonucleic acid), the genetic material of almost all living things, directs cell construction and operation, while proteins do all the work. Because DNA contains the information for making proteins, it directs cell processes by determining which proteins are produced and coordinating their activities.

All cells speak the same genetic language. The DNA information manual of one cell can be read and implemented by cells from other living things. Because a genetic instruction to make a certain protein is universally understood by all cells,

technologies based on cells and biological molecules give us great flexibility in using nature's diversity.

In addition, cells and biological molecules are extraordinarily specific in their <u>interactions</u>. Because of this specificity, biotechnology's tools and techniques are precise; they are <u>tailored</u> to operate in known, predictable ways. As a result, biotechnology

products will solve specific problems, generate gentler or fewer side effects and have fewer unintended consequences. <u>*Specific, precise, predictable.* Those are the words that best describe today's biotechnology</u>**.**

Answer the following questions:

1. Give the contextual meanings of the following underlined words in the text.

   - manufacturing
   - building blocks
   - construction
   - manual
   - tailored
   - interactions

2. Explain the meaning of the following underlined sentences in the text.

   - "New" Biotechnology
   - Biotechnology is a collection of technologies
   - This unity of life at the cellular level provides the foundation for biotechnology
   - All cells speak the same genetic language
   - *Specific, precise, predictable.* Those are the words that best describe today's biotechnology**.**

III. ENGLISH IN USE

A.   Crossword Puzzle

Biotechnology Terms
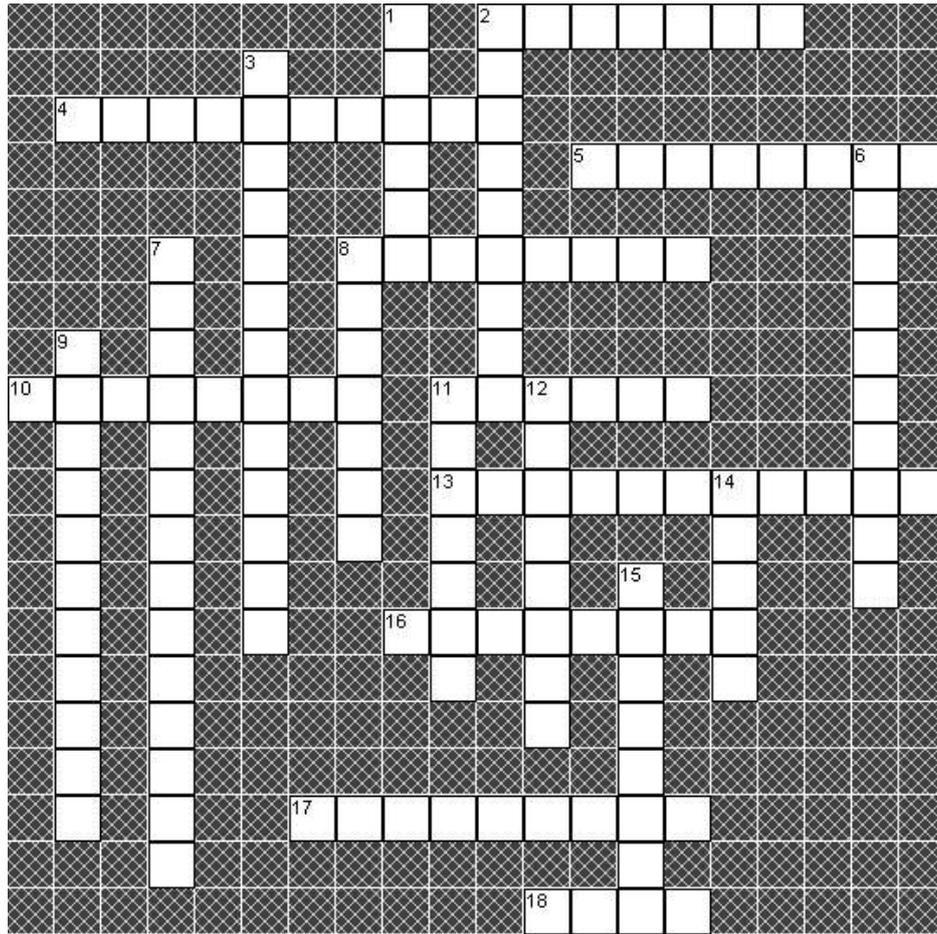
Across

2 Molecules composed of amino acids (7)

4 Building block of DNA or RNA (10)

5 The sum total of the genetic information of an organism including the linkage relationships between genes (8)

8 An enzyme that cleaves proteins (8)

10 The study of the structure and function of genome (8)

11 The full chromosome set containing all the genes of a particular individual. (6)

13 DNA or RNA (7,4)

16 A spontaneous or induced genetic change in the DNA of an organism (8)

17 The molecular building blocks for proteins (5,4)

18 The basic unit of inheritance. A segment of DNA that codes for a particular protein. (4)

Down

1   A small segment of DNA which binds to a complementary strand of DNA (6)

2   The observable characters of an organism due to genetic and environmental effects on development. (9)

3   Fragments of DNA that appear in multiple copies in a single individual. (10,3)

6   The study of the structure and function of proteins (10)

7   DNA that has been cut and spliced back together in a new sequence. The DNA may be from one organism or from more than one organism (11,3)

8   A small circular piece of DNA in bacteria that resembles the bacterial circular chromosome, but is dispensable. (7)

9   The introduction of new genes into individuals to cure diseases or genetic abnormalities. (4,7)

11 Transformation technique that uses accelerated particles coated with DNA to introduce foreign DNA into recipient plant. (4,3)

12 Any enzyme that cuts nucleic acids (8)

14 An exact duplicate of a fragment of DNA / an entire organism (5)

15 Joining two fragments of DNA end to end (8)

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B. **Sequence the jumbled sentences in a logical order.**

The Future of Biotechnology

1. Two particular works—Aldous Huxley's novel, A Brave New World, and Andrew Niccol's film, Gattaca—paint futuristic societies wherein biotechnology has
perfected genetic engineering.

2. Could these scenarios be our future?

3. We all await the future. Quite possibly, the next chapter in the Information Age
may be the "Age of Biotechnology."

4. Also, don't forget that we have all long been aficionados of ominous, sci-fi themes. Yes, authors glamorize to gain an audience, yet the fact remains that the technology underlying each of these works looms as a very real possibility within the next few decades.

5. Similarly, Gattaca (spelled using only the letters representing the four DNA nucleotides) depicts a world of genetic selection in which parents can choose which of their gene combinations they wish to hand down to their children.

6. What does the future hold for biotechnology?

7. We may see forms of genetic engineering of human beings. We may be bred for
most advantageous characteristics. Who knows?

8. Biotechnology is flourishing and is continually producing applications.

9. Certainly, these stories are fictive, and, if they did not provoke reality by presenting novel, question-raising prospects, few people would be their audience.

10. In A Brave New World, children are 'produced' in the Hatchery rather than born.

11. The answers to this question are as varied as the individuals to whom the question is posed.

C.   Cloze

Using the words in the box below write one word in each gap. The first one is done for you.

improvements	expunged	Dystrophy	panacea	reason
future	fight	Untapped	chest	treatments
malnutrition	biodegradation	Therapy	broached	*Biotechnology*

The Future of Biotechnology

Progress in (1) *biotechnology* is currently working on environmentally-friendly (2)_____ processes for a cleaner, healthier planet, experimenting with until-now (3)_____ energy sources, and devising useful consumer chemicals such as adhesives, detergents, dyes, flavors, perfumes, and plastics.

With the progress seen thus far in the (4)_____ against deadly diseases such as polio and small pox, it is not beyond (5)_____ that biotechnology may hold the promise for effective (6)_____ or even cures for, say, cancer and AIDS.

Gene (7)_____ may well become the method whereby we correct congenital disease caused by faulty genes.

Stem cell research may prove the (8)_____ for Parkinson's disease, multiple sclerosis, and muscular (9)_____.

Also, given the genetic (10)_____ made with crop yield and nutritive value, world hunger and (11)_____ may witness their denouement with the   continual advancement of biotechnology.

The future for biotechnology is a (12)_____ of ineffable promise—the quality of life improved, diseases (13)_____, hunger terminated, and untold possibilities (14)_____.

We all await the (15)_____. Quite possibly, the next chapter in the Information Age may be the "Age of Biotechnology."

## D.	Editing

There are twenty errors in the following passage. Identify the errors and correct them. If there are any additional words, delete them and if there are any words omitted add them.

More than 325 million people worldwide has been helped by the more than 155 biotechnology drugs and vaccines approved by the U.S. Food and Drug Administration (FDA). Of the biotech medicines on the market, 70 percent is approved in the last six years.

There are more than 370 biotech drug products and vaccine currently in clinical trials targeting more than 200 diseases, including various cancers, Alzheimer's disease, heart disease, diabetis, multiple sclerosis, AIDS, arthritis.

Biotechnology is responsible to hundreds of medical diagnostic tests that keep the blood supply safe from the AIDS virus and detect other conditions early enough to be successfully treated.

Consumers already are enjoyed biotechnology foods such as papaya, soyabeans and corn. Hundreds of biopesticides and other agricultural products also are being used to improve our food supply and to reduce our dependence in conventional chemical pesticides.

Environmental biotechnology products makes it possible to clean up hazardous waste more efficient by harnessing pollution-eating microbes without the use of caustic chemicals.

Industrial biotechnology applications have led for cleaner processes that produce less waste and use less energy and water in such industrial sectors as chemicals, pulp and paper, textiles, food, energy, and metals and minerals. For an example, most laundry detergents produced in the United States contain biotechnology-based enzymes.

DNA fingerprinting, biotech process, has dramatically improved criminal investigation and forensic medicine, as well afforded significant advances in anthropology and vildlife management.

There are 1,457 biotechnology companies in United States, of which 342 are publicly held.

Biotechnology is one of the more research-intensive industries in the world. The U.S. biotech industry spent $15.7 billion in research and development on 2001.

IV. LISTENING

You are going to listen to a VOA Special English Agriculture Report. The title of the report is *As Biotech Crops Increase, E.U. Is Found to Stand in the Way*. **As you listen answer the questions given below.**

State whether the following statements are true (T) or false (F) or not stated (NS)

1. Biotech crops are grown only in farms in developed countries (NS)

2. Soybeans is the only crop that has been genetically engineered and grown in the United States. (F)

3. Biotechnology in agriculture is well accepted in India. (NS)

4. Many genetically engineered crops have been banned by the European Union. (T)

5. The US, Canada, Argentina and fifty more countries were involved in the negotiation. (F).

6. Genetically engineered crops are grown in most Asian countries. (F)

7. Twenty-one developing countries grow biotech crops. (F)

8. Many Non-Governmental Organizations (NGOs) support the use of biotech crops to feed the poor. (NS)

9. Rice is bio-engineered in Iraq. (NS)

10. Rice is the most important crop in Asian countries. (T)

V. WRITING (Summary)

A.   Based on what you have listened write a paragraph of about 100 words on biotech crops.

Defining Technical Terms

The sentence definition of a technical term includes the following:

Term + Type + Distinguishing characteristics

The *term* consists of the words, abbreviations, and/or acronyms you are using. The *type* explains what class your term fits into. For example, a "car" is a "thing," but the word *thing* applies too many "things," including bananas, hammers, and computers. You need to classify your term more precisely. What type of thing is a car? "Vehicle" is more precise classification.

But motorcycle, a dirigible ballon, and a submarine are also types of vehicles. That's when the *distinguishing characterists* become important. How does a car differ from

other vehicles? Perhaps the distinguishing characteristics of a car would include the facts that cars are land-driven, four-wheeled vehicles. Thus, the definition would read as follows:

A car(term) is a vehicle(type) that contains four wheels and is driven on land (distinguishing characteristics).

An **extended definition** of a paragraph or more, in addition to providing the term, type, and distinguishing characteristics, also includes examples, procedures, and descriptions.

Reference: Gerson, S.J. and Gerson, S.M. (2000) Technical Writing: Process and Product. Pearson Education

B.   Given below is a list of definitions of biotechnology. Some are sentence definitions and the rest are extended definitions.   Choose any two sentence definitions and extend them.

1. The use of living things to make products.
    ehrweb.aaas.org/ehr/books/glossary.html
2. A set of biological techniques developed through basic research and now applied to research and product development. In particular, the use of recombinant DNA techniques.
    pewagbiotech.org/resources/glossary/
3. Any technique that uses living organisms, or parts of organisms, to make or modify products, improve plants or animals, or to develop microorganisms for specific uses.
    www.doe.mass.edu/frameworks/scitech/2001/resources/glossary.html
4. The industrial application of living organisms and/or biological techniques developed through basic research. Biotechnology products include pharmaceutical compounds and research materials.
    www.bioscreening.net/glossary/
5. Technologies that use living cells and/or biological molecules to solve problems and make useful products.
    www.perlegen.com/science/dictionary.html

6. Any technological application that uses biological systems, living organisms, or derivatives thereof, to make or modify products or processes for specific use
www.wfed.org/resources/glossary/

7. Techniques that use living organisms or parts of organisms to produce a variety of products (from medicines to industrial enzymes) to improve plants or animals or to develop microorganisms to remove toxics from bodies of water, or act as pesticides.
www.nsc.org/ehc/glossary.htm

8. The use of biologic al processes to manufacture products.
www.exploratorium.edu/genepool/glossary.html

9. The application of biological research techniques to the development of products which improve human health, animal health, and agriculture.
www.cs.uu.nl/people/ronnie/local/genome/b.html

10. Using living organisms or their products to make or modify a substance. Techniques include recombinant DNA (see Genetic Engineering) and hybridoma technology. 2. Industrial application of biological research, particularly in fields such as recombinant DNA or gene splicing, which produces synthetic hormones or enzymes by combining genetic material from different species.
www.amfar.org/cgi-bin/iowa/bridge.html

VI. SPEAKING

Discuss any one of the topics in groups of 6-8 members

1. **Can biotechnology meet the needs of the poor in developing countries?**
2. **Which biotech research priorities could most benefit us in India?**

VII. WWW-BASED ACTIVITY

Write a blog on how Biotech can help protect the environment.

Appendix – 13

Oral Presentation: A Process Approach

Evaluation questionnaire

Dear student

The purpose of this questionnaire is to evaluate the effectiveness of the process approach to oral presentation. Please answer the questions objectively. The results of this questionnaire will be used only for research purposes.

Name: Department: Batch:

1. Did you find the different stages of process approach to oral presentation useful?
<div align="center">Yes / No</div>

2. If 'yes', did the process approach to oral presentation enable you to develop the following skills? Write your response either 'Yes' or 'No' in the space provided.

S.No.	Skills	Your

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		response
2.1	Presentation	
2.2	Critical thinking	
2.3	Analytical	
2.4	Critical reading	
2.5	Listening	
2.6	Writing	
2.7	Group skills	
2.8	Technical (uploading to yahoo group)	

3. Did you find the assignments given to you useful? For each assignment you have to say whether it was: not useful (0), less useful (1), useful (2), more useful (3)

S.No.	Assignment	Usefulness			
3.1	Outline of oral presentation	0	1	2	3
3.2	Writing a review	0	1	2	3
3.3	Preparing power point slides	0	1	2	3

4. How useful were the following activities? For each activity given below you have to say whether it was: not useful (0), less useful (1), useful (2), more useful (3)

S.No.	Activities	Rating			
4.1	Discussing the topic in groups	0	1	2	3
4.2	Getting the views of group members	0	1	2	3
4.3	Discussing the topic with the teacher	0	1	2	3
4.4	Preparing an outline	0	1	2	3
4.5	Peer review	0	1	2	3
4.6	Preparing slides	0	1	2	3
4.7	Presentation	0	1	2	3
4.8	Uploading assignments to yahoo groups	0	1	2	3
4.9	Peer feedback	0	1	2	3
4.10	Self assessment	0	1	2	3

5. Please assess your presentation

S.No.	Assessment Questions	Your response
5.1	Are you satisfied with your presentation?	
5.2	Mention any three positive aspects of your presentation?	
5.3	Mention the areas in which you need more	

		training and practice?	
5.4	Did the whole process help you gain confidence?		
5.5	Has your communication apprehension with regard to making presentations reduced?		
5.6	If you were to rate your own presentation, what score would you give out of 10?		

6. Do you think that we should continue to follow the process approach to oral presentation and give the same type of assignments to the next batch of students? Justify your answer.

Yes / No

7. Please add here any other comments you would like to make.

Thank you

Appendix – 14

University Examinations in English: Results Analysis

Batch 2003 - 2007

ENGLISH -1

1st semester

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT	55	53	2	96	48
BIO	29	29		100	26
CSE	59	59		100	54
MECH	48	48		100	41
ECE	60	59	1	98.3	52

Branch		Passed	Failed	Pass %	
EEE	48	47	1	97.9	37
TOTAL	299	295	4	98.7	258

ENGLISH - 2

2nd semester

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT	55	55		100	48
BIO	29	29			23
CSE	59	58	1	98.3	49
MECH	48	48		100	41
ECE	60	60		100	40
EEE	48	47	1	97.9	32
TOTAL	299	297	2	82.7	233

Batch 2004 - 2008

ENGLISH -1

1st semester

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT	60	60		100	56
BIO	38	38		100	34
CSE	60	60		100	52
MECH	58	55	3	95	48
ECE-A	60	60		100	55
ECE-B	60	60		100	47

Branch					
EEE	57	56	1	98	45
TOTAL	393	389	4	99	337

ENGLISH - 2

2nd semester

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT	59	59		100	47
BIO	29	29		100	24
CSE	60	58	2	97	37
MECH	69	63	6	91	35
ECE-A	60	59	1	98	46
ECE-B	60	58	2	97	40
EEE	57	49	8	86	31
TOTAL	394	375	19	95.6	260

Batch 2005 - 2009

ENGLISH -1

1st semester

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT	60	60		100	49
BIO	60	59	1	98	55
CSE	60	59	1	98.3	45
MECH-A	45	45		100	36
MECH-B	45	44	1	99	30
ECE-A	59	59		100	52
EEE	60	60		100	48
TOTAL	389	386	3	99.3	315

ENGLISH - 2

2nd semester

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT					
BIO	60	60		100	58
CSE	NA	NA	NA	NA	NA
MECH	45	45		100	43
ECE-A	59	59		100	52
ECE-B	60	60		100	57
EEE	59	59		100	55
TOTAL	283	283		100	265

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Batch 2006 – 2010 (Non-semester system)

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT-A	59	59		100	46
IT-B					
BIO	58	58		100	54
CSE-A	59	59		100	54
CSE-B	60	60		100	51
MECH-B	42	42		100	40
ECE-A	60	59	1	98	50
ECE-B	NA	NA	NA	NA	NA
EEE	59	59		100	54
TOTAL	397	396	1	99.7	349

Batch 2007 – 2010 (Non-semester)

570 students appeared for the final examination and all the students passed. The pass percentage is 100.

Branch	No.of students Appeared	Passed	Failed	Pass %	Above 60
IT-A	60	60		100	
IT-B	60	60		100	
BIO	58	58		100	
CSE-A	60	60		100	
CSE-B	60	60		100	
MECH	90	90		100	
ECE-A	60	60		100	
ECE-B	60	60		100	
EEE	59	59		100	
TOTAL	567	567		100	

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Alienation of Women Characters in the Select Works of Anita Desai

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Remarkable Literary Output

Anita Desai is a dominant figure in the twentieth century Indo-Anglian fiction. Born to a German mother and an Indian father on June 24, 1937, Anita Desai spent much of her life in New Delhi. Growing up she spoke German at home and Hindi to friends and neighbours. She first learned English when she went to school. It was the language in which she first learned to read and write and so it became her literary language. Her new style of writing is also different from that of many Indian writers, as it is much less conservative than Indian literature has been in the past. For these reasons, she says, "She is not widely read in India, mainly in Indian Universities if it all" (CLS P.29).

Anita Desai deserves appreciation for her remarkable literary output. Persisting in unraveling the mystery of the inner life of her characters, she shows her perpetual interest in their psychic life. Solitude and self-exploration are the recurring themes of her novels. Throughout her novels, children's books, and short stories, Desai focuses on personal struggles and problems of

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contemporary life that her Indian characters must cope with. She maintains that her primary goal is to discover "the truth that is nine-tenths of the iceberg that lies submerged beneath the one-tenth visible portion we call reality" (CLS P.50). She portrays the cultural and social changes that India has undergone as she focuses on the incredible power of family and society and the relationships between family members, paying close attention to the trails of women suppressed by Indian society.

Hinges and Women Novelists

Women novelists necessarily have a special way of looking at hinges because they live in severely confined spheres. But that has neither distorted Anita Desai's vision nor made it inferior. It actually adds some more sharpness to it. In the novels where her protagonist is a woman, this vision focuses on the environment, perhaps shaped by the predominance of patriarchy. It is in the presentation of this confrontation of the female protagonist with the patriarchal oppressive environment that Anita Desai's feminism surfaces.

Anita Desai is a prolific living writer who has been churning out fiction with consummate skill. The relentless Anita Desai has brought out ten full-length novels of varied length, innumerable short stories and a couple of write-ups. In a short period of time she has aroused a lot of critical attention of late dozens of full-length critical assessments have been flooding the market.

Study of Isolation

The study of isolation experienced by women in a male dominated society is a significant modern trend. In the Indian society women are not allowed to play any active role in decision-making. They are ignored or brushed aside. In such a situation Anita Desai tries to focus on the predicament of women in the society.

Constantly Disturbed Characters

Any attempt to analyse Anita Desai's feminine consciousness in her fiction should naturally consider her concerns and perspective. Looking at the sensitive portrayal of characters, it can be

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concluded that she cares for the individual human beings irrespective of their being male or female. Her characters appear to be exceptionally talented but constantly disturbed by family ties. As a result, they experience discomfort and feel trapped in an oppressive environment. In most cases the hostile environment frustrated the aspirations of the individuals either leading them to their annihilation or a humiliating compromise. The process of her character construction includes a soul-searching self-exploration – may be male or may be female, a struggle for realization and an exposure to agony.

Patriarchal Domination

In novels where Anita Desai delineates a female protagonist, the struggle against the oppressive environment assumes the form of a patriarchal domination in one or the other visage, revealing her feminist predilections. She cares more for the individual, in comparison to the plot as pointed out by many critics, with an amazing insight into her psyche. Not able to amalgamate themselves into the society around, her characters undertake an inner voyage for the purpose of discovering their own selves. She concedes that nobody is an exile from the society and the individuals should strive to integrate themselves and find fulfillment. Anita Desai differs from the other feminists in that she concentrates on the individual's salvation through self-exploration by depicting its motivation. Her novels do not, strangely, deal with the problems of the third world feminism, though the setting is entirely in India.

Institution of Marriage

The most significant social issue that Anita Desai focuses on is the institution of marriage— particularly in the novels where woman is the protagonist. When a woman is caught in the trap of marriage, she has only one way left that is to languish in misery. Somehow she reveals an evident lack of trust in marriage and marital relationships. Every attempt the woman makes to redefines herself inevitably ends up in lack of communication. This leads to them of alienation. Each novel of Anita Desai is progressively a search of the self for a heightened female awareness.

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Focus on Flickering Psychological Reasons

Anita Desai, like most women writers, turns her eye inward and writes about the flickering psychological reactions. Emancipation in the texture of her novels is evident for anyone to see. Her themes are original and different from those of other Indo-Anglian writers as she is "engaged in exposing the labyrinths of the human mind and in indicating the ways to psychological fulfillment"(ASC&C P.40). She records the dilemmas faced by the Indian urban individuals. She portrays and analyses human relationships in the context of emotionally related kin which is a fertile area for exploration.

Treatment of the Theme

Anita Desai's treatment of her theme begins as a simple personal story of an individual woman gradually developing into a wider conflict for her identity and ends up exploring possibilities of transition in the tradition bound Indian society residing in metropolitan surroundings. She brings about a new dimension to the Indian novel by drawing upon the troubled sensibility of a woman in an absurd world. Desai finds the existentialist theories—so fashionable during the sixties— compatible to her themes. Her characters like Maya, Sita and Nanda Kaul are lonely, anxious and estranged and not suffer from a sense of alienation that is not merely physical but psychic. Their estrangement steams from a lack of companionship with which they could feel secure. Desai explores the inner working of her protagonists' minds unfolding the inner recesses and revealing the fundamental human condition by placing individuals in situations of extreme tension, she thus introduces the psychological vein and a dissociation of sensibility which are not entirely Indo-Anglian.

Most of the women created by Anita Desai have some or the other trait which psychologists would love to analyse. They strikingly appear as individuals and gradually get subsumed as types of women in conflict with their environment. Such types of women are ubiquitous. Anita Desai thus has not simply created situations and characters to populate her pages but is seriously concerned with the predicament of an individual. Woman in each of her novels try to explore their inner self for realization.

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Where Shall We Go This Summer?

Where shall we this summer? is a novel which has a female central character, Sita, who suffers from intense delusions of her being separate and different from others while leading an ostensibly normal life—living with her husband and mothering her children. Suddenly she finds reality unpalatable and decides to retire to Manori, an island where once her father lived like the legendary prosper during her childhood. There she intends to freeze her foetus—neither aborting the embryo nor delivering the child. The process of her resolution, experimentation and restoration to the society are discussed in the novel.

Village by the Sea

Village by the Sea is an another novel which deals with a frustrated brother rebels against the family and in consequence, a tender child Zila is forced into accepting the family responsibilities because of her mother's sickness and father's drunkenness.

Fire on the Mountain

Fire on the Mountain is another novel which brings a definite sense of politics to her hitherto essentially family-focused dramas. It is another female-centered narrative that portrays the lives of three women—the elderly Nanda Kaul, her great-grand daughter Raka and Nanda Kaul's lifelong friend Ila Das – who one by one retreat to Carignano, a small village in the Himalayan hill station of Kasauli, to escape the brutal patriarchal worlds in which they have each lived. Criticism of Fire on the Mountain has tended to focus on Desai's detailed study of her three female characters—particularly her presentation of Nanda Kaul – without paying sufficient attention to her attack on patriarchal oppression which, Desai forcefully suggests in this novel, "not only limits the opportunities given to women in India, but mentally and physically damages them" (P.136).

Other Novels

Anita Desai's next novels are Cry, The Peacock, Clear Light of Day, Voices in the City and In Custody. In all these novels the women protagonists are put in urban locations. Maya, the protagonist in Cry, The Peacock, suffers from a type of Oedipus complex, idolizes her father but

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becomes miserable as her search for a father substitute in her husband does not measure up to her anticipation. Her barrenness coupled with an albino fortune teller's prediction of impending demise one of the partners after her marriage agitates her mind, occupies her wakeful thoughts and precipitously pushes her towards her insanity.

Bimla in <u>Clear Light of Day</u> exults in a feeling of equality when she wears her brother's clothes and realizes how circumscribed the like of female is. She suffers for her pride of being a woman and ultimately reconciles herself to reality. Monisha in <u>Voices in the City</u> encounters parental discord and suffers later the traumatic experience of barrenness. She feels a sense of liberation when left alone in a jungle where she could be friend the dark corners of the house in solitariness – rather than in Calcutta where the novel is set.

Exploring Indian Sensibility

Anita Desai adds a new dimension to English fiction by concentrating on the exploration of this sensibility a typical modern Indian phenomenon. She thus clearly stands ahead the group in as much as she introduces a shift of ideational focus on the inner climate the climate of sensibility. Her main concern is to depict the psychic states of her protagonists at some crucial juncture of their lives.

Loneliness

Loneliness is not something unique, but is, in fact, a characteristic society of our time. Today many individuals feel alone, unrelated to others, unable to communicate with those around them, unable to feel at one with them. This problem of an individual who feels emotionally and spiritually alone forms the backbone of Desai's themes. The moving description of loneliness leaves a lasting impression on the reader's mind.

Characters like Maya, Nirode, Amla, Monisha, Sarah, Sita, Nanda Kaul—in Anita Desai's novels suffer from a sense of isolation that is not merely physical but also psychic. The leading thematic motif of loneliness is brought home to us by a conscious effort on the part of the novelist to describe the contributory factors to its. Mrs. Desai lays much stress on them so much

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so that sometimes a certain contributory factor looks like the theme itself. For example, We notice an elaborate description of the break-down of channels of communication between husband and wife. This snapping of communication link is mainly by the incompatibility of temperament between the two. And this phenomenon of dissimilarity in attitudes, resulting in unsatisfactory relationships, runs through all the novels.

Living in a World of Dream and Imagination

Anita Desai's characters are generally neurotic females, highly sensitive but sequestered in a world of dream and imagination and alienated from their surroundings as a consequence of their failure or unwillingness to adjust with the reality. They often differ in their opinion from others and embark on a long voyage of contemplation in order to find the meaning of their existence. Having wandered for long, they usually arrive at a juncture where either they find that after all their urgency has been in some essential manner.

Anita Desai has an innate ability to peep into the inner recesses of the psyche of her characters rather than the outer spectacle of action. She has enormously contributed to the growth of Indian fiction in English by incorporating psychic aspect of her female characters who have suffered privations and humiliations, neglect and silence, aloofness and alienation.

Alienation as the Organic Connection

Alienation has been the thematic motif that organically connects Anita Desai's fiction. This makes her an exceptionally unique novelist.

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Critical Thinking for Literature Teachers at University Level Academic Stetting In Pakistan

Asim Karim
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Abstract

A great body of literature establishes the effectiveness of literature in enhancing EFL competency and cross culturalism. But this strategy can work well in a typical learner centered class room environment and innovation in teachers' attitude to teaching literature. The study argues that teachers of literature at university level academic setting if trained adequately are in a significant position to use literary text to achieve varied objectives of developing cross cultural understanding and communicative language competency of the learners. Critical thinking skills it is contended if interfused in teachers' instructional methodology will develop their potential to use literary text for diverse purposes of achieving cross culturalism and enhancement of communicative language competence.

Cross Cultural awareness in particular ha s assumed greater significance in the face of strained tries and micro level conflicts between the western/American world and the Muslim world. In view of this situation, there is every possibility that greater the disparity and dissimilarity between the cultures, higher would be the possibility of cultural shock and cultural antipathy.

Key words: Critical Thinking; Cross culturalism. Personality development; Communicative language Teaching

1. Introduction

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English Literature has remained one of the major parts of TESOL/TEFL practices all over the world. Van (2009) argues that studying literature in the EFL classroom is advantageous as it provides meaningful contexts; involves a profound range of vocabulary, dialogues and prose; it appeals to imagination and enhances creativity ; develop cross cultural awareness; encourages critical thinking; and is in line with Communicative Language Teaching principles. Mackay (2001) highlights the use of literary text for development of integrated language skills of reading, writing listening and speaking. Several other studies high light the significance of literary text s for various objectives in EFL context (Maley 1999; Lazar, 1993; Collie and Slatter, 1994; Carter and Long, 1996; Pison, 2000).This study argues that critical thinking techniques can be effectively utilized at higher level academic setting in Pakistan to promote cross cultural awareness and interactive/communicative language competence (Richards and Rodgers 2001, Celce-Murcia 2001).

Culture has been defined as a "complex frame of references that consists of patterns of traditions, beliefs, values, norms, symbols and meanings that are shared to varying degrees by interacting members of a community" (Ting-Toomy 1999 qtd. in Medina Lopez 2010, 1). Cross culturalism on the other hand as Oxford (1996) defines "deals with a dynamic system of understanding across cultures and sub cultures. Comprehending cross cultural similarities and differences involves carefully considering crucial aspects of cultures such as concepts of time, personal space, body language, worship, relationship, hatred, prejudice, love and respect . . .(x). Medina Lopez (2010) and Oxford (1996) also refer to "cultural iceberg" i.e. certain beliefs, perceptions, and values are below the surface of consciousness (in the submerged part of the iceberg) which often influence how people learn.

In our developing society, English literature can serve as a powerful medium of facilitating learner-centered paradigm shift for creative and critical thinking nourishment, increasing language competency and interculturality simultaneously. It however needs

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appropriate training and experience to use literature for all these objectives in our rigid and traditions based community. In literature class at higher education level academic setting aestheticism permeate literary interpretation and analysis. But in non-native contexts, western and American Literature provides a precious source of cross cultural understanding, cultural awareness and appreciation of diversity in human thoughts and reflection. This cultural aspect is inclusive of all such factors history, religion, social and personal relationships, habits, thoughts and thinking pattern, social values, moral codes, arts, and so on and so forth. It can not however, be presumed that literary texts always lead to create cross cultural awareness/cultural understanding. The unconscious aspect of culture ruled by certain beliefs, customs, perceptions influence how we look upon other culture and is not always condescending to opposing and different cultural values particularly if the disparity between the cultures is paramount. On the contrary greater the disparity/dissimilarity between the cultures, higher would be the possibility of cultural shock and cultural antipathy than cultural awareness. For egalitarian global relation, cross culturalism must be based on empathy, understanding of differences and values and accommodating other's perspective objectively, and dispassionately. In the wake of cold war and 9/11 2001, there has been steep rise in misconceptions about cultures and living styles, and cultural disparities in this situation are liable to set these diverse cultures further apart and give rise to increased hostility at the micro levels in both cultures (Obeidat and Shalabi 2011). Traditional teacher centered methods so deeply interfused in our class room practices because of teacher centric value system and one sided discourse pattern cannot fulfill ideal of proper cultural awareness. It discourages social constructivism, creates misperception and leads to stereotypical negative behavior to the target culture. For getting desirable benefits from the use of literature in our set up, the teachers of literature need to be trained to use this powerful tool effectively for developing global perspective and enlightened personality. Much attention needs to be paid to integrate literature, language and interculturality and changes needs to be articulated and applied systematically in the development of curricula and teaching material that will strengthen literature effectiveness for multi purpose in the present day changing realities.

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A typical MA English class in Gomal University where the author has taught English literature for over fifteen years is comprised of lower and middle class students with deep seated attachment to traditions, beliefs, and religion in a rigid patriarchal social order. Of these 30 to- 40% belong to adjacent tribal regions which border Afghanistan and are deep in turmoil due to ongoing war on terrorism in and around the region. People of these areas are known for hard line stance on traditions, religion and patriarchal social order. It is really a hard task for the teacher of literature to approach and teach modern, liberal western/American literature without ignoring the typical mindset of the students, cultural factors of the young university graduates. Modern European and American literature address certain key areas in morality, ethics, religious belief (Karim and Butt 2011), human relationship, life and personality liberally that clearly points out the existing disparity in cultures and, to approach it as it is could give rise to negative, sentiments against European/American liberal arts, and/or cause failure to create desirable cross cultural awareness. The most disturbing phenomenon in the modern literature is related to liberal views on ethics, religion and the existence of metaphysical phenomenon. More than those texts like O'Neill's *Long Day's Journey into Night* and Plath's "Daddy" create a kind of cultural shock for the majority of students who are exposed to literary text with multiple interpretations for the first time in their higher education. Their previous interaction with the literary text had remained confined to simple poems and essays for Reading purposes and comprehension type post-reading activities. Plath's poems are symbolic, with intensity of feelings and meanings. They are essentially modern in nature and raise serious question on various issues that have relevance to thoughts, beliefs and emotions and are replete with deeper connotations that diverge into such disparate areas as God, religion, sexuality, psychoanalysis, psychological complexes as explained by Freud (Electra and oedipal) , rejection of religion and even God. O'Neill's *Long Day's Journey*, *Mourning Becomes Electra* and *Strange Interlude* likewise bring forth critical issues in modern life openly and boldly on the stage (Karim and Butt 2011) and reflect deep ethical crises in modern man's life. There is every possibility that greater and wider diversity in cultures as exhibited in

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thoughts and narratives could increase polarizations among the followers of different cultures and pave the way for intellectual, sociological and emotive conflicts at different levels in the society. Importantly infiltration of the conflicts into micro levels in the society. Particularly among the youth it is likely to accentuate the polarization between peoples and may have negative impact on people to people contacts. For a class with traditions-oriented approach, these texts could lead to create cultural shock and not cultural understanding and awareness.

Second university graduates in our context do not show promising aptitude to speaking and interactive discussions. They are by nature shy. That means they are least willing to participate and interact in the class. The reasons could be related to lack of speaking/ communicative language and learner centered approach in their previous class rooms practice. Then, for most of them, it is first-ever experience in co-education set up. Both boys and girls in majority cases are very shy to speak or take any responsibility of initiating discussion/interaction in the class. They feel unusually constrained to communicate freely, work in mixed groups, or undertake any other activity for increased interactive learning in the class. The teachers' role in this context assumes greater value and significance to create an atmosphere where the students are eager to participate in interactive discussion, communicate freely, and dispassionately on diverse issues related to literary aspects and intellectual ideas in a text.

The study argues that teachers of literature at university level academic setting, if trained adequately, are in a significant position to use literary text to achieve varied objectives of developing cross cultural understanding and communicative language competency of the learners. Critical thinking skills if interfused in teachers' instructional methodology, it is contended, will develop their potential to use literary text for diverse purposes of achieving cross culturalism and enhancement of communicative language competence simultaneously.

2. Critical Thinking (CT)

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Gough (1991 as quoted in Cotton 1991) emphasizes that CT skills in the era of sociological explosion is critical for educated personas to cope with changing realities, and Cotton (1991) considers it pre requisite to responsible citizenship in a democratic society. Shaila and Trudell (2010) argue that CT is essential especially for students living in a country with political and socio-economic problems, "for will help them to look at issues with different viewpoints and become independent thinkers and responsible citizens '(6). CT has a broad range of definitions and associated concepts that can fairly be utilized in a literature class at university level setting. Scriven and Paul (retrieved 2010) look upon CT as an intellectually disciplined process which encourages conceptualizing, applying, analyzing, synthesizing, and /or evaluating information. Paul and Elder (retrieved 2010) regards it as a mode of thinking in which the thinker improves the quality of thinking. The last definition signifies CT as a self directed, self disciplined, self monitored and self corrective process of the mind-ful use of such standards as analyzing, assessing, evaluating and synthesizing. This self directed and self corrective mechanism in CT aligns it with another desirable practice reflective thinking (Davis 2006, Ho and Richards 1993, Stanley 1988). Self directed and self disciplined thinking approach to class room practices is a valuable asset as unlike the traditional teaching-learning approach it encourages and trains the teachers to adopt measures that pave the way for subjective reformation and development without much of external aids and assistance. Once inculcated, this habit will lead to a greater independence of teachers in and learners from traditional methods, beliefs and teaching practices. Critical thinking also contains several universal intellectual standards that an educator/teacher must follow and inculcate in the students to develop reflective, tolerant personality types. In literature class the pursuance of this intellectual standard is essential to create desirable cross cultural empathy and objective evaluation and understanding of differences in cultures and awareness of diversity in cross cultures with profound spirit of acceptance and understanding. From a wide list of CT Intellectual standards Paula and Elder (1996) have selected some for appropriation and adoption in class room practices. They are clarity, precision, relevance, depth, breadth, and logic. The standards if inculcated in the teachers

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and learners will encourage reasoning and comprehension and help the students establish opinion about cultural values and disparities dispassionately on the basis of clarity of thoughts and on reason/logic. Closely associated with these intellectual standards are essential intellectual traits (http://www.crticalthinking.org/page.cfm?page ID =528&category ID=68) that the teachers needs to be familiarized for enhancing CT practices in and outside the class room. The intellectual traits include fair mindedness, faith in reason, intellectual integrity, intellectual humility, intellectual courage, and intellectual empathy. The traits like intellectual standards are essential to dispassionate, objective logical, rational understanding cross cultural diversity that lies at the base English Literature.

3. Critical Thinking Activities

Keeping in view the above outlined constraints, personal attitudes and cultural modalities among the university level students, teachers of literature need to adopt CT strategy and activates to initiate positive change in the class room environment that facilitates cross cultural awareness and enhance communicative language competency of the students. Their first responsibility is to develop perceptive understanding of the learner centered paradigm shift in pedagogy all over the world. Learner centered approach requires them to move away from teacher centered attitude and look upon each student individually as potentially capable of making equal contribution to collaborative CT activities in the class (Spencer 1990, Boyce 1996). They must also understand that they have at their disposal imaginatively rich and powerful literary works of widely different cultures that inspire deep imaginative and emotive responses as well as provide effective tools /authentic material for initiate communicative language practices and cultural awareness. The most desirable option is to create non threatening environment. Teachers in our context are generally used to adopt rigid teacher centered class room approach that obstructs spontaneous participation from students in any activity in the class. An aura of teacher authority is constantly maintained, promoted and cultivated at the cost of students' personality, language and critical thinking faculty development. Resultantly their thinking pattern remains undeveloped and uncultured. In a literature

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class the teacher in particular need to provide an atmosphere where the students can freely participate and coordinate in discussion on several key parts of text like themes, characters, human behavior, relationship and other social issues. In a students centered class room, the teacher will invite the students to bring forward their own perception and understanding of a particular topic/area for discussion or any other activity like writing journal or presentation. Initially he/she will have to "push" the unwilling, shy, and unresponsive students to come forward and participate in collaborative activities and produce coherent, concise, clear, rational, objective out put. He/she will also need to provide effective and timely feedback to any such activity to each one of the participant to further promote encouraging and disciplined class room collaborative atmosphere. The teacher must ensure that all activities are effectively promoting cross cultural awareness as well as communicative language competency.

Student centered class room also demand great deal from the students themselves. Being equal contributors in learning, they have their own responsibilities to fulfill in this culture. In the first case they must be able to combine ideas creatively (Smith, Ward and Fink 1995). They must also be able to elaborate complex ideas and accept, reject, or suspend judgment about a claim (More and Parker 1986) that means rational and dispassionate analysis and evaluation. Furthermore they need to be able to cite good reasons for their opinion and responses; correct themselves and others and adapt to uniformities, constraints, limitations and generalizations (Lipman 1988). It will also include participation and cooperation with peers and teachers in class room activities to create with language and provide feedback to the teachers. However, the teachers in our context will initially need to develop students responsiveness to class room discussion and activities and Critical thinking skills can effectively generate these tendencies in interfused in learner centered class room practices.

Secondly literature teachers need to be familiar with higher order thinking skills and intellectual virtues and interfuse the same into the students learning styles and attitudes in the literature class. Higher order thinking skills will allow the students to use logic and reason to evaluate differences and analyze their nature, while intellectual

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virtues will lead to dispassionate and rational analysis of the difference in culturale and values. Intellectual humility for instance implies having understanding of the limits of one's knowledge, including a sensitivity to circumstances in which one's native egocentrism is likely to function self –deceptively, sensitivity to bias, prejudice and limitations of one view point" (Elder and Paul 1996). Likewise Intellectual humility suggests that one should be conscious of the need to:

> . . .imaginatively put one self in the place of others in order to genuinely understand them, which requires the consciousness of our egocentric tendency to identify truth with our immediate perceptions of long standing thought or belief. This trait correlates with the ability to reconstruct accurately the viewpoints and reasoning of others and to reason from premises, assumptions, and ideas other than our own (Elder and Paul 1996).

The trait of Intellectual perseverance emphasize the need to develop consciousness of the need to use intellectual insight in spite of obstacles and difficulties and firm adherence to rational principles and a sense to struggle with confusion and unsettled questions (Elder and Paul 1996). Fair-mindedness likewise asserts the need to have consciousness to treat all view points alike without reference to one own feelings or vested interests or the vested interests of the community and nation (Elder and Paul 1996).

Some of the teacher directed CT activities that could lead to simultaneous cross cultural awareness and communicative language are: giving student opportunities to speak and promptings students to improve quality of their response." (Heather 2010). Each of these two activities comprises several sub activities that have been listed and explained below:

1. Giving students opportunities to speak: The teachers need to use literary text to prompt students after his/her input in the form of textual readings, lectures on any specific area of the text. The promptings could be in the form of repetition, ask answer question (teacher-student, student-teacher, and student-student), paraphrasing the contents, summarizing the content, giving examples and giving opinion on the contents. Repetition impresses upon the students need to focus on the content and language items. Repetition in particular is "help full for the students who are shy/timid/hesitant to take a step

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introducing oral language" (Heather 2010, 2). Some of the peculiar language competency that repetition helps pertains to improving pronunciation, accuracy (articulation, stress, rhythm, and intonation). Paraphrasing and summarizing could be utilized as very promising activities in literature class from different perspectives. Both help the students in recapitulating what the author intends to express/narrate/dramatize through language and what are the diverse interpretations of the expressed idea. Debating the possible interpretation could lead to extensive discussion on the topic. Along with repetition, they increase the comprehension level of the students and lead to independent analysis.

Paraphrasing and summarizing also involve retelling what some one has written in one' own language/words. Thus they increase oral use of language. Summarizing requires students to "step into their linguistic reserves" and paraphrasing "forces the students to stretch linguistically" (Heather 2010, 2). They require students to concentrate on the main points of what they heard or read and therefore develop analytical skills. The students must use all of their linguistic resources to communicate what they "have read or heard in anew way" (Heather 2010, 2). This habit once inculcated among the students will lead the students to reflect more on content as well be able to paraphrase or summarize another person's opinion/idea. Thus it will increase the refractive out put level and pave the way for building reflective personality types. Giving examples and opinion on the content are two other components of giving students opportunity to speak. Providing examples furthers their comprehension level of the concept and use language meaningfully. Giving opinion allows the students to use English creatively to express their own ideas, connect the contents in their own way and personalize the content through the use of language which could develop into extended discourse.

2. Second major activity is related to use of literary text to prompt students to improve quality of their responses. The teachers need to prompt the students to clarify their out put in response to reading, modify, extend and elaborate their opinion through other information and examples. The teachers need to help the struggling students through cues in the form of Q & A.

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Pair work and structured group work are two important CT developing strategies. In pair work, the students can be asked to select their own partner tabling the pair as partner A and Partner B, who alternate their positions in asking and answering a particular point of discussion or language activity. In structure group work both teachers and the group leader have responsibilities. Teacher has to ensure that in every class a different student is designated as a group leader and give him clear textual content or language model to initiate and lead discussions. His/her second responsibility is to call on each group leader to bring forth a response from the members of the group and assist the leader to use the language accurately. Think-pair-share (TPS) activity is fundamentally used to involve students in interactive discussion with peers in the class. The teacher initiates the discussion through thought provoking question and allows each students to write this/her response in a minute ore two and then share it with the partner sitting next to him/her The teacher must make clear the goal of the responses as the students will confine them to the purpose The students in response to defined and explained goal must engage himself/herself in discussion with the next students. He/she may do any of the three activities: he/she may convince the class mate that one's own answer is the best, or create a third answer that incorporates elements of both the answers or determine the strength and limitations of each one of them. The teacher may extend the discussion and ask several students to report their ideas to the entire class or modify the answer in the light of discussions (Cooper and Robinson 2000).

4. Conclusion

Available research (Bailey, Curtis and Nunan 2001; Richards and Farrell 2005) has established that teachers exposed to training and professional development workshops are likely to innovate in their teaching and personality styles. However professional development needs to be an ongoing process that will help the teachers to reexamine their teaching practices and adopt innovative teaching styles in their regular class room activities. Literature is a powerful tool for achieving desirable objectives like language competency, students' personality development and cross culturalism. But the

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teachers of literature need to be trained to use this powerful tool for successful realization of the objectives. The study argued that initiating Critical thinking approach into literature class will benefit the teachers and therefore students in many ways. First of all it will add a new dimension to current practice of focus on aesthetic aspect of literature and allow teachers to use literary text for other valuable targets as developing cross cultural awareness s and students communicative language competence. Importantly it will assist the teachers to approach foreign literature on the basis of certain intellectual traits and virtues that critical thinking emphasizes and the students will be able to read and discuss literature objectively, dispassionately in the light of these traits to achieve positive cross cultural awareness. Use of Critical thinking activities will also help the teachers of literature to use text for interactive class room discussions and thus assist the shy and hesitant students to gradually gain confidence in speaking and learning more meaningfully in the class room discussions.

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An Exposition of Immigrant Experience in Uma Parameshwaran's Works

J. Abiraami, M.A., M.Phil.
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Uma Parameshwaran

Saga of Rootlessness and Alienation

Uma Parameshwaran is a first generation immigrant from India to Canada. She started her career as a newspaper reporter in India and later became an author of several works which won awards like 1999 New Muse Award, Canadian Author Association Jubilee Award (2000). She presents her stories in the framework of Diaspora studies which include her western experience with the Indian realities. As an expatriate, she is clear and conscious about her own identity and

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hence all her works reflect the sense of rootlessness and alienation which are mostly relevant for the Indian Diaspora.

On Defining Diaspora

Before analyzing the experiences and maladies of the Diaspora present in Uma Parameshwaran's works, an attempt is made here to define Diaspora with the help of the views of a few theorists. I also deal with the various hazards experienced by the diasporic groups in the process of settlement in the new country, their cultural dilemmas and displacements, generational differences, transformation in their identities with the new demands and their mode of existence.

Etymologically 'diaspora' is drawn from Greek meaning 'to disperse' and signifies a voluntary or forcible movement of the people from the homeland into new region. It has also been used to describe the social, cultural and political formations that result from this displacement.

Double Marginalization

In the diasporic discourse, there is constant search for roots through revision and re-writing as in the post-modern discourse. Generally, the writers of diaspora are caught physically between two worlds and this double marginalization negates their belonging to either location. Homi Bhabha describes the status of diaspora in the dominant culture way appropriately by saying "…. all diaspora are differentiated, heterogeneous, contested spaces, even as they are implicated in the construction of a common 'we'. Their living 'in-between' condition is very painful as they stand bewildered and confused and show resistance to the discourse of power in various forms. Hence, through literacy articulation a migrant becomes a spokesperson of his / her distinct identity and thereby put forth the notion of cultural distinctiveness.

Yearning for Home and Preservation of Cultural Identity – Losing Importance

Though the process of migration leads to mingling of culture, migrants have yearning for "home" to go back to "the lost origin". They also face cultural dilemma when their cultural practices are mocked at and there is a threat to their cultural identity. But in the recent years, these confusions, problems and yearnings become less intense as they get influenced by the culture of the

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country of their migration and also adapt themselves to it. They enjoy better settlement and place in that country but their sense of identity borne from living in diaspora community (is) influenced by the past migrant history of their parents or grandparents. In course of time these migrants form communities and thereby different diasporic communities make "composite communities". Thus distinct diasporic communities are constructed out of "the confluence of narratives of the old country to the new, which create the sense of shared history" as remarked by William Safron.

Stages of Evolution
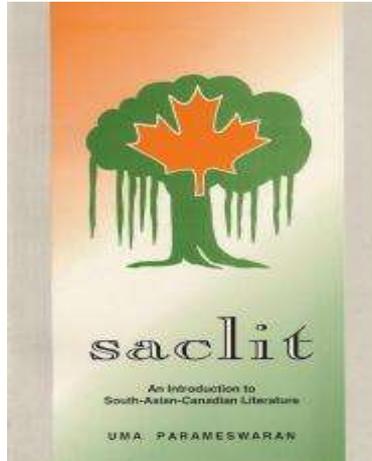
Uma Parameshwaran has portrayed the evolution of the Indo-Canadian community and the evolution of the writer through her works. Though it is not possible to discuss the portrayal of all diasporic experience, a modest attempt is being made here to highlight some of these issues discussed in the works of Uma Parameshwaran. Her work is the framework of diasporic studies which ascertain her western experience with the Indian realities. She describes the community of new immigrants in Canada in one of her poem,

"We are new Canadians
Come from faraway places
The Alps and the Andes
Essequibo and the Ganges
Our memories, our faces
Chiseled by ancient cultures"

(Writing the Diaspora, Pg: 99)

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Uma's writings have references to Indian culture because she has always been involved in promoting Indian culture in Canada. It is not only in Canada, that the immigrants undergo these humiliating and discriminatory experiences, but also in every dominant culture and in other nations too that they meet this kind of treatment. She expressed this view in one of her poems,

"Furrowed with tears because of our race
Or colour, or tongue that stumbles
Over words so alien to the many places
From which we've come"

(Writing the Diaspora, Pg: 343)

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Thematic Interests

Like many other immigrant writers, she shows strong thematic interests in the experience of immigrants, particularly South Asian Canada, with an emphasis on issues of assimilation and racial position.

Trishanku – **Symbol and Metaphor**

One of the recurring themes in her work is the problem of rootlessness, the search for identity. She has used her own experience and observed that there is racism and underemployment in Canada. Her work 'Trishanku' is a cycle of poems where fifteen different voices give expression to the immigrant experience of the diaspora in Canada. As the title 'Trishanku' refers to the myth of a king who lived between heaven and earth, so the people's condition also in the state of in-betweeness. This collection is generally considered to be her major poetic achievement.

"I have been there, my brother
The land is green but my heart was barren,
Warm are the people but my heart was lonely,
Money flows in rivers but my heart was dry
Bereft of wants and tension
Bereft of sorrow and pain
Bereft of comradeship
My heart lost its voice, my brother
It is not the land for you and me."

(Trishanku and Other Writings, Pg: 51)

Four Phases of Immigrant Settlement

In this poem she has formulated the four phases of immigrant settlement. The first one is nostalgic for homeland with fear in a strange land; the second one is adjusting to the new environment; the third phase is taking part in ethno cultural issues and the fourth phase is participating in national issues. Written in different voices, it is a long narrative poem about the life

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of an Indian Canadian family in Winnipeg, Manitoba. In that she expresses the voices of men and women from India living in Canada as exiles, expatriates or immigrant, with memories in the past.

But these memories do not keep either the actors of this poetic drama or the readers in the past. They are evoked to explain and define the lives of the speakers as they try to survive as individuals and as a community in the new and bewildering land. Most diaspora set in Canada focus on sufferings and discrimination and the voices depict the varied landscape of memory set against the present.

The Plays of Uma Parameshwaran
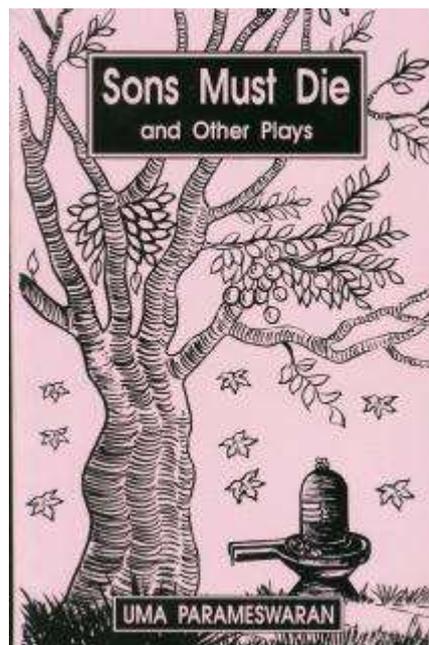
Several of the plays, she wrote for the Indo-Canadian stage in Winnipeg were included in her work titled 'Sons Must Die'. This play is set against the Indo-Pakistan war of 1947 – 48 and provides an excellent example of the author's progression. At one level, these plays deal with the demands and experiences of such universals as motherhood, bhakti, transplantation, etc., and delineate the growth of theatre in the Indo-Canadian community. Through this, we are not only made aware of the South Asian experience but also of the struggle in life that makes us all human.

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To Conclude

To sum up, we can say that by analyzing the diasporic experience in their various nuances and manifestations in the fast changing political, social, economic and cultural global scenario, Uma Parameshwaran has created an insight into the attitudes and views of natives and new comers. She conveys the fact that better understanding of mankind can be achieved only by rooting out ignorance. In her works she has shown dynamically the shifting concepts of "home and displacement" in the successive generations of migrants. By this she has secured a commendable place along with the other writers of Diaspora.

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A Survey of Teaching Strategies in ESL Classroom

Abdul Malik Abbasi, Ph.D. (Linguistics) Research Scholar

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The study surveys as to what kind of teaching strategies are applied by English language teachers for the development of linguistic abilities of ESL learners at intermediate level in Pakistan. English language pedagogy keeps on exploring the ways and means of teaching second language in various strategic forms to ESL learners. The study focuses on the related analysis of English language teaching strategies applied by both Public sector and Private sector at intermediate level at District Jacobabad, Sindh, Pakistan. The study applies both quantitative and qualitative methods for data analysis. Participating subjects were 40 English language teachers of intermediate level of Public sector and Private sector schools and colleges. The ELT teachers were interviewed in details coupled with data via questionnaires. The evidence from the data manifests that the ELT teachers of public sector are more inclined to apply the teaching strategies of GTM (Grammar Translation Method) while Private sector teachers are interested in Communicative Teaching Approach Strategies. Furthermore, the study suggests that there is a great need to train and motivate Public sector teachers through workshops for applying Communicative Teaching Approach Strategies in their ESL context in order to make their ESL learners communicatively competent.

1. INTRODUCTION

English language teaching is overwhelmed with countless techniques and methods in ESL classroom. Language reflects life, and perhaps teaching English should, therefore be as varied as living and include as many ways as possible. The way English is taught, can affect the academic achievement of the L2 learners especially at higher secondary level. English

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Language teachers usually employ uniform pedagogical methods without addressing the particular needs, set of habits, cultural background as well as areas of weakness of the young learners they teach. Much has been investigated to develop the teaching strategies in terms of L2 language learning. Even then both the Public Sector and Private Sector teachers neither update themselves nor take advantage of the latest researches in L2 learning.

Nunan (1998) argues:

"The teachers need to be aware that motivation is a consideration in determining whether or not learners are willing to communicate. Clearly, the more meaningful the materials and the tasks are for the learners involved the better the outcome will be".

Ur (2005) develops this further by suggesting that good speaking skills classrooms are ones where learners talk a lot, participation is even, motivation is high and the language is at an acceptable level. The flaws in English language teaching are responsible for inadequate performance on the part of second language learners, since the teaching methodology focuses mainly on the reading and writing skills and do not encourage learners to acquire spoken competence. Some Pakistani linguists like Rehman (1990) have questioned the traditional way of teaching English in schools. However, out-dated methods of teaching are still used all over the country in general and at Jacobabad, Sindh in particular.

1.1 English as a Second Language in Sindh

Speaking is very important skill and always gives a dynamic impression. It enhances or mars the personality of the speakers; whether he speaks acceptable English fluently or not. It would be no exaggeration to say that the person having lot of knowledge about any particular subject but having no English communicative competence is as illiterate as today's educated man without the knowledge of computer. There is a great need of developing spoken abilities of the students at Intermediate level in Sindh. They need to be taught as to how they should develop their spoken abilities through latest modern teaching techniques. The prevailing method of teaching (Grammar Translation Method) relatively has become obsolete one. This method does not meet the needs of today's challenges. In this context, Jacobabad Upper Sindh is badly affected area where the teachers use Grammar Translation Method. As a result second language learners at Intermediate level are not only poor in spoken but also reading and

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comprehending English lessons and exercises. The sooner students achieve communicative competence, the better it is. What needs to be done is to take some serious measures in order to advance language teachers through training at different forums.

1.2 Purpose of Study

The main purpose of the study is to explore the teaching strategies being applied by English language teachers at intermediate level in order to see what is being used and what should be applied instead. The horizon of the study focuses on methods of teaching and classroom activities, to help develop spoken abilities of second language learners through the findings of this research.

1.3 Objectives of the Study

➢ To know what teaching strategies are applied by English language teachers in ESL classroom.

➢ To see how effectively these English language teachers apply methods and techniques to develop the communicative competence of second language learners.

➢ To suggest as what methods are more successful in ESL classroom.

1.4 Investigation

➢ What sort of teaching strategies do English Language Teachers apply in ESL class rooms?

➢ Do both public sector and private sector English language teachers apply the same teaching strategies in ESL classrooms?

2. LITERATURE REVIEW

Oxford (1990) argues that "Language learning strategies are specific actions or techniques that learners use to assist their progress in developing second or foreign language skills". Furthermore, he said, "the types of strategies used by different learners vary due to different factors, such as degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality traits,

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motivation level, and purpose for learning the language". Teacher is the main resourceful person who provides the techniques and skills to the students. Not only are they responsible for providing but also they are supposed to create environment where second language learners can easily learn the target language.

Oxford (1990) claimed that successful language learners use a wide range of strategies that are most appropriate for their learning tasks. It means, learners must find out which strategies help learn and develop speaking abilities. The language teachers read aloud lessons and make the students read and comprehend. They do not speak the target language in ESL classroom nor are the ESL learners encouraged to interact with the teachers. Students are the passive learners while the teachers are active ones. They do not play grammar and language games or any other CLT (communicative language teaching) activities in order to encourage the learners. What happens, the students helplessly go to tuition centers, where, they find some sort of speaking activities i.e. speech competition, daily routine speech activities are the encouraging opportunities for them to develop the target language.

Presently, importance of oral skill proficiency cannot be denied, since spoken proficiency is gaining stronger and faster recognition throughout the world. The ESL learners must learn the modern skills, so that they should not only develop communicative abilities but also all other skills of learning a language. The same speaking strategies argued by Chamot, A. U (1993) as follows:

"To develop classroom speaking skills, children need opportunities to participate in small group discussion, to present oral reports, and to respond adequately to teacher questioning…"

Day to-day modification in language learning has paved the ways and means to develop its different theories in different horizon. In addition, if we have a cursory look at the uniform methods and approaches of English language learning, we can have clear-cut and categorical ideas of speaking skills applied by second language teachers in their ESL classrooms.

2.1 Grammar Translation Method (GTM)

Grammar Translation Method seems to stay evergreen for times to come in Pakistan, particularly in Sindh. This particular method changed its name in other way round. Once it

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was called Classical method, as it was taught firstly in the teaching of the classical languages Latin and Greek (Freeman, 2000). Later on, in early 1900 century, this method was used for the purpose of helping students read and appreciate foreign language literature. Language teachers believed through the study of the grammar of the English language, students would be more familiar with the grammar of the Native Speakers. And this acquaintance would help them in the development of speaking as well as writing. This method could not be proved to be useful in terms of development of communicative competence nor result-orientating. This shows the decline of the performance on the part of the ESL learners.

The major strategies used in GTM class are:

- ❖ Translation of a literary passage
- ❖ Reading comprehensive questions
- ❖ Antonyms/synonyms
- ❖ Cognates
- ❖ Deductive application of rules
- ❖ Fill in the blanks
- ❖ Memorization
- ❖ Use words in sentences
- ❖ Composition

2.2 Direct Method (DM)

The strategies used in this method are comparatively effective than the GTM method. Since DM has one basic rule **NO TRANSLATION** is allowed in the class, it shows traits through its name that direct target language only to be spoken in the class. Teachers who use the DM believe students need to associate meaning and the target language directly. Direct Method refers to the most widely known of the natural methods. DM was introduced by its supporters in France and Germany. Later this method was officially approved in both counties (Freeman, 2000). There are some basic strategies applied in DM ESL classrooms, for example:

- ❖ Reading aloud

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- ❖ Questions and answers exercise
- ❖ Getting students to Self-correction
- ❖ Conversation practice
- ❖ Fill-in-the-blank
- ❖ Dictation
- ❖ Map-drawing and
- ❖ Paragraph writing

Above-mentioned basic strategies can be observed in other teaching methods as well. This method did not stay any longer, since USA government wanted quick results so that they could appoint multi-lingual persons in Arm Forces. In this context, direct method was replaced by audio-lingual method in order to get rapid result (Freeman, 2000).

2.3 Audio-lingual Method (ALM)

This method was developed in the United States of America during 2nd World War. There was a great need of learning foreign languages rapidly for military purposes. GTM did not prepare students for target language, whereas Direct Method and Audio-lingual methods do. The target language is taught with systematic attention to pronunciation and intensive oral drillings (Freeman, 2000). As Hackett (1959) argues:

"It is these basic patterns that constitute the learners tasks. They require drill, drill and more drill, and only enough vocabulary to make such drills possible."

The method was developed in order to prepare second language learners quickly for some military designs. That is why this Audio-lingual method is overwhelmed with the drillings so as to produce rapid results. Later on, even this method could not fulfill the needs of the learners. Partly on account of repeated practice of the same slot, and partly it brings mechanic way of artificiality in language learning.

There are some basic strategies used in this method:

- ❖ Dialog Memorization
- ❖ Backward Build-up (Expansion) Drill
- ❖ Repetition Drill

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- ❖ Chain Drill
- ❖ Single-slot Substitution Drill
- ❖ Multi-slot Substitution Drill
- ❖ Transformational Drill
- ❖ Question-and-answers Drill
- ❖ Use of Minimal Pairs
- ❖ Complete the Dialog
- ❖ Grammar Game

2.4 Communicative Language Teaching (CLT) Approach

Rapidly developing world well-known language teaching method is the Communicative Approach/Communicative Language Teaching method. Its instrumental aim of teaching is to make the students communicatively competent. We find its origin in 1960s (Freeman, 2000).

Littlewood (1981:1) argues:

"One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

The desired goal of CLT is communicative competence i.e. the ability to use the linguistic system effectively and appropriately. We find that the meaning keeps paramount place in this method. Since the target of language teaching is to develop what Hymes (1972) referred to as "communicative competence". Dell Hymes is the originator of the phrase who coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. In a number of influential books and papers, Halliday has described a powerful theory of the functions of language, which complements Hymes's views of communicative competence for many writers on CLT (e.g., Brumfit and Johnson 1979). Canale and Swain (1980), they identified four dimensions of communicative competence:

- ❖ Grammatical Competence
- ❖ Sociolinguistic Competence
- ❖ Discourse Competence &
- ❖ Strategic Competence

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Richards et al. (2000) suggest that a communicative approach fore fronted "communicative competence" as "the goal of language teaching". Whereas, in this method we observe that the most of the activities are based on speaking skills-centered and teachers of this method want their students to be communicatively competent. As Brown (2000) "Communicative classrooms are learner-centered and characterized by an emphasis on language use, fluency, authentic language and contexts, and negotiation of meaning".

Communication Language Teaching (CLT) approach is currently in vogue and is actively promoted and taught by many universities and colleges as the preferred methodology, in other countries. As Brown (2000, p. 46) humorously put it, CLT, along with a number of concepts closely allied to it such as "learner-centered," "whole language based," "content-centered," and "cooperative," has become such a bandwagon term that without the endorsement of it "teachers cannot be decent human beings and textbooks cannot sell." In this connection, Kasper (1997, p.345) points out, "in applied linguistics, models of communicative competence serve as goal specifications for L2 teaching and testing."

There are some basic strategies used in this approach:
- ❖ Authentic material
- ❖ Scrambled sentence
- ❖ Language games
- ❖ Picture strip story
- ❖ Role play

3. DELIMITATION OF THE STUDY

The data were collected from those ELT teachers who teach either in Public sector or Private sector schools and colleges of District Jacobabad, Sindh region. The area of the study is also limited to the speaking strategies applied by language teachers for the development of communicative competence of ESL learners in ESL classroom.

4. DATA COLLECTION

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The major source of data collection was the English language teachers themselves. Those English language teachers, who teach English to ESL learners at intermediate level at Jacobabad Sindh, were the participants of this research. 20 teachers of private sector and 20 teachers of public sector were interviewed and they filled the questionnaires as well. Total eight higher secondary schools and colleges (four public sectors & four private sectors) were selected for data collection. Five English language teachers were randomly selected from each school and college. Since the purpose of the study is to explore the teaching strategies used by English language teachers in the classroom, the questionnaires were formulated with all the teaching strategies giving them options to select what strategies they apply in their ESL classroom.

5. DATA ANALYSIS AND RESULT DISCUSSION

According to survey report, some ESL teachers of private sector apply basic strategies for the development of communicative competence of second language learners. While public sector teachers neither know about the teaching techniques and methods carried out in ESL classroom nor they apply. Though, very few strategies are applied by them yet it needs to be enhanced the quality of strategies applied in ESL class.

5.1 Translation Activity

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, $X^2(1, N= 40) =7.34$, $p <.05$. Public-sector English language teachers preferred Translation activities in their classrooms, as displayed in the Bar-chart shows that 90 % Public sector teachers are interested in using Translation Activities, while 25 % Private sector teachers are inclined to use the same activities.

5.2 Memorization Activity

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities the type of teachers, $X^2(1, N= 40) =4.840$, $p <.05$. Public-sector English language teachers preferred Memorization activities in their classrooms, as displayed in figure

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2. The Bar-chart shows that 72 % Public sector teachers are interested in using Memorization activities, while 28 % Private sector teachers are inclined to use the same activities.

5.3 Conversation Activity

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, X^2(1, N= 40) =10.889, p <.05. Private-sector English language teachers preferred Conversation activities in their classrooms, as displayed in figure 3. The Bar-chart shows that 35 % Public sector teachers are inclined in using Conversation activities, while 90 % Private sector teachers are interested in using the same activities.

5.4 Pronunciation Activity

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, X^2(1, N= 40) =9.800, p <.05. Private-sector English language teachers preferred Pronunciation activities in their classrooms, as displayed in figure 4. The Bar-chart shows that 15 % Public sector teachers are inclined in using Pronunciation activities, while 85 % Private sector teachers preferred using the same activities. Furthermore, Abbasi (2010) argues in terms of English pronunciation of Sindhi ESL learners:

"Sindhi ESL learners of English can not pronounce English sounds accurately on account of following reasons coupled with some suggestions in order to achieve native like accurate English sounds to be produced by Sindhi ESL learners of English.

a)   English and Sindhi vary in their syllable structure, stress pattern and consonant clusters.

b)   English language teachers speak Sindhi-accented English.

c)   ESL learners made the same phonetic errors as committed by their ELT teachers.

d)   There are several orthographic problems which cause difficulties on the production of English sounds by Sindhi ESL learners.

e)   ELT teachers do not pay much attention to pronunciation, which is the most important area for achieving high level of proficiency in pronunciation.

f)   ESL learners produce inaccurate English sounds on account of problem-posing twenty six English consonantal as well as vocal sounds."

5.5 Transformational Drill

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In this class activity the graph (Appendix-A) shows that there is strong association between the use of activities and the type of teachers, $X^2(1, N= 40) =.027$, $p >.05$. Public as well as private-sector English language teachers preferred Transformational drills in their classrooms, as displayed in figure 5. The Bar-chart shows that 95 % Public sector teachers are interested in using Transformational drills, while 90 % Private sector teachers are inclined to use the same activities.

5.6 Grammar Game

In this class activity the graph (Appendix-A) shows there is no association between the uses of activities and the type of teachers, $X^2(1, N= 40) =7.364$, $p <.05$. Private-sector English language teachers preferred Grammar game activities in their classrooms, as displayed in figure 6. The Bar- chart shows that 5 % Public sector teachers preferred applying Grammar game activities, while 50 % Private sector teachers are inclined to use the same activities.

5.7 Picture-Strip Story

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, $X^2(1, N= 40) =9.308$, $p <.05$. Private-sector English language teachers preferred Picture-Strip Story activities in their classrooms, as displayed in figure 7. The Bar-chart shows that 5 % Public sector teachers are interested in using Picture-Strip Story, while 60 % Private sector teachers are inclined to use the same activities.

5.8 Role-Play Activity

In this classroom activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, $X^2(1, N= 40) =9.000$, $p <.05$. Private- sector English language teachers preferred Role-play activities in their classrooms, as displayed in figure 8. The Bar-chart shows that 10 % Public sector teachers are inclined interested in using Role-play activities, while 70 % Private sector teachers are interested to use the same activities.

5.9 Cognates Activity

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In this class activity the graph (Appendix-A) shows that there is strong association between the use of activities and the type of teachers, $X^2(1, N= 40) = .000$, $p > .05$. Public as well as private – sector English language teachers preferred Cognates activities in their classrooms, as displayed in figure 9. The Bar-chart shows that 40 % Public sector teachers are interested in using. Cognates Activities and 40 % Private sector teachers are also inclined to use the same activities.

5.10 Language Game

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, $X^2(1, N= 40) =1.600$, $p <.05$. Private-sector English language teachers preferred Language games in their classrooms, as displayed in figure 10. The Bar- chart shows that 15 % Public sector teachers are preferred using Language games, while 35 % Private sector teachers are inclined to use the same activities.

5.11 Public Speaking

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, $X^2(1, N= 40) =2.667$, $p <.05$. Private-sector English language teachers preferred Public Speaking Activities in their classrooms, as displayed in figure 11. The Bar-chart shows that 40 % Public sector teachers are inclined to using Public Speaking Activities, while 80 % Private sector teachers are inclined to use the same activities.

5.12 Problem-Solving

In this class activity the graph (Appendix-A) shows that there is no association between the use of activities and the type of teachers, $X^2(1, N= 40) =11.842$, $p <.05$. Private-sector English language teachers preferred Problem Solving Activities in their classrooms, as displayed in figure 12. The Bar-chart shows that 10 % Public sector teachers are interested in using problem Solving Activities, while 85 % Private sector teachers are inclined to use the same activities.

5.13 Reading-Aloud Activity

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In this class activity the graph (Appendix-A) shows that there is strong association between the use of activities and the type of teacher, X^2 (1, N= 40) =.030, P >.05. Public as well as private-sector English language teachers preferred Reading aloud activity in their classrooms, as displayed in figure 13. The Bar-chart shows that 85 % Public sector teachers are interested in Reading aloud activity, while 80 % Private sector teachers are inclined to use the same activities.

5.14 Story-Telling Activity

In this class activity the graph Appendix-A)   shows that there is no association between the use of activities and the type of teacher, X^2(1, N= 40) =2.000, P <.05. Private- sector English language teachers preferred Story telling Activities in their classrooms, as displayed in Figure 14. The Bar-chart shows that 10% Public sector teachers are interested in using Story-telling activities, while 30 % Private sector teachers are inclined to use the same Activities.

5.15 Bar-chart

Below Bar-chart shows overall results of public sector as well as private sector teachers. We can interpret that this graph displays that public-sector ELT teachers are more inclined to apply old techniques while private sector teachers are more oriented to the application of somewhat modern strategies. It furthermore shows that there is no association between public sector and private sector teachers with special reference to speaking strategies used in ESL classroom.

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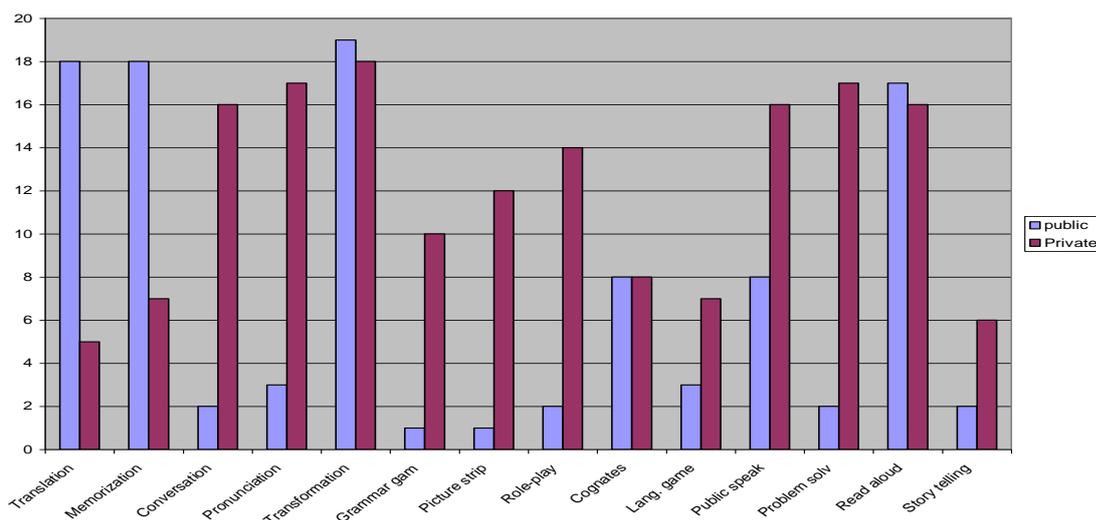
5.16 A chi-square test

A chi-square test was performed to examine as to what sort of speaking strategies used by both Private and Public sector English Language teachers. The chi-square test gives an idea that there is a bit association between the use of activities and the type of teachers as shown below table 1:

5.17 Reporting Results of Statistical Test

Activities	Public Sector	Private Sector	Chi-square	DF	P-Value
Translation	18	05	7.340	1	.007
Memorization	18	07	4.840	1	.028
Conversation	02	16	10.889	1	.001
Pronunciation	03	17	9.800	1	.002
Transformation	19	18	.027	1	.869
Grammar Game	01	10	7.364	1	.007
Picture-Strip Story	01	12	9.308	1	.002
Role-Play	02	14	9.000	1	.003
Cognates	08	08	.000	1	1.000
Language-Game	03	07	1.600	1	.206
Public-Speaking	08	16	2.667	1	.102
Problem-Solving	02	17	11.842	1	.001

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Reading-Aloud	17	16	.030	1	.862
Story-Telling	02	06	2.000	1	.157

Table 1

6. **CONCLUSION**

Investigating what sort of teaching strategies applied by both English language teachers of public and private sectors in ESL classroom at intermediate level, was an excellent experience of collecting empirical data from the district Jacobabad Sindh, Pakistan. The survey reported that public sector teachers apply old strategies as compared to private sector teachers. Some government sector teachers did not know the modern techniques used in advanced methods like Direct Method, Audio-Lingual Method and Communicative Approach .They did not have much more know-how about the techniques, methods and approaches. Mostly they depended on grammar translation and loud reading activities in the ESL classroom. While private sector teachers were relatively advanced as compared to public sector teachers. They applied almost all the activities as are used in CLT and Audio-lingual method. In interview with the private sector teachers as was reported that the students perform better in speaking as well as in all other activities. In interview with the public sector teachers, they were questioned about their way of teaching. They could not answer satisfactorily, whereas few private sector teachers described methods in their own way of understanding. The survey shows that the more advanced strategies the teachers apply the more effective results they achieve. There is a great need of teacher-training programs in order to equip them with the latest teaching methods, which ultimately will affect the performance of ESL learners. The ESL teachers should be equipped with the updated methods and the approaches applied in ESL classroom for communicative competence. For this the ELT teachers should regularly participate in ELT workshops and seminars in order to keep themselves updated.

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Following Graphs Show 14 Teaching Strategies Applied by ELT Teachers in ESL Classroom

Appendix-A

Translation Activity	Memorization Activity	Conversation Activity
Figure. 1	Figure. 2	Figure. 3

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Pronunciation Activity	Transformation Drill	Grammar Game
Figure. 4	Figure. 5	Figure. 6
Picture-Strip Story	Role-Play Activity	Cognates Activity
Figure. 7	Figure. 8	Figure. 9
Language Game	Public Speaking	Problem-Solving
Figure. 10	Figure. 11	Figure. 12
Reading Aloud Activity	Story- Telling Story	
Figure. 13	Figure. 14	
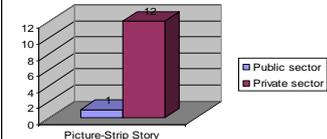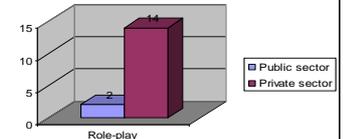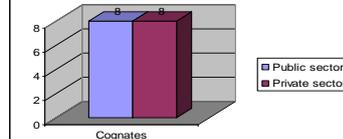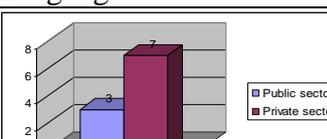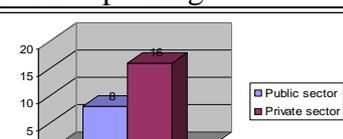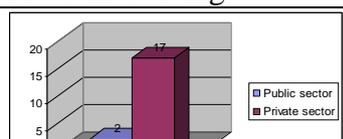
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Teaching Vocabulary through Newspaper Advertisements: An Innovative Experience

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Frustration with Choice of Words

Many teachers in India face the challenges of teaching English because the students' native language is not English. It is the need of the hour that teachers should certainly know more about effective strategies for teaching English.

Everyone - from beginners in English to veterans in journalism - knows the frustration of not having the appropriate word immediately. Sometimes it's a matter of not being able to recall the right word; sometimes we never know it. It is also frustrating to read a newspaper or homework assignment and run across words the meanings of which elude us. Language, after all, is power.

Importance of Word Power

Language is not possible without words. Words are like bricks that are used to build a small house or a big building. Words are the building blocks of language and knowledge of more words gives more clarity in writing. A right word at the right place makes the language precise and correct and helps in correct expression of the thought intended to be expressed. And for correct expression of thoughts, words have to be joined with one another to make complete sentences; hence the need for teaching connecting words, i.e., prepositions and conjunctions. But vocabulary learning is the focal point for communication. Students who are not able to construct complete grammatical sentences can still get their message across if they know some key high-frequency vocabulary.

Words and Advertisements

Newspapers often carry advertisements that explore the meanings of words and phrases; they present a unique opportunity for building vocabulary. Expanding new vocabulary is essential for the effective communication and so helpful are newspaper advertisements! These advertisements often emphasize peculiar words that won't find themselves into anyone's working vocabulary, but they can still make learning a fun. Learning one new word leads to other new words, little constellations of meaning that keep the brain cells active and hungry for more. Students generally do not retain words after one listening and need multiple exposures and experiences with new vocabulary.

Ads as Tools to Teach English

Different types of advertisements can be used effectively to develop vocabulary of learners. All the above information tells us about the need of enriching the vocabulary of students. For the enrichment of vocabulary, different strategies can be used: Association, Using Pictures (Look and Say), Synonyms and Antonyms, Conversation, Lead Questions, Daily Puzzle (Meaning versus Word), Magic Thread (Word Game), Fill in the blanks etc.

Skills Working as Strategies

Despite the strategies and games, it is virtually difficult for a child to learn all the words and to get mastery over the rest of the content. In addition, the conventional rote learning, drilling, or memorization does not help learners to retain words on a long-term basis. To help learners become confident and independent readers and writers, the instruction might be coupled with the skills. Among the aforementioned strategies, some have been applied practically.

Design Overview

To ensure that all the five strategies are helpful more or less in the instruction of teaching vocabulary, the plan of the study aims at sensitizing the learners through each strategy. The sample chosen for the implementation is a large mixed group of intermediate students. To examine the feedback of the strategies, seven exercises have been made. Firstly, a *Diagnostic Test* has been conducted to analyze the participants' pre-knowledge, so that activities could be designed accordingly and how much exposure to words they needed. While implementing strategies, instructional process has been blended with interesting activities to arouse the interest of even the least active and least interested participant. To examine the effects of the five strategies and activities conducted, a *post-test* has been administered. Later on, mean and coefficient of correlation has been computed to see whether the effects of implied strategies on teaching and learning vocabulary are positive or negative.

Field Work

The research has been carried out on a large mixed group of 27 students in S. D. Girls Post-graduate College located at Hansi, (Distt. Hisar, Haryana in India). The college is affiliated to Kurukshetra University, Kurukshetra. All the participants were of intermediate

level but on the basis of the diagnostic test, it was found that their level was lower than it should be and it was because of not having the proper guidance. Secondly, they were not so much confident in this language for being exposed to it for the first time. Despite all this they were very enthusiastic and showed keen interest in the activities.

Procedures: Data Collection

The data about the pre - knowledge and post - knowledge was collected through O*bservation*, *Diagnostic Test* and *Post Test*. The activities were documented and supported with 45 visuals. Audio of the interaction among the learners and the teacher was recorded.

No code-switching took place during the activity and all interactions were in the target language. The following strategies were implemented: *Story-Telling*, *Using Pictures*, *Synonyms*, *Association* and *Magic Thread.* The students taken as a sample pack were 27 who actively participated in all the activities applied.

Previous Knowledge Testing

Teacher: Do you read English newspapers?
Students: Yes.
Teacher: Which newspaper do you like to read?
Students: The Times of India (a common answer)

Strategy 1: Story-Telling

The teacher provided the cuttings of newspaper advertisements to the students and asked them to make a list of the difficult words. In order to create interest and teach those words the teacher used the strategy of story-telling. With the purpose of involving participants, the story was narrated:

Now, the question is for all of you *gorgeous* girls. Why are you *stunned*? Aren't you *gorgeous*? Of course, you are. Are you *passionate* about cooking? Have you ever committed any blunder while cooking?

Now I will tell you a story about a girl named Maggie. She was a *gorgeous* and *passionate* girl like all of you. She was really an *eminent* girl. She was *competent* to do any work that she took in hand. And she had the *potential* to learn new things. Once she was *captivated/ fascinated* by her aunt's cooking. She was *eager* to learn how to cook? That is why she went to her aunt's home for learning. She started making a new dish. She was asked to put salt in that but instead, she put sugar. Can you guess the result? Naturally, the dish prepared was not good. Her friends laughed at her.

Can you guess the reaction of her aunt? Was she happy or did she vomit it out? Her aunt was a nice lady. She ate up the dish quietly because she did not want to *demoralize* the girl. As a good adviser, she *motivated* Maggie for

cooking the same dish again. She tried again the same dish and the dish prepared was so tasty that everybody was *stunned*.

What have you learnt from the story? If you want to learn anything, you must have determination. And presence of mind is needed to do any work perfectly.

Story-Telling

Story-telling includes facial expressions, performing actions, and the use of target words selected from newspaper advertisements. It has been used for presenting target words in context. Story- Telling has been used for vocabulary development of the following words*: passionate, gorgeous, captivated, eager, competent, eminent, stunned, motivation,* etc.

Strategy 2: Using Pictures (Look and Say)

Look and Say is the technique in which students listen to the teacher and look at the object or print, then repeat a word or sentence after the teacher. The flash cards shown to the students had a sentence with the use of the target word and the picture according to the context. For instance, an illustration of a room in which everything is in disorder was shown to teach the word *chaos*. And the sentences written on the flash-card are: 'There was a *chaos* in the room. All the furniture was at sixes and sevens.'

Strategy 3: Synonyms

The small cards were given to two groups of students. The target words were written on some cards and their synonyms on others. Students came randomly to find out the synonyms of the target words and they were reinforced accordingly.

Strategy 4: Association

Association was used to present vocabulary items. This process of bringing ideas or events together in memory or conceptualizing proved to be strong strategy for English learners. The instructor demonstrated the activity before the learners to initiate. This was followed by writing some words in a disorderly fashion on the board and then to ask the students to rephrase it. For instance, the words of two different types of vocabulary are linked with two different strings:

Capital   Nutrition
                        Cardiologist   Financial

Spices
                        Entrepreneur   Preserving

Minerals   Investment

Strategy 5: Magic Thread (Word Game)

The teacher broke the words according to the syllables and wrote on the board in disorderly fashion and asked students to make words without crossing any syllable. This game was used as a strengthening exercise for retaining the words for a long time.

com   cap

fi   cial   nu   tion

 nan   ital   ad

tent   pe   tri   visor

While these five strategies have similarities, each relates to the principles of learning in different ways. What appears most obvious is that all five require the mental processes of rehearsal and recitation. Story-telling is the most important because it builds connections between new knowledge and what the child had already known.

Vocabulary Strengthening Exercises

For the reinforcement of the strategies some **vocabulary strengthening exercises** given to the students at the end are as:

Instruction: One word may be used twice to fill the blanks, if necessary.

Exercise 1:
Fill in the blanks with the appropriate words:
Financial, Capital, Investment, Requisite
1. One needs a huge …… for setting up a car- factory.
2. Can ……. be reduced to a small amount due to a steep fall in the share market?
3. Mr. Ram Shankar had to shift to a smaller house because of his bad ………. condition.

4. The company employs the ………… number of men.
5. A university degree has become a ……….. for a career in the field of computers.

Exercise 2:
Fill in the blanks with the appropriate words:
Thousand, fifty thousand, million
1. My father spent more than a …….. rupees to buy a bicycle for me.
2. His parents bought him a motor-cycle in ……. .
3. Mr. Sharma has paid more than a ……. rupees for a big plot.

Exercise 3:
Fill in the blanks with appropriate words:
Stunned, Aspirations, destination, cardiologist, cardiologists
1. The prince was ………. to see the beauty of the princess.
2. Mr. Sharma took a bus for Delhi because his ……… was Delhi.
3. Tushar has ……. to become a film actor.
4. Raju caught a train for Delhi but his real …….. was Calcutta.
5. His father had been complaining of pain in the heart so he took his father to a ……. in Delhi.
6. A team of …….. performed a heart- surgery of our Prime Minister Dr. Manmohan Singh on 24th January, 2009.

Exercise 4:
Fill in the blanks with the appropriate words:-
Captain, Accolade, gorgeous
1. When Dhoni was selected as a captain of the Indian cricket team, it was the highest ……. for him.
2. The dress of the bride was so ……….. that everyone admired it.
3. Kapil Dev was the ……… of the Indian cricket team many years ago.
4. ………. decoration of the palace pleased every visitor.

Exercise 5:
Fill in the blanks with the appropriate words:-
Inevitable, Quest
1. The driver was drunk and was driving at a fast speed; therefore, the accident was …….
2. Naveen read a number of books in …….. of knowledge about true meaning of religion.
3. Raman had studied a lot before the examination. So, his success was …….
4. A mountaineer is always in ……. of adventure.

Exercise 6:
Guess the word with the given general meaning and match the items given in the two columns A and B:-

Column A   *Column B*

1. A period of ten years   A. Gorgeous

2. Having the essential ability, authority, skill,   B. Awaited
    knowledge, etc.
3. Introducing or using new ideas, techniques, methods, etc.   C. Competent
4. Pleasurable, satisfactory, wonderful, very beautiful   D. decade
    with rich colours and magnificent
5. A thing/ event for which somebody has been waiting   E. Innovative

Exercise7:
Spelling Exercises for practice:
 Scrambled words:
1. I N A L N I F A C-
2. P I A T A C L-
3. M N E T I V E N T S-
4. U I S I T E E R Q-
5. N I O S I A P R T A-
6. U N I S N G T N-
7. O I N I M L L-
8. S T E U Q-
9. L E I A N E B V T I-
10. S U O G E O G R-

Data Collection - Measures and Procedures

The focus of the study has been to suggest some useful strategies. Association of these strategies with vocabulary instructional process certainly affects vocabulary learning positively. For this, the overall effect of the five strategies was examined. To obtain a quantitative measurement of the effect from diagnostic test to post-test, *mean* of the achieved scores was computed.

Table 1: Total and Mean of scores

	Diagnostic Test	Post- Test
Total of the scores	1520	862
Mean of the scores	56.29	31.55

The table demonstrates the positive effect of applying the strategies for vocabulary teaching. The coefficient of correlation computed was +0.94 that is positive. It clears that if instructions of vocabulary are associated with learner-oriented strategies, positivism can be noticed in one's attitude towards vocabulary learning.

Figure 1, i.e., a bar diagram demonstrates comparison between Diagnostic Test and Post-Test scores, and thus, shows graphically the positive effect of applied strategies. In the chart, red coloured lines show the marks (%) of diagnostic test and the blue coloured lines show the marks (%) of post – test.

To represent the data in statistical form, the following chart has been designed:
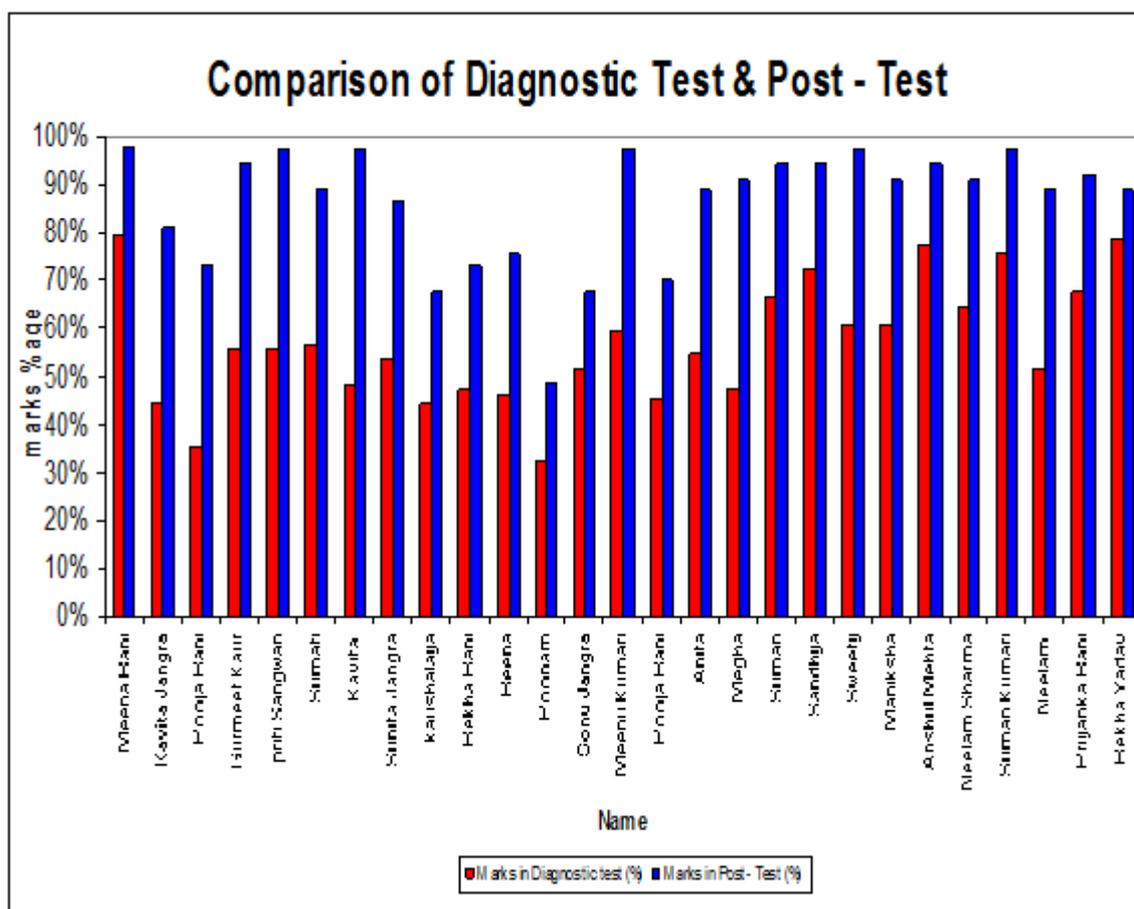
Figure1: Comparison between the marks (%) of students in Diagnostic Test and Post - Test

Application Results

It can be claimed through the *Diagnostic Test* and *Post-Test* results that all the five strategies used help in tremendous enrichment of vocabulary. The scores of both the tests show that the strategies used are successful. The chart also indicates the positive effect of implementation of strategies of vocabulary teaching. The coefficient of correlation also shows that the strategies are fruitful. No strategy is exhaustive in itself. All the strategies collectively prove very beneficial. However, it was observed that among the five strategies, *Story-telling* and *Using Flash-Cards* were enjoyed the most because they made learners understand the words according to the context. Synonyms were partially successful. It is advisable that taking all the five strategies as a whole and to use these adroitly, i.e. keeping in consideration individual needs, abilities, and interests, can make one achieve the aims of vocabulary teaching. The result, thus, supports the hypotheses that one strategy cannot work alone and practice is an essential part of instruction in vocabulary.

Conclusion

To consider English as a subject makes it very boring to learn. Students start taking it as a burden that leads to boredom and consequently the greatest hurdle in effective learning. It does not prompt the learners to grasp and use things in their daily life. Monotony can only be ended through creative ideas; and what can be more creative than using newspaper advertisements to teach English.

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Appendix 1

Name	Section	Class	Roll No.	Marks in Diagnostic test (%)	Marks in Post- Test (%)
Meena Rani	B	B.A.-II	C1	80%	97.79%
Kavita Jangra	C	B.A.-II	246	44.44%	81.08%
Pooja Rani	D	B.A.-II	211	35.35%	72.97%
Gurmeet Kaur	B	B.A.-II	30	55.55%	94.59%
priti Sangwan	D	B.A.-II	263	55.55%	97.29%
Sumati	D	B.A.-II	3	56.56%	89.18%
Kavita	D	B.A.-II	260	48.48%	97.29%
Sunita Jangra	C	B.A.-II	245	53.53%	86.48%
Kaushalaya	C	B.A.-II	197	44.44%	67.56%
Rekha Rani	C	B.A.-II	170	47.47%	72.97%
Reena	C	B.A.-II	198	46.46%	75.67%
Poonam	C	B.A.-II	80	32.32%	48.64%
Sonu Jangra	D	B.A.-II	222	51.51%	67.56%
Meenu Kumari	D	B.A.-II	12	59.59%	97.29%
Pooja Rani	C	B.A.-II	243	45.45%	70.27%
Anita	D	B.A.-II	31	54.54%	89.18%
Megha	B	B.A.-II	90	47.47%	91.89%
Suman	D	B.A.-II	40	66.66%	94.59%
Sandhya	C	B.A.-II	244	72.72%	94.59%
Sweety	D	B.A.-II	262	60.60%	97.29%
Maniksha	D	B.A.-II	7	60.60%	91.89%
Anshul Mehta	B	B.A.-II	114	77.77%	94.59%
Neelam Sharma	B	B.A.-II	115	64.64%	91.89%
Suman Kumari	B	B.A.-II	35	75.75%	97.29%
Neelam	A	B.A.-I	35	51.51%	89.18%
Priyanka Rani	A	B.A.-I	36	67.67%	91.89%
Rekha Yadav	A	B.A.III	53	78.78%	89.18%

Table 2: Details of Scores of Diagnostic Test & Post-test.

Name	Roll No.	Marks obtained in Diagnostic Test	Total Marks of Diagnostic Test	Marks obtained in Post-test	Total Marks of Post-test
Meena Rani	C1	79	99	36	37
Kavita Jangra	246	44	99	30	37
Pooja Rani	211	35	99	27	37
Gurmeet Kaur	30	55	99	35	37
Priti Sangwan	263	55	99	36	37
Sumati	3	55	99	33	37
Kavita	260	48	99	36	37
Sunita Jangra	245	53	99	32	37
Kaushalya	197	44	99	25	37
Rekha Rani	170	47	99	27	37
Reena	198	46	99	28	37
Poonam	80	32	99	18	37
Sonu Jangra	222	51	99	25	37
Meenu Kumari	12	59	99	36	37
Pooja Rani	243	45	99	26	37
Anita	31	54	99	33	37
Megha	90	47	99	34	37
Suman	40	66	99	35	37
Sandhya	244	72	99	35	37
Sweety	262	60	99	36	37
Maniksha	7	60	99	34	37
Anshul Mehta	114	77	99	35	37
Neelam sharma	115	64	99	34	37
Suman Kumari	35	75	99	36	37
Neelam	35	51	99	33	37
Priyanka Rani	36	67	99	34	37
Rekha Yadav	53	78	99	33	37

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Academic Value of "O" and "A" Levels Education System in Pakistan

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Abstract

Education is a process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. Education, in its limited sense, included and influences deliberately planned, chosen and employed by the community for the welfare of its coming generations. The purpose is to modify the behavior of the child and to shape his personality in a more desirable form.

The major purpose of the study was to investigate the academic value of O and A levels, as viewed by students, parents and teachers. The population of the study was all O and A level schools, O and A level students, their parents and teachers in Pakistan. The sample of the study covered 45 schools, 230 teachers, 450 O and A level students and their parents. The sample of the study was drawn from Islamabad, Lahore, Karachi, Rawalpindi and Peshawar. For the collection of data, three questionnaires, one each for O and A level students, their parents and the teachers of O and A level were developed. Three structured interviews i.e. one each for O and A level students, their parents and the teachers were designed. Data were collected through personal visits. For the analysis of data percentage and chi square as contingency test were used.

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It was concluded through this study that Academic value of O and A levels education system in Pakistan was due to better learning, fair examination system, advanced and better curriculum, easy admission in foreign universities, provision of quality education, better learning environment, knowledge based education system, status symbol for family, flexible scheme of studies, up-to-date, comprehensive and informative courses, international acceptance and recognition, better professional careers and dynamic future for students. It was also found that O and A levels education system were expensive in Pakistan. Majority of the students belong to elite class of society.

Keywords: Academic Value, O and A Levels, Education System, Quality Education.

Introduction

The word *education* has a very wide connotation. It is difficult to define. There is no single objective, which can cover the whole of life with its various manifestations. Philosophers and thinkers from Socrates to Dewey have defined education in accordance with their philosophy of life with the result that there emerged divergent concepts and definitions of education. The concept of education is like a diamond, which appears to be of different colours when seen from different angles (Sadiq, 1981).

Education is closely related to social change, because generally inventions and discoveries take place due to education. Consequently, change comes in society also. The changed society again gives direction to education according to its new form. The education and social change have a sort of action and inter-action. It is the duty (function) of society to bring progressiveness in society and make the attitude of its members liberal and wide. It is very necessary to encourage inventions, discoveries, researches, and tests etc. For bringing progress in society through education, some check on this progress is also necessary so that undesirable elements do not increase in society as a result of changes due to progress and new gains. Thus the nature of education also continues to change and at the same time this changed form becomes pragmatic and the aim becomes preservation of old society and establishing of new values in society. In the absence of education, man cannot take benefit of progress due to inventions, discoveries and researches nor can he develop his personality. However, much a person may work hard and however much he may develop his culture and society by using his imagination, the fact is that frequently he cannot get pleasure and satisfaction with this progress without proper education and guidance, because he is not able to utilize it (Kumar, 2003).

Since 1951, the General Certificate of Education (GCE) examination is being conducted at two main levels i.e. Ordinary level (O level) and Advanced level (A level) in the England. These are being offered since 1959 in Pakistan. There are many institutions in Pakistan which offer GCE O and A level courses to the pupils. An O-level is standard qualification usually taken at the age of fifteen/sixteen (The British Council, 1999).

In Pakistan, there are many institutions which offer O and A level courses to the students but the recognized institutions from the British council in Pakistan are 335.No significant research work appears so far to find out the social acceptability of O and A level education system in Pakistan .This study was designed to probe the issue at large.

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Academic Value of O and A Level Education System In Pakistan

There are many reason of rapid growth of social acceptance of O and A level in Pakistan, which are given below.

Quality Education of International Standard

The English O and A levels education system provide best education, in Pakistan. Although there are more education system in the world which are better than GCSE. But so for in Pakistan GCSE Education system is consider best. Because no other internationally recognized system is available in Pakistan up till now. The students of O and A levels are educated at international standards The O and A level education system aimed to provide range of comprehensive and quality education to the students. The teachers have foreign exposure in schools. In O and A level institutions in Pakistan many teachers are foreign qualified (Younis, 2004)

The basic amenities which are available in O and A level institutions are rarely present in public schools of Pakistan. On the whole, lack of well-designed and well-equipped classrooms and laboratories hinder the proper delivery of the level of education appropriate to secondary and intermediate stages (Ahmad, 1986).

Religious and modern education

O and A level education system Schools offered parents a unique education opportunity for their children by combining best of both the religious and modern education. Islamic studies are compulsory for Muslims students in all O and A level institutions in Pakistan. Students are given proper religious education by the Qari (A person who teaches the Holy Quran and conducts religious sessions). The O and A level education system aimed to provide the students with education that would enable them to meet the challenges of the 21st century. Students need constant stimulation and their creative nature should be developed through art, music and drama. Physical development is also important (Sabir, 2002)

High academic standard with traditional values

On completion of the O level, the students got ample knowledge to enter in next grade. Successful completion of the A level would provide the requisite basis for further education. O and A level institution in Pakistan aimed to maintain sound traditional values, high academic standards and would encourage positive attitudes to work. O and A level education system provide a variety of subjects to the students, the core subjects as English, Mathematics, Science, Geography, Pakistan studies and Islamiat.

English education system in Pakistan also expects from its students to achieve high standards of conduct, and expected from them to become mature members of the society. At O level student have to choose between 7 and 9 subjects to study by that stage. All students must

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adopt a serious approach to their work. GCSE would eventually lead to A Levels. The O and A level institutions follow the British national curriculum on the pattern of all schools in England and Wales (Maryum, 1993)

Flexibility of O and A level examination

O and A level examinations could be taken unit by unit and the obtained marks for each unit would be sent separately to the students. One of the benefits of the system is that one does not feel the burden. Secondly, if students are not pleased with their result in any particular unit, they could re-sit in the unit to improve their marks. Students do not have to wait until the end of the year 2 and could re-sit in examination. Their best result will be counted

- There is no limit to the number of subjects a candidate can attempt.
- The O- and AS-levels exams are conducted twice a year, in January and May.
- There is no age restriction for O and A level education (Peter, 2004).

Easy Access to Higher Education in Foreign Countries

After having passing out O level from the School, the students can apply directly with AS Level to UK, America, Arab States or else any other university in Europe (Iltaf, 2005).

Bifurcation into the Cambridge and Matric Streams

Bifurcation of students into the Cambridge and Matric Stream is carried out at the end of Class VII, keeping in mind the student's academic performance in the previous two years, their attitude towards studies and the preference of the parents. Students choosing to take up the Cambridge Stream will not be able to taken a transfer into the Matric Stream, if so desired, later (Fahim, 2000).

Acceptance and Recognition of O and A Level Programme

O and A Level are high profile qualifications. O level has exactly the same value in admitting students to institutes of further education and employment as the UK equivalent GCSE.O level is comparable with IGCSE and the GCSE O and A Level has an excellent reputation amongst many international schools and Ministries of Education

O and A Level Programme is recognized as a reliable record of attainment which counts towards entry to universities and colleges around the world, including all British universities (Eisenhart, 2004).

Standardized Assessment Method

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The assessment methods used in O and A level examinations consider better than other local examining boards in Pakistan. Pakistani students become able to compete on equal terms for entrance into leading academic institutions nationally and worldwide due to high standard of 'O' and 'A' level education system. Consequently, the country will evolve to a more competitive position in the global knowledge-based economy (Roehler, 1991).

Philosophy of People

The normally perception about O and A level in Pakistan is that the students of O and A level are superior than other students studying in local education system with respect to creativity, thinking and better understanding of concepts. Elite class of society in Pakistan sends their children in O and A level institutions as a sign of pride and status, but poor people can not afford the O and A level education's expenditure for their children (Rana, 2004).

Private Sector Charm

Private entrepreneurs have done well in providing education to high income group at high cost. O and A level education institutions earned high reputation for so called academic standard, conducive environment they maintained for their students and getting high reward in term of profit in Pakistan. They generate their own funds through high fee (Mothsan, 2004).

Conversion Of Foreign Grades / Marks

All the certificates and the grades awarded by the accredited Examination Board / Authority/ Syndicate and institutions recognized by the Education Authority of the country of origin is considered for equivalence

Criticism

Educational System plays a key role in the development of the nations and their future. The class dissimilarity between the educational systems in the subcontinent is the gift of the British during their occupation in the sub continent. Presently in Pakistan, the two parallel system of education are prevailing. One is for the upper class which is also called English medium where the children of the higher class are studying. While other is the Urdu medium education system where the most of our population students are studying which are form lower of middle class.

In fact due to the difference of the educational system, the higher class has been separated from the lower or middle class. The difference of the class has been taught at a very basic level and this is the major fault in our educational system. The future generation of ours would not be a nation but only a gathering of different classes who are living at a same country. Their ideas and notion could never match because of the ruthless flaws in the

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building of our character and the thoughts. At the level where there is the time to build character and thoughts they have been told that they are different than their other country men and the child of other classes (Khan, 2004)

An interesting aspect of the educational system at the school level is the Cambridge system which reflects the rather elitist and presumably qualitative aspect of schooling. It also unfolds the oft heard opinion that these are some of the manifestations of the double standards that Pakistani society has. English medium schools, with O and A levels being implemented, exorbitant tuition and other fee structures being upheld are one face of education and society here. The other face is the government school, Urdu medium, lower grade education, and where the fee structure is "low" (Nusrullah, 2005).

By supporting English through a parallel system of elitist schooling, Pakistan's ruling elite acts as an ally of the forces of globalization, at least as far as the hegemony of English, which globalization promotes, is concerned. The major effect of this policy is to weaken the local languages and lower their status even in their home country. This, in turns, militates against linguistic and cultural diversity; weakens the 'have-nots' even further and increases poverty by concentrating the best-paid job in the hands of the international elite and the English-using elite of the peripheries.

Population

Three hundred thirty five (335) schools, two thousand three hundred (2,300) teachers and twenty three thousand four hundred and twelve (23,412) students of O and A levels and their parents in Pakistan constituted the population of the study.

Sample

The sample of the study was 45 O and A level schools, which were randomly selected from Islamabad, Lahore, Karachi, Peshawar and Rawalpindi, i.e. nine schools were randomly selected from each city i.e. Islamabad, Lahore, Karachi, Peshawar and Rawalpindi. 230 teachers were randomly selected from sample school to administer questionnaire and twenty teachers for interview schedule. Ten students and their parents were randomly selected from each sample school to administer the questionnaire and also twenty teachers, students and their parents were randomly selected from sample schools for interviews.

Research Instruments

The researcher prepared three questionnaires using five-point Likert scale after going through the related literature, consisting of books, journals, articles, reports, magazines with the help of honorable supervisor and members of supervisory committee. Their suggestions were incorporated in the questionnaires.

The following instruments were developed and used for the collection of data;
a)   Questionnaire for   i)   Teachers
                                 ii) Students

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                                    iii)   Parents

b)   Interview of   i)   Teachers
                                              ii) Students
                                            iii)   Parents

Pilot Testing

For the improvement and modification of research instruments the questionnaires were administered to teachers, students and their parents of the local O and A level schools of Islamabad and Rawalpindi. In the light of the respondent's suggestions they were modified and reprinted for the administration on the whole sample.

Delimitation of the Study

The study was delimited to parents of students who were enrolled in O and A Level system of education and the opinions of parents of the students of this system were invited to know why this system was acceptable to them. The opinion of parents who did not/could not enroll their wards in O and A level education system may be left for future researcher who can manage the quantum of work with resources available to them.

Collection of Data

Data were collected through questionnaires and interviews. Questionnaires were administered and interviews were conducted. The data were conducted through personal visits by the researcher to the sample schools.

Analysis of Data

Data collected through above-mentioned instruments were tabulated, analyzed and interpreted category-wise compare responses of three groups (Parents/teachers, teachers/students and parents/students). To analyze the data, chi-square as a contingency test and percentage were used.

For statistical treatment chi-square as a contingency test was applied using the following formula:

O_i	=	Frequency observed or experimental determined
E_i	=	Frequency expected
df	=	Degree of freedom
P	=	Probability of exceeding the tabulated value of X^2

$$= O_i - E_i$$
$$= (O_i - E_i)^2$$
$$= \frac{(O_i - E_i)^2}{E_i}$$

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$$\chi^2_{Obs} = \sum_{cells} \frac{(O-E)^2}{E}$$

(Garrett, 1997)

Chi-square as contingency test was used to compare the frequencies of parents/teachers, teachers/students and parents/students.

The method can be illustrated as follows, using fictional data:

	Responses as Frequencies						Expected Frequencies				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totals					
Group 1	10	23	47	21	33	134	15.7	25.9	49.7	17.8	24.9
Group 2	21	28	51	14	16	130	15.3	25.1	48.3	17.2	24.1
Totals	31	51	98	35	49	264					

Chi-square = 11.8   (df4)

Here there are two samples, neither of which can be regarded as a control group. The samples need not be of the same size. The expected frequencies are found by taken the totals for each of the five choices as the best estimate of the control group and working out what proportion of each sample might be expected to make that choice. Thus, for 'strongly agree', 10 of the sample made that choice with group 1 and 21 with group 2. 31 overall made that choice. Thus, the expected frequencies are 15.7 and 15.3 (to the first decimal place). These are obtained as follows:

Group 1   Expected frequency = 31 x 134/264   = 15.7
Group 2   Expected frequency = 31 x 130/264   = 15.3

The value of the degree of freedom for any analysis is obtained from the following calculations:

df = (r-1) x (c-1)

On the basis of the analysis and interpretation of data, conclusions were drawn and recommendations were made. It may be noted here that all responses were first taken in frequency then converted into percentage.

Results

Table 1

Item 1	O and A level education is perceived as worthwhile education								
	SA	A	N	D	SD	Comparisons	χ^2	df	P

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Parents	63	29	3	2	3	*Parents/Teachers*	39.9	2	< 0.001
Teachers	52	22	11	10	5	*Teachers/Students*	7.9	3	< 0.05
Students	53	27	11	3	6	*Parents/Students*	25.2	2	< 0.001

Parents hold a much more positive view than either teachers or students. This is consistent with the unhappiness with the O and A level system in England with teachers and students.

Table 2

Item 2	O and A level education system is related to our national ideology.								
	SA	A	N	D	SD	Comparisons	$\chi2$	df	P
Parents	38	29	10	15	7	*Parents/Teachers*	0.4	4	n.s.
Teachers	40	28	10	14	7	*Teachers/Students*	5.8	4	n.s.
Students	36	32	12	10	10	*Parents/Students*	8.2	4	n.s.

All groups seem happy that the system is compatible with the national ideology.

Table 3:

Item 3	O and A level education enhance the Communication Skill of students.								
	SA	A	N	D	SD	Comparisons	$\chi2$	df	P
Parents	47	29	5	12	8	*Parents/Teachers*	43.3	4	< 0.001
Teachers	43	22	21	7	8	*Teachers/Students*	24.5	4	< 0.001
Students	36	38	12	5	9	*Parents/Students*	36.0	4	< 0.001

Parents are most positive, with their students least. A certain amount depends on what is meant by communication skills. Any examinations based system must encourage reading and writing skills. However, the O and A level system offers little opportunity for benefits for listening and speaking skills.

Table 4:

Item 6	Merit is strictly followed by all the matter.								
	SA	A	N	D	SD	Comparisons	$\chi2$	df	P
Parents	40	32	12	6	8	*Parents/Teachers*	13.1	4	< 0.05
Teachers	35	43	6	10	7	*Teachers/Students*	19.6	4	< 0.001
Students	45	29	12	6	8	*Parents/Students*	1.6	4	n.s.

The teachers are less sure than the other two groups. This is perhaps important in that the teachers are those with the most detailed knowledge of the way merit operates.

Table 5:

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Item 8	O and A level education system inculcate more confidence in the students.								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Parents	31	44	12	8	5	*Parents/Teachers*	8.9	3	< 0.05
Teachers	42	36	10	6	7	*Teachers/Students*	7.8	4	n.s.
Students	35	33	12	11	10	*Parents/Students*	16.6	3	< 0.001

All groups have positive views while teachers are most positive with respect to others. It shows that O and A level education inculcate more confidence in the students.

Table 6

Item 9	The teachers give feed back of the students in the monthly parents-teacher meetings.								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Parents	43	33	10	8	6	*Parents/Teachers*	8.6	4	n.s.
Teachers	52	32	5	6	5	*Teachers/Students*	11.5	4	< 0.0
Students	40	38	4	8	10	*Parents/Students*	8.6	4	n.s.

All groups are positive in their views. Perhaps the teachers are most sure that they provide feed back of the students in the monthly parents' teacher meeting properly. It shows that teachers are aware of the feed back factor effects student performance. While students and parents are least sure as compare to the teachers.

Table 7:

Item 13	Foreign Scholarship is a better source of motivation for the students.								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Parents	32	43	16	6	3	*Parents/Teachers*	34.0	4	< 0.001
Teachers	40	32	10	5	13	*Teachers/Students*	3.0	4	n.s.
Students	41	36	7	5	11	*Parents/Students*	32.2	3	< 0.001

All groups hold quite strong positive views. Both parents and students are similar in their views while teacher's views are slight less positive. It is clear that the foreign scholarship is a better source of motivation for the students

Table: 8

Item 15	O and A level education system prepare students for professional career.								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Parents	40	37	10	6	8	*Parents/Teachers*	32.9	4	< 0.001
Teachers	60	19	7	8	7				

Parents and teachers have same positive point of view regarding professional career of the students. They believe that O and A level education system prepare students for their professional career.

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Table: 9

Item 18	The O and A level examination is conducted fairly and transparently.								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Parents	36	40	5	8	11	*Parents/Teachers*	30.8	3	< 0.001
Teachers	44	25	15	4	13	*Teachers/Students*	26.5	3	< 0.001
Students	43	40	10	3	4	*Parents/Students*	35.0	3	< 0.001

Although, all groups have highly positive views but comparatively parents have the most positive views. All groups are verifying that the O and A level examinations are conducted fairly and transparently.

Table 10

Item 19	Syllabus of O and A level is revised according to global trends.								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Parents	47	33	3	10	7	*Parents/Teachers*	1.7	3	n.s.
Teachers	51	31	6	8	5				

Both parents and teachers of O and A level have strongly positive views regarding revision of syllabus. It shows that O and A level syllabus are revised according to global trends in Pakistan.

Table 11:

Item 23	O and A level's institutions environment is suitable for learning .								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Parents	42	42	8	4	5	*Parents/Teachers*	22.9	3	< 0.001
Teachers	58	25	5	5	7	*Teachers/Students*	21.9	3	< 0.001
Students	45	42	5	4	4	*Parents/Students*	2.3	5	n.s.

The views of all the respondents are positive. They are confident about the institution's education environment. Which shows that O and A level's institutions environment is suitable for learning.

Table 12:

Item 26	Teacher student's ratio is appropriate.								
	SA	A	N	D	SD	Comparisons	χ2	df	P
Students	53	31	8	5	4	*Teachers/Students*	11.1	3	< 0.05
Teachers	55	23	7	7	8				

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Teachers and students hold similar view. Which implies that in O and A level institution's, both teacher and student's ratio is appropriate. This helps the students to get education more efficiently.

Table 13:

Item 28	Prizes and awards are necessary to motivate students.								
	SA	**A**	**N**	**D**	**SD**	**Comparisons**	**χ2**	**Df**	**P**
Parents	50	32	7	8	3	*Parents/Teachers*	10.0	2	< 0.01
Teachers	60	23	4	5	8	*Teachers/Students*	12.7	3	< 0.01
Students	54	35	2	3	6	*Parents/Students*	2.1	2	n.s.

Students are much more in positive in their views than parents and teachers. In general, prizes and awards enhance the student's performance. The same scenario can be seen that in O and A level institutions prizes and award motivate the students.

Table: 14

Item 33	The teachers provide additional material apart from books.								
	SA	**A**	**N**	**D**	**SD**	**Comparisons**	**χ2**	**Df**	**P**
Parents	47	40	4	4	5	*Parents/Teachers*	47.2	4	< 0.001
Teachers	21	56	10	6	7	*Teachers/Students*	67.5	3	< 0.001
Students	54	35	5	4	3	*Parents/Students*	4.9	3	n.s.

All respondents having similar point of view. Students have strong point of view than teachers and parents. Student's position is more critical in this scenario because they need additional material apart from books and their response shows that teachers cooperate and provide them additional material apart from books.

Conclusions

On the basis of analysis of data and findings of the study, the following conclusion were drawn.

All the respondents of study expressed their view that there was high academic value of O and A level education system in Pakistan. They also perceived O and A level education system as worth while kind of education and parents used to consider this education system as a status symbol for their family. In the parents and teacher opinion the O and A level education programme was preferred in Pakistan due to course contents, easy access to higher education, international acceptance and better jobs opportunities because in O and A level institutions more emphasis was given to career counseling of students. Majority of respondents in the study revealed that O and A level institutions environment was suitable for teaching and learning. They were satisfied with the facilities provided by the institutions.

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Most of parents and teachers in Pakistan agreed that O and A level education system was knowledge based and it inculcated more confidence in students and attitude of students towards education was positive. It was also found that O and A level education system promote creativity in the students. It is because Pakistani Local education system is not up to the international standard. It was found that in O and A level education system foreign scholarships, cash prizes and awards were given to the students at regional, national and international level which motivated students more towards education. It was also analyzed that merit was strictly followed in all matter. In teacher's opinion number of students of O and A level education is increasing day by day, which reveals that O and A level education system is getting more popularity in Pakistan. In the interview teachers and parents expressed the reasons for growing social acceptance of O and A level in Pakistan are better learning, fair examination system flexible scheme of studies, advanced and better curriculum, easy admission in foreign universities, provision of quality education, better learning environment, knowledge based education system, status symbol for family, flexible scheme of studies, up-to-date, comprehensive and informative courses, international acceptance and recognition, better professional careers and dynamic future for students.

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In the Matrix of the Divine: Approaches to Godhead in Rilke's *Duino Elegies* and Tennyson's *In Memoriam*

Bibhudutt Dash, M.Phil.

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Angels and the Characterization of the Divine

This essay focuses on and makes a comparative study of the critically important roles the angels play in the German poet Rainer Maria Rilke's *Duino Elegies* (1923) and God in Tennyson's *In Memoriam* (1850), thus examining the poets' approaches to the 'divine' in the scheme of the works. Both the angels and God supercharge the poems' locale, thereby serving as a backdrop to the portrayal of ontological concerns. On both the canvases, the 'divine' is painted in a somewhat grim light, in that, the apprehended apathy of the divine stands as an austere counterpoint to its innate benign properties.

Duino Elegies - An Impassioned Monologue

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An impassioned monologue about coming to terms with human existence, *Duino Elegies* is marked by a mystical sense of God and death. In a cycle of ten elegies, Rilke translates the theme of solitude to an existential plane, attempts to penetrate into the essential nature of phenomena and soars to great metaphysical heights.

Characterized by his evocative language, his symbolism and use of metaphor, the poem embodies the metamorphosis of Rilke's personal ontological torments, his agonizing perception of the limitations and insufficiency of the human condition and fractured human consciousness. These messianic elegies encapsulate such themes as man's loneliness, the perfection of the angels, life and death, love and lovers, and the task of the poet.

Tennyson's *In Memoriam*

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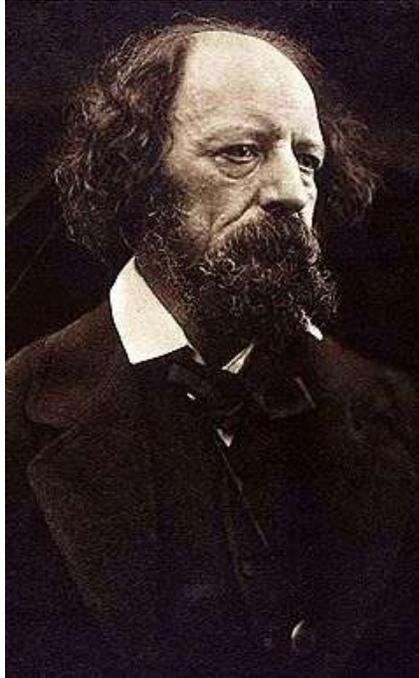
Similarly, in *In Memoriam*, Tennyson's heart pours out and questions itself to find at last in religious meditation a tremulous peace. A profound tribute to his dearest friend, the poem is quiet and even in its tone, and inspired by the changing mood of the author's own anxieties about change, evolution, and immortality. From the personal, the poem moves to the universal: first, there is an expression of universal doubt, and then of universal faith, which rests ultimately not on reason or philosophy but on the soul's instinct for immortality. A metrical masterpiece with rhythmic felicities, in *In Memoriam*, the poet grapples with the great religious and philosophic questions, enshrines not only his passionate grief at the loss of Arthur Henry Hallam, but the result of seventeen years of solitary brooding over the great problems of life, love and death.

Aloneness of Human Beings

In *Duino Elegies*, Rilke's concern about the aloneness of human beings in a god-forsaken universe, where memory and patterns of intuition raise the sensitive consciousness to a realization of solitude, is expressed through a portrayal of angels. For Rilke, The Angel is a conceit, a symbol of the non-existent superhuman consciousness. As Flemming writes, "The myth, or symbolism, of the "Angels" elaborates at once the austere projection of an absolute existence beyond human inquietudes and inadequacies, and envisages exemplary models of hope in accomplishing and affirming a sustaining sense of life" (20-21). Angels are the transcendent messengers of God to earthbound men. The opening lines of the First Elegy ring out in both fear and resignation the role of the angels who emerge as terrible apparitions incapable of being

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reached, and so "Ungraspable" that their indifference borders on disdain. The poet wonders as to what makes them so terrible and further, his own words describe the angels as creatures in whom the transformation of the visible into the invisible has already occurred to the point of apotheosis. However, instead of reflecting the attributes of God, His will or, as in the Gnostic tradition, the rebellious emanations of God's being, the angels are indicative of Rilke's particular notion of transcendence, in that we are incapacitated by our limitations to have a feel of this transcendence.

Scream in Elegy

As Martin Esslin writes, "…in facing man's inability ever to comprehend the meaning of the universe, in recognizing the Godhead's total transcendence, his total otherness from all we can understand with our senses, the great mystics experienced a sense of exhilaration and liberation. This exhilaration also springs from the recognition that the language and logic of cognitive thought cannot do justice to the ultimate nature of reality" (417). Thus the ontological scream is perceptible in the following lines of the First Elegy:

> Who, if I cried out, would hear me among the angels'
> hierarchies? And even if one of them pressed me
> suddenly against his heart: I would be consumed
> in that overwhelming existence. For beauty is nothing
> but the beginning of terror, which we still are just able to endure,
> and we are so awed because it serenely disdains
> to annihilate us. Every angel is terrifying.

The persona utters a cry of despair toward the perfect incarnation of a higher realm of consciousness where the physical world of man has already been perfectly transformed into invisible reality. "The speaker, by elegizing figures of suspended possibility (including the fallen hero and the child who died young), strives," writes Gossetti-Ferencei, "to achieve in human consciousness the angel's presumed plenitude of being" (275-296).

Lamenting

Indeed, the entire lamenting, plaintive character of the elegy is based on the fact of a foreclosure that one cannot reach out to the angels. As per the traditional understanding throughout the history of various religious traditions, angels have only been seen in terms of their relationship to God and consequently to man. The angel is conventionally understood as belonging to the realm of the cosmos and as a necessary and contingent bridge between God and man. Rilke uses God and the angels as a mirror through which an understanding of the nature of man is possible.

However, the function of the God imagery in Rilke's *Das Stundenbuch* is highly comparative in nature, saying more about man than about God and depicting God as a necessary conduit for the

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articulation of human consciousness. Man's temporality is juxtaposed with God's eternity, whose ultimate being and central relevance in the cosmos as creator is also used to understand man's position in the universe.

Functions of Angels of Elegies – Pollen of Blossoming Godhead

As for angels, Rilke had clarified that the angel of the elegies has nothing to do with the angel of the Christian heaven. While the angel of Rilke's early poems embodies a simpler kind of melancholic longing, the angel of the elegies represents something quite different. Further, as Ronald Gray observes, "Nowhere does Rilke say that the Angels of the *Duino Elegies*, those most complete realizers of the unity of life and death, are divine or in any way truly comparable to God" (261).

Gray further writes, "They are 'pollen of blossoming Godhead', it is true, and so apparently share in some divine quality. Yet they are part of a hierarchy of spirits, it seems, of whom the highest may well be the 'Archangel', dangerous to behold, spoken of in the Second Elegy. And at one point, Rilke seems to distinguish the smooth, uninterrupted converse of angelic spirits with themselves from the voice of God who has created them" (261). He ballasts his arguments by quoting lines from the First Elegy: "Not that you could endure / *God's* voice—far from it. But listen to the voice of the wind / And the ceaseless message that forms itself out of silence."

Traditionally, angels are the creatures closest to God, surrounding Him and basking in His absoluteness as emanations of His pure being. They are so dependent upon that absolute being that they sometimes appear as pure manifestations of God's will or incarnations of His divine attributes.

Terrifying versus the Benign

Rilke evokes the Old Testament version of the angel as terrifying, versus the benign pagan version of angel as nature spirit. His intense questioning cry has a touch of ambiguity in that he wonders if there is anyone who, among the angels, would hear so inconsequential an entity as himself crying out, since the angels both exist and comprehend all being, encompassing it inwardly. The angel represents to the poet an idea of perfect internality, beyond human contradictions and limitations; a being who attempts, as Rilke sees, to the recognition of a higher level of reality in the invisible, and 'terrifying' because we, still cling to the visible.

The First Elegy

The First Elegy deals with the realm of the dead, the invisible world where the essence of being is captured through the memory of life. In the first few lines, Rilke indicates the all-encompassing power of completed transformation, its 'overwhelming existence,' and the terms it represents to us, the terror of eternity for finite beings. In that terror, Rilke finds a strange beauty

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and then generalizes that beauty itself is full of incipient terror because it draws us, without destroying us, into the orbit of that deeper perception where we see the transience, our limitations, our incapacity for transformation, and a depth and complexity beyond our grasp. The poet despairs in the absence of any possible anchor which we can cling to, and gets no hope from the humans, not from the angels either: "And so I hold myself back and swallow the call-note /of my dark sobbing. Ah, whom can we ever turn to /in our need? Not angels, not humans."

Recognizing the impossibility of finding succour, the poet points at our incapacity to assist with the task of transformation. Contrary to it, Rilke writes to Witold Hulewicz in November 13, 1925, "The angel of the elegies is that creature in whom the transformation of the visible into the invisible, which we are accomplishing, already appear in its completion…" (Mitchell 317). While Rilke hints at the supremacy of the angels, he also describes them as indifferent to the human condition. While Rilke uses awesome epithets like 'terrifying,' 'deadly,' 'appalling,' and 'perilous' in respect of angels, he also highlights their essence as a combination of beauty and terror, adumbrated in the First Elegy, "beauty is… the beginning of terror."

Second Elegy – On Compatibility of Terror and Beauty

Equating beauty with terror, the terror that ensues from beauty, Rilke muses on their compatibility. The note of desperation still persists in the Second Elegy, with the first stanza ending with a bemused question:

> Every angel is terrifying. And yet, alas,
> I invoke you, almost deadly birds of the soul,
> knowing about you.
> ………………………………………………….
> But if the archangel now, perilous, from behind the stars
> took even one step down toward us: our own heart, beating
> higher and higher, would beat us to death. Who *are* you?

Angels and Nietzsche's Superman

Rilke's angel is akin to Nietzsche's Ubermensch (Superman). Both Rilke and Nietzsche conceive of beings much greater, more beautiful, and more complete than man is. Rilke refers to the angels again in the Fourth Elegy and diagnoses the human condition, and its many limitations. In this context, he makes specific reference to the lovers who promise each other eternity and the boundlessness of a sense of space, pursuit and resolution, but also meet boundaries in each other formed by pretence and non-comprehension.

The speaker, thus, wants to wait before the puppet stage, or, rather to gaze at it intensely so that "at last, / to balance my gaze, an angel has to come and / make the stuffed skins startle into life. / Angel and puppet: a real play, finally."

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The speaker cannot get rid of the wish for the coming of an angel, but the puppet is akin to those wooden, wide-eyed creatures that teach us the indifference of the angels by receiving impassively the pure ardour of our childish affections.

A Glimpse of Reconciliation

There is a glimpse of reconciliation here: by waiting he believes the angel must arrive, and by gazing into the world he anticipates that his thought and art will be transformed into a higher plane, where the human will be mediated between the angel and the puppet. Rilke highlights the inscrutable play of the angel and strikes at the root of our pretence: "Above, beyond us, / The angel plays. If no one else, the dying / Must notice how unreal, how full of pretense, / Is all that we accomplish here, where nothing /Is allowed to be itself."

Angels Do Not Need Relationship

Further, the purest creatures of Rilke's imagination, the angels of the Elegies do not need relationship because they are complete as they are. They are "*mirrors*, which scoop up the beauty that has streamed from their face / and gather it back, into themselves, entire." By contrast with the angels, Rilke feels, we human beings are transient and incomplete; we breathe away our existence like incense among embers, and in relationship our identity even if grasped for a moment, is unstable. Probing into the metaphysical nature of the angels, Rilke writes,

> Does the infinite space
> we dissolve into, taste of us then? Do the angels really
> reabsorb only the radiance that streamed out from themselves, or
> sometimes, as if by an oversight, is there a trace
> of our essence in it as well?

Fifth Elegy – Child/Poet vs. Angels

Rilke refers to the Angel in the Fifth Elegy in a different context. He defines the human position in comparison and contrast with some common archetypal themes and explores the archetypes of the Child and the Poet and their contrast with the Angel. While representing man's struggle for meaningful existence, the poet contemplates Picasso's *Les Saltimbanques*, the Acrobat's *Dasein*:

> Oh gather it, Angel, that small-flowered herb of healing.
> Create a vase and preserve it. Set it among those joys
> not *yet* open to us; on that lovely urn
> praise it with the ornately flowing inscription:
> > "Subrisio Saltat."

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The crucial expression, "those joys not *yet* open to us" that underscores the task of the Angel, as requested by the speaker, to pluck the healing herb and preserve it in a vase and inscribing on it "Acrobats' smile," renders a tribute to the ruthless work-ethic of the acrobats, bereft of any pretence.

The Seventh Elegy

By the end of the Seventh Elegy, the persona even more boldly invites the angel to marvel at his own, just completed celebration of human experience: "Wasn't all this a miracle? Be astonished, Angel, for we / are this, One; proclaim that we could achieve this, my breath / is too short for such praise." Rilke writes in surpassingly emotional lines: "Don't think that I'm wooing. /Angel, and even if I were, you would not come. For my call is /always filled with departure; against such a powerful / current you cannot move." In essence, what Rilke tells in the Seventh Elegy is that life itself, through resonance with nature and its origins, achieves moments of splendour, but those moments perish unless they are transformed and taken inward, into our deepest consciousness. Prior to this, in line 71 of this poem, Rilke uses the phrase "in your endless vision" in respect of the angels and highlights the mystery of the invisible and man's response to it. In a letter to Witold Hulewicz, November 13, 1925, Rilke writes:

> For the angel of the Elegies, all the towers and palaces of the past are existent *because* they have long been invisible, and the still-standing towers and bridges of our reality are *already* invisible, although still (for us) physically lasting….All the worlds in the universe are plunging into the invisible as into their next-deeper reality; *a few stars intensify immediately and pass away in the infinite consciousness of the angels…, others are entrusted to beings who slowly and laboriously transform them, in whose terror and delights they attain their next invisible realization. We*, let it be emphasized no more, *we, in the sense of the Elegies, are these transformers of the earth; our entire existence, the flights and plunges of our love, everything, qualifies us for this task* (beside which there is, essentially, no other) (Mitchell 328).

Not Messengers but Witnesses

"Rilke's persona posits the Duino angels," writes Karen J. Campbell, "not as messengers but as pure witnesses, manipulating them by sheer force of argument to ratify his own aesthetic apology. Least "human" and familiar of all ethereal authorities, they are called upon here to valorize precisely what is most human and familiar—the proper subject of poetry as defined by Rilke and explicated most eloquently in his eighth elegy: the poet's role is to render the "things" of the human world into invisibility" (191-211). Rilke tells it with authority in the Ninth Elegy, already hinted at earlier while contrasting the weaknesses and transience of humanity with the power of the angels that if we seek anything that can outlast us, it is not our emotional experience because the angels have far more capacity for emotion than we have, they feel more deeply and powerfully; it is no good trying to

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impress them with our feelings; and in any case feeling cannot be expressed in words because they are unsayable, but the things, and the simple words that express them:

> Praise this world to the angel, not the unsayable one,
> you can't impress *him* with glorious emotion; in the universe
> where he feels more powerfully, you are a novice. So show him
> something simple which, formed over generations,
> lives as our own, near our hand and within our gaze.
> Tell him of Things. He will stand astonished.

Subordinate to the Objectives of the Poetic Persona

The idiosyncratically conceived angels that are the figurative mainstay of the entire poetic cycle are finally subordinate to the objectives of the poetic persona or the poet. What the angels lack is material experience since they are not embodied. They are an embodiment of the sense of absence which had been at the centre of Rilke's difficult life. They are absolute fulfillment, or rather, absolute fulfillment without any diminishment of intensity, completely outside us. As Robert Hass sees, if the angel is the personal demon of Rilke's inner life, it is also a figure for a very old habit of human spirituality, as old, at least, as the Vedic hymns. All dualisms spring from it, and all cult religions of death and resurrection. Hass comments:

> For Rilke, however, the angels were never hermetic knowledge. They were the ordinary idea, the one that belongs to children at home by themselves looking in the mirror, to lovers bewildered by the intensity of their feelings, to solitaries out walking after dinner: whenever our souls make us strangers to the world. Everyone knows that impulse—and the one that follows from it, the impulse to imagine that we were meant to be the citizens of some other place. It is from this sensation that the angels come into existence, creating in the world their ambience of pure loss (Mitchell 'Introduction' xxxviii).

Representing Everything That Man Is Not

In view of the infinite consciousness of the angels in the Duino elegies, Rilke's reference to the angels in elucidating the human condition is fitting because they represent everything that man is not and have just as much to do with death, pain and oblivion as they do with life, happiness and consciousness. What Rilke looks for is a means of transforming visible things into invisibility, so that their essence might be retained at a deeper level of sensitivity. Rilke sees the human condition as a constant struggle toward the higher realm of the angels, a realm that is, however, in the end unattainable in its purest form.

To Rilke, we must try to make the transition from visible to invisible by making cold objective reality a part of our deeper consciousness. But that same consciousness, as described in the Eighth, prevents us from reaching the angels, hence the lamentation. The picture of the human

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condition and above all of human consciousness that the elegy provides is important when examining the figure of the angel. The angels make clear the conflict of the poet by placing that conflict on a mytho-poetic level, endowing it with a dimension that transcends the individual and which is thus not solely applicable to the situation of the poet but clearly indicative of the human condition in general as a philosophical problem.

Whereas the angel of cultural tradition is either a divine attribute or a rebellious emanation, Rilke uses the figure as the last hint of a God that is no longer reachable. Rilke subtlety redefines the angel, shifting its role from within the traditional constellation and sees the angel no longer as a creature of the God that created the cosmos and man but the symbol of what God has become for modern man, namely an invisible world of innerness and inwardness tied to the remnants of transcendence and duality. However, Rilke is not shorn of deep spiritual convictions that highlight his mystic pantheism:

> I find you, Lord, in all Things and in all
> my fellow creatures, pulsing with your life;
> as a tiny seed you sleep in what is small
> and in the vast you vastly yield yourself. (From *The Book of Hours*) (Mitchell 5)

Tennyson's Sporadic Bouts of Skepticism

While analyzing Tennyson's approach to God, we see his thoughts inextricably linked with sporadic bouts of skepticism and faith as to the justness of the divine order. On that score, Rilke's dismay at the indifference of the angels finds echoes in Tennyson. Whereas Rilke has neither misgivings nor guilt as to the existence of angels, Tennyson regrets at his profanity in doubting God and thus surrenders. The major points of reference to God in the poem are found in the Prologue and in such sections like 54, 55, 56, 124, and the Epilogue.

The Prologue – An Afterthought

The Prologue, composed in 1849, and standing as an afterthought in the poet's part for that might exonerate from profanity is, however, a monumental doxology singing the glory of God, depicting Tennyson's engaging philosophical questions. As per Tennyson's averment, faith in God is man's reason to live, and the Prologue is his supplication to God for forgiveness and a definitive assertion of His irrefutable presence, supreme power and boundless mercy. It is a celebration of immortal love in the form of a prayer of invocation. Since the Prologue serves as a preamble to the entire poem and presents Tennyson's thoughts on God in microcosm, a discussion of the Prologue is necessary to highlight not so much Tennyson's quest for God but a theistic assertion of God's benign presence and purpose.

> Strong Son of God, immortal Love,
> Whom we, that have not seen thy face,
> By faith, and faith alone embrace,

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Believing where we cannot prove;

Thine are the orbs of light and shade;
        Thou madest Life in man and brute;
        Thou madest Death; and lo, thy foot
Is on the skull which thou hast made. (1-8)

Highlighting the Power of Faith

Assuming Christ as "immortal Love," Tennyson says, "This might be taken in a St. John sense" (Ross 3). Tennyson highlights the power of faith by which man loves and feels God; the faith the poet professes is intuitive. The expression "faith alone" emphasizes, along with line 4, the power of intuition as the basis of belief.

The importance of faith for realizing God is related to the conception of God as transcendent. In medieval philosophy, God is said to transcend himself when he creates the world. To Kant, there can be no knowledge of anything transcendent, and a large number of representatives of nineteenth century positivism agreed, albeit for reasons different from his. A famous expression of their view is Du Bois-Reymond's slogan, *Ignorabimus* (Latin. We shall remain ignorant of the ultimate nature of reality). Further, science can only describe phenomena but cannot genuinely explain them.

Spencer's theory of the Unknowable is another example. This agnosticism is rejected by philosophers who maintain that we possess ways of knowing other than the sensory way, and that what lies beyond the world of experience need not be unknowable. The question whether there is anything transcendent, beyond the world of experience, is answered in the negative by materialists since the eighteenth century. A negative answer has also been given by some of the twentieth-century philosophers who gave philosophy a linguistic turn. They argue that certain conditions have to be met in order that the expressions we use in our language make sense. These conditions are not satisfied by assertions that something transcendent, for example, God, exists.

Therefore, such assertions do not make sense. Since they do not make sense, they cannot be true. The conditions said by empiricists to be necessary are to the effect that only expressions whose meaning can be reduced to sensory experience make sense. A clear instance of this approach is the logical positivism of Carnap, Schlick, Ayer, etc. The upshot is that no assertion that implies the existence of something transcendent can be true. One line of argument for the opposite view is that the material world, nature, the world of experience, the world open to scientific enquiry, cannot be ultimately self-sufficient or self-explanatory, but must, in its totality, be assumed to stand in some relation of dependency which, accordingly, must be transcendent.

Never Know the Divine Purpose?

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Musing on the inscrutability of the divine purpose that one can never "know," Tennyson thinks of the limitations of eschatology and teleology because man knows not the Final Causes of created things—or can never know God's purpose in His work of creation.

The questions of the divine purpose or human immortality passing through Tennyson's mind have much to relate to the idea of perfection and progress in conjunction with Darwin's thoughts in a biological scheme that defeat the ideas of immortality and prefigure extinction. By the middle of the nineteenth century virtually all philosophical speculations about the origins of things was evolutionary, though not Darwinian, in character. Nature was personified as an immaterial agency striving for ever more complex forms of being. The variety of living organisms represented stages in the expression of systematic progress towards a variously defined state of perfection, either infinitely elusive and unknowable or more or less clearly identified with traditional virtues of the higher beings of Christian mythology.

Contrary to such scientific polemic, Tennyson asserts his stance as to reposing faith in God although the use of the word "seemest" in the lines admits lack of logical proof of the human-divine character of the "highest, holiest manhood."

> Thou seemest human and divine,
>> The highest, holiest manhood, thou.
>> Our wills are ours, we know not how;
> Our wills are ours, to make them thine. (13-16)

Tennyson's Definition of Faith

Tennyson defines faith as "A beam in darkness," the darkness he refers to is undoubtedly the prevalent religious crisis of the time but it hints at the ignorance from which man suffers. Faith, in such conditions, can act as an antidote to restore normalcy to any sacrilegious or behavioural aberrations. The word "but" preceding "faith" ("we have but faith: we cannot know") underscores Tennyson's asseveration, that man's only possession is faith, without which there is only "darkness." The expression "let it grow" ("A beam in darkness: let it grow") is a kind of wishful feeling the poet entertains which, had it been "make" instead of "let," would have contained the character more of a prayer than of a wish..

Self-criticism Based on Intermittent Skepticism

Tennyson passes through a series of self-criticism for his intermittent skepticism toward God, but deems it a reprobate mistake. The word "we" in lines 29 and 30 of the Prologue ("We are fools and slight / We mock thee when we do not fear") relate to the general tendency of skepticism in man and the consequent irreverence that arises when love of God is precluded by a lack of fear. In the following lines, Tennyson implores God for help and forgiveness:

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Forgive what seem'd my sin in me;
       What seem'd my worth since I began;
       For merit lives from man to man,
And not from man, O Lord, to thee.

Forgive my grief for one removed,
…………………………………...

Forgive these wild and wandering cries,
       Confusions of a wasted youth;
       Forgive them where they fail in truth,
In thy wisdom make me wise. (33-44)

Plea for Forgiveness

Tennyson's impassioned plea for forgiveness on such scores like "sin," "grief," and "wild and wandering cries, / confusions of a wasted youth" demonstrates his true Christian character. The element of humility and surrender passing through this prayer and in particular, Tennyson's attitude to God and the divine order makes *In Memoriam* a very religious one. But the occasional incidence of doubt frustrates the already established religious character of the poem, thus prompting T.S. Eliot to remark that *In Memoriam* "is not religious because of the quality of its faith, but because of the quality of its doubt. Its faith is a poor thing, but its doubt is a very intense experience" (186-203).

What Tennyson wants to be forgiven, in particular, are his sin, his grief, and his wild and wandering cries born out of the "confusions of a wasted youth". Tennyson's realization of the inherent purpose in God's plan, explicit in the expression "I trust he lives in thee, and there / I find him worthier to be loved summarizes his faith and the courage of conviction which is for a while obfuscated by doubt. He preempts God's forgiveness for the upcoming "wild and wandering cries," the reason being he cannot cease to love either Hallam or God since he is inescapably positioned between the two.

Every Seeming Present Evil is a Future Final Good?

Tennyson's attitude to God in *In Memoriam* takes an important turn in section 54 in his hopes that not only good will come out of evil, but every seeming present evil is a future final good. The expressions, "That nothing walks with aimless feet," "That not a worm is cloven in vain," "That not a moth with vain desire/ Is shrivell'd in a fruitless fire" asseverate the poet's realization of the divine purpose. Tennyson's sanguine expectations visible in the lines, "I can but trust that good shall fall / At last—far off—at last, to all" do also echo in the last lines of the Epilogue: "That God, which ever lives and loves, / One God, one law, one element, / And one far-off divine event,/ To which the whole creation moves."

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In section 54, Tennyson's helplessness is manifest in his desperateness to understand his true self vis-à-vis his inability to comprehend the divine purpose. He gropes to find answer to the metaphysical question "what am I?" but the uses of the verb "cry" three times heightens the speaker's desperation. He feels like an infant who knows nothing, understands nothing, but only feels a want: "An infant crying in the night: / An infant crying for the light: / And with no language but a cry." This helplessness runs in consonance with his flaccid faith in section 55 where he gropes and gathers dust and chaff and "faintly trusts the larger hope."

Strife between God and Nature

Although the poet backtracks and totters in his faith, silhouetted against the supposed strife between God and Nature, yet the circumstantial situations condemn him to "falter" where he "firmly trod." The misgivings that vanish in part in section56 in the lines equating God and love, "who trusted God was love indeed / And love Creation's final law…" again relapse into helplessness born of his inability to demystify the recondite divine order: "What hope of answer, or redress? / Behind the veil, behind the veil." However, the realization of the truth is manifest in section 124 where the poet feels the presence of God and the growth of wisdom.

> No, like a child in doubt and fear:
> But that blind clamour made me wise;
> Then was I as a child that cries,
> But, crying, knows his father near. (17-20)

A Quest After Belief in Immortality

An important aspect of the elegy, in relation to Tennyson's approach to God, is the apotheosis of Arthur Henry Hallam. Ostensibly, the elegy is concerned with a quest after belief in immortality, renewal of friendship with his dead friend. Tennyson may speak of Hallam as the ideal type of humanity, but the Hallam he wishes to find again is the Hallam as he knew him on earth. Tennyson's quest for the Incarnate God is materialized by making Hallam a Christ-figure. In the New Year's hymn Hallam is, by implication, the prototype of the "larger heart, the kindlier hand," "the Christ that is to be" (section 95).

Built on the solid foundation of faith, in spite of desultory aberrations, Tennyson explains his spiritual way in a beautiful manner in section 124. His faith in the "He, They, One, All; within, without; / The Power in darkness whom we guess" has come not through ratiocination, but through the heart: "I have felt." Eighteenth century theologians such as William Paley had attempted to demonstrate the existence of God by reasoning from natural phenomena. Tennyson, however, was something of a Coleridgean and a good deal of modern in that he based his belief in God not upon external evidences but upon inner experience.

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> I found Him not in world or sun,
>   Or eagle's wing, or insect's eye;
>   Nor thro' the questions men may try,
> The petty cobwebs we have spun. (5-8)

Determination to Hold On To God

Another important aspect of Tennyson's approach to God lies in the fact that *In Memoriam* is not so much a quest for God, rather it is the poet's determination to hold onto God, a determination not to let Him go. The apotheosis of Hallam relates to the poet's desire to prove that God is the provenance of solace which he veritably finds in Hallam, even while revelling in grief. Tennyson's musings on such apotheosis is congruent with the definiteness of the poem's progression which never fails to underline the simultaneous upheaval and placidity in the poet's mind. As Sarah Eron writes,

Despite the general non-linearity of *In Memoriam*, however, the poem does undergo a definite progression. Much of the progression derives from the poet's (or speaker's) ultimate personal reconciliation with Hallam's death. Tennyson experiences a more general kind of spiritual renewal that accounts for his attempt to reshape the elegiac mode of the poem into a Carlylean ideal for a more social, conciliatory, and less self-absorbed, type of poetry. Thus the poem takes on a structure similar to the story of Job in which man, after undergoing the tests and trials of God, emerges out of human suffering with some kind of spiritual, and or, material gain, returning to a belief in a mysterious, and often unjust, divinity. (www.victorianweb.org)

What Do We Learn?

A comparative study of the poets' approaches to godhead, which while reveals the similarities as to the portrayal of the divine in a grim light does also highlight a note of supplication to the supremacy of the divine Being.

The similarities pertain to the fact that insofar as the stated objectives of the works are concerned, both Rilke and Tennyson do not differentiate between God and His messengers. For them, the two are interchangeable. It is important to see that the word 'God' does appear certain times in Tennyson's poem, in particular, when Tennyson fails to comprehend the fancied complicity between God and Nature, the latter supposedly taken as God's ruthless handiwork: "Are God and Nature then at strife?"

Again, it is worthwhile to mark Tennyson's use of the expression, "Strong Son of God" in the Prologue, and not "God" or "God, the Holy Father." Thus, Tennyson does not distinguish between the two but his reference to "One God" in the Epilogue makes us think if this refers to God or the Son of God. Again, in Christianity, "the Incarnation" refers to the act of God coming to earth in human form as Jesus.

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For Tennyson they are essentially the same. Similarly, in the matrix of the divine, the task of the poet in Duino elegies pertains more to harp on the fact that "we are not really at home in / our interpreted world" than making a finical distinction between God and angel. Both the poems hasten in us an experience of "the absolute otherness." As Esslin writes,

The answer is simply that there is no contradiction between recognizing the limitations of man's ability to comprehend all of reality in a single system of values and recognizing the mysterious and ineffable oneness, beyond all rational comprehension, that, once experienced, gives serenity of mind and the strength to face the human condition. These are in fact two sides of the same medal—the mystical experience of the absolute otherness and ineffability of ultimate reality is the religious, poetic counterpart to the rational recognition of the limitation of man's senses and intellect, which reduces him to exploring the world slowly by trial and error (418).

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Teachers' Understanding and Practice of CLT in Bangladesh

Md. Monjurul Islam, M.A. in English

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Abstract

Some of the pedagogical principles especially in Bangladesh that have informed foreign language teaching in the last decades need to be reconsidered. Some questions need to be addressed; such as to what extent is the CLT framework working in Bangladesh? What beliefs or concepts do teachers have of CLT? What is the role of teachers and students in the CLT classroom? The aim of this study was to investigate the extent to which such issues were part of the belief system of teachers in Bangladesh and what impact they had on actual classroom practice. The findings indicated that the majority of the respondents believed CLT is not working properly in Bangladesh. As a result, we should reconsider the practical implication of CLT in the classrooms. However, the pattern was more complex and variegated than this brief summary might suggest, especially when the teachers' beliefs were compared to their classroom practice.

Introduction

In the present global world with its technological advancement, English is the major international language and use of English has been growing at a startling rate, in particular in the developing world. It is, therefore, natural to wonder how far English may have advanced in Bangladesh. However, considering the reality, the Communicative Language Teaching (CLT) approach had been introduced in Bangladesh since 1990s. But, most of the students of our country have failed to

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communicate in English even after passing the higher secondary level. What are the reasons behind their failure?

No doubt CLT implies new roles in the classroom for teachers and learners which have not been implemented. In learning and teaching, the teacher should be very careful about students' views and consider their learning experience in a positive light. Teachers should have knowledge of CLT principles before they can become competent to teach in the new framework. They are the ones who will present the new approach.

Thus, it is teacher's responsibility to motivate students and create positive attitude towards the language and be supportive and encouraging to the students rather than critical and destructive. When teachers are qualified or trained, only then Communicative Language Teaching (CLT) will be effective for the students. So, English teachers' understanding and attitude towards the CLT approach play an important role in developing the students' skills.

Therefore, it is essential to know the teachers' understanding regarding the Communicative Language Teaching (CLT) approach as it is largely related to the students' communication skills. For this reason, this article focuses on teachers' understanding and practice of CLT in Higher Secondary Level of Bangladesh.

The Theoretical Basis of CLT

Communicative Language Teaching (CLT) is an approach to the foreign or second language teaching which emphasizes that the goal of language teaching is communicative competence. Thus, CLT is an "approach that aims to (a) make competence the goal of language teaching and (b)develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards & Rodgers, 1986: 66).

However, the primary function of a language is for interaction and communication. Canale and Swain (1991:1) point out that CLT is "organized on the basis of communicative functions that given learners or groups of learners needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately". CLT views language as a functional system and emphasizes that language is a vehicle for the expression of functional meaning.

Noam Chomsky (1965) was the first to identify the term competence which he described as a mere linguistic system or abstract grammatical knowledge. Munby (1983:7), the supporter of Chomsky's view, pointed out that the competence is "the mastery of the abstract system of rules by which a person is able to understand and produce and any all of the well-formed sentences of his language". But, many sociolinguists argue that linguistic system alone is not enough for effective communication.

For this reason, Hymes (1979:19) puts forward the term competence which contains both knowledge and ability for language use with respect to four factors: "possibility, feasibility, appropriateness and accepted usage". Later on, some other sociolinguists

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supported Hymes' views and agreed with that "The speaker must know what to say, with whom, and when, and where" (Cooper, cited in Munby, 1983:17). Thus, Hymes' concept of communicative competence has the sociolinguistic component which Chomsky's definition lacks.

The Role of Teachers and Learners in CLT

One of the basic assumptions of CLT is that students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language they study. Teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. This helps students "to integrate the foreign language with their own personality and thus to feel more emotionally secure with it" (Littlewood 1981:94).

Students are actively engaged in negotiating meaning in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant in a teacher-centered method, students are seen as more responsible managers of their own learning (Larsen-Freeman, 1986). Larsen Freeman also says that in communicative language teaching the teacher is the intiator of the activities, but she/he does not always herself/himself interact with the students. Sometimes he/she is a co-communicator, but more often he/she establishes situations that prompt communication between and among the students. Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group.

So, CLT emphasizes different roles for teachers and learners which are quite different from the traditional L2 classrooms. Thus, Cook (1991:140) states that "The teacher is no longer a dominant figure continuously controlling and guiding the students. Rather the teacher takes one step back and lets the students take over their activites, making up their own conversations in pairs and groups, leanrning language by doing". In the same way, the teacher can be a manager and organizer of classroom activites. "In this role, one of his/her major responsibilities is to establish situations likely to promote communication" (Larsen-Freeman, 1986:131), and "to organize the classroom as a setting for communication and communicative activities" (Richards and Rodgers, 1986:78).

CL T in Bangladesh

Bangladesh is a monolingual country and English is considered as a foreign language (Teaching Quality Improvement in Secondary Education Project, Module-1, 2006). Now over 24 million children learn English as a second or foreign language in primary and secondary schools in Bangladesh. Children start to learn English as a required subject in class 1 and continue learning it (if they do not drop out) until class 12, and later at the tertiary level. Officially, they are taught English communicatively using Communicative Language Teaching (CLT) methodology (NCTB, 2003). But the real situation is that, 'our students are very weak in English and as a result they can not apply English in their practical life successfully' (NCTB, 2003: 3). It was hoped that

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CLT would revitalize these 'weak' learners' ability to learn English by 'improving the standard of teaching and learning English at different levels of formal education' (ibid.). Nearly a decade has passed since CLT was first introduced in the national curriculum. So, now it is an appropriate time to ascertain to what extent CLT is successful.

The CLT innovation was jointly funded by the British Department for International Development (DFID) and the Government of Bangladesh. The bilateral venture gave birth to the English Language Teaching Improvement Project (ELTIP Bangladesh) which had two specific objectives: 1) to produce CLT-based English textbooks for class 9–10 at the secondary level and class 11–12 at the higher secondary cycle, and 2) to train school teachers and empower them to teach communicative English (Paul, 2004; Hamid, 2005; NCTB, 2001, 2003; Rahman, 2007).

Since teachers were the real users of the new ELT model, their training was essential for shifting their orientation to CLT from the old grammar translation-based methodology. Teacher training was made a high priority on the grounds of teacher unpreparedness that the introduction of CLT was opposed from different quarters (Hamid, 2005). Since new CLT textbooks replaced old, non-CLT textbooks, and English teachers in some schools received CLT training for 13 days. Training courses aimed to provide them with an understanding of CLT and to make them understand the freedom they could exercise in using the textbook.

So, despite the CLT focus of the new textbooks, it can be argued that CLT is ignored, and texts generally are used like the old grammar-translation texts. Thus even though the introduction of CLT marked a significant shift in Bangladeshi ELT in theory, in reality there is little evidence to suggest that the policy brought about any significant changes in teaching practice at the school level, particularly in rural areas. Rahman (1999: 116-117), in one of the case studies to investigate teachers' perception of the communicative approach to ELT, has said that "the teachers viewed grammar as the first priority for learning a language, something that the innovative approach did not emphasize. It was obvious that the teachers did not understand the underlying principles of the approach." As a result the teachers did not welcome this change.

The Study

The data for the study was collected from rural and urban higher secondary level teachers of Bangladesh. Both quantitative and qualitative data were collected through questionnaires, for the collection of quantitative data; classroom observations and interviews for the collection of qualitative data. The qualitative data was useful because it enriched the study as a whole and, additionally, functioned as a way to crosscheck and validate the data collected through the questionnaires.

Setting and Participants

Twenty-one higher secondary level teachers of Bangladesh in 8 different colleges in rural and urban areas participated in this study. Five teachers had 20 to 25 years teaching experience, and six teachers had 3 to 7 years teaching experience and three

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teachers had 3 months to 1 year teaching experience. Their professional preparations also varied. Seven teachers had CLT training (3 weeks in-service training course). The rest of the teachers taught English based on CLT method without having any kind of training. They completed their Master of Arts in English Literature and started teaching. Among them, twenty teachers out of twenty one answered questionnaires, fifteen participants out of twenty one attended interviews and eight teachers allowed classroom observations. In order to maintain the privacy of the search subject, the teachers are not going to be identified by name. They will instead be marked as teacher A, B, C and so forth. Their training experience is presented in table 3.1 along with the method of collecting information from them.

Participants, their training experience and participation in Data Collection

Name	years teaching	CLT training	Interview	Survey	Observation
A	25	No	Yes	Yes	No
B	24	Yes	Yes	Yes	No
C	14	Yes	Yes	Yes	Yes
D	7	No	Yes	Yes	Yes
E	6	No	Yes	Yes	Yes
F	4	No	Yes	Yes	Yes
G	3	No	Yes	Yes	No
H	20	No	No	Yes	No
J	12	No	No	Yes	Yes
K	5	No	No	Yes	No
L	5	Yes	Yes	Yes	No
M	3	No	Yes	Yes	Yes
N	2	No	Yes	Yes	Yes
O	1	No	Yes	Yes	Yes
P	1.5	No	Yes	Yes	No

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Q	1	Yes	Yes	Yes	Yes
R	2	Yes	Yes	Yes	No
S	1.5	Yes	Yes	Yes	Yes
T	2.5	Yes	Yes	No	No
U	0.6	No	No	Yes	No

Instruments of Data Collection with Questionnaires, Observations and Interviews

The *Likert scale* (Likert, 1932) asks individuals to respond to a series of statements by indicating whether they 'strongly agree', 'agree', 'slightly agree', 'disagree', and 'strongly disagree' with each statement. 'Strongly agree' may be assigned a weight of 5 points, while 'strongly disagree' may get a score of 1. In the questionnaires, the *Likert scale* was followed (provided in Appendix A). These are used to elicit opinions rather than facts and are sometimes called 'opinionaires' (McDonough and McDonough, 1997).

Seliger and Shohamy (1989:162) point out that, "The main advantages of using observations for collecting data are that they allow the study of a phenomenon at close range with many of the contextual variables present, a feature which is very important in studying language behaviors". However, this advantage may become a disadvantage when the closeness introduces biases which may affect the researcher's objectivity. Thus, observations can also vary in their degree of explicitness.

Table 3.2 Classroom Observation Checklist

Time	Activities	Notes
	Is this a Communicative Language Teaching Class? (a) Yes (b) No (C) others	
	Is the class designed for CLT class? Explain. (a) Yes (b) No (c) others	
	Mark how teacher deals with the students. Is the relationship that of partnership? Gives examples. (a) manger (b) monitor (c) advisor (d) traditional	
	Does teacher follow any kind of interaction pattern? (a) group work (b) pair work (c) whole class teaching (d) traditional	
	Does teacher follow any kind of CLT activities on the basis of the class lesson? (a) Yes (b) No (c) others	

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In addition, immediately following the observations, all notes were reviewed and expanded including further information and detail (Glesne & Peshkin, 1992; Spradley, 1979). However, twelve teachers requested not to be observed. At the end, 8 classrooms were observed to investigate the ability of teachers to incorporate the goals of CLT method in their classrooms at the higher secondary colleges in Bangladesh. . However, this procedure was difficult to use as teachers either did not agree or were too busy to meet and arrange a time for observation.

McDonough and McDonough (1997:181) view that, "Interviews may be used as the primary research tool, or alternatively in an ancillary role, perhaps as a checking mechanism to triangulate data gathered from other sources". However, there are some disadvantages. Interviews can be costly, time-consuming, and often difficult to administer. Most commonly, interviews are divided into (a) structured, (b) semi-structured and (C) unstructured (McDonough, 1997). Of them, semi-structured interviews were used.

Table 3.3 Interview questions

Topic: How teacher incorporate the CLT method in their Classroom

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What do you understand by communicative language teaching?
CLT sets as its goals the teaching of communicative competence. What does term mean?
What difficulties might students and teachers face because of changes in their roles in using a communicative methodology?
Can you find examples of activities that provide mechanical, meaningful and communicative practice? What types of activities predominate?
What kinds of advantages and disadvantages do you encounter when you implement communicative language teaching in your classroom?
What kinds of activities do you ask your students to do in the classroom? Why?
What methods do you apply to teach English in the classroom? Why do you use those methods? What does happen in practice?
Do you face any problems regarding CLT? What are these?
Do you feel in-service training is essential for all the English language teacher?

**The Theoretical Implication of CLT in Bangladesh**

The majority of the respondents viewed that they are eager to apply the CLT method in the language teaching class. The data analysis indicates that many respondents expressed that they want to create healthy interaction with the learner. They strongly believe that healthy interaction enhances the learning capability of the learners. Most of the teachers agree that CLT is important because they believe it helps a lot to motivate the whole class. When asked, "What do you understand by CLT?" a teacher replied:

By this, I mean that students will learn how to use language for speaking, writing and understanding.

(Source of data: Interview with Teacher H)

In the same way, figure 4.1 shows the teachers' response to teacher-students interaction:

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Figure 4.1: "Healthy interaction between teachers- students enhances the capability of learners"

Marks on the Likert scale

□ Strongly disagree ■ Disagree □ Slightly disagree □ Slightly agree ■ Agree ■ Strongly agree
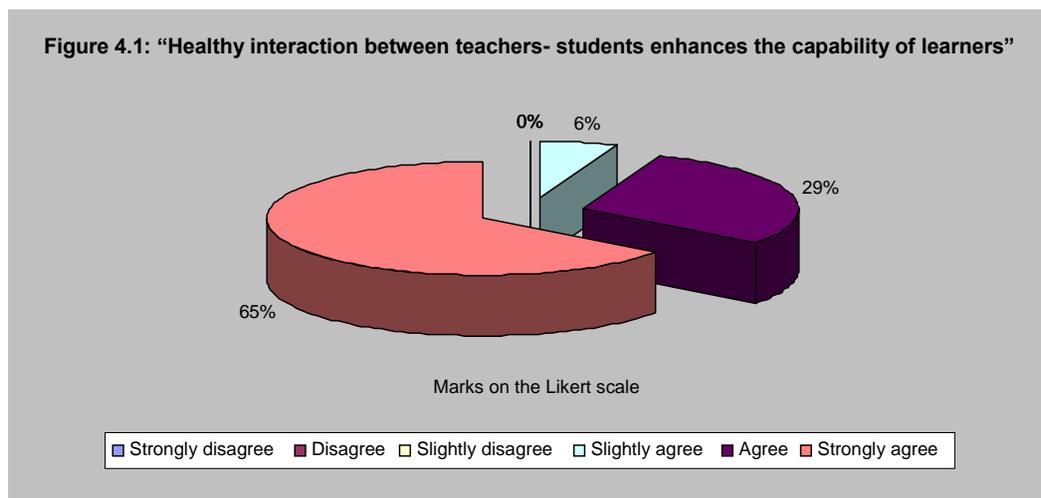
It can be seen that the majority of 65 percent of the respondents mentioned that they 'strongly agreed' with the belief that healthy interaction between teachers and students enhances the capability of learners while 29 percent of the respondents 'agreed' with this belief. Another 6 percent of the respondents revealed that they 'slightly agreed' with this belief. Both urban and rural teachers expressed identical view of interaction. No one (0%) believed that the healthy interaction is not necessary.

One interesting finding from the data is that all teachers agreed on the principle to create the healthy interaction between teachers and students in the classroom. But, they do not know how to make class interactive on the basis of the CLT approach. When asked, "Which methods do you like best to make class interactive?" one teacher replied that,

"A mixture of the traditional reading the text method and involving students to interact among themselves."

(Source of data: Interview with Teacher J)

When asked which language L1 or L2, they would like to use making classes interactive. Figure 4.3 shows that a very large percentage of respondents--- 64 percentage --- strongly agreed that English should be the medium of instruction in English language classes while 24 percent of the respondents agreed with this belief. Another 12 percent of the respondents show slight agreement.

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Figure 4.2: Using English as a medium of instruction in language classes

Marks on the Likert Scale

☐ Strongly disagree ☐ Disagree ☐ Slightly disagree ☐ Slightly agree ☐ Agree ☐ Strongly agree
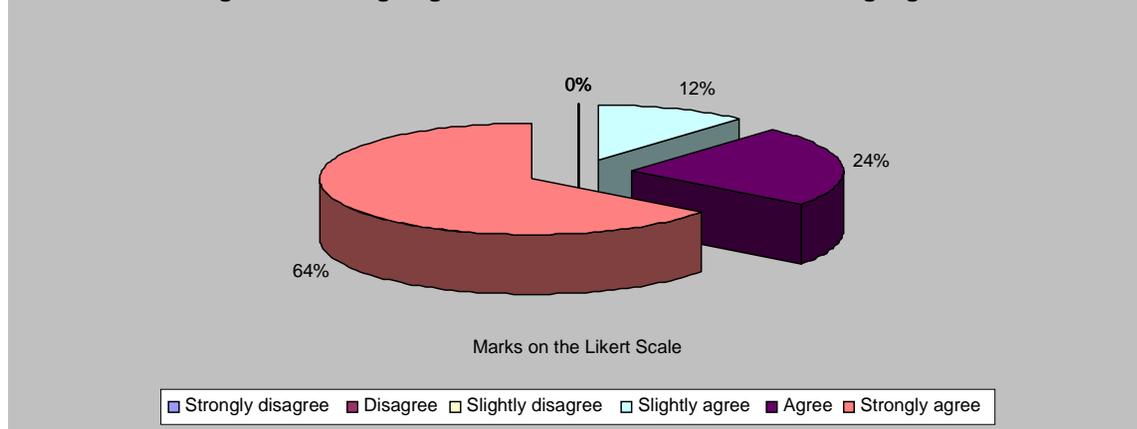
By using three data sources, it was learnt that the teachers in the study held four concepts about CLT. They believed that CLT (a) emphasized communication in the L2, (b) relied on speaking and listening skills, (c) involved little grammar teaching, and (d) used time-consuming activities.

However, the interview data highlighted the fact that the teachers believed CLT was possible, even though it was still evolving and time-consuming. The observation data revealed the teachers' reluctance to implement either interactive or innovative practices, whereas the survey data showed that they had inclinations to use both CLT and traditional (form-focused, teacher-centered) teaching aspects.

Together, all three data sets uncovered the complexity teachers faced in defining their CLT knowledge, sharing their CLT practice, and realizing their CLT beliefs. Through this study it was learnt that practice and theory for these L2 teachers created tensions that not only challenged their conceptions but also affected their action in the learning environment.

**The Role of Teachers and Students in the CLT Classrooms**

This section deals with the teachers' roles and students' participations in the CLT classrooms. The following figure 4.12 indicates that the respondents were divided in two ways. A small numbers, 29 percent of respondents think, that students' participations do not create chaos in the classroom. They quoted 'strongly disagreed' with the belief that students' participations may create chaos in the CLT classroom. On the other hand, the same percent of the respondents recorded that they 'slightly agreed' with the belief that students' participations may create chaos in the CLT classroom. However, 18 percent of respondents quoted 'agree' and 12 percent of respondents viewed 'strongly agree'.

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Figure 4:12: Students participations create chaos in the classroom

Marks on the Likert Scale

☐ Strongly disagree ☐ Disagree ☐ Slightly disagree ☐ Slightly agree ☐ Agree ☐ Strongly agree
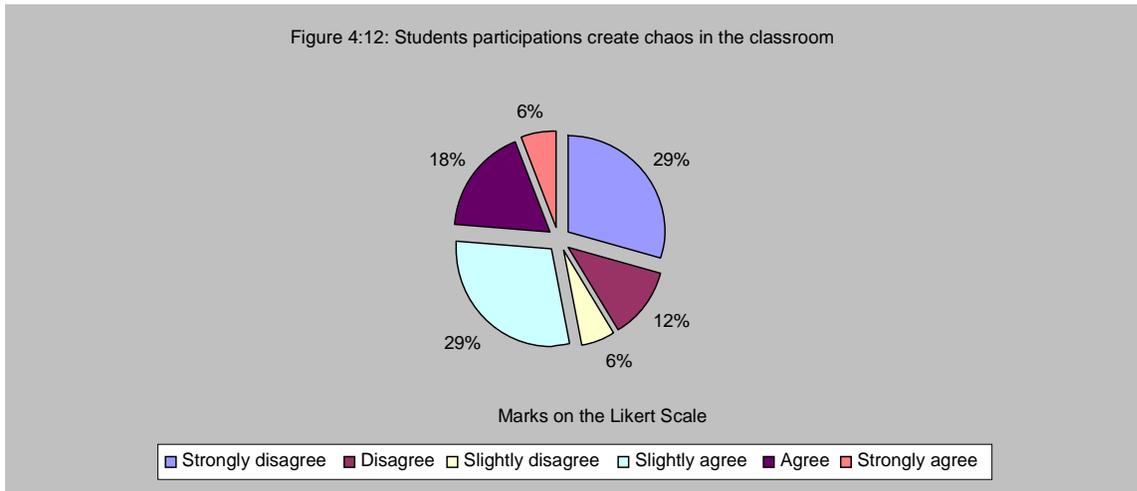
In the same way, in terms of students' participations in the CLT activities the figure 4.13 shows that the large numbers of respondents quoted that they agreed with that interaction among students help them to solve problems in a good way. 29 percent of the respondents 'strongly agreed' while 12 percent quoted 'disagreed'.

Figure 4.13: Is interaction among students and students to solve problems a good way

Marks on the Likert Scale

☐ Strongly disagree ☐ Disagree ☐ Slightly disagree ☐ Slightly agree ☐ Agree ☐ Strongly agree
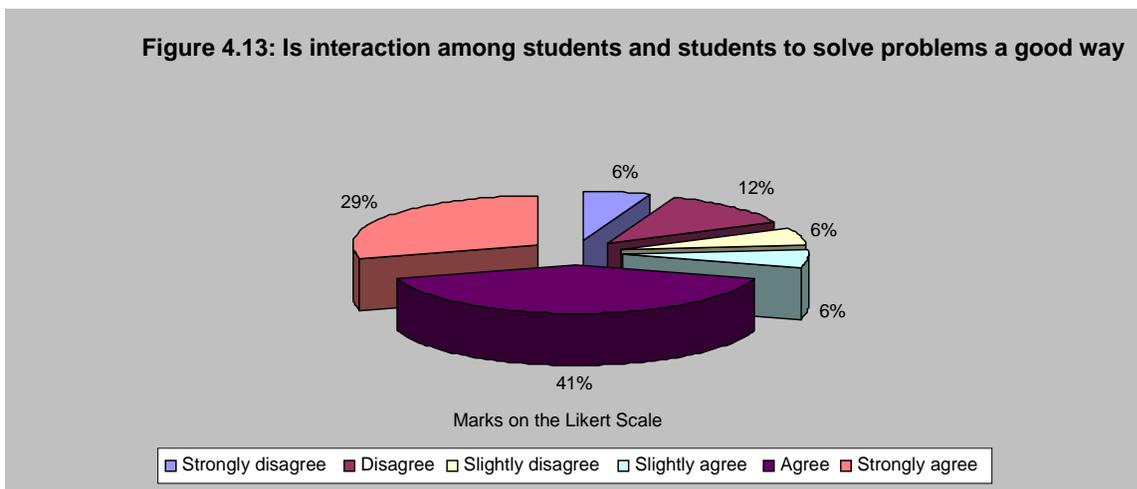
When asked what kind of difficulties might students and teachers face because of changing roles, teachers replied in the following ways:

Both the group would need logistic and infrastructural support, which is not enough.
we do not still possess a CLT environment
(Source of data: An interview with Teacher A)

Students feel shy and in spite of their capability they retrain from talking part, as their credit will be given to only written skill.
(Source of data: An interview with Teacher F)

The survey data indicates that many respondents expressed a marked preference for the negotiated role of teachers and students in English language class. But, the observation

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data provided evidence that no one played any kind of role which can be considered as manager, adviser or monitor. All teachers agreed that CLT involved in speaking and listening skills but in their classes they only emphasized reading, writing and grammar rules. In their classes, they retained the traditional dominating role of teacher

The Role of In-service Training in English Language Teaching

As the teachers discussed various ideas about CLT, they were also asked how they had learned about CLT, and what their sources of learning were. Responses from the interviews showed that the teachers had learned about CLT from sources that included personal L2 learning, personal L2 teaching, teacher development programs, in-services and other teachers. Although the teachers learned about CLT through different sources, personal L2 learning and teaching experiences seemed to have had the greatest influences.

Teachers who attended a teacher's development course gained some ideas about CLT but did not seem to have thorough explanations of what CLT meant. The teachers who attended in-services training replied that they had difficulties finding the time necessary to implement the classroom activities that they learned there.

Yes in-services training are nice. I think most programs are giving us techniques to encourage students to use the language they know and encourage them to learn from each other. Yea, they are not teacher-oriented group-work and pair work-oriented and interaction. Yet, after coming back, I just don't have the time to plan all those things and sometime it is not possible because of time-consuming activities.
(Source of data: An interview with Teacher P)

Apart from this situation, the majority of the teachers did not get any kind of in-service training. They just heard it from other teachers. In particular, the majority of the teachers said that watching good and bad teachers and learning about their experiences was quite influential. One teacher felt that training was not necessary.

I think in-services training are not much necessary because it automatically come through the passage of time, through his/her experience, through facing the problem and finding suitable solution one after another
(Source of data: An interview with Teacher N)

The link between teaching and training is universally agreed on, and the data analysis confirms that this is the case among the teachers who participated in this study. They put a lot of emphasis on having in-service training because they want to know more about CLT. Curriculum designers should keep in mind that creating or designing a CLT syllabus is not the final goal, rather implementing and evaluating the syllabus should be the aim. So do so, teachers have to be prepared and equipped with the skills to "teach" the new syllabus.

The data analysis showed that the way that these teachers made sense of their L2 teaching and learning was based on their personal experiences; little came from any

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type of program or in-service training. Although all of them emphasized on the in-services training for developing the teaching capabilities, personal L2 learning and teaching experiences filtered through as the primary variables that nurtured their beliefs, knowledge, and practices in L2 teaching and learning.

In addition to training teachers, other stakeholders such as school administrators, parents and students should also be familiarised with the CLT approach. Unless principles understanding and the goals of CLT, they will not be able to extend the support that teachers need to implement CLT activities. Teachers need freedom and flexibility in covering the syllabus. They must be allowed to make classes interactive even if classes become noisy and boisterous. More importantly teachers need a lighter workload so that they have adequate time to prepare and teach the "time-consuming" CLT activities. It was encouraging to note that teachers are interested in CLT. This indicates that CLT will be effective once teachers learn how to incorporate the theory into reality.

Conclusion

The three data sources revealed major aspects of these Higher Secondary colleges teachers' understanding about CLT as well as challenges that provided tensions that affected those conceptions. The observation data showed reluctance on the part of teachers to promote CLT and indicated that many teachers avoided the few ideas of CLT that they held. The interview and survey data explained teaching practice and teachers' beliefs.

Although most teachers reported using communicative activities such as role-play, games, survey, group work, and simulations, unfortunately, these things were rarely observed. Almost all teachers relied on traditional practices that are teacher-fronted involved drills like repetition, translation, explicit grammar presentation exercises from the textbook, and little of no L2 use or culture integration. In conclusion, the data shows that teachers are not guided by their beliefs or knowledge of CLT. There is a gap between the concepts or opinions expressed by the teachers and the teacher's actual teaching practice.

Appendix A: Questionnaire
CLT _ in Bangladesh
Questionnaire for teachers

Please read each instruction and write your answers. This is not a test so there is no "right" or "wrong" answers and you do not even have to write your name on it. Just put a circle on the option you think is right for you. . Please do not leave out any of items. Thank you very much for your help!

Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

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1	2	3	4	5	6

1. "Healthy interaction between teachers –students enhances the capability of learners"	1 2 3 4 5 6
2. "Discussion with classmates during class time for solving problems is a good way to learn"	1 2 3 4 5 6
3. "Students participation crates chaos in the class"	1 2 3 4 5 6
4. "English should be the medium of instruction in English language classes."	1 2 3 4 5 6

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Fast Mapping in Children with Learning Disability

Meghashree, M.Sc. Speech and Hearing, Theaja Kuriakose, M.Sc. Speech and Hearing, Supriya R. (Intern), and Tejaswini G. (Intern)

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Abstract

Learning disability is a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to Central Nervous System Dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g. cultural differences, insufficient/inappropriate instruction, psychogenic factors) it is not the direct result of those conditions or influences (National Joint Committee on Learning Disabilities 1980). This disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning disability. People with a learning disability have trouble performing specific types of skills or completing tasks.

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Dollaghan (1987) describes fast mapping as "a lexical acquisition strategy in which a listener rapidly constructs a representation of an unfamiliar word on the basis of a single exposure to it. This initial representation might contain information on semantic, phonological, or syntactic characteristics of the new lexical item, as well as non-linguistic information related to the situation in which it is encountered".

Aim: The present study was taken up with the aim of understanding the nature of fast mapping in children with learning disability.

Method: the participants were 30 normal children (15 Males and 15 Females) without any speech and language problems and 15 children (7 Females and 8 Males) diagnosed as having learning disability. The material used for the study was 20 familiar words and 10 novel words. Fast mapping ability for the novel words were compared between the normal children and children with learning disability.

Results: Results indicated that there is a significant difference in fast mapping skills between normal and children with learning disability. Children with learning disability had poorer performance compared to that of normal.

Keywords: Learning Disability, Fast Mapping, Lexicon.

Introduction

Language is an essential aspect of human interaction and transmission of information. It may be defined as "a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule governed combinations of those symbols" (Owens, 1996). The ability to use the vocal apparatus to express the feeling, describe an event and to establish communication is unique to human beings. Language can be divided into three major components: form, content and use (Bloom & Lahey, 1978). Speech is the dynamic production of sounds for oral communication. Van Riper (1990) defines "speech as the audible manifestation of language".

Many theories have been described over the years as to the relationship between speech, language and reading. Dechant (1964) stated that both reading and speech require an association between the experience and the symbol. The child must have meaning in spoken context before learning it and read it with naming. Betts (1946) pointed out that speech is an aid in learning to read and that speech patterns contribute to or impede the development of reading ability. Similarly, good language development is essential for good reading, for a good vocabulary and the ability to use the language is basic to the process of learning to read.

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An important area of concern in the field of language disabilities is the co-occurrence of language disorders and learning disabilities. According to Hammil, Leigh, McNutt & Larsen (1981) " Learning Disabilities is a generic term that refers to a heterogenous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance), or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences".

Research shows that children with learning disabilities have problem in expressive and receptive language characteristics. In fact, many argue that a language disorder is at the core of learning disability. Children who are late in developing language were once seen as experiencing temporary delays that would resolve spontaneously over time. However, Snyder (1980) predicted that the language delayed preschooler of today may well become the learning-disabled student of tomorrow. It is important to identify language problems because many note that language problems are directly related to academic areas particularly reading (Vogel, 1975). Language has many components including phonology, morphology, syntax, semantics and pragmatics.

Semantics is a system of rules governing the meaning or content of words and word combination (Owens, 2005). Knowledge of semantic features provides a language user with a rich vocabulary of alternative meaning. The first dimension of the semantics is word meaning. The collection of words learned by individual is referred to as their vocabulary. A related term, lexicon, refers to all morphemes, including words and word parts of a language (Mc Laughlin, 2006). The ability to learn new words is central to becoming a skilled language user (Gathercole & Baddeley,1993). It was stated that perhaps the most important cognitive function for a developing child is the learning of vocabulary in their native language, and that vocabulary knowledge continues to be important as children and their language abilities develop (Gathercole & Baddeley, 1993).

Precise, objective understanding of the underlying process that drive children's rapid vocabulary development is not clear (Mc Laughlin, 2006). It has been hypothesized that, the ability to learn and attain new words with only minimal exposure is known as fast mapping (Carey &Bartlett, 1978). Dollaghan (1987) describes fast mapping as "a lexical acquisition strategy in which a listener rapidly constructs a representation of an unfamiliar word on the basis of a single exposure to it. This initial representation might contain information on semantic, phonological, or syntactic characteristics of the new lexical item, as well as non-linguistic information related to the situation in which it is encountered".

Carey (1987) proposed that children learn the meaning of a word in two separate phases, first phase is the fast mapping phase, in which the child establishes an initial link between word

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and referent when exposed to a new word and in the second phase subsequent slow mapping/extended mapping occurs. In fast mapping phase, a child has only partial knowledge of the meaning of the word, whereas in the second phase of acquisition, this information will be gradually expanded and modified as additional experiences with that word clarifies its full meaning (Carey, 1978), eventually resembles the adult meaning. This second stage might be a prolonged process, extending months or even years. Fast mapping is regarded as the initial phase in the more extended process of lexical acquisition. Many research have been carried out as an extension of Carey and Bartlett's work (1978) to provide an explanation for fast mapping, and on examining its role in word learning. These studies also show that children are generally good at referent selection, when a novel target is given. Carey and Bartlett (1978) stated that fast mapping was found to be a valid technique for teaching new vocabulary in typically developing children. Various studies have been carried out regarding fast mapping skills in different clinical populations.

Dollaghan, C. A. (1987) studied fast mapping skills of a group of 11 normal children (ages 4:0-5:6) and compared to those of a group of 11 language-impaired children (ages 4:1-5:4) exhibiting expressive syntactic deficits. Normal and language-impaired subjects did not differ in their ability to infer a connection between the novel word and referent, to comprehend the novel word after a single exposure, and to recall some nonlinguistic information associated with the referent. However, the language-impaired subjects were less successful than the normal subjects in producing the new word, recalling significantly fewer of its three phonemes.

Rice, M. L., Buhr, J. C., & Nemeth, M. (1990) studied fast mapping skills of language-delayed 5-year-old children and compared to two groups, one matched for chronological age (CA) and the other matched for mean length of utterance (MLU). All three groups indicated fast mapping of unfamiliar words, although the language-delayed children scored lower than the MLU-matched group, who in turn scored lower than the CA-matched group. Rice, M. L. (1992) compared Language impaired preschoolers with age and language matched normal peers, the results indicated that that LI children have limited fast mapping ability.

Wilkinson & Green (1998) studied fast mapping skills for subjects who were diagnosed with moderate to severe mental retardation. Eight out of ten individuals fast mapped both novel words presented. Individuals with little expressive language were able to benefit from fast mapping via this approach. Wilkinson (1998) undertook a study investigating the use of the fast-mapping technique in increasing the vocabulary in individuals with moderate to severe learning difficulties. The majority of participants who had some receptive language skills were able to learn multiple words receptively. There is some evidence that this technique is best suited to individuals who demonstrate comparable expressive and receptive language skills.

Gray, S. (2003) studied 30 preschool children with specific language impairment (SLI) and 30 age-matched controls with normal language (NL) and compared the group performance and examined the relationship between fast mapping and word learning and between

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comprehension and production of new words. The groups performed similarly on the fast-mapping task. The NL group comprehended and produced significantly more words than the SLI group, and did so in fewer trials. Alt and Plante (2006) compared children with SLI to that of normal and results revealed that children with SLI performed poorly when mapping lexical labels and nonverbal semantic features during a fast mapping task. This suggests that children with SLI have word learning difficulties related to lexical information and nonverbal semantic features.

From the review it is found that fast mapping skills have been studied in various clinical populations, whereas, there is dearth of information in this regard in children with learning disability. Children with learning disabilities have problem in expressive and receptive language characteristics. In fact, many argue that a language disorder is at the core of learning disability. Children who are late in developing language were once seen as experiencing temporary delays that would resolve spontaneously over time. Fast mapping is one of the primary processes by which young children acquire their vast vocabularies. Hence, this study was taken up with the aim of understanding the nature of fast mapping in children with learning disability.

The purpose of the study was to shed light on the fast mapping skills in children with learning disability. The main question was whether children with learning disability rapidly create lexical representations for the unfamiliar words they encounter. Therefore, before carrying out the study it was hypothesized that there will be statistically significant difference between children with learning disability compared to normal peers.

Method

Participants

There were 45 children participated in the study. All the individuals were native speakers of Kannada, in the age range of 10 to 13 years. The participants were further divided into two groups. Group I consisted of 30 normal children (15 Males and 15 Females) without any speech and language problems. Group II had 15 children (7 Females and 8 Males) diagnosed as having learning disability. The diagnosis of LD was made by a qualified speech language pathologist based on early reading skills.

Stimuli

There were 20 familiar and 10 unfamiliar words which served as stimuli. For the selection of these stimuli a preliminary study was carried out in children in the age range of 9 to 12 years. The participants of the preliminary study were not considered for the main study. Initially, for the selection of familiar words 40 pictures of common objects and animals were selected from the books of kindergarten. These pictures were presented through the Microsoft power point slide show. The children were instructed to name the pictures as and when they were shown. The 20 objects which the children could name successfully all the time were selected

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under familiar word category. Similarly for the selection of unfamiliar words 20 pictures were selected from the books of higher grades. The names of the 10 objects which the children failed to name all the time when presented were selected for the unfamiliar category. After the unfamiliar pictures were selected from the preliminary study each picture was given one novel word. The novel words created were having phonological composition of Kannada language. Hence, thirty color pictures served as stimulus for the study.

Testing procedure

A classroom which was away from the distractive environment of the school was selected. Each participant was seated comfortably on a chair beside the investigator. The testing procedure consisted of three tasks.

Task 1: Identification of referent

Each child was shown three pictures (two familiar and one unfamiliar) in Microsoft PowerPoint slide show. The experimenter named each picture and the child was instructed to point soon after it was named.

Task2: Word learning and immediate naming

Referent identification task was followed by a training phase. In this phase the unfamiliar (target) words were presented through Microsoft PowerPoint slide show. Experimenter named each of the target word for three to four times. The child and the experimenter jointly focused on the stimuli. In each session, a total of five target words were taught to the child and asked for recall after a gap of ten minutes. In the next session, the child was taught the rest of the target words (i.e., five words) followed by a recall after ten minutes. Thus, every child would participate in learning and immediate naming for two sessions had five words in each session.

The pictures which the child could not name were re-trained.

Task3: Naming after one week (retention task)

In this task the retention of the unfamiliar words that learnt in the training session was assessed. The task was carried out one week after the training session. To accomplish this task each child was shown the pictures of the target words which they had seen previously during the learning phase. The stimuli were presented in random order which was completely different from the previous sessions. The participants were instructed to name the pictures soon after they were presented. Each correct response was given a score of one.

Responses of task 3 were noted down and subjected to statistical analysis. The statistical analysis was carried out using the Statistical Package for Social Sciences version 16.0 for

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windows. Mean and standard deviation were extracted. Independent t-test was carried out to find the significance between normal children and children with learning disability.

Results and Discussion

The mean score of retention was calculated from both normal children and children with learning disability. From table 1 and graph 1, it is evident that mean scores were more for normal children i.e. 7.6 compared to children with learning disability i.e.3.8. Further, scores obtained for both the groups were compared using independent t-test. The results showed that there is statistically significant difference ($p < 0.05$) in the performance between both the groups.

Table 1: Mean score and standard deviation for naming task after one week

	Mean	Standard Deviation
Normal	7.6	2.13
Learning Disability	3.8	2.08
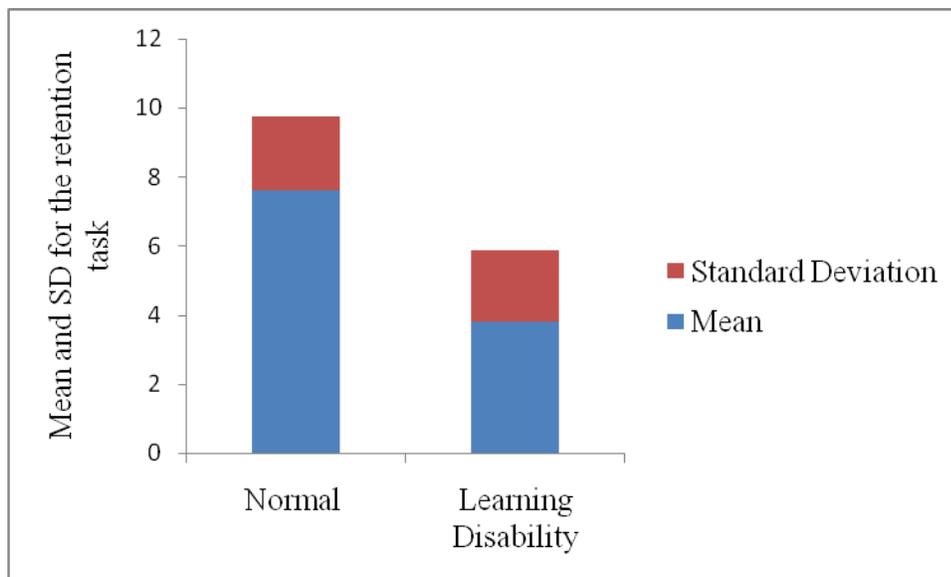
Graph I: Mean score and standard deviation for naming task after one week

The mean score of retention was calculated in males and females from both clinical and control group. From table 2 and graph 2, it is evident that mean scores for naming task after one week were slightly more for females compared to males in both normal and children with learning disability. The results of independent t-test showed that there is no statistically significant difference ($p > 0.05$) between genders for both groups.

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Table 2: Mean score and standard deviation for naming task after one week across gender.

Group	Gender	mean	Standard Deviation
Normal	Females	8.0	1.96
	Males	7.2	2.25
Learning disability	Females	4.4	2.31
	Males	3.3	1.82

In the present study there was a significant difference in fast mapping skills between children with learning disability and normal children. Children with learning disability have limited fast mapping skills compared to that of normal. The possible reason for this could be that, children with learning disability have limited linguistic processing skills, limited general linguistic knowledge, and limited vocabulary. This will result in inability to rapidly process incoming linguistic information, to detect linguistic patterns, compare with their own lexicon, and quickly assign a tentative meaning to a word. A large number of memory studies undertaken with children exhibiting reading deficiencies have shown consistently that, these children, relative to their peers without disability, have difficulty with short term verbal memory tasks. These children exhibit difficulty on a large number of short term memory tasks that require recall of letters, digits, words or phrases in exact sequence (Corvin, 1974; Lingren & Richman 1984; Mc Keever & VanDenventer, 1975; Ritchie &Aten, 1976). Research has shown that children with learning disability have poor phonological working memory, because of which this clinical group will have problem in retaining the information in the memory.

Conclusion

Fast mapping as "a lexical acquisition strategy in which a listener rapidly constructs a representation of an unfamiliar word on the basis of a single exposure to it. From the results of the present study it can be concluded that fast mapping skills are limited for children with learning disability compared to that of normal. Fast mapping is very essential for the development of vocabulary. The delayed speech and language skills in children with learning disability could be because of their limited ability to fast map novel words. The results will add to our knowledge of linguistic processing capabilities of LI preschoolers, in the domain of word acquisition.

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Foregrounded Irregularities in T.S. Eliot's *The Hollow Men*

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Abstract

Poetic language as quite a discrete account of expression has been an old-age topic of debate and investigation. Most of the discussion in this field is carried out by literary critics. Literary stylistics, as it is thought to be a science, unlike conventional literary theory, studies the language of literature through maximally objective and non-intuitive standpoint. This approach employs the methodology of linguistics while analyzing and interpreting a piece of literature. This is a scientific study of style.

This paper focuses on the semantic and graphological deviations in the language of TS Eliot's poem *The Hollow Men.* Eliot's poetic art is much striking and fascinating, particularly in foregrounding. He deliberately omits punctuation marks, uses interesting parallel structures, makes use of semantically unconventional expressions, and some graphological pattern of irregularities. The researchers have tried to show all this Foregrounding by picking up some irregularities of Eliot's poetic expression, hence tried to look at the poem through a literary stylistic perspective.

Key Words: Literary Stylistics, Foregrounding, Linguistic Deviations, TS Eliot, The Hollow Men, Semantic Deviations, Graphological Deviations.

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Conceptual Framework

A piece of art diverges from the standard norms of language. An abstract painting for example, diverges from the established rules of art. Such a painting acts against the background of norms and it attracts in an extraordinary and unanticipated manner the curiosity and attention of the viewers. The viewers observe the artistic deviation as prominent from its background which comes into the foreground of their visual field. In the area of literature the linguistic deviation from the accepted norms of language is the foregrounded element against the background of normal language. Foregrounding is a translated term from Czech word 'aktualisace' (Malmkjær, 1991). Malmkjær (1991), while talking about Viktor Shklovsky's idea about foregrounding, writes that among diverse functions of art, 'defamiliarization' is most striking.

Halliday (1971) defines foregrounding as 'prominence that is motivated'. Mukarvosky (1932) distinguishes literature by the 'consistency and systematic character of foregrounding'. Halliday explains the concept of foregrounding as 'by foregrounding is meant the deliberate deviation from the rules of the language code or from the accepted conventions of its use which stand out, or is foregrounded, against a background of a normal usage' (qtd in Widdowson, 1973). Crystal (1997) defines foregrounding: "A term used in stylistics … to refer to relative prominence in discourse, often involving deviance from a linguistic norm". Since the present research focuses on the semantic and graphological irregularities of language in Eliot's one of the most complicated poems *The Hollow Men*, Geoffrey Leech's book *A Linguistic Guide to English Poetry* (1989) has been taken as a model. Brian Southam's *A Student's Guide to the Selected Poems of T S Eliot* (1994) has also been utilized to interpret some parts of the poem.

Leech (1989), while discussing irregularities, includes Lexical deviation, Grammatical deviation, Phonological deviation, Dialectal deviation, Graphological deviation, Semantic deviation, and deviation of Register. While talking about Semantic deviation he mentions that all poetry has some 'irrational element'. A poetic piece is a 'sophisticated looniness' and 'inspired nonsense', hence semantically odd. A literary stylistician tries to explore this 'oddness' of the poetic language. Graphological deviation is the abandoning of the capital letters and punctuation marks, weird use of spaces, parentheses, and jumbling of words. These aspects of irregularities have been explored by the researchers.

The text of *The Hollow Men* as data for the present paper has been taken from *The Complete Poems and Plays of T S Eliot* (1975).

Patterns of Irregularity in *The Hollow Men*

1. **Semantic Deviations:**

The researchers find an example of semantic deviation in line 9 of the poem:
   Or rat's feet   over broken glass

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[V]   A

This dependent clause is semantically foregrounded as no linguistic and semantic clues either in the context or out of context are found. No cataphoric or anaphoric references are found in the following or previous context, which can explain these lines. So these lines do not seem to us an immediate thematic development of the preceding theme. No linguistic clue offers us an opportunity to understand as to who the addresser is and who the addressee? So apparently irrelevant and insignificant use of this clause adds confusion to potential interpretation of the reader. This ambiguity is produced due to change of register: instead of normal poetic register, the day-to-day language is introduced. Hence foregrounding. This is an account of an extremely personal strange style of the writer.

Semantic deviation is noticed in lines 52 – 56:
      The eyes are not here
      There are no eyes here
      In this valley of dying stars
      In this hollow valley
      This broken jaw of our lost kingdoms

The adverb of place 'there' in line 53 is a deictic item used for 'far'. 'There' is used within the same clause with another adverb of place 'here', quite opposite in meaning as it is used for a near reference. The 'eyes' mentioned as such are near and far simultaneously. This type of linguistic use reveals inconsistent semantic relations (Short, 1996). In this two-sentence passage the lexeme 'eyes' is repeated twice which reveals its supreme importance, but the juxtaposition two opposite adverbs of place ----- there, here ----- has made the lines semantically deviant because the progression of thematic meaning is inconsistent. So through cognitive stylistics, the reader without any linguistic clues, can establish a link between the 'eyes' of lines 52, 53, and 62:

      In this last of meeting places
      We grope together
      And a void speech
      Gathered on this beach of the tumid river
      Sightless, unless
      The eyes reappear

[ll: 57 – 62]

The focal point of cognitive stylistics is reader's mental analytical procedure for the interpretation of a literary work (Sperber & Wilson, 1986; Lakoff, 1993; Freeman, 1993). According to cognitive theories the linguistic form and meaning do not have a pre-set correlation between them. The reader through literary discourse makes inferences of meaning, hence he / she is considered the most vital tool for meaning construction process. Therefore, the lines 52, 53, and 62 are cognitively coherent to the reader.

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The researchers could not find more semantic deviations in rest of the poem.

2. Graphological Deviations

Lines 29 and 30 together make a complete sentence. Here in line 30 graphological deviation at the level of punctuation is noticed as the sentence boundary marker is absent:

> Let me be no nearer
> In death's dream kingdom
> Let me also wear
> Such deliberate disguises
> Rat's coat, crowskin, crossed staves
> In a field
> Behaving as the wind behaves
> No nearer -----
>
> Not that final meeting
> In the twilight kingdom

<div align="right">[ll: 29 – 38]</div>

Similarly at the end of line 32 a punctuation mark, colon (:) is deliberately omitted by the poet. Again, in line 36 a dash (-) conveys the continuity of the theme of 'deliberate disguise' of line 32. The absence of sentence boundary marker at the end of line 38 is the extension of the message conveyed by dash (-) in line 36. These graphological deviations are not without purpose.

The absence of full stop (.) in line 30 intensifies the continuity of the theme of 'no nearness', 'no directedness' in twilight kingdom. The omission of colon (:) after 'deliberate disguise' promotes the fear of the ultimate vision. The presence of dash in line 36 and the absence of full stop at the end of line 38 refer to such a feared meeting in both Dante and Conrad.

In *Purgatorio xxx*, Dante at last meets Beatrice. It is a fearful meeting for him, since he faces here the Divine Beauty which reminds him of all his sins and failings. The River Lethe, which he has to cross to meet her, flows in 'everlasting shadow'.

In *Heart of Darkness*, there is the meeting between Marlow and Kurtz's fiancé where he hands her the letters and pictures left by the dead man. It is literally a 'twilight' meeting. Dusk is falling. This symbolizes Marlow's moral twilight. He had intended to tell her the bitter truth about Kurtz's life and death but under the compulsion of her innocent trust in Kurtz's goodness, he covers up, and falsifies the man's last words, reporting that he died with her name on his lips. This white lie is Marlow's own shameful submission to the heart of darkness (Southam, 1994). Eliot's symbolic collage style connects past with present, making the history as a single and unified object. The symbolic references of Dante and Conrad's protagonists refer to the moral 'twilight' of modern man, who is 'hollow' indeed.

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The opening lines of Section III are graphologically deviant:

> This is the dead land
> This is cactus land

<div align="right">

[Il: 39 – 40]

</div>

These syntactically and verbally parallel lines are without sentence boundary markers. Both the lines have simple sentence structure of SVC, hence complete and independent clauses. This absence of the full stops alludes to the absence of a proper spiritual system in this world where the 'stone images' (line 41) and 'broken stone' (line 51) are connected with idolatrous worship.

Lines 45 – 49 show graphological foregrounding:
> Is it like this
> In death's other kingdom
> Waking alone
> At the hour when we are
> Trembling with tenderness.

<div align="right">

[ll: 45 – 49]

</div>

The deliberate omission of colon (:) at the end of line 46 sharpens the theme of unreflecting love and care. It intensifies the sense of loneliness, void, emptiness and despair exactly at the moments of extreme desire. It alludes also to Marlow's world, 'we live, as we dream ----- alone'.

Lines 52 – 60 are three sentences: line 52 is first complete sentence. Lines 53 – 56 make up the second complete sentence, and lines 57 – 60 are third complete sentence. But the deviation at graphological level ----- the absence of the sentence boundary marker at the end of lines 52, 56, and 60 ----- is not without a purpose. Consider the lines:

> The eyes are not here
> There are no eyes here
> In this valley of dying stars
> In this hollow valley
> This broken jaw of our lost kingdoms
> In this last of meeting places
> We grope together
> And a void speech
> Gathered on this beach of the tumid river

<div align="right">

[ll: 52 – 60]

</div>

The first sentence has simple SVA structure. The second sentence has AVSAAAA structure. Here the last adverbial phrase (This broken jaw of our lost kingdoms) is actually a prepositional phrase, so here it is syntactically deviant as the preposition 'in' is ellipted in the beginning. The third sentence has ASVAConj.VO stricture with 'ed' participle clause (line 60). This sentence has two clauses: first in lines 57, 58 and second in lines 59, 60 joined together with a coordinate conjunction 'and'.

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Again, one further graphological deviation: a comma (,) at the end of 59 is also deliberately ellipted. Also, Eliot's poetry is replete with repetitive expression despite the fact that he does not follow the rules of versification. In the above passage the use of lexeme 'eyes' in lines 52, 53 and 62; the anaphoric repetition of 'in this' in lines 54, 55 and 57; phonological congruence between 'stars' and 'star' (lines 54, 63) provides the linguistic cohesion along with musicality and ceremoniousness.

The absence of sentence boundary markers, the ellipted preposition 'in', absence of a comma at the end of line 59, and all the cohesive linguistic clues in the passage provide continuity and a pace to the thematic march of the poem. Now there are no similitude of the eyes, and the 'fading' (line 28) becomes a 'dying' star. The land is a hollow valley which carries a ghostly reflection of the human physiognomy in decay, ending as the broken, inarticulate reflection of the lost kingdoms of the Old Testament. And with this declination comes the awareness that the indirect meeting found in aspects of beauty must yield to the direct meeting which has been shunned. The hollow men now avoid speech. The contrast with Section I is clear, and the river suggests that of Dante's Inferno. But they have no eyes, no vision, unless 'the eyes' return as the 'perpetual', not a fading or dying, star. But for empty men this is only a hope.

Last four lines of *The Hollow Men* (lines 95 – 98) are graphologically deviant:

> This is the way the world ends
> This is the way the world ends
> This is the way the world ends
> Not with a bang but with a whisper.

[ll: 95 -98]

First three lines have the same syntactic structure: SVCOV. These are three sentences. Each sentence has two clauses: first clause (This is the way) while shifting its rank here can be considered Adverbial, as it answers the question, 'How the world ends?' These lines are graphologically deviant also. First two sentences are without sentence boundary markers and the third sentence has a colon (:) absent at the end of line 97. These graphological deviations refer to the free writing way of the writer where he combines different linguistic materials from different textual sources, all in a collage style. As these lines are a parody, combining a line from the children's song, 'Here we go round the mulberry bush' ----- This is the way we clap our hands' ----- with the phrase 'Word without end' from the prayer: 'glory be to the Father, and to the Son, and to the Holy Ghost, as it was in the beginning, is now, and ever shall be, world without end. Amen' (Southam, 1994). This relationship between the theme of these last four lines of the poem and the children's song mentioned above, and the Prayer just mentioned emerges in the minds of the readers only due to the deliberate graphological deviations made by the poet.

Conclusion

The irregularities of expression are overwhelmingly dominant in TS Eliot's poems. *The Hollow Men* shows Eliot's innovations of irregular patterns in typographical and punctuational practices.

Parallelism of expression, Eliot's preferred poetic feature, is beautifully employed to produce musicality and ceremoniousness. Eliot's semantic and graphological poetic irregularities bring about the difference between the language of conventional literature and that of the modern / experimental one. These deviations create desired imagery in the minds of the readers.

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Economic Well-being of the Aged in Rural Tamil Nadu: A Study of Gender Difference with Reference to Madurai District

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Abstract

The elderly in the rural areas are suffering due separation or loneliness resulted through urbanization and emergence or increase of nuclear families. The elderly are differing from not only in their socio-demographic, economic and health characteristics but also differ by their gender roles in various aspects of life.

This paper explores the gender differentials of the rural aged population in their socio-demographic, economic and health characteristics in Madurai district, Tamil Nadu. The data, collected from 160 aged persons in four villages of Madurai district selected through a disproportionate stratified random based on the number of households reveal that most of the rural male aged were older and married, while most female aged were old and widowed. Male aged mostly lived with their spouses and female aged with their children. Marital status was found to be the most positive significant variable to an increase in economic well-being of the rural aged, and living arrangement found to be negative significant one.

Keywords: Economic well-being, Gender, Madurai, Rural aged, Tamil Nadu, etc.

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Introduction

India has not yet come out with an appropriate policy framework to provide social security for the aged. According to projections by the UN Population Division, there will be two elderly persons for every child in the world by 2050. This implies that the aged 60 and above, which currently constitute less than 20% of the population will account for 32% of the population by 2050.

This growth in the size and share of the elderly population will affect many aspects of economic development, including national labor forces. For many older people with no savings, low wages, a lack of job security, poor health, no economic support from their children, just enough earnings to make ends meet, and little help from their friends and communities. Old age is not a phase of life worth looking forward to. Those retiring from low and middle level jobs in the organized sector can also experience the threat of poverty, as pensions and benefits are insufficient to remove financial insecurity.

Gender as a theme in ageing in part from the recognition that women predominate among the aged, lower mortality among women has resulted in an imbalance in the sex ratio among older persons in almost all countries, with women out numbering men particularly among the oldest-old. Beyond these demographic dimensions, the growing concern over gender and ageing is motivated by a presumed greater social and economic vulnerability of older women compared to men, arising from the fact that, more than for men, women's productive activities are carried out outside the formal economic sector and from pervasive gender inequality in family and community life that is through to characterize many societies. Virtually all societies have a set of norms and practices that define the roles, rights and obligations of men and women: this is typically referred to as a "gender system" (Mason, 2001).

Gender systems differ substantially across societies and the conditions. Gender systems, in turn, are both influenced and reinforced by social and economic institutions. Gender systems also influence the relative access of older men and women to family assets both before and after the death of a spouse (Rahman et al., 2009).

Economic well-being depends both on the ability of current income and in-kind services to meet consumption needs and on future income flows, assets, and insurance holdings that can be drawn upon to cover the costs of uncertain contingencies (Hurd and Rohwedder (2006).

Economic wellbeing depends not only just on monetary resources, such as earnings or interest income, but also on non-monetary resources, such as the presence of other family members and one's own ability to perform tasks that generate earnings (Danigelis and McIntosh, 2001).

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In addition, economic satisfactions also vary by gender. Higher economic satisfaction generally leads to higher life satisfaction particularly in a country where most of the people are living below poverty line. In terms of financial satisfaction males experience more economic satisfaction than females. Generally, males enjoy more independence and financial security than females.

In recent past, studies were carried out on different dimensions on the aged. Doris Padmins, et al. (2010) studied economic well being and morbidity aspects. Danigelis and McIntosh (2001) and Rahman, et al. (2010) examined gender and economic support whereas Rao (2007) studied economic and financial aspects ageing in India. Keeping these in view, an attempt has been made in this paper to study the gender differences of the rural aged population in their economic well-being in Madurai district of Tamil Nadu.

Objectives

The primary objectives of this paper are: (1) to study the socio-demographic, economic and household characteristics of the rural aged population; (2) to explore gender differentials of the rural aged population in their socio-demographic, economic and household characteristics; and (3) to understand the relationship of socio-demographic and household characteristics with economic wellbeing of the rural aged population.

Data and Method

Madurai district is considered for the present study as it's share of 60+ aged persons (8.5%) is closer to that of Tamil Nadu (8.8%). There were seven Taluks in Madurai district namely (1) Madurai North, (2) Madurai South, (3) Melur, (4) Peraiyur, (5) Thirumangalam, (6) Usilampatti, and (7) Vadipatti according to 2011 Census.

Based on the number of villages, Madurai North Taluk was selected for this study as it was found to have more number of villages compared to other Taluks. There were 186 villages in Madurai North Taluk. These villages were selected based on the number of households and number of aged persons in the households (60 years and above) through a disproportionate stratified random sampling. Out of these villages, four were selected namely (1) Samayanallur, (2) Tiruppalai, (3) Narasingam, and (4) Kodikulam as they had more number of households compared to other villages in the Taluk.

The required data for this study were collected from 160 aged persons (60 years and above) from four villages of Madurai district of Tamil Nadu comprising of 80 males and 80 females through household survey and personal interview with the help of a well-administrated and pre-tested interview schedule.

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The items of data collected were such as age, sex, religion, caste, marital status, completed years of education, family wealth, income, dwelling, owner of the house, toilet and bath room facilities. The data were evaluated and analysed using SPSS program. A multivariate technique named multiple linear regression analysis was used to assess the effect of several variables on economic satisfaction of the aged population.

Results and Discussion

The demographic and social characteristics, economic characteristics, and household characteristics and their association with economic well-being of the rural aged are discussed in detail with the help of results obtained through bi-variate and multiple linear regression analyses.

Demographic and Social Characteristics

The demographic and social characteristics such as age, marital status, religion, caste, educational status, and living arrangement are discussed in this section. It was found from *Table 1* that more than half of the respondents were old (60-69 years) followed by older (70-79 years) (35%) and oldest (80 years and above) (14%). Though, the same trend has been visualized among males and females, more males were older (36%) and more females were old (51%) and oldest (15 %). This indicates that most of the aged happen to die before reaching the oldest range and the female aged live longer as compared to male aged.

As far as the marital status of the respondents is concerned, more than half of them (52%) were widowed. Most of the male respondents were married (83%) and most of the female respondents were widowed (86%). As many of the male aged happen to die earlier than their wives the female aged live longer after the death of their spouses as widows.

About 80% of the respondents belonged to Hindu religion followed by Muslim (15%) and Christian (6%) religions. The same trend has been noticed among female aged. The percentage of male aged was more in Hindu (84%) and Christian (10%) religions as compared to female aged (75% and 1% respectively.

More than half of the respondents (52%) belonged to Backward Caste (BC) followed by Scheduled Caste/Scheduled Tribe (SC/ST) (24%), Forward Caste (FC) (17%), and Most Backward Caste (MBC) (7%). Though, the same trend has been visualized among males and females, more males were there in SC/ST (27%) and more females in BC (54%), FC (18%) and MBC (9%).

Majority of the respondents (44%) were illiterate followed by educated upto primary level (35%) and educated high school education and above (21%). Though, the same trend has been noticed among males and females, more females were illiterate (51%) and educated upto primary level (37 %) as compared to males (38% and 33% respectively),

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whereas, more males were educated high school education and above (30%) as compared to females (11%). This shows the existence of traditional gender difference in educational level of the country in general, though the magnitude of difference has been narrowed to a greater extent.

Table 1
Demographic and social characteristics of the rural aged

Demographic and Social Characteristics	Male (N=80)		Female (N=80)		Total (N=160)	
	N	%	N	%	N	%
Age						
60-69	40	50.0	41	51.2	81	50.6
70-79	29	36.2	27	33.8	56	35.0
80+	11	13.8	12	15.0	23	14.4
Marital status						
Married	66	82.5	11	13.7	77	48.1
Widowed	14	17.5	69	86.3	83	51.9
Religion						
Muslims	5	6.2	19	23.7	24	15.0
Hindus	67	83.8	60	75.0	127	79.4
Christians	8	10.0	1	1.3	9	5.6
Caste						
SC/ST	22	27.4	16	20.0	38	23.8
MBC	5	6.3	7	8.8	12	7.4
BC	40	50.0	43	53.8	83	51.9
FC	13	16.3	14	17.6	27	16.9
Educational status						
Illiterate	30	37.5	41	51.3	71	44.4
Primary	26	32.5	30	37.4	56	35.0
High school & above	24	30.0	9	11.3	33	20.6
Occupation						
Not Working/Housewife	32	40.0	63	78.8	95	59.4
Agriculture	18	22.4	10	12.5	28	17.5
Industry	21	26.3	5	6.2	26	16.3
Business	9	11.3	2	2.5	11	6.8
Living arrangement						
Living alone	7	8.8	15	18.7	22	13.8
Living with spouse	50	62.4	12	15.0	62	38.8
Living with children	23	28.8	53	66.3	76	47.4

Source: Computed from Primary Data

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Majority of the respondents lived with their children (47%) followed by respondents who lived with their spouses (39%) and those who lived alone (14%). While examining the gender difference in the living arrangement of the respondents, it was found that most of the respondents (62%) lived with their spouses and most of the female respondents lived with their children (66%) and lived alone (19%) as compared to their counterparts.

Economic Characteristics

The economic characteristics such as occupation, income source, average monthly income, and economic status of the respondents are discussed in this section (***Table 2***). About sixty percent of the respondents were not engaged in any work followed by those who were engaged in agriculture (18%), industry (16%) and business (7%). The same trend has been noticed as far as the female respondents are concerned. Among male respondents most engaged in industry (26%), agriculture (22%) and business (11%) as compared to female respondents (6%, 13%, and 3% respectively).

Majority of the respondents reported that the source of their income was their children (64%), followed by pension (49%), occupation (41%) and wealth (17%). Though the same trend prevails among both male and female respondents, the sources of the most of the male respondents were occupation (60%) and wealth (19%) and of most of the female respondents were children (71% and pension (54 %). More than half of the respondents had an average monthly income up to Rs. 3000/- (53%) followed by Rs. 3001-5000 (35%), no income (7%) and Rs. 5001 and above (6 %). Most of the male respondents had average monthly income Rs. 3001-5000 (56%) and Rs. 5001 and above (7%), and most of the female respondents has average monthly income upto Rs. 5000 and (70%) no income (13%). Forty percent of the respondents had household monthly income of above Rs. 5000/- followed by respondents who had Rs. 3001-5000 (39 %), and up to Rs. 3000/- (21%).

The same trend is followed among both male and female respondents. While observing the gender difference, more males (86 %) had average monthly income of above Rs. 3000/- and more females (29%) had upto Rs. 3000/-. The economic status of the respondents was determined based on their dependency level. It was found that only 17% of the respondents were independent but majority of the respondents were partially dependent (64%) followed by fully dependent (19%). While observing the gender difference in dependency level, the same trend is associated with female respondents. But more male respondents were independent (25%) compared to female respondents (9%).

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Table 2
Economic characteristics of the rural aged

Economic Characteristics	Male (N=80)		Female (N=80)		Total (N=160)	
	N	%	N	%	N	%
Occupation						
Not Working/Housewife	32	40.0	63	78.8	95	59.4
Agriculture	18	22.4	10	12.5	28	17.5
Industry	21	26.3	5	6.2	26	16.3
Business	9	11.3	2	2.5	11	6.8
Occupation						
Not Working/Housewife	32	40.0	63	78.8	32	40.0
Agriculture	18	22.4	10	12.5	18	22.4
Industry	21	26.3	5	6.2	21	26.3
Business	9	11.3	2	2.5	9	11.3
Respondents' income source						
Wealth	15	18.8	12	15.0	27	16.8
Occupation	48	60.0	17	21.3	65	40.6
Pension	35	43.8	43	53.7	78	48.8
Children	45	56.2	57	71.3	102	63.8
Respondents' monthly income						
No income source	1	1.3	10	12.5	11	6.9
Up to Rs. 3000	28	35.0	56	70.0	84	52.5
Rs. 3001 – Rs. 5000	45	56.3	11	13.8	56	35.0
Rs. 5001 & above	6	7.4	3	3.7	9	5.6
Households' monthly income						
Up to Rs. 3000	11	13.8	23	28.8	34	21.2
Rs. 3001 – Rs. 5000	32	40.0	30	37.5	62	38.8
Rs. 5001 & above	37	46.2	27	33.7	64	40.0
Economic status						
Independent	20	25.0	7	8.8	27	16.9
Partially Dependent	45	56.2	57	71.2	102	63.7
Fully Dependent	15	18.8	16	20.0	31	19.4

Source: Computed from Primary Data

Household Characteristics

Head of the family, house type, house ownership, drinking-water facility, bath-room facility, toilet facility and cooking fuel used by the respondents are discussed in this section (*Table 3*). Headship of the family gives prestige and decision making power to

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the aged. It was found from the results that more than half of the respondents (57%) were head of the family followed by children (36%) and spouses (6%). Suiting to the prevalent belief, 85% of the male respondents were head of the family as compared to female respondents, and among female respondents, 59% of their children were the head of the family.

Table 3
Household characteristics of the rural aged

Household Characteristics	Male (N=80)		Female (N=80)		Total (N=160)	
	N	%	N	%	N	%
Occupation						
Not Working/Housewife	32	40.0	63	78.8	95	59.4
Agriculture	18	22.4	10	12.5	28	17.5
Industry	21	26.3	5	6.2	26	16.3
Business	9	11.3	2	2.5	11	6.8
Family Head						
Self	68	85.0	24	30.0	92	57.4
Spouse	1	1.2	9	11.2	10	6.3
Children	11	13.8	47	58.8	58	36.3
House Type						
Hut	2	2.5	8	10.0	10	6.2
Kutcha	44	55.0	39	48.8	83	51.9
Pucca	34	42.5	33	41.2	67	41.9
House ownership						
Own house	59	73.8	43	53.8	102	63.8
Rented house	21	26.2	37	46.2	58	36.2
Drinking-water facility						
Street Tap	47	58.7	51	63.7	98	61.2
Own Tap	33	41.3	29	36.3	62	38.8
Bath- room facility						
Open/Public	27	33.7	23	28.8	50	31.2
with house	53	66.3	57	71.2	110	68.8
Toilet facility						
Open/Public	25	31.2	27	33.8	52	32.5
with house	55	68.8	53	66.2	108	67.5
Cooking fuel						
Firewood	28	35.0	21	26.3	49	30.6
Kerosene	17	21.3	22	27.4	39	24.4
Cooking Gas (LPG)	35	43.7	37	46.3	72	45.0

Source: Computed from Primary Data

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The house structure, generally, is based on the economic condition of the family. More than half of the respondents lived in kutcha house (52%) followed by those who lived in pucca house and hut (6%). As far as the male respondents are concerned, though the same trend prevails among male and female respondents, more male respondents lived in kutcha (55%) and pucca (43%) houses as compared to female respondents (49% and 41% respectively) and more female respondents lived in hut (10%) as compared to male respondents (3%).

House ownership of the elderly gives them respect and protection from the family members. It was found from the results that majority of the respondents were owner of their house (64%) as against rented house (36%). The more male respondents owned house (74%) and the more female respondents lived in rented house (71%).

Availability of drinking-water facility has on significant impact on health of the aged and their family members. But the study area majority of the respondents used water available through street-tap as against own tap (39%). The same trend prevails among both male and female respondents. More female respondents used water available through street-tap (64%), where as more male respondents from own-tap (41%). Sixty-nine percent of the respondents had bath-room facility within the house as against respondents who had the facility outside the house as open/public (33%). More female respondents had bath-room facility within the house (71%), whereas, more male respondents had the facility outside the house (34%) as compared to their counterparts. Majority of the respondents had toilet facility within the house (68%) as against respondents who had the facility outside the house (33%). The same trend prevails among both male and female respondents. More male respondents had toilet facility within the house (69%), whereas, more female respondents had the facility outside the house (34 %) as compared to their counterparts. As far as the cooking fuel used by the aged is concerned, majority of the respondents used LPG cooking gas (45%) followed by firewood (31%) and kerosene (24%), indicating a characteristic of the modern trend. More female respondents lived in the house using cooking LPG gas (46%) and kerosene (27%) as compared to male respondents of the house using more of firewood (35%).

Table 4 presents the results of the multiple linear regression analysis. The results demarcate the relationship between socio-demographic characteristics and economic status of the aged. It was found from the analysis that marital status of the rural aged has been the most positive significant variable to an increase in economic well-being (Beta = 0.535) and family type (Beta = 0.398), whereas, the variable living arrangement found to be most negative significant one (Beta＝-0.397) followed by education (Beta＝-0.202). Variables like gender, age and working status have also found to be positive (beta value) indicating an increase in these variables towards economic well-being.

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Table 4
Multiple Linear Regression Model

Variables	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
(Constant)	3066.416	2058.491		1.490	.139
Age	-713.868	347.269	-.177	-2.056	.042
Gender	-1130.988	536.477	-.184	-2.108	.037
Religion	-88.000	390.762	-.021	-.225	.822
Community	-218.343	295.659	-.069	-.738	.462
Marital status	3055.854	687.199	.535	4.447	.000
Family type	2438.472	996.940	.398	2.446	.016
Living arrangement	-1643.437	659.487	-.397	-2.492	.014
Education	-603.265	343.454	-.202	-1.756	.082
Occupation	-1150.828	305.100	-.044	-2.494	.022

Note: Dependent variable: Income after age 60; R=0. 598; R Square=0. 358;
Adjusted R Square=0. 306; $F(6.816) = P$=0.000.

Conclusions

Most of the respondents were old (60-69 years) as compared to the respondents who were older (70-79) and oldest (80 years and above). More male respondents were older, and more females were old. While, more males were married, more females were widowed. While observing the gender difference in marital status, more male respondents were Hindus and Christians, and more female respondents were Muslims religion. While more males belonged to SC/ST, more females belonged to BC. Most of the female respondents were educated upto primary level and most of the males were educated high school education and above. Most of the male respondents lived with their spouses and most of the female respondents lived with their children.

More male respondents were engaged in industry and more female respondents were housewife and did not work. Majority of the male respondents reported that the source of their income was occupation as most of the female respondents' source of income was their children. Most of the male respondents had an average monthly income Rs. 3001-5000, while most of the female respondents had average monthly income upto Rs. 5000. Most of the male respondents were independent as against most of the female respondents who were partially dependent.

Majority of the male were head of the family as compared to female respondents most of whose families were headed by their children. While more male respondents lived in kutcha house, more female respondents lived in hut. More male respondents owned house and more female respondents lived in rented house. More female respondents used water available through street-tap and more male respondents used water from own-tap. While,

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more female respondents had bath-room facility within the house, more male respondents had the facility outside the house. More male respondents had toilet facility within the house and more female respondents had the facility outside the house. As far as the cooking fuel used by the aged is concerned, more female respondents lived in the house using cooking LPG gas as compared to male respondents those who mostly used firewood.

Marital status of the rural aged has been the most positive significant variable to an increase in economic well-being, whereas, the variable living arrangement found to be most negative significant one. Variables like gender, age and working status have also found to be positive indicating an increase in these variables towards economic well-being.

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Teaching of English in the Digital Age

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Demands on Teachers

The sweeping changes of globalization and industrialization force teachers to cope with the change in the perception of the learners and to take a closer look at the new roles of teachers in the light of the enormous importance being given to the use of technology in imparting the English Language. The use of technology will help the learners and teachers to move beyond the walls of the classrooms as the learning can take place anywhere anytime. It is necessary to realize that English Language Teaching is not only a work of art but also science. The teachers and researchers have to admit the fact that the demands on the teaching profession have increased and it is necessary that teachers should be innovative, reflective, technologically savvy and learner by nature.

Need for a Varied Set of Soft Skills

There are a number of factors that determine the method of English Language Teaching. New approaches to motivate the learners are required in order to help the learners to meet their needs. The learners need to acquire the English language to meet a varied set of soft skills. In other words, beyond what they usually learn in terms of grammar, spelling, four language skills, they are now required to acquire and use soft skills. In this context, teachers have to cope with the change in the perception of the learners and to take a closer look at the new roles of teachers in the light of the enormous importance being given to the use of technology in imparting the English Language.

Technology in the Classroom

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The incorporation of technology into English Language Teaching is one of the important challenges for education today as it is a great step towards revitalizing the English language classrooms. The use of technology will help the learners and teachers to move beyond the walls of the classrooms as the learning can take place anywhere anytime. The use of audio-visual aids like radio and television, computer aided instruction, internet and web based education are some of the technological innovations in certain institutions. This concept of 'digital classroom' or 'smart classroom' provides effective learning experiences by helping the learners to comprehend information, reflect on how it will effect a change in their lives, compare how it fits into their own experiences and think about how this information offers new ways to act in their enhancement of English language.

The role of the teacher in the digital or smart classrooms is very challenging. The teacher must be effectively trained to use the technology for lesson planning and student instruction. The teacher in the smart classroom is not a mere instructor but a facilitator who helps students to explore the expansive world of English. The use of technology bridges the gap between the teaching styles and the learning styles. The traditional and conventional style of lecture method which caters only to a homogenous group of learners is replaced by digital classrooms which cater to the visual learners, auditory learners and kinaesthetic learners. Audiovisuals, video conferencing, short animations, etc can be used in teaching learning process. Some of the vocabulary building exercises can be understood by means of visuals taken from different point of views and online tests for the enhancement of LSRW skills can be focused upon with the help of technology. Teachers can use PowerPoint presentations to illustrate the chapters or topics of the respective subjects. All these can have a positive impact of learning on students.

Additional Digital Devices

There are also other digital devices that can be used in classrooms for language instruction. Portable scanners, cameras, mobile phones, digital blackboards, electronic pens, touch screens etc can motivate students and also inspire the teacher to explore how best a technology can fit into the lesson plan. (David H. Rose & Ann Meyer 2002)These devices can help the learners to read text from books, documents, research papers, newspapers and the information can be scanned and pasted for further reference and documentation.

Some of the wireless devices in mobile phones namely the Bluetooth and infrared technologies are used as e-learning tools which allow the learners to access and transfer information in fraction of seconds. So the teachers have to constantly update their knowledge to keep pace with the fast changing world. Facilitators can use the online materials and e-journals available on the web for acquiring learning materials as they are a good source of information which will enable the learners to gain competency in the English language.

What Teachers Can Do

The teachers or facilitators should therefore create enthusiasm in their learners through their innovative strategies, tactics, styles and skills to instil an interest in them. At the same time, there are many teachers who use technology regularly but are not innovative.

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They use technology simply to replace old tools, such as pencil and paper, rather than using it to do things that students could not do without it.

Today's teacher must be intelligent, organized, creative, reflective, technologically savvy, and a learner by nature as teaching is not only a work of art but also science. They should teach the students to use the Internet effectively and also help them in creating their own blogs, podcasts, movies, documentaries and websites. The Internet and the Web are global systems for communication and information. Teachers and students can foster a positive classroom environment through the help of internet and web by engaging in consistent dialogue about assignments and develop skills of communication, writing and thinking.

Role of Blogs

Blogs are the perfect way for students to develop their writing skills. Earlier students wrote written responses to literature in journals. Now with the help of blogs students can comment online on literary journals and also on other student's blogs. The teacher can also involve in blogging by adding his/her comments. Any student or learner of English can jump into the blogging bandwagon and can explore and add new dimensions to the instruction by the teacher. Blogging has thus revolutionized the whole world of communication where information moves online at warp speed. Learners can be encouraged to create poetry blogs, fiction blogs, etc and take it as far as their imagination could go.

Podcasts

Podcasts are helpful in developing the reading and speaking skills of students. A podcast enables a student to hear his/her voice as the voice will be recorded and posted on the website. There can be single or multiple speakers who can create a podcast on various topics like storytelling or recital of a poem or reading out a passage, do interviews, give lectures etc. This at a later stage can help them in developing their public speaking skills as it gives them an opportunity to apply their knowledge orally.

Designing Websites as Part of Language Learning

A class of learners can also be motivated to create a website of their own so that they can form an e-community in the course of their enhancement of the English language. Learners can have individual websites or classroom websites where they can communicate with teachers and parents. They can display their projects or assignments and can share the resources with other members of the student community.(David H. Rose & Ann Meyer 2002) They can also have access to ebooks that are available online for doing reference work. It is also possible for them to create small ebooks on a desired topic with pictures, audio or video clips and make it available for others online. Ebooks are another way of combining writing and technology.

To Conclude

The paper thus emphasises on the need for technology which forms an integral part of English Language Teaching. It is necessary to realize that English Language Teaching is not only a work of art but also science.(David H. Rose & Ann Meyer 2002) The teachers and

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researchers have to admit the fact that the demands of the teaching profession have increased and it is necessary that teachers should be innovative, reflective, technologically savvy and learner by nature.

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The Indian Counter Narrative in *Midnight's Children*

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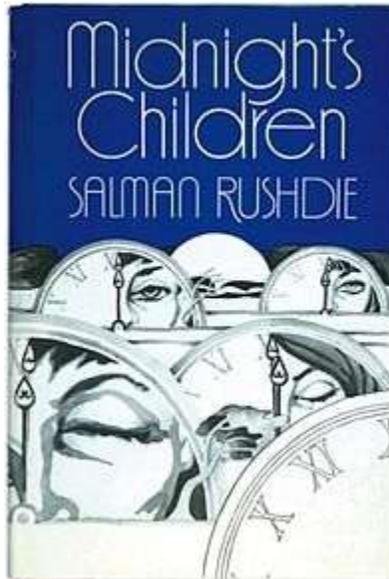
On Defining Post-colonialism

The decline of the British Empire in the 20th Century marks the rise of new nations and their era of post-colonialism. The term 'post-colonialism', at an extremely basic level,

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connotes the times of colonial nations after they attained their independence from the Western colonizers. "As originally used by historians after the Second World War in terms such as the post-colonial state, 'post-colonial' had a clearly chronological meaning, designating the post-independence period" (Ashcroft 186). Independence also marked a 'power shift' with the 'power of representation' going to the natives who stressed a change in the way they were 'presented' by and to the West: the 'Orient' was challenged by the East.

Literature included the term 'post-colonialism' and initially it was defined as one that re-presents the 'Orient' to the West and that too on its own terms. One of the first steps in the direction was to reflect on what colonization cost to the colonized. "Post-colonialism deals with the effects of colonization on cultures and societies" (Ashcroft 186). The most common idea in this framework is that the colonial power had a derogatory impact on the culture and life of the colony and this is not done through sheer force only. On the contrary, this impact is achieved by inculcating a belief in the superiority of the Western culture and the 'otherness' of the native culture. Antonio Gramsci used the term hegemony in this context when he reasoned why the ruling class was able to promote its own interests. Post-colonial Literature, it emerges from the discussion, questions the colonial presence in a colony and the discourse generated by the colonizers for their validation in the colony.

Indian Situation

India, post-independence, too shifted into the paradigm of Post-colonialism chronologically. However, it remained an issue of debate if Indian literature too shifted into the same paradigm. Critics are divided over the opinion but there is a consensus over the fact that each text's features determine its status as a colonial or a post-colonial text rather than the year of composing. In other words, having been composed post-independence is not the criterion for a work to be post-colonial. There are certain qualities which, if present, mark a work as post-colonial.

Creating India – A Major Function of *Midnight's Children*
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Midnight's Children, written by Salman Rushdie and published in 1981 is one text in Indian Literature that deals with the Indian political history of pre and post-independence times and hence, in spite of its style of Magic Realism, is steeped in India. It is the story of Saleem Sinai, one of the twins, the other being none other than the nation, India. He is born on 15 August, 1947, on the stroke of midnight, and as a result, his life is intricately and complexly intertwined with that of India. It is through and alongside Saleem that Rushdie creates India. He says in the Introduction to *Midnight's Children*, "If he and India were to be paired, I would need to tell the story of both twins. Then Saleem, ever a striver for meaning, suggested to me that the whole of modern Indian history happened as it did because of him; that history, the life of his nation-twin, was somehow *all his fault*" (Rushdie x).

The Story

The narrative begins in 1915 when Aadam, the grandfather of Saleem, returns from Germany, "Now, returning, he saw through travelled eyes. Instead of the beauty of the tiny valley circled by giant teeth, he noticed the narrowness, the proximity of the horizon; and felt sad, to be at home and feel so utterly enclosed. He also felt –inexplicably –as though the old place resented his educated, stethoscoped return…the years in Germany had returned him to a hostile environment" (*Midnight's Children* 5-6). The beginning assumes significance in the light of the fact that Rushdie himself is an expatriate. The beginning, hence, underlines the self-reflexive nature of the narrative. Aadam Aziz has been to Germany and when he returns to India, the things suddenly start looking different to him: the 'beauty' of the valley is transformed into 'narrowness'. Rushdie, thus, right in the beginning of the novel asserts an 'outsider's' perspective on the narrative rather than of an insider. The gap that emerges is 'the hole' in Aadam which stays throughout with such people. This confession, right at the beginning of the text, is a testimony of the author's acceptance of his status and has a significant impact on the narrative.

Is This India for Select Audience Only?

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Traditionally critics have asserted that the India created by Rushdie in *Midnight's Children* is meant for a select audience only. In other words, there are voices labeling it as a narrow narrative of India catering to the parameters of the colonials and his status as an expatriate, an outsider, gives more weight to this perspective. Such critics hold strongly that *Midnight's Children* creates a discourse that is hegemonic in nature and hence reasserts the colonial picture of India. The text, then, emerges like Tharoor's *The Great Indian Novel*, where the decline of Indian civilization begins after the era of *The Mahabharata*. In doing so, the narrative validates the colonial presence and hegemony because the 'decay', then, does not emerge as a British legacy but something that they came to erase.

Does It Truly Represent India

Neil Ten Kortenaar opines, "Not everyone is as taken by the novel, however. In particular, its status as a representation of India has been challenged. Some, like Harish Trivedi, have resented that Western critics and academics treat Rushdie as if he invented India or gave the continent a voice. Trivedi points out that *Midnight's Children* "is written for unilingual English-language readers for whom translations of Hindi-Urdu words are always embedded in the text…Richard Cronin argues that Rushdie's hubristic project of encapsulating India proves that he is an outsider who thinks in English, inevitably closer in spirit to Kipling than to writers living in India…"" (Kortenaar 4). Critics like Aparna Mahanta assert that Rushdie toes the long English tradition of the 'exotic fantasia', as they call it, that started with Jonathan Swift and Daniel Defoe and established itself firmly in English literature. This 'exotic fantasia', believes Aparna Mahanta, Rushdie "has been able to emulate very successfully…Rushdie now steps into…the trappings of wit, humour and satire, that were the hallmarks of British fiction in the grand old days which, again, only goes to prove that the Raj isn't dead after all" (Mahanta 244).

Magical Realism to Bring Out the Reality

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Saleem, 'the midnight born', vested with the special power of entering into the minds of other people and later to be able to smell and identify everything, including people and feelings, generates a narrative that is highly unrealistic, romantic and fantastical but it is critical to the India 'of' the author. In fact, this superhuman 'power' places Saleem alongside the heroes of the traditional Epic genre, a mythical narrative but central to a civilization. Rushdie says in the Introduction to *Midnight's Children*, "…my debt…to…Dickens for his great, rotting, Bombay-like city, and his ability to root his larger-than-life characters and surrealist imagery in a sharply observed, almost hyper-realistic background, out of which the comic and fantastic elements of his work seemed to grow organically, becoming intensifications of, and not escapes from, the real world" (Rushdie xii).

Discussing and Depicting Hegemony

At this level, the text emerges as one that stresses the colonial discourse and hegemony by reflecting the colonizer's ideology. Moreover, it emerges that Rushdie does that by following the generic principles of the West, the novel and the Epic. However, the narrative does not toe the traditional Epic genre propagated by the West. On the contrary, it modifies the Epic genre to suit his own purpose by narrating it through Saleem. It then becomes a subjective portrayal wherein Saleem places himself at the helm of affairs, rather than having the objective narrative of a traditional Epic. It suggests that Rushdie has not, as alleged, toed the colonial parameters but has moulded them to serve his end of creating an India in his narrative. He, then, addresses the Indian issue through 'adaptation' rather than 'adopting', thereby reflecting the post-coloniality of the text.

An India for the West

Through this modified narrative regarding Saleem's life, he is constructing an India for the West, the English educated audience, "…the fusion of an individual body with the subcontinent and a personal biography with its political history" (Kane 95). It emerges as an epic whose 'superhuman' hero counters the objections of a rational and scientific modern Western world. Saleem's own story, quite fantastic, along with the story of India

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also authenticates the nation that emerges in the narrative. Saleem and the narrative, hence, counter the European literary hegemony and thought through Indian mythologies and thought. "…Ayurvedic philosophy interprets the person as a microcosm. Saleem Sinai exemplifies this collective, revisionary, and somatic subject" (Kane 96). Saleem's 'superhuman' status authenticates the vastness of the nation and provides a focal point around which the story of the country can be narrated. In using the Indian mythologies Rushdie is creating India from the 'adept' phase in post-colonialism.

Political Overtones

The text, then, has political overtones structurally as well, but is not a colonially motivated text. It becomes a post-colonial Third-world 'strike' back at the colonial masters with its own weapons and devices moulded accordingly. The creation of India by Rushdie is done through the ancient Indian style rather than the modern western literary style of empiricism and reason. As Kane opines, "Rushdie exploits Saleem's status as the godlike author at play in unmoored language, while simultaneously governing this artifice in accordance with a Vedic logic" (Kane 104).

What is being narrated in the text is an oral picture in Saleem's mind that is being written by him himself. In other words, the text assumes the stature of a modified Primary Epic, a 'lost' literary form. "…Rushdie himself composes a work that self-consciously asserts its own epic status" (Su 546). The story however, unlike the Primary Epic, does not travel to Saleem by the word of mouth, which in this case could be his ancestors, but he knows the 'story' due to his innate 'superpower'.

Reason versus Mythology

This solves a twofold purpose for Rushdie: The Standard Western Literary style of Reason is rejected in favour of an Indian style of mythologies, oral tradition and folklore. "European literature has chronological priority over Indian (English) mythmaking. But India, like most independent entities, wishes to create its own identity" (Karamcheti 82) and Rushdie's text achieves the same. Secondly, the extinct western literary genre of

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Primary Epics is not only revived but also modified and Samir Dayal asserts the same when he says in his article "Talking Dirty: Salman Rushdie's *Midnight's Children*", "In *Midnight's Children*, hybridity and impurity are intentionally foregrounded…" (Dayal 434). Rushdie, then, creates a parallel post-colonial narrative structure of India against the West's empirical way of looking at the nation. This political subversion of the West by Rushdie is asserted by Indira Karamcheti as well, "He subverts in order to legitimize his own, specifically Indian mythologies" (Karamcheti 83).

Strike-back Opportunity?

Another element that supports the idea of a political 'strike back' is the use of 'Indianized' English in the narrative rather than the Standard English. "Rushdie's own attempt is to achieve a self-reflexive and organic 'english'. Much of the novel is in standard English, although most of the characters speak in an indigenized, Indian 'english' (spiked liberally with transliterated native words). Saleem's peculiar language entails a postcolonial gesture of reappropriation of the former colonizer's language" (Dayal 433).

Steps toward Post-colonialism

Fanon stressed on the importance of the colonized finding and representing their past and that is the first step towards post-colonialism. "Fanon argued that the first step for 'colonised' people in finding a voice and an identity is to reclaim their own past" (Barry 193). Rushdie reclaims the colonial past of India through the use of 'Indianized' English. The mediator between the narrative and the viewer, English, performs an important role: it questions the 'standard' English of the West by countering it with its Indian version. The use of Indian English also carries the 'Indian voice' across to the West that has largely interpreted the East in its own language and from its own viewpoint.

Which is the Fit Vehicle? Indian Language Or English?

It is opined by some that an Indian language could have been a better choice if the Western hegemony had to be challenged. However, English emerges as a more potent

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weapon in the creation of a political history of India as English is the language that the West 'knows'. Hindi or any vernacular would have restricted the text to India only but by using English Rushdie has reached the West and his use of 'Indianized English' has made the text enter the 'adapt phase' thereby countering the Western hegemony. Also, Rushide in *Imaginary Homelands* opines that people once colonized by the colonizer's language successfully remake and domesticate it thereby carving out territories for themselves within its frontiers. Rushdie has varied the linguistic code rather than the standard code of English thereby creating a 'domesticated' English to counter the Standard English of the West.

More an Allegory

The text, hence, emerges as a political allegory of India in that it reveals the story of Saleem and the nation simultaneously and at the same time reverts back to the West, questioning and challenging its colonization of the Orient for a long time: *Midnight's Children* counters the West's notions of its inherent superiority over India and the East. Moreover, by virtue of this structural allegory, the text validates itself as the narrative 'of' a nation. While Dr Aziz in *A Passage to India* is mocked at by Fielding when he raises his patriotic fervor, Saleem and his story create an Indianized political history of India. Indira Karamcheti asserts, "Rushdie's Indian genesis successfully challenges the European subtexts it subverts" (Karamcheti 84).

The Goal – To Subvert Western Ideology?

Post-colonial criticism acclaims that the 'Orient' sees the East as the 'other' as Peter Barry asserts that "the first characteristic of postcolonial criticism [is] an awareness of representations of the non-European as exotic or immoral 'Other'" (Barry 194). Rushdie's text, too, is aware of this and clearly attempts a subversion of the Western ideology of seeing India as the 'other' but the India he creates and his Indian myth does not go unchallenged. In other words, in the creation of an Indianized political scenario, i.e. the Indian version of its political history, Rushide does not obliterate the 'negatives' of a nation. His India receives a setback through several incidents pertaining to pre-

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independence as well as the post-independence times that even the superhero Saleem is not able to avert. In the structural 'strike back of the Empire', these incidents appear to take it back to the colonial mire.

Painful and Tragic Recollections

One such incident in the narrative is Jallianwalla Bagh. Dr Aadam is in Amritsar then and bears witness to the bloodshed on the day. The incident leaves a scar on the alternative 'Indian myth' as Saleem is unable to emerge a savior like the superhero of an epic. The fact that he is not born yet justifies his 'inability' to cope with the incident. But at the same time, Rushdie's 'mythology' does not emerge as a complete failure because the time period under consideration is pre-independence. More than a failure of the 'Indian myth', it reflects the Indian political history through the relationship between the colonizer and the colonized. Rushdie, in fact, structurally presents two disparate view-points, the Indian and the colonial, through the event. While Dr Aadam Aziz's replies to his wife about his whereabouts are, "'Nowhere on earth,' he said, and began to shake in her arms" (*Midnight's Children* 42), for General Dyer it is a job well done. "'Good shooting,' Dyer tells his men, 'we have done a jolly good thing'" (*Midnight's Children* 42)**.**

While Dr Aadam 'trembles', General Dyer 'rejoices' at the success. The oxymoron highlights the chasm in the evaluation of the political situation by the ruler and the ruled. Norbert Schurer says, "Rushdie…uses the massacre to point out how different individuals and traditions interpret history differently: While Aadam is horrified by the slaughter, Dyer is quoted as saying, 'We have done a jolly good thing'" (Schurer 25). The text poses a direct question at the validity of the colonial presence in India by juxtaposing the Indian and the colonizer's response to an incident of massacre. Rukmini Bhaya Nair opines in "Text and Pre-Text: History as Gossip in Rushdie's Novels", "*Midnight's Children*…seems to be about competing interpretations of Historical texts" (Nair 994).

The ugliness behind the Red Fort is another aspect that appears to distort the author's 'Indian myth'. "…here is Amina Sinai beneath the high walls of the Red Fort, where

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Mughals ruled, from whose heights the new nation will be proclaimed…she enters these causeways where poverty eats away at the tarmac like a draught, where people lead their invisible lives, [and] something new begins to assail her…" (*Midnight's Children* 104-105). The narrative, here, not only reveals a dark facet of India and Indian politics but also the deliberate indifference of Indian politics towards it. For Amina, this is one dimension of India she never thought existed, and she experiences it for the first time traveling with Lifafa Das. As a result, she is visibly uncomfortable with this new revelation and expresses, "How terrible, truly!" (*Midnight's Children* 105).

The Dark Facet is Closer Home

This dark facet of India, ironically, is at the backside of the Red Fort, symbol of India's democracy, the place from where the national leaders will subsequently address the masses and talk about joining the elite group of developed nations. But, this 'other' reality of India is something that Indian politics cannot find time for. The reason, too is offered, "When you have city eyes you cannot see the invisible people, the men with elephantiasis of the balls and the beggars in boxcars don't impinge on you…" (*Midnight's Children* 105).

Rushdie's India and Indian political history does not evade this 'other' side of life. Also, the scenario remains more or less the same in the post-independence period. "…by the Plan's end in 1961, and although, during those five years, the number of landless and unemployed masses actually increased, so that it was greater than it had ever been under the British Raj, there were also substantial gains. The production of iron ore was almost doubled; power capacity did double; coal production leaped from thirty-eight million to fifty-four million tons. Five billion yards of cotton textiles were produced each year…But I can't help ending on a downbeat: illiteracy survived unscathed; the population continued to mushroom" (*Midnight's Children* 285).

Affluence and Poverty

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The narrative, through the juxtaposition of the affluence of Amina and the teething poverty of the Delhi slums, and the continuity of the apathy even after independence, questions the very tenets of a modern nation based on equality. It actually highlights the veil of public concern over the real motive of personal profit. Teresa Heffernan opines that "*Midnight's Children* invokes the myth of public communities while all the while ensuring…private interests" (Heffernan 478). The Delhi slums appear to distort the alternative 'Indian myth' because Saleem, the protagonist of the adapted epic, has no 'solution' to these issues. But in doing so Rushdie reflects the continuing apathy of the political brass towards the common man, and in the process, revealing the limitations of his India. Through his India, he highlights the continuation of 'babuism', by the 'brown babus' instead of the white ones.

One Cannot Escape Partition

Another incident that apparently severely compromises the structural 'Indian myth' of Rushdie is partition. "…the clocks in Pakistan would run half an hour ahead of their Indian counterparts…Mr Kemal, who wanted nothing to do with Partition, was fond of saying, "'Here's proof of the folly of the scheme! Those Leaguers plan to abscond with a whole thirty minutes! Time Without Partitions,'…And S. P. Butt said, "If they can change the time just like that, what's real any more? I ask you? What's true?"" (*Midnight's Children* 102-103). The issue, however, raked up in Rushdie's 'Indian myth' is one that normally goes unnoticed in the face of 'bigger' ones like riots and abandoning one's land and roots for a different one. Rushdie, by catering to an alternative point-of-view regarding Partition asserts the importance of the hitherto unacknowledged aspects of politics and history and the presence of disparate voices regarding a particular incident. His Indian myth, then, rather than catering to the traditional norm, deviates from it to present a different perspective.

Moreover, Rushdie's questioning the colonial competence to enforce an event of such magnitude on a colony, especially when they are about to wind up augurs well with his Indian myth. Rushdie's India questions the colonizer's hegemony and approach as their

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action alludes to the adoption of the Georgian Calendar by the British leading to a big clamor over the 'stolen time' of 11 days as 3rd September of Julian Calendar became 14th September, 1752. The same people, who raised an outcry when the new calendar was adopted for them, didn't even consider the thirty 'absconded' minutes when it came to dividing India and Pakistan. Rushdie's Indian myth, as a result, successfully showcases the apathy of the colonizer towards its subjects.

Our Own Making – National Emergency

The Emergency imposed on an independent India also seems a blot in Rushdie's India, "…although there is considerable disagreement about the number of 'political' prisoners taken during the Emergency …All sorts of things happen during an Emergency: trains run on time, black money hoarders are frightened into paying taxes, even the weather is brought to heel, and bumper harvests are reaped; there is, I repeat, a white part as well as a black…" (*Midnight's Children* 606). The irony implicit in the narrative is easily visible: 'Trains run on time', but the peril involved in traveling is far more intense than delay in traveling under normal circumstances. People 'forced' to pay taxes hints at tax evasion as a regular feature among Indians. The paradox of the 'black and the white' reflects the prevailing situation in the country.

Destruction and Deconstruction of Rushdie's Myth

Does it emerge, then, on account of the above aberrations, that the Indian myth of Rushdie fails to emerge as an allegory against the West's creation of India? The answer is ambiguous with critics siding with both. One group asserts that the allegory is a failure and an alternative 'Indian myth' fails to emerge as the incidents like the Jallianwallah Bagh massacre, the slums behind the Red Fort and partition reduce its status as one.

However, asserts the other group of critics, that looking structurally, incidents like Jalliawalla Bagh and Partition question the colonial legitimacy and the apathy of the colonial power thereby countering the colonial perspectives of the Western genres. The Delhi slums, on the other hand, are a continuous presence, with the text unable to cope

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with them, indicating the necessity to get rid of the colonial legacy prevalent in independent India and that the 'modern Indian nation', the one dreamed of by Nehru, needs to go back to the times prior to the arrival of the colonials. "You are the newest bearer of that ancient face of India which is so eternally young" (*Midnight's Children* 167). Teresa Heffernan opines, "As an Indian nationalist, Nehru invokes a 'spiritual' India as distinct from the rational, secular state, both to distinguish the new nation from its colonial heritage and to suggest that liberation from colonial rule involves a return to a national identity that has been interrupted by colonialism" (Heffernan 473). The Emergency, years later, by the Widow, reflects that India is still some distance from the 'ideal modern nation' dreamed of by the likes of Nehru.

The Colony Is Still With Us

Rushdie, in spite of being acutely aware of the importance of 'voicing' the 'self' does not lose sight of the 'negative' and 'unwanted' side of the former colony that is still a part of it. Hence, his India, reclaims the colonial past but not through an overturning of the colonial 'reality' but by reflecting the point-of-views of both the colonials and the former colony. The aberrations, as a result, showcase the presence of 'multiple voices' reflecting the strengths and weaknesses in Rushdie's India. The 'India' of Rushdie, even though a counter force to the West, is not a utopia. As a result perfection is elusive and still a long way, hence the presence of the 'teething poverty' behind the Red Fort and the Emergency.

The India of Rushdie also explores, like Plato's *Republic*, the path to India's future. This is done through the political choice between Nehru and Gandhi. Nehru is present through the letter he writes to Saleem while Gandhi through the news of his assassination and failures. Gandhi emerges as a figure who does not command the obedience of the masses, even in his 'heyday'. He calls for a *hartal* and "It is April 7th, 1919, and in Amritsar the Mahatma's grand design is being distorted…rioting mobs are breaking them [shops and railway station] up" (*Midnight's Children* 39).

Paradox of Life

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The narrative creates a paradox of life and death with Nehru and Gandhi and this reflects the choice of Rushdie in his India. Patrick Colm Hogan opines, "No doubt there is complexity and ambivalence in Rushdie's attitude towards Gandhi" (Hogan 522). Gandhi's absence and reference through death, opine critics like James Harrison, reflect that Gandhi's Hinduism did not suit Rushdie's Indian myth. Several critics do opine that Gandhi could have been a hero in Rushdie's Indian myth but as he did not have space for one, he is ignored. D.C.R.A. Goonetilleke says, "The text has it that heroes are a rarity; only Gandhi measures up to one" (Goonetilleke 32). However, Gandhi's dying in the India of Rushdie at the wrong time indicates that he should have lived to change the destiny of India. Patrick Colm Hogan further says, "…Gandhi should have lived to lead the new nation-presumably in a different direction from the one it ultimately took" (Hogan 523).

On the other hand, Gandhi's assassination revealed during the screening of a movie as his only 'presence' in the Indian myth suggests the relegated status of religion in modern Indian politics as it was his mixing of religion with the political agenda of independence and partition that cost him his life: his desire to achieve political freedom on 'his' saintly terms is problematized. Kotrenaar says, "It is as though the assassination revealed the truth about Gandhi: as Collins and Lapierre suggest, by making, 'the freedom struggle a religious crusade' Gandhi aroused instinctive and irrational forces that the nationalist intellectual elite was unable to control" (Kortenaar 46).

Objectivity Amidst Multiplicity of Voices

In addition to the 'multiplicity of voices', Rushdie, in his creation of India and the Indian myth, retains an objectivity. The ransacking and pillaging in partition times gives way to the objective issue of time 'loss' while the Jalliawallah Bagh massacre highlights the ideological gap between the Indians and the Westerners. Stanley Aronowitz wrote in "Literature as Social Knowledge: Mikhail Bakhtin and the Reemergence of the Human Sciences" that Bakhtin emphasizes on a character carrying a "voice" and several such "voices" interact with each other to create a dialogue from which the reader deduces "his

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reality". Rushdie, through his Indian myth, juxtaposes the religious and communal East with the intellectual and class oriented West, thereby questioning the colonial legacy and its continuing presence in India. Stanley Aronowitz quotes Bakhtin as: "Dostoevsky has created a 'plurality of equally authoritative ideological positions and an extreme heterogeneity of material'" (Aronowitz 156) and then says that "this achievement Bakhtin calls polyphony" (Aronowitz 156). Rushdie's India, created through his Indian myth in *Midnight's Children*, clearly reflects this heterogeneity through an open dialogue between different issues and perspectives. In the process, Rushdie always remains keenly aware of his limitations and accepts the deviations made from 'actual chronology', showing his desire to be faithful in his portrayal. His is never a chronicle but an actual Indian myth, one that is central to India and heterogeneous as well. By stating his work so, he offers an authenticity of purpose and intent, so critical to a piece of fiction. Moreover, Rushdie's description of *Midnight's Children* as a work of fiction also indicates his acceptance of his status as an 'outsider' who has access only to the broadly visible aspects open to disagreement.

The political history and events in the novel, hence, are narrated from a point-of-view different from that of most writers and comes in the backdrop of his confession of being an 'outsider' producing a work of 'fiction'. The only place in the Indian myth where his subjectivity takes full wings is the Parliament of the mind that acts as a symbol of romantic nationalism. Rushdie avoids statements that tend to become a mouthpiece of the author. The 'Indian myth' of Rushdie, as a result, questions the colonial viewpoint but does not emerge as the perfect alternative 'Indian myth'. As a result, "…it is the privilege and the curse of midnight's children to be both masters and victims of their times, to forsake privacy and be sucked into the annihilating whirlpool of the multitudes, and to be unable to live or die in peace" (*Midnight's Children* 47). But, as is clear, he never intended his India and Indian myth to be perfect. His post-coloniality is not an escape from the colonial mindset but a modification that offers space to the positives and negatives of a former colony and in doing so looks forward to a utopian political set-up.

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John J. Su says, "…I will argue that the moments of failure in Rushdie's novel establish a utopian political vision for postindependence India" (Su 547).

Cannot Be Based on Monism

One thing that asserts itself in all this is the impossibility of an India based on monism. India remains a heterogeneous entity, just as Rushdie's Indian myth reflects and this why it is so central to India. K. Raghavendra Rao in "The Novel as History as 'Chutney': Unriddling Salman Rushdie's *Midnight's Children*" asserts the same: "The main thematic leitmotifs of the novel are pieced together with great skill and subtlety to give us a sense of history as a specially concocted 'chutney'" (Rao 154). And it is Saleem, the protagonist, the hero of the Indian myth of Rushdie, who validates this alternative construct of 'India' and the myth itself. The structural political overtones, the political incidents from 1915 to the Emergency, the Hindu-Muslim duality, the minor Christian characters, all order themselves around Saleem Sinai, the focal point of the narrative, who holds the centre firm.

Literary Subversion – The Ultimate Effect

Midnight's Children, then, emerges as a subversion of the Western Literary genres and their representation of India. The alternative 'Indian myth' of Rushdie reflects a restricted attempt at the 'native's voice' through a modification, not rejection, of the colonial perspective, limited by his 'outsider' status. As a result, there are several limitations to his alternative 'Indian myth' but it has its own validity and perspective that is certainly distinct from that of the West. His India, as it emerges, is one of 'multiple voices' and an amalgamation of positives and negatives that exist simultaneously.

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Communicating Disagreements among Malaysians: Verbal or Non-verbal?

Kuang Ching Hei
Wong Ngan Ling
Maya Khemlani David

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Abstract

Although Malaysia is a multiethnic society, not many studies have been conducted to examine the cultural differences of its three dominant ethnic groups. This study examines how Malay, Chinese and Indian Malaysians respond to disagreements. Three domains in which disagreements take place were identified: family (parents, siblings, spouses/partners), friendship (friends), and workplace (bosses). A questionnaire was used to obtain data from 655 Malaysian respondents from the three main ethnic communities. SPSS was used to obtain quantitative results. The findings indicate that although Malaysians express themselves verbally in these three domains there are variations among the three ethnic groups. The findings will benefit researchers working on cross-cultural norms.

Key words: Malaysians, disagreements, family, friendship, workplace, words, silence.

1. **Introduction**

People behave differently due to cultural differences. Some come from the collectivist culture and others from the individualist culture. The former emphasizes family and group goals while

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the latter concentrates on personal accomplishments. Most North Americans and Western Europeans are from the individualistic culture while Asians like Koreans, Chinese, Japanese, Singaporeans and Malaysians, for the large part, fall into the collectivistic culture. Collectivists conform to the norms of the society they come from. Family interests, group goals and common good are more important than the rights of the individual. John Rawls (cited in Velasquez et al. 1992) defines common good as specific conditions which people follow for the sake of everyone's benefit and advantage. In other words, collectivists are others-oriented (Wong 2010), behaving in ways that fall in line with the needs of a society. This is seen as a step towards maintaining harmony and good relationship with others since group goals are all important. Asma and Gallagher (1994) state that harmony and maintaining good relationship is crucial in business communications in Malaysia.

Communication can be both verbal and non-verbal. Verbal communication involves the use of spoken words while non-verbal communication encompasses body movements and facial expressions including silence. The concept of silence is addressed in both the collectivist and individualist cultures. The Japanese regard silence as a token of respect, agreement and harmony and in contrast, North Americans and the British may find silence awkward.

When people talk, disagreements may occur when there is a difference in opinions, or when values are disputed. During such times, it is difficult to know how people will react since individuals are influenced by their respective cultural roots (Gudykunst et al. 1997). In general, there are several ways for participants to respond to disagreements: use words to express how they feel or think, use physical means or body movements to convey their message, remain silent or have a combination of all or some of these.

2. Aim

The objective of this study is to determine Malaysians' preferred mode of communication when they have disagreements with others including parents, siblings, spouses/partners, friends and bosses. The study aims to answer the following research questions:

2.1 What are the preferred response patterns of Malaysians when having disagreements with their parents, siblings, spouses/partners, friends, colleagues and bosses?
2.2 In what ways are the three ethnic groups similar to or different from each other in their responses?

3. Methodology

This paper is a part of a larger study (PJPUMRG 041/09SBS) which examines the use of silence . A questionnaire adapted from Wong's (2005) thesis was developed for the purpose of this study. Focus is given to disagreements in three domains: family, friendship and workplace. Malaysian respondents were randomly picked based on accessibility but the majority of the respondents are undergraduates and staff from public universities in the Klang Valley, in the state of Selangor, Malaysia. Male and female respondents were categorised according to academic qualifications, profession, ethnic group, age and location. Of the total number of questionnaires administered,

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only 661 questionnaires were retrieved of which 6 with zero values were discarded. SPSS was then used to analyse the data. Table 1 provides the breakdown of the total number of respondents.

Table 1: Breakdown of respondents involved according to ethnicity

Ethnicity	Male	Female	Total
Malays	83	145	228 (34.8%)
Chinese	96	230	326 (49.8%)
Indians	20	81	101(15.4%)
Total	**199 (30.4%)**	**456 (69.4%)**	**655 (6 missing value)**

4. Spoken words and silence

One of the basic needs of mankind is the desire for love and the need for a sense of belonging (Maslow 1954) hence family, friendship and intimacy are important. One way of establishing a sense of belonging is through support groups built as a result of communication with others. Communication can be accomplished either verbally or non-verbally. Mehrabian's (1971) study indicates that 55% of our message is conveyed non-verbally via body movements and facial expressions while 38% of our message is delivered through paralinguistic means. Only 7% of our message is delivered through spoken words. Although Mehrabian's study specifically looks at feelings and attitudes, nonetheless, his statistics have been used widely by various authors of communication including Pease (1984), Giardina (2002) and Lammers and Barbour (2009).

Silence serves many purposes in communication and has various roles and functions. Silence reflects quietude, noiselessness, stillness, peace and tranquility but at the same time silence may also represent awkwardness, contempt, hostility, and insincerity (see Dunn n.d.). Silence thus carries many connotations, depending on who the speakers are and in what contexts the silence is being performed. In the context of this study, silence is defined as stillness that exists within a communication process. It may be a complete stop in talking, a short pause before continuing the talk, a momentary halt due to forgetfulness, a long pause due to a deep concentration in thoughts or a complete withdrawal from participating in a talk.

From the socio-cultural perspective, silence is an absence of speech and constitutes a part of communication which is as important as speech (Tannen and Saville-Troike 1985; Jaworski 1993, 1997; Bilmes 1994). Silence can be described as ''an absence of something that we expect to hear on a given occasion… but remains unsaid'' (Jaworski 2000, p. 113). In addition, silence can be regarded as a result of the gap in time which is required for cognitive processing and this silence varies across different speech communities (Nakane 2007).

In a communication exchange, silence means a person is either showing a restrained attitude or is refraining from saying what he/she wants to say in the presence of others according to the context, venue or degree of relationship with the interlocutors concerned (Wong 2010).

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Nonetheless, keeping such a reserved attitude varies from culture to culture and may depend on one's historical background, personal experiences and individual perceptions.

4.1 The Japanese and British

In a questionnaire survey conducted on 136 respondents made up of 54 Japanese and 82 British in England, Wong (2005) asks her respondents in what situation would they allow or avoid open disagreements. The two groups of respondents claim that they might have some reservations with direct open disagreements in the public domain. While the British respondents indicated a significantly higher tendency for open disagreements in informal situations such as family gatherings or at parties, the Japanese respondents showed more hesitations in articulating their opinions when among friends.

Wong (2005) in discussing close relationships finds the stronger the relationship between her respondents and other people, the more open and direct the respondents were. She finds that both the British and Japanese respondents allowed direct and open disagreements to occur more than usual if those involved were family members or spouses/partners. However, Wong's (2005) study indicates that the silence observed by younger generation of Japanese was negative.

4.2 Disagreements

Disagreements cannot be avoided in human interactions. To disagree is to fail to agree on a particular issue or to have a different opinion. A disagreement refers to an instance where two parties do not see eye to eye over certain issues being discussed. There are differences in dealing with disagreements. One group of people might vehemently disagree while another may be silent but yet harbor an intense anger until they resort to physical violence. In that regard, it can be said that there are amicable as well as aggressive ways of dealing with disagreements. Not much has been written about disagreements in the family, friendship and workplace domain and fewer studies discuss how people deal with disagreements, especially in the Malaysian context. The general understanding of disagreements in the western context is that "people agree to disagree" and this statement seems to imply that this is healthy for relationships. Studies which show how people respond to disagreements in the Asian context are limited but it is probably because Asians are more reticent about disagreeing openly. Nonetheless, globalisation and exposure to various cultures and values have created changes. Bond and Hwang (1986) have shown how Chinese immigrants to the United States of America after a period of time alter their behavioural patterns.

A disagreement may be seen as a conflict because it is "an interactive state manifested in disagreement, differences or incompatibility within or between individuals or groups" (Rahim 1985, p. 81). Schneer and Chanin (1987) define conflict more broadly as a disagreement which occurs between and among individuals. Conflicts involve some aspects of "face" which has been explained by Holmes (1995) who says that disagreements generally involve face-threatening acts (FTA) which can create problems for politeness because one's reaction is dependent on how one is made to feel. In the theory of politeness (Brown and Levinson 1987), politeness is linked to the concept of face (Goffman 1955) and disagreement done openly may result in one party

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"losing face". Waldron and Applegate (1994, p. 4) explain that speakers may want to preserve their own face or the face of their addressees during disagreements.

Gudykunst et al. (1997) cited in Faisal I. and Narimah I. (2007) mention that individuals bring into the world different communication styles because each style is the result of the individuals' norms, rules and values of culture. Locher (2004, p. 93) indicates that disagreements tend to involve power display as they involve some degree of conflict and a difference in interest. How respondents deal with conflicts may be due to whom they are dealing with, i.e. whether or not they are subordinates, superiors or peers (Kozan, 1989).

4.3 The Malaysian culture

Malaysia was ranked by Hofstede (1984) as the 26th most collectivistic society with many of its traditional values such as showing deference to authority, respect for older people, preserving harmony and avoiding conflicts being maintained. Recent studies have shown that Malaysians are generally indirect. Kennedy's study on Malay leadership, for example, indicates that leaders who "forego direct communication in favour of face-saving approaches" (Kennedy 2002, p. 20) are preferred. Malaysia is a high context culture where approval from members of a community is important for the well being of an individual. This is because one's local standing in society depends very much on acceptance by the community.

The demography of Malaysia is 65% Malays, 26% Chinese, 8% Indians and 1% others (The Star, July 24, 2008). The history of the Malays dates back many centuries but the history of Malaysian Malays is often traced to the development of the Malaccan sultanate in the 1400s. From that era until now, it can be said that the history of the Malays began with a class-ridden society (Syed H. A. 2008) with the *sultans* in power and the *rakyat* or common people being respectful of them. The *rakyat's* language to the *sultans* indicated respect. This behavior has been described as indicating refined discourse norms. Malays are generally indirect in their communication styles and this has been reinforced by many studies (Asmah H. O. 1992, 1993; Jamaliah M. A. 1995; David and Kuang 1999, 2005; Thilagavathi 2003; Suraiya M. A. 2006). Malays avoid being upfront, therefore, indirectness helps to mitigate various aspects of the face threatening acts (FTA) described by Brown and Levinson (1987) and Holmes (1995). The Malays are generally reticent, hesitant or non-committal with their comments and answers when asked, and they prefer to go "around the bush" or say things in a "beat about manner" (Asmah H. O. 1995) so as to avoid being direct. Professional Malay women were indirect in the way they talk (Kuang and Jawakhir 2010), Malay respondents brush-off compliments paid to them either by degrading themselves or by negating the compliments (Thilagavathi 2003) and Malay memo writers convey their intentions indirectly (David and Kuang, 2005).

The Chinese are the second biggest ethnic group in Malaysia and many live in the urban areas of the country. They are prone to business opportunities and are business minded (Ann 2008). Malaysian Chinese are the descendants of migrants some of whom still maintain the migrant values of their forefathers and seek money-making opportunities and demonstrate efficiency, reticence and diligence (Ling 1995; Ann 2008). They can be described as those who do not waste time and who emphasise on education. The Chinese are direct in their discourse norms (David

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and Kuang 1999; Kuang and David 2009). Kuang (2009) shows evidence that Chinese participants declined offers directly while Phaveena (2010) provides evidence of Chinese students rejecting a request openly and directly. Thus, it would not be surprising to note that the Chinese are often perceived as being direct, upfront and straightforward. Some Chinese have also acquired the indirectness of the Malays over the years (see David and Kuang 2005) and this is probably due to acculturation (Tan, 2004).

The Malaysian Indians, as the smallest of the community have not been researched as widely as the other ethnic groups. From the few studies conducted, the Indian community could be on the continuum of being direct and indirect (Jamaliah M. A. 1995; Suraiya M. A. 2006). These two extremes of the continuum may however, depend on certain factors such as location, origin, educational level, profession and socio-economic level. Malaysian Indians have some similar traits with the Malays (Jamaliah M. A. 1995; Suraiya M. A. 2006). The two studies which focused on Indian students found them to be generally indirect and polite. However, David and Kuang (2005) have some evidence to suggest that the higher they move up on the professional scale, the more direct they tend to be.

The identity of a typical Malaysian rests on his/her ethnic and cultural background and depends on family and community. The personal self is derived from family and societal values. In other words, most Malaysians conform to the needs and codes of behavior imposed by society (see Hofstede 1984; Asma and Galagher 1994). Nonetheless, lifestyles in all places around the world have evolved as a result of change in technology, education, exposure and many other factors. Due to this it is possible that Malaysians of Malay, Chinese and Indian ethnicity have also shifted away from their general behavior pattern (Lailawati 2005) of being reticent and reserved and have become more outspoken. In this study, we determine if this is the case by focusing on the preferred and dispreferred responses of Malaysians.

5. Analysis of data

The findings will be categorized into two sections: a) disagreements with family members that is between self and parents, siblings, spouses/partners and b) disagreements between respondent and close friends, colleagues and bosses. All the results are displayed in percentages. Responses to the survey questions encompass Likert's four (4) values: always express, sometimes express, seldom express, never express and no answer. "Always express" and "sometimes express" suggest that they verbalise their disagreement while "seldom express" and "almost never express" could indicate some reliance on silence. "No answer" refers to no indication from the respondents.

5.1 Section A: Disagreement with family members

Family members include parents, siblings, and spouses/partners. It is hypothesized that when respondents experience disagreements with their parents who are on a higher hierarchy, they may be less verbal out of respect. On the other hand when they experience disagreements with their peers e.g.siblings and partners, they may tend to be more verbal.

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5.1.1 Disagreement with parents

Figure 1 illustrates the responses of the three ethnic groups when expressing their disagreements with parents. A significant difference is detected among the three ethnic groups ($X^2(8) = 22.0$, p< 0.005).
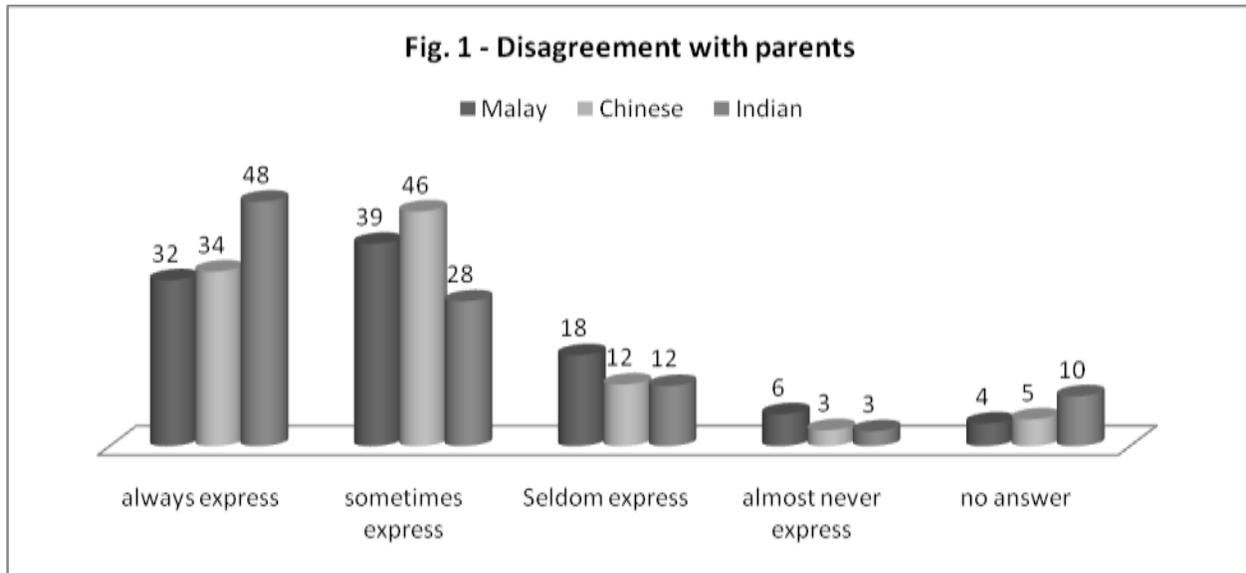

Figure 1: Disagreement with parents

Figure 1 indicates that about half or 48% of our Indian respondents say that they "always express" their opinions when they have disagreements with their parents. About a quarter or 28% of them say that they "sometimes express" themselves. The total sum of both categories (48% + 28%) suggests that Indians tend to be vocal even when having disagreements with parents. Only 12% say that they "seldom express" themselves with 3% claiming that they "almost never express" themselves, i.e. nearing silence.

The Chinese were second in line with 34% claiming that they "always express" themselves. 46% say that they "sometimes express" their disagreements with their parents. Only 12% say that they "seldom express" themselves with 3% saying they "almost never express" themselves, i.e. nearing silence.

The Malays were expected to be the least vocal when having disagreements with parents because of their indirect nature and their cultural values which place premium on respect for elders. Malays who rated this preference was 6% compared to only 3% Indians and 3% Chinese.

It appears that Indian respondents are significantly the most vocal because almost half (48%) always express themselves. This figure implies that many Indians are not reticent. Malaysian norms do not expect children to rebut parents (see Kuang 2007). In comparison to their Indian counterparts, fewer Chinese (34%) and Malays (32%) say that they "always express" their disagreements with their parents. The findings thus indicate that Indians were the most vocal

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with parents and Malay and Chinese were in the middle range and among the three, the most reticent of the three are the Malays.

5.1.2 Disagreement with siblings

Besides having disagreements with parents, Malaysians also experience disagreements with their siblings. Figure 2 illustrates the findings.
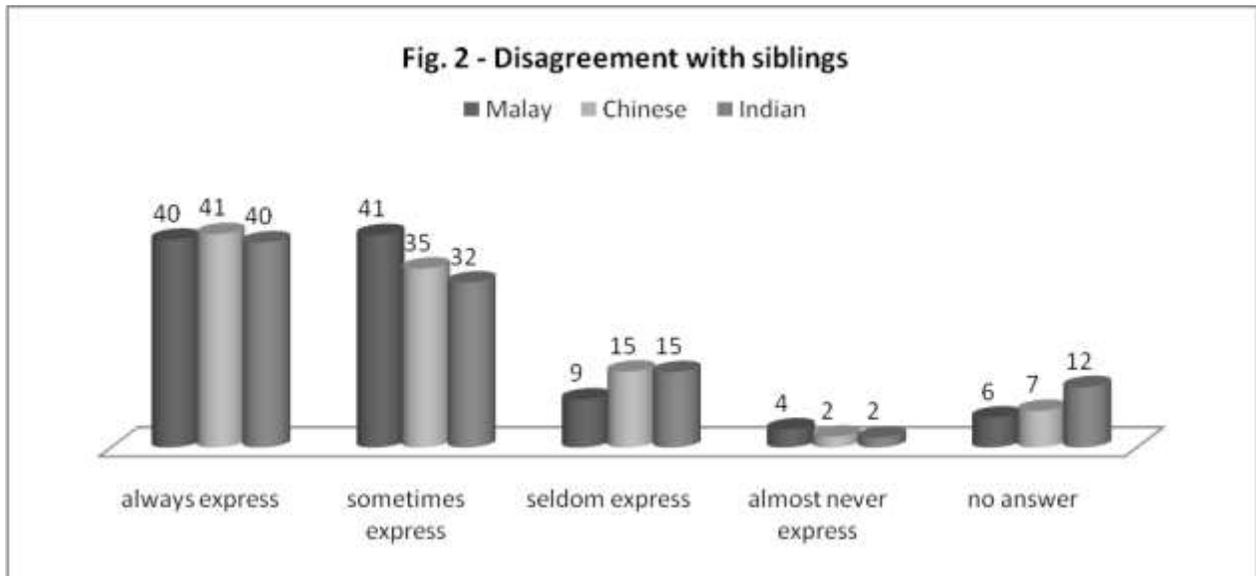
Figure 2: Disagreement with siblings

It seems that Malaysians would express themselves verbally when having disagreements with siblings. 41% of the Chinese "always express", 35% "sometimes express" and only 15% "seldom express" with 2% saying they "almost never express" themselves. The sum total of the first two categories (41% + 35%) suggests that more than three quarters (76%) of the Chinese respondents verbalise their disagreements with siblings.

40% of Malaysian Malays claim they "always express" themselves, 41% "sometimes express" with only 9% opting for the occasional exchange of words with siblings. 4% may resort to silence.

Likewise, 40% of Indians say they "always express", 32% say they "sometimes express" and only 15% may resort to using some words while 2% resort to silence.

This shows that disagreements with siblings create a different picture. More Malays that is approximately 81% (40% always express + 41% sometimes express) followed by 76% Chinese (41% always express + 35% sometimes express) and 72% Indians (40% always express + 32% sometimes express) tend to be expressive with siblings. Malay respondents (81%) were most vocal while Indian respondents (72%) were least vocal and Chinese respondents (76%) ranged in

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between. What may be perceived as non-verbal mode or silence is clearly the least preferred mode of communication. Only 4% Malays, 2% Chinese and 2% Indians indicated this preference.

5.1.3 Disagreement with spouses/partners

Figure 3 illustrates the results of disagreements between spouses/partners. Our results indicate that Malaysians prefer to vocalise when in disagreements with spouses/partners.
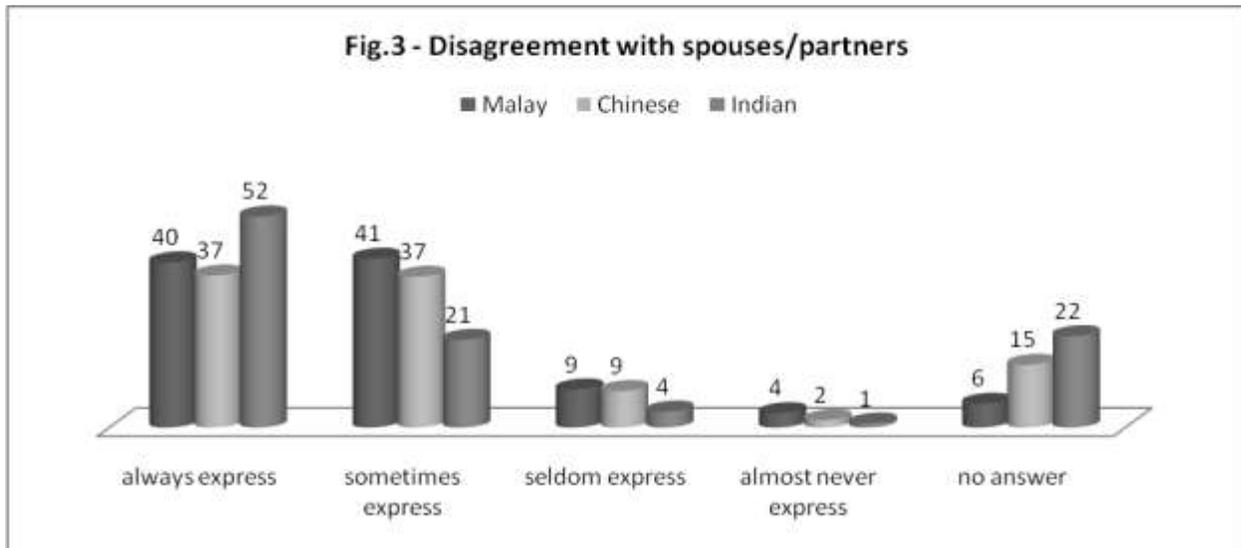
Figure 3: Disagreement with spouses/partners

A significant difference of $X^2(8) = 30.1$, $p< 0.000$ is found across the groups when disagreements with spouses/partners are analysed. Figure 3 indicates that Indians were relatively more vocal than the other two ethnic groups. 52% of Indian respondents claim that they "always express" disagreements with their spouses/partners, 21% "sometimes express" and only 4% claim they "seldom express" with 1% saying that they "almost never express". This means that the sum total of the first and second category (52% + 21%) suggests that 73% of Indians tend to vocalize disagreements with their spouses/partners.

Malays also prefer words when they have disagreements with their spouses/partners. 40% say they "always express", 41% say they "sometimes express" and 9% say they "seldom express" with only 4% saying that they "almost never express". From the sum total of the first two categories (40% + 41%) it could be said that 81% of Malaysian Malays tend to vocalise their disagreements with spouses/partners and only 4% are likely to remain silent.

Statistics show that 37% of Chinese respondents say they "always express", 37% say they "sometimes express" and the sum total of these two figures (37% + 37%) suggests that 74% of the Chinese could be described as preferring to vocalize their disagreements with their spouses/partners. Only 9% claim that they "seldom express" with 2% possibly resorting to silence.

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It seems clear then that Malaysians prefer to use the verbal means of vocalising their disagreements with spouses/partners. The Malay respondents appeared to be the most vocal of the three groups of respondents with 81% preferring words to express themselves when having disagreements with their spouses/partners. Between the Chinese and Indians, 74% and 73% respectively say they would vocalize their disagreements. Only 4% Malays, 2% Chinese and 1% Indians would prefer to be silent (seldom express).

5.2 Section B: Disagreements with outsiders

It is hypothesized that when respondents have disagreements with friends or colleagues they would be more verbally expressive as compared to when they faced a similar situation with their employers or bosses.

5.2.1 Disagreement with close friends

Figure 4 illustrates the responses of the informants..
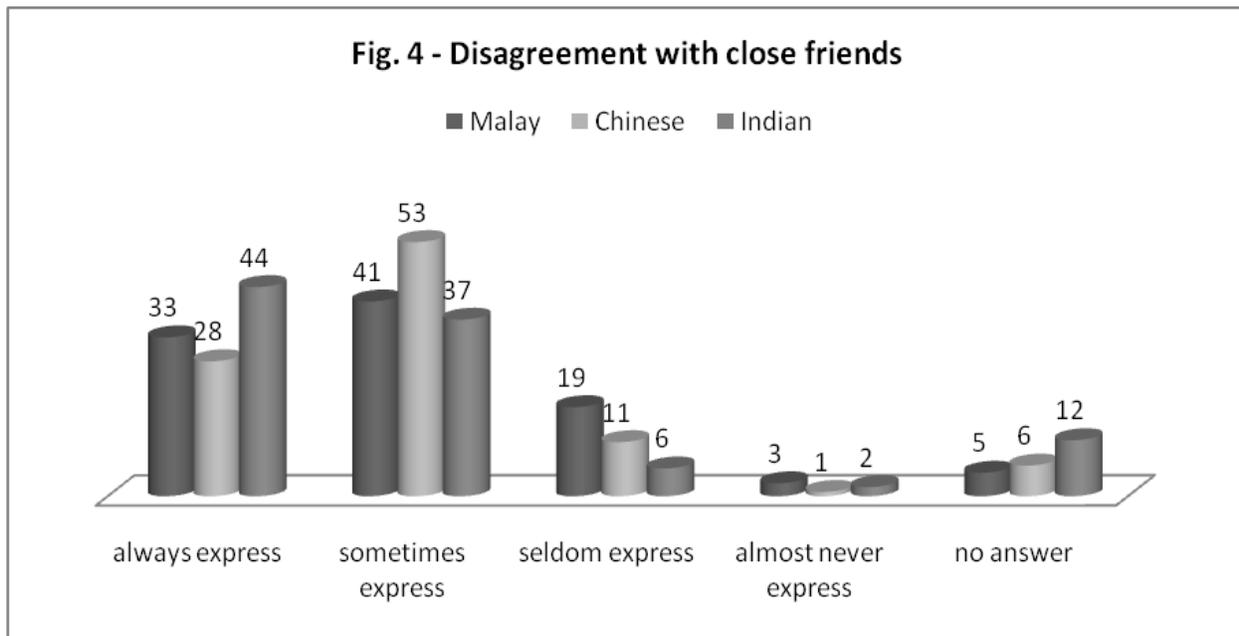
Figure 4: Disagreement with close friends

The responses from all three ethnic groups are fairly similar. For instance, 44% Indians "always express", 37% "sometimes express" themselves when having disagreements with close friends. Only 6% "seldom express" and 2% say they "almost never express". The sum total of the first two categories (44% + 37%) indicates that 81% of Malaysian Indians prefer verbalizing their disagreement while 2% are likely to resort to silence.

Although 28% Chinese may claim that "always express" more than half, 53% claim to "sometimes express" themselves. 11% say they "seldom express" and 1% say that they "almost never express" themselves. From the sum total of the first two categories (28% + 53%), it would

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seem that 81% of Chinese prefer using words when having disagreements with close friends with only 1 % resorting to silence.

33 % Malays claim that they "always express" themselves and 41% claim they "sometimes express" their disagreement with close friends. However, 19% claim they "seldom express" and only 3% say they "almost never express" themselves. The sum total of the first two categories (33% + 41%) suggests that 74% of Malays prefer to use words. Only 3% are likely to resort to silence.

In other words, verbal expressions or words are the preferred mode of communication. More Malays were likely to resort to silence with 3% saying they "almost never express". In contrast, the Chinese were the least likely to resort to silence with only 1% of them choosing the "almost never express" route. The Indians ranged in between with 2% of them likely to choose this path. There is a significant difference ($X^2(12) = 33.2$, $p < 0.001$) across the ethnic groups. Figure 4a illustrates the reasons.
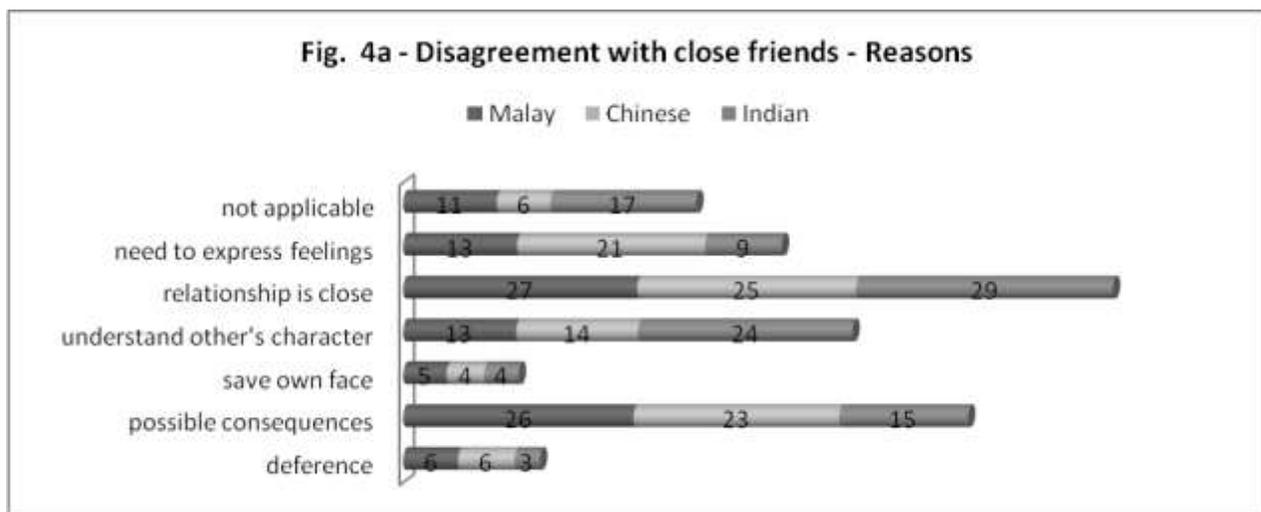
Figure 4a: Disagreement with close friends - Reasons

Six possible reasons were adapted from Wong's (2005) study. 27% of the Malays emphasised "close relationship", 26% stated "possible consequences", 13% mentioned the "need to express" and 13% said they "need to understand the other's character". 25% of the Chinese focused on "close relationship", 23% on "possible consequences", and 21% on the "need to express". 29% of the Indians emphasised "close relationship", 24% focused on "understand other's character" and 15% focused on "possible consequences".

In this component, "close relationship" indicates that the closer they are, the more vocal they tend to be and "possible consequences" imply that they try to predict the consequences of their actions before they express themselves. "Understanding other's character" refers to how much they know the other party's personal background while the "need to express" suggests that they feel a need to say what they think. All three ethnic groups focus highly on "close relationships", "possible consequences" and the "need to understand the character of others".

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5.2.2 Disagreement with colleagues:

At the workplace, colleagues become good friends whom we confide in and consult from time to time. Figure 5 provides statistics of what Malaysians prefer to do when they have disagreements with colleagues.
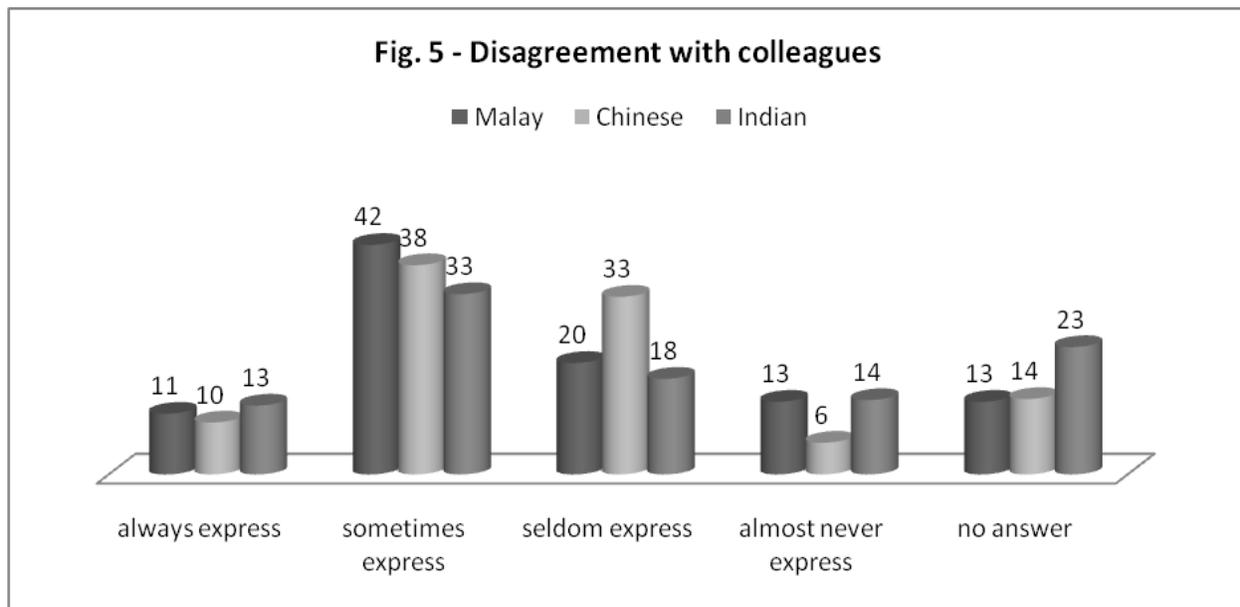
Figure 5: Disagreement with colleagues

It appears that in lateral relationships where both parties may be of the same rank, the frequency in "sometimes express" and "seldom express" were higher than "always express". There is a slight but significant difference across the ethnic groups ($X^2(8) = 28.4$, $p< 0.000$) in the responses of the respondents when they face disagreements with colleagues.

11% of the Malays say they "always express" themselves when they have disagreements with colleagues and 42% say they "sometimes express". It appears that 20% claim they "seldom express" and 13% say they "almost never express". The total of the first two categories (11% + 42%) suggests that 53% prefer to vocalize their disagreement with colleagues while only 13% might resort to silence.

10% of the Chinese claim that they "always express" themselves when they have disagreements with colleagues with 38% saying they "sometimes express". In the same category, 33% claim they "seldom express" and only 6% indicate they "almost never express". The total of the first two categories (10% + 38%) suggests that 48% prefer words while only 6% might resort to silence.

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13% of the Indians claim that they "always express" their disagreements with colleagues and 33% say that they "sometimes express". 18% claim that they "seldom express" and 14% say that they "almost never express". The total of the first two categories (13% + 33%) suggests that 46% of Indians prefer words while only 14% are likely to resort to silence.

In this category, the Malays were comparatively the most vocal of the three ethnic groups when they have disagreements with their colleagues. This is quite surprising as Malays are normally less confrontational as literature (see Asmah H. O. 1992; Asrul Z. 2003; Asma A. and Pedersen 2003) suggests. Among all the three ethnic groups, the Indians tended to be the most taciturn with their colleagues when facing disagreements as 14% prefer silence. The Chinese were the least taciturn with only 6% likely to choose silence.

5.3 Disagreement with bosses

Figure 6 illustrates the communication mode of Malaysians when they have disagreements with their bosses.
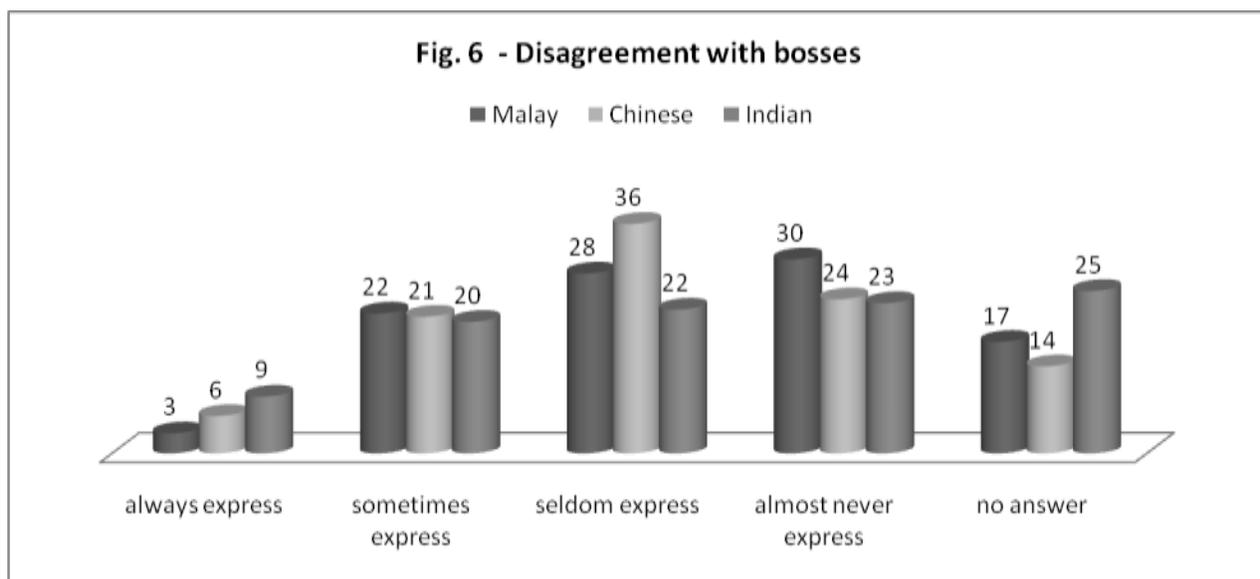
Figure 6: Disagreement with bosses

It seems clear that in this context, there is less preference for verbal exchanges. Data show that 9% of the Indian respondents "always express" themselves and 20% claim that they "sometimes express" themselves, 22% claim that they "seldom express" and 23% claim that they "almost never express" themselves. The sum total of the first two categories (9% + 20%) suggests that 29% of Indians may prefer words but 23% might opt for silence.

6% of the Chinese respondents claim to "always express" themselves with 21% claiming to "sometimes express" themselves, 36% claim they "seldom express" and 24 % claim they "almost never express" themselves. The sum total of the first two categories (6% + 21%) suggests that 27% of Chinese prefer words but 24% might opt for silence.

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3% of the Malay respondents claim to "always express" themselves with 22% claiming that they "sometimes express" themselves, 28% claim they "seldom express" and 30% claim they "almost never express" themselves. The sum total of the first two categories (3% + 22%) suggests that 25% of Malays prefer words but 30% might opt for silence.

In searching for the Malaysian's preferred mode of communication, it seems that the choices may depend on who the Malaysians are dealing with. In their disagreements with their bosses, it appears that both verbal and non-verbal means are employed. Statistics indicate that 29% of Indians prefer words when faced with a potential source of disagreement with their superiors i.e. their employers. A comparison of the three ethnic groups indicate that Indians were the most vocal as statistics show that only 23% opted for silence while Malays were the most likely to observe silence and also the least confrontational with 30% opting for silence. The Chinese, on the other hand, ranged in between with 24% of them opting for silence.

When it comes to giving possible reasons for expressing their disagreements with their bosses, a significant difference ($X^2(12) = 42.8$, p< 0.000) among the three ethnic groups was found. Figure 6a illustrates the findings with six reasons adapted from Wong's (2005) study.
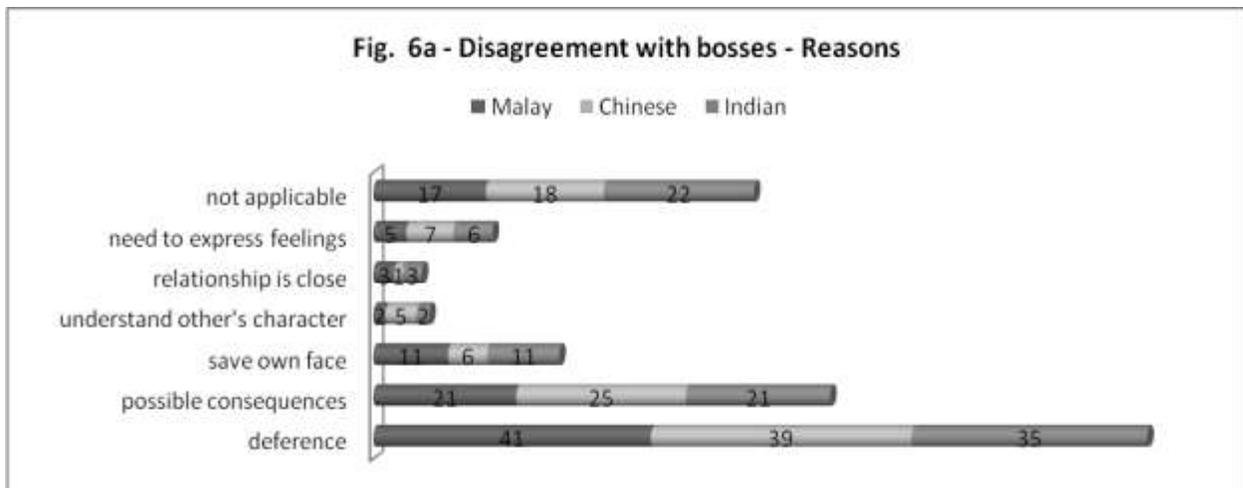
Figure 6a: Disagreement with bosses - Reasons

Of the six reasons provided, it appears that "deference" and thinking of "possible consequences" were two main factors which could cause Malaysians to resort to silence, regardless of ethnicity. Malay and Indian respondents focused on the need "to save own face" while Chinese respondents focused on the "need to express feelings" as their reasons.

41% of Malays chose "deference", 21% chose "possible consequences" and 11% chose "save own face". In comparison, 9% of Chinese chose "deference", 25% chose "possible consequences" and 7% chose "need to express feelings". Statistics also indicate that 35% of Indians chose "deference", 21% chose "possible consequences" and 11% chose "save own face". The findings thus indicate that all the three ethnic groups place a high emphasis on "deference" for their employers. This is followed by the next reason, "possible consequences". A small

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percentage focused on "save own face" and "need to express feelings". Figure 6a thus illustrates that Malay respondents could be seen as the most respectful among the three groups as the highest percentage in citing "deference" as the reason for remaining silent came from them.

6. Conclusion

This paper has attempted to show the different response patterns of Malaysians when they experience disagreements in three domains: a) family, b) friendship and c) workplace.

Malaysian respondents who are from the three dominant groups in the peninsular follow two paths of expression when they experience disagreements in the three domains stated. Malaysians may choose to use words to express themselves verbally or they may resort to using fewer words or go silent. Malaysians rarely resort to complete silence but there is indication that this option of silence may be preferred in certain situations. In the context of this study, it appears that Malaysian respondents would prefer verbalising themselves when in disagreements with family members and outsiders. Even when disagreements involved parents, it appears that all the three ethnic groups do not hesitate to use words. This may suggest that in general, the values of most Malaysians have evolved and this include the generally non-confrontational Malays. Nonetheless, being verbal does not necessarily mean that they are rude or disrespectful.

On the whole findings seem to suggest that Malaysians tended to be vocal with siblings, spouses/partners, close friends and colleagues but they were more inclined towards being taciturn with their bosses. From the results shown, it could be said that using silence as a tool of communication when in disagreements is not a preferred choice of communication for Malaysians. It appears that the preference to verbally express themselves to the concerned parties could indicate that Malaysian respondents tend to be direct. It is possible that this is their avenue to seek a redress or a solution to deal with what appears to be the cause of the disagreements. It is also possible that being vocal (verbal) enables the Malaysian respondents to seek a compromise where both parties might be able to meet halfway. This option of expressing themselves verbally to each other is probably better as it allows them to understand each other when they express themselves instead of the mode of silence where meanings are difficult to be understood. Although silence may be an important aspect of communication, its meanings can be ambiguous and multifaceted (see Bruneau 1973; Jenkins 2000; Jensen 1973; Sifanou 1997). Due to this, interpreting silence may require more time and possibly more patience, both of which aggrieved parties in disagreements may not possess. Consequently, it is concluded that despite the preference of handling disagreements verbally, it can also be seen that when the other party is their boss, silence may become an option. In this context, silence is applied to show deference.

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Mainstreaming the Vocabulary through Multimedia Modules – An Analysis

K. Kamala Devi, M.A., M.Ed., M.Phil.

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Obstacle to Obtaining Fluency

Words, words, mere words… the major factor that inhibits the fluency of second language learners. Especially the beginner students find themselves sailing in two boats at the same time as they try to grapple with the structure of a new language and search for the apt vocabulary to use. It is the greatest challenge for the teachers of second language to make the children feel at ease while expressing their ideas and feelings. The flow of the words should match the speed of their thoughts, for which the vocabulary should be acquired rather than learned.

The acquisition normally takes place unconsciously and inductively while the new things are presented with the real situation, whereas the conscious efforts are put forth for learning. This acquisition can easily become possible while the teacher is able to supply the real experiences inside the classroom. Here the multimedia packages come to the rescue.

Multimedia Packages

The role played by multimedia packages for educational purposes is highly significant. It helps to overcome barriers to fluency and help students and teachers go beyond the four walls of the classroom. It fills the gaps in learning. Those who have properly implemented the multimedia

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instructional system have reported that outcomes exceeded both single medium channel utilization and traditional verbal instruction (Goel, D.R. et al. 2002).

Multimedia devices are more capable of penetrating deeply into human character with an immediate excitement than any other single medium. When these multimedia packages are used as an integral part of the modules, the blend and the reinforcement of both will ensure effective learning (Ananthakrishnan, M.V. et al, 2003). The traditional curricula, methods, organization and examination are found irrelevant to the modern age. Therefore, flexibility and multiplicity of media and materials are to be encouraged.

In this backdrop, I undertook a comprehensive research study to develop a Multimedia Courseware Package and to test its effectiveness for the upper primary students' attainment of vocabulary level.

Objective

The primary objective of the study was to test the scholastic improvement of the students in terms of vocabulary while the teaching-learning process was assisted with multimedia packages.

Hypotheses

The specific hypotheses formulated and tested by the experiment are given below:

1.   There will be significant difference between the mean achievement scores of the experimental and control group students.

2.   The pupils taught through the Multimedia Courseware Package will have higher mean achievement than the pupils taught through conventional methods of teaching.

Methodology

The researcher followed ''After-only with control design'' which is an Informal Experimental Design. In this design two groups or areas (Test area and Control Area) have been selected and the Test group was taught using the Multimedia Package. The dependent variable is then measured in both the areas at the same time. The treatment impact is assessed by subtracting the value of the dependent variable in the control area from its value in the test area. This is shown in the following table.

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Test Area	Treatment introduced	Level of phenomenon after treatment (Y)
Control Area	⟶	Level of phenomenon without treatment (Z)

Treatment Effect = (Y) – (Z)
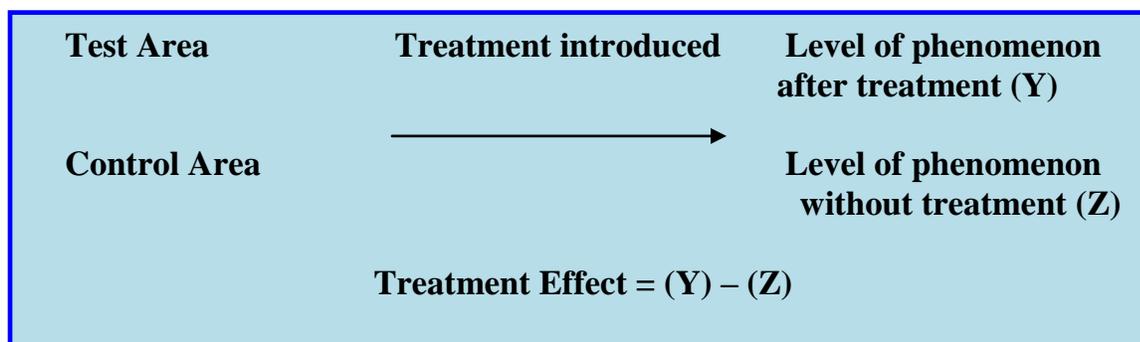
The basic assumption in such a design in that two areas are identical with respect to their behaviour towards the phenomenon considered.

For experimentations, care was taken to ensure that the subjects selected were equivalent in many respects. Thus, two intact groups of 80 students of Sixth standard Tamilnadu State Board formed the "Experimental Group" named "Multimedia Courseware Group" (MCG) and the Control Group named "Conventional Method Group" (CMG) as shown in the table. The students were picked up from Sri Meenakshi Sundareswarar Boys Higher Secondary School, Karaikudi.

Experimental and Control Groups

Nature of Group	Sex	No. of Students
Multimedia Courseware Group	Boys	40
Conventional Method Group	Boys	40

The subject taken for both groups is a prose lesson of the above mentioned standard: "The Country Mouse and the Town Mouse". The focus of the teaching was to ensure the vocabulary power of the students by introducing the new words in that lesson. The researcher herself taught both groups: with the help of the Multimedia Courseware to the experimental group, and by following Conventional Method to the control group for ten working days for that single lesson.

Sampling Technique

Simple Random sampling technique was followed both in selecting the institution to assign the children to the Experimental and Conventional groups. There were 80 sixth standard students. The students were sorted out in alphabetical order of their names. The students at even numbers were selected for the Experimental Group and the students who received the odd numbers were in the Conventional Group.

The Multimedia Module

Using software such as Photoshop, Flash, Coral Draw, and Movie Maker, the Multimedia module was framed. The story of the prose lesson was brought into real life situation with the

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help of Audio Video Interleave. AVI allows synchronous audio with video playback. The video was also accompanied with apt dialogue in audio format along with suitable music. In the multimedia presentation of the lesson, the students could easily relate themselves to the new vocabulary in the appropriate situation. This was further reinforced through the PowerPoint presentation. The Scholastic achievement of the students in terms of vocabulary acquisition was assessed through the achievement test which tested in terms of spelling, meaning and usage in sentences.

Various Stages in the Construction of the Achievement Test

Planning the Test

Before the construction of the achievement test, the investigator analyzed the various aspects of vocabulary usage. For the effective use of vocabulary, one must know the meaning of the word, its spelling and its use in own sentences. So the achievement test was framed in order to test the above elements.

Preparing the Test Items

The question paper for the achievement test was prepared for 30 marks. The investigator assigned 10 marks each for testing the students' comprehension of words, spelling and use in own sentences. The words which are taught in the given lesson "The Town Mouse and the Country Mouse", were taken for the study. The questions were in the form of objective type. The researcher also had the assistance of the research guide and opinions of experts in determining the difficulty level of the question items.

Administering the Achievement Test

The achievement test was administered to both Experiment Group and the Conventional Group after the lesson was taught. The time duration given for the achievement test was one hour.

Evaluation of the Achievement Test

Since the questions of the achievement test were in the form of objective type, evaluation was so easy and objective in nature. While evaluating the item, "Construction of own sentences using the new vocabulary", the investigator paid attention to the logical construction of sentences rather than grammatical errors. For each correct answer, the whole marks was given and there was no negative marks for the wrong answers.

Mean Scores of the Multimedia and Conventional Groups

Sl. No.	Group	Sample	Mean
01.	Multimedia Group	40	26.15

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02.	Conventional Group	40	12.20

**Comparison of the Mean Scores of the
Experimental Group and the Control Group**

Mean Achievement Score
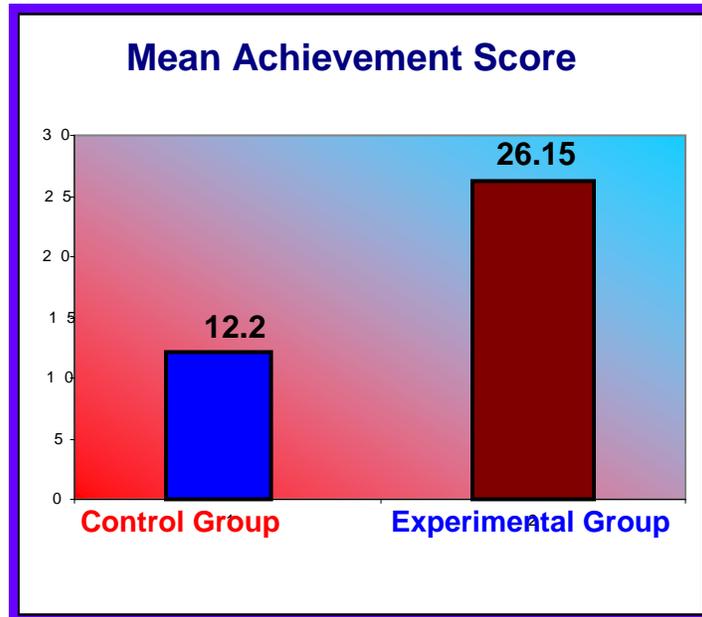
Standard Deviation of the Groups

Sl. No.	Group	Sample	Standard Deviation
01.	Multimedia Group	40	2. 38
02.	Conventional Group	40	3. 37

Qualitative Analysis

Simulated Situation: The prime goal of the study was to enable the children, acquire the new vocabulary of English with complete ease. In the traditional class room both the teacher and the students are consciously aware of the fact that English is a second language. This is also emphasized by explaining the new English words through mother tongue equivalents. There would be little connection between the experience and the expression.

But with the help of Multimedia Courseware Package, the researcher simulated the real situation in which the words could be used with the help of both animation and the pictures. This technique aided the children to learn the words naturally as in the case of mother tongue. At the same time, when they would happen to come across the same situation in real life, they would

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certainly associate those newly learnt vocabulary with the context, since those words were introduced in meaningful situations.

Real Usage of New Vocabulary: Even after the experiment was over, the investigator could find out that the students were using the new words in their regular conversation with their friends, which was the ultimate goal of language learning. The Multimedia Courseware Package which was developed by the investigator was not only helpful for students to enhance their vocabulary power but also made to retain them in long time memory. As the words were taught in association with simulated situation, they were everlasting in students' memory.

Increased Attention: With regard to the interest of the children, all children showed enormous attention towards the class. Since they were captivated by the colourful pictures, interesting examples and colourful animation, the investigator could establish genuine interest among the learners to learn the words.

Meaningful Situations: Language learning takes place only in meaningful situations. In traditional class rooms, the teacher can produce only verbal situation and pictures or models are used rarely. But with the help of the Multimedia Courseware Package, real situations could be created which ignited unconscious learning of the second language. The children had real enthusiasm towards learning English language.

Suitable to Slow Learners: Since the lesson was presented in the format of animation, the children with less imagination skill were greatly benefited. Without efforts, they could understand the concept and were able to associate the words and structures in the appropriate context. Moreover, the PowerPoint presentation did reinforce the comprehension of new vocabulary and motivated the children to use those words in their own sentences.

User Friendly: The Multimedia Courseware Package, developed by the investigator is learner centered. It is user friendly, since the student could stop at anywhere in between the animation and continue. In case of PowerPoint presentation, it is totally learner controlled. They can proceed further only after attaining mastery over the last part. There is also the facility of going back to the previous stage or slide.

Role of the Teacher: The practical complexities of the teacher of second language were largely lessened with the assistance of the Multimedia Courseware Package. His / Her role was reduced in terms of creating situations verbally, explaining the concept and ensuring a thorough comprehension. It would be enough to monitor the students while they listen to and watch the animation. While explaining the new words, PowerPoint slides helped with apt pictures and explanations. Even the teacher with less than expected normal language proficiency would create an English atmosphere with the help of this Multimedia Courseware Package. At any rate, the human teacher cannot be replaced with any technology. But this package would be a supplementary material and would ensure effective and enthusiastic language learning.

Enhancing the Basic Language Skills

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Listening Skill: As the animation was accompanied by total voice background, it was highly helpful in enhancing the listening skill of the students. They could play any number of times and ensure the correct pronunciation.

Speaking Skill: When students listened to the animation for the second time, they were tempted to speak along with the animation. This would instill a genuine quest for speaking. As the recorded voice was with the standard pronunciation, it led to the acquisition of correct speech pattern.

Reading Skill: Along with animation, the sentences were also shown in the screen, which developed the reading skill of the students. In PowerPoint presentation also, there was enough scope for the students to read.

Writing Skill: After learning the words and example sentences, the students were also encouraged to frame sentences of their own following the model sentences in the screen. Thereby they had the opportunity for the improvement of writing skill.

Major Findings and Implementation

1. The Mean achievement score of the Experimental Group (Multimedia Group) was double the score of the Control Group (Conventional Group) which showed the abundant improvement in the achievement of students when the teaching learning process was aided with technology like multimedia.

2. The standard deviation of the students of multimedia Group was at minimum level which was the evidence of equal distribution of the achievement of all students, including the students of average and below average level.

3. Apart from the scholastic achievement, the students evinced genuine interest in learning English. This was possible by creating simulated situation in the class room with the help of multimedia.

4. The prime objective of learning a second language is to improve the basic language skills thereby enhancing one's communication competency. This aim was effectively achieved in Multimedia Group with the assistance of Multimedia Courseware Package.

5. The objective of the study, (i.e.), improving the pupils' vocabulary power in terms of spelling, pronunciation, meaning and use in sentences, was achieved at the end of the study.

6. The students' perception of the multimedia courseware approach was positive and they welcomed similar approach for learning other aspects of language learning such as grammar, poetry, composition, etc.

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To Conclude

On the whole, the Multimedia Courseware Package was an able partner to enhance the language skills of the students and made easier the way to attain the objectives of second language learning. The final insight that the investigator got at last was the immediate need for applying technology to English Language Teaching in order to create a real situation where one can learn a language with real urge and interest. Though in many aspects English differs from the regional language (Tamil), the teacher would be successful in teaching English by creating English atmosphere in the class room with the able help of technology like multimedia. When the students are familiar with this kind of technology aided language learning, definitely they would be able to survive in the future by drawing benefit from online language learning which lays great emphasis on self-study.

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A Brief Introduction of Hindko Language

Nasim Akhtar Raja, Haroon-ur-Rashid & Ayesha Sohail

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Abstract

The main focus of this paper is to introduce briefly an Indo-Aryan language called Hindko, specifically, sketching out its grammar essential for understanding its salient structural characters. Structurally, this language resembles its sister languages like Hindi Urdu, Punjabi etc. Though, Hindko is spoken in different parts of Pakistan, India, Afghanistan and Kashmir yet its linguistic documentation is not done so far. This preliminary type of work will not only bring it to the notice of the linguistic community but also attract the attention of researchers.

Introduction

The term 'Hindko' is used to mean different things. For one thing, Hindko refers to a language. It also refers to the river Indus. Yet another use of this term is found in Greek references where it refers to the mountainous region in eastern Afghanistan and northern Pakistan 'Hindkush'. Shackle (1980) stated that the term Hindko refers to "the Indian language" and claimed that it was a generic term applied to Indo-Aryan dialect continuum in the northwest frontier and adjacent district of Attock in the Punjab province of Pakistan to differentiate it from Pashto language. Grierson (1916) used it to refer to "the language of Hindus".

The term 'Hindki' is mostly used to refer to a speaker of Hindko language (Shackle, 1980). Rensch (1992) claimed that in popular usage Hindko may refer to language as it was frequently used in old literature. The Imperial Gazetteer of India (1905) for North West Frontier Province (NWFP) (now called 'Khyber Pakhtunkhwa Province' (KPP)) refers to the language as 'Hindki'. Briefly speaking, the term 'Hindko' refers to language. This is also supplemented by the linguistic classifications and surveys conducted in regard with language issues such as Linguistic Survey of India (LSI) by Grierson (1916) and Socio-linguistic Survey of Northern Pakistan by Rensch (1992).

The Language Family

Generally, linguists find Hindko related to Lahnda sub group of Indo- Aryan languages that branch off Indo-Iranian languages. Under this view, Hindko belongs to Indic sub group of Indo European languages. Grierson (1916) as quoted in Rensch (1992) treated Hindko as a dialect of 'Lahnda', a term he used to refer to a sub group of languages spoken in Western Punjab and adjoining territories. According to his classification Lahnda group of languages is further divided into three sub-groups which are Southern, North-Western and North-Eastern. Hindko belongs to North-Western Lahnda group along with Dhani and Sawain. There are certain claims in regard with the origin of Hindko and its affinity with other languages that support the classification of Hindko as a language related to Lahnda sub group of Indo-Aryan languages. For instance, many historians claim that during the pre-Islamic era, the language of masses was refined by the ancient grammarian Panini, who documented the rules of an ancient language Sanskrit which was used principally for Hindu scriptures. Meanwhile, the vernacular languages of the masses called Prakrits developed into many languages and dialects which spread over the northern parts of South Asia. Hindko is believed to be akin to Prakarits. It shows close affinity to Lahnda sub group of Indo-Aryan tongues.

Ahmed (2008) argued that Hindko is one of the oldest languages of the Subcontinent as its earliest appearances are found in 1500 BC which are the Hindko words found in Vedic language. He maintained that there is an enormous affinity of Hindko with Siraiki, Gojri and Kohistani as these languages are structurally alike. The languages like Siraiki, Gojri and Kohistani are Indo-Aryan Languages. However, some linguists like Verma (1936) expressed concerns over the term 'Lahnda' considering it only a relative term that signifies a direction from the standpoint of Punjabi speakers.

Shackle (1980), on the other hand, disagrees with the classification of languages put under Lahnda. He, ignoring the Hindko of Hazzara division, for unknown reasons, proposed a classification which includes six varieties under the label 'Common Punjabi' which is on the basis of commonness of the languages. Under this classification, the dialects of Hindko are placed in different categories. For instance, the variety A is labeled as Hindko proper which includes Avankari, Ghebi, Attock-Haripur Hindko and Kohat Hindko while variety B is Peshawar Hindko. He himself admitted that the various forms called Hindko have been

difficult to classify due to a wide geographic range, linguistic divergence and some convergence with Punjabi which is classified in central group (1979, 1980).

Rensch (1992) also attributes dialectal variation among the varieties of speech called Hindko to their geographic location. He tested the mutual intelligibility (Applying different tests of lexical similarity and reported that "the dialects of rural Peshawar and Talagang are the most widely understood of the dialects tested; Balakot is the least widely understood". Shackle's classification is problematic in different senses. Firstly, he himself is confused in placing different dialects under any one category. Secondly, he assigns different categories to different dialects of Hindko where as it is quite uncommon as dialectal variations are natural to languages. Thirdly, he ignores a significant part of Hazara division which is the main Hindko speaking belt in KPP. Finally, his classification is not supported by any other corner as Grierson's.

Addleton (1986) states that a number of Punjabi dialects developed with the passage of time and attained the status of languages such as Siraiki and Hindko were recognized as separate languages in the 1981 census. Briefly speaking, Hindko is generally regarded as related to Lahnda sub group of Indo- Aryan languages that branch off Indo-Iranian languages.

Hindko Speakers

The native speakers of Hindko are found in various parts of Pakistan, Afghanistan and India. The majority of the speakers live in Khyber Pakhtunkhwa province (KPP) of Pakistan. Addleton (1986), on the basis of 1981 census, states that "Hindko is the most significant linguistic minority in the NWFP represented in nearly one fifth (18.7%) of the province's total household". He reported that 92.3% of the population in Abbottabad district, 46.8% in Mansehra, 6.9% in Peshwar and 10.4% people in Kohat speak Hindko as their native language. In addition, there is a considerable number of Hindko speakers living in the adjacent areas of the Punjab province like Attock, Murree, etc. He further reported that 2.4% of the total population of Pakistan speaks Hindko as their native language.

The dominant majority of Hindko speakers live in rural areas. Some Hindko speakers are also found in Northern India, as at the time of partition, many Hindu Hindko speakers migrated to India. They are preserving their language and passing it on to their children as reported in "Daily Times-Hindu-Hindkowans at partition of India" (nd).

Hindko speakers, mostly Hindus, are also found in Afghanistan, where they are known as Hindkis.

As far as the Kashmir region in Pakistan is concerned, the Hindko speakers are found in Muzaffarabad district which is adjacent to Hazara division. There is a great number of Hindko speakers in this area along with speakers of Kashmiri and Gojri. Surprisingly, the surveys conducted in connection with Hindko language, so far, did not include this area

even though a majority of Hindko speakers live here. However, this area is acknowledged as a Hindko speaking area by different websites and the public.

The Hindko speakers belong to a diverse ethnic background. Rensch (1992) asserts that "a large number of Hindko speakers in Hazara division are Pashtoons". Some of them speak it as their mother tongue and others as a second language. Among the native speakers are Tahir Kheli, Yousafzai, Jaduns and Tarins which are Pashtoon tribes. There are non-Pashtoons tribes too, who speak Hindko as their mother tongue, including Saiyids, Mughals, Turks, Quershis and Avans. Even in 'Jammun a significant number of Gojars have adopted Hindko as their first language' (Sociolinguistic Survey of Northern Pakistan: Vol. 3; P:11). All these non-Pashtoon tribes come from different ethnic backgrounds. Similar situation exists in Muzaffarabad, where the native Hindko speakers belong to different ethnic groups such as Saiyids, Mughals, Rajas, Avans, and some Kashmiris.

Research Work

So far, Hindko has not received any significant   linguistic attention. Grierson's survey provides some information from its location and language family perspective. Awan (1994) also acknowledges that Hindko dialect got a brief mention in this survey. Addleton's (1986) work focuses on its classification, speaking area and number of speakers. The survey by Rensch (1992) is different from its predecessors in that it focuses on Hindko dialects from the point of view of their lexical similarities/differences and mutual intelligibility. Ahmed (2008) regrets Hindko's absence as part of any linguistic or non-linguistic corner. However, recently, some attention has been paid since the establishment of Gandara Hindko Board which was established in 1993 for the promotion and preservation of Hindko language. So far, the focus of this organization is on literature. The scant linguistic contribution is in the form a dictionary and Awan's work "The Phonology of the Verbal Phrase in Hindko", which primarily is his Ph. D. thesis in book form.

The Structure of Hindko

The linguistic structure of Hindko resembles the several other Indo Aryan languages like Hindi, Urdu, Punjabi, Pushto, etc. This subsection presents a brief description of Hindko word order, agreement, case marking, morphology and sound system that compose its structure. However, the discussion is limited to some salient features of each of these as the purpose is to provide an overview of Hindko language.

Word Order

The word order of Hindko is quiet flexible due to its elaborate case system. However, the canonical word order in Hindko, like Urdu and Punjabi, is SOV. This is illustrated in (1).

Following Bhatia (1993) and Akhtar (2000), the orthographic transcription used in this study represents gemination by two consonants, long vowels, which have their counterpart

short vowels (a, u and i), by two vowels and the nasal vowels either by a single vowel along with the nasal consonant 'n' or a single vowel with the symbol of nasalization over it, when used as a morpheme. In order to differentiate some phonemes from each other, consonantal pairs of capital and small letters are used as /ɖ/,/ ʈ / and /ɽ/ are represented with capitals in contrast with /d/, /t/ and /r/ with small letters.

(1)   a. *nasim-ne*   *KaTaab*   *paRii.*
          Nasim-ERG   book.3.s.F.NOM   read -PST
           S   Ob   Vr
          (Nasim read a book)
          b. *kaTaab*   *nasim-ne*   *paRii*
           book.3.s.F.NOM   Nasim-ERG   read -PST
           Ob   S   Vr
          (Nasim read a book)
          c. *paRii*   *nasim-ne*   *kaTaab*
           read -PST   Nasim-ERG   book.3.s.F.NOM
           Vr   S   Ob
          (Nasim read a book)
          d. *nasim-ne*   *paRii*   *kaTaab*
          Nasim-ERG   read –past   book.3.s.F.NOM

           S   Vr   Ob
          (Nasim read a book)

Though a constituent can occupy different positions in a structure, the canonical and unmarked word order is represented by (1) a. Other possibilities with non-canonical marked word order, given in (1) b-d have discourse effects. Basically, case markers with arguments help to identify function of the constituent in the sentence as the marker 'ne' does in the above given illustrations. Another ergative marker in Hindko is 'sun' which can replace 'ne'.

In a dative construction, the dative argument usually precedes the direct object, though other possibilities exist in regard with its position as shown in (2):

2.   a. nasim-sun   nadeem-nu□   golii   diTii
           nasim-ERG   nadeem-DAT   ball-3.s.F.NOM   give-PST
           (Nasim gave Nadeem a ball.)
           b. nadeem-nu□   nasim-sun   golii
           diTii
           nadeem-DAT   nasim-ERG   ball-3.s.F.NOM   give-PST
           (Nasim gave Nadeem a ball.)

           c. nasim-sun   golii   nadeem-nu□   diTii
           nasim-ERG   ball-3.s.F.NOM   nadeem-DAT   give-PST
           (Nasim gave Nadeem a ball.)

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          d. nasim-sun   diTii   golii   nadeem-nu□
          nasim-ERG   give-PST   ball-3.s.F.NOM   nadeem-DAT
          (Nasim gave Nadeem a ball.)

All the illustrations in (1) b-d and (2) b-d demonstrate that the word order of Hindko is quite flexible due to its comprehensive case system. To some extent, the above given illustrations also hint out the exhaustiveness of the case system used in Hindko.

Case Markers

As mentioned above, Hindko, like Punjabi, employs a detailed case system. Mostly, Nominal and noun phrases are overtly case- marked for the syntactic or semantic functions they perform. The markers, mostly used, that indicate the grammatical or semantic function of the nominal or the noun phrase are listed below (The list is not an exhaustive one as it includes only the frequently/commonly used markers.)

:

	Case Marker	Case	Function
a.	-ne/sun	ergative	subject
b.	-ø	nominative	subject/object
c.	-nu□	accusative	object
d.	-nu□	dative	subject/object
e.	-kolo□/thi□	instrumental	subject/oblique
f.	-te/uutaa	locative	subject/oblique
g.	-daa/de/dii/dia□	genitive	subject/object

Agreement

The agreement pattern in Hindko, like Urdu and Punjabi, is quiet complex. The main verb agrees with one of its argument in gender and number. The main verb agrees with the subject and number, if the latter is nominative as illustrated in (3) to (4):

(3)   a. nandaa   nazam   likhDaa   hai.
            boy.M-NOM   poem.3.s. M-NOM   write-PRES. M   be-PRES
          (The boy writes a poem.)
          b. kuuRii   nazam   likhDii   hai.
            girl.F-NOM   poem.3.s. F-NOM   write-PRES. F   be-PRES
          (The girl writes a poem.)

(4)   a.. nande   nazam   likhDe   hain
          boys.PL-NOM   poem.3.s. M-NOM   write-PRES. M-PL be-PRES.M-PL
          (The boys write a poem.)

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b. kuuria☐   nazam   likhDia☐   hain.
        girl.PL-NOM   poem.3.s. F-NOM write-PRES. F.PL   be-PRES.F.PL.
(The girls write a poem.)

If the subject is 'non-nominative", e-g. ergative, then the verb agrees with whatever nominal is in NOM case. This pattern is illustrated in (5) to (6):

(5)   a. *nasim- ne*   *bakraa*   *anDiaa*
            Nasim. M-ERG   goat.3.s.M-NOM   bring-Past.M.
          (Nasim brought a goat.)
          b. *nasim- ne*   *bakrii*   *anDii*
            Nasim. M-ERG   bakrii.3.s.F-NOM   bring-Past.F.
          (Nasim brought a goat.)

(6)   a. *nasim- ne*   *kaTaab*   *anDii*
           Nasim-ERG   book.3.s.F-NOM   bring-PRES.F.s.
          (Nasim brought a book.)
          b. *nasim- ne*   *kaTaaba☐*   *anDia☐*
           Nasim.-ERG   book.3.PL.F-NOM   bring-PRES.PL.F.
          (Nasim brought books.)

Morphology

The morphology of Hindko is a concatenative one as inflectional as well as derivational morphemes are strung together in a linear way as given in (7-9):

(7)   **Singular**   **plural**
          a.   *Chowk* (crossroad)   *Chowkan*
          b.   *Zat* (caste)   *Zatan*
          c.   *Gal* (talk)   *Gallan*

The illustrations in (7) a-c demonstrate that the plural morpheme (There are various rules involved in the pluralization of nouns. This rule is one of them. The discussion of all the rules will shift the focus of the study and take us far away, that's why, the discussion is limited. The morpheme 'a☐' is also attached with the base forms of verbs to have the interrogative form.) 'a☐' is strung with the roots to form the plural of the nouns. All these singular nouns are pluralarized by the addition of the plural morpheme (a☐). The suffixing of morphemes with the base form of the verb to inflect for different grammatical functions is also found in Hindko. The pattern is shown in (8) below:

(8) **Base**   **Progressive/   Past   Future   Interogative**
                                Present

a. *PaR* (study)	*paRdaa*	*paRyaa*	*paRsii*	*paRRa*☐
b. *SaR* (be jealous)	*saRDaa*	*saRyaa*	*saRsii*	*saRRa*☐
c. *Tur* (move)	*turDaa*	*turyaa*	*tursii*	*tura*☐
d. *Lang* (pass)	*langDaa*	*langyaa*	*langsii*	*langa*☐
e. *Das* (tell)	*dasDaa*	*dasyaa*	*dassii*	*dasa*☐

This data in (8) a-e indicate the use of different morphemes suffixed with the base form to inflect for various verb forms in order to perform different grammatical functions. The morpheme 'daa' is used to denote present tense and progressive aspect, the morpheme 'yaa', to form past tense, the morpheme 'sii' to express future and the morpheme 'a☐' to ask a question. The base forms are used as imperative forms. This means that Hindko language resembles with Urdu and Punjabi in its morphological system as these languages also concatenate different morphemes to perform different grammatical functions as mentioned above.

The concatenation of morphemes in Hindko, like Urdu and Punjabi, is not restricted to inflectional morphology only as derivational morphemes are also affixed to derive new words as shown in (9):

(9)	a.	**Noun + Suffix**	**=**	**Adjective**
		kittaab (book) - ee	=	*kittaabee* (bookish)
		khut (trouble) *- ee*	=	*khuttee* (troubling)
		hassaab (calculation) *-ee*	=	*hassaabee* (calculated)
	b.	**Prefix + Adjective**	**=**	**Adjective**
		ghar – zarori (necessary)	=	*gharzarori* (uncessary)
		ghar - haazer (present)	=	*gharhaazer* (abscent)
		ghar- mufeed (useful)	=	*gharmufeed* (useless)

The illustrations in (9) a indicate the use of the class changing morpheme'-ee' which is suffixed to derive adjectives from nouns while (9) b demonstrate the use of the class maintaining morpheme 'ghar-' which is prefixed to derive adjectives from adjective.

Sound System

The sound system of Hindko, like other languages, comprises of vowels and consonants as given below:

a. Vowels

The vowel system of Hindko spoken in Muzaffrabad, consists of nine pure vowels, five nasal vowels and three diphthongs (Haroon, 2011). The pure vowels are shown below in the quadrilateral:
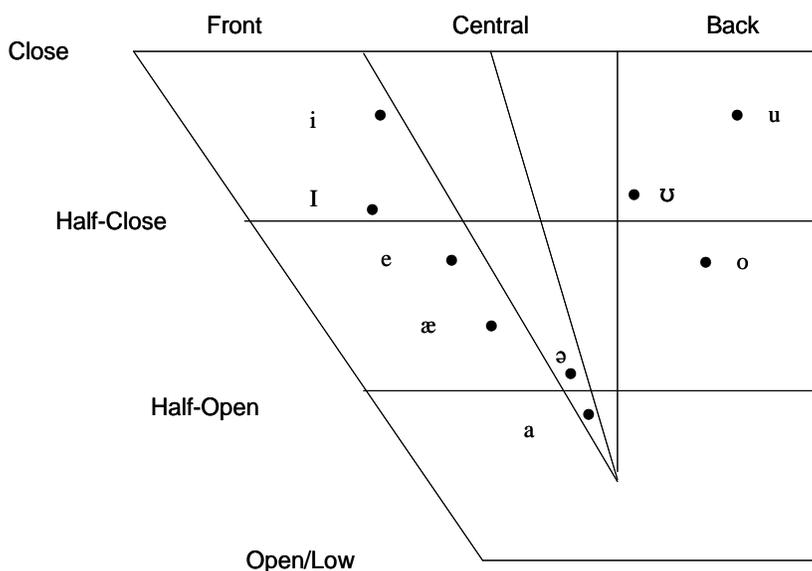
In the light of this quadrilateral, the features of these vowels are as given under:

/i/	Front	Close	Spread	Long
/I/	Front	Close	Spread	Short
/e/	Front	Half-Close	Spread	Long
/æ/	Front	Half-Open	Spread	Long
/Ə/	Central	Half-Open	Neutral	Short
/a/	Central	Open	Neutral	Long
/o/	Back	Half-close	Rounded	Long
/ʊ/	Back	Close	Rounded	Short
/u/	Back	Close	Rounded	Long

All the long vowels except /æ/ have nasal counter parts. Thus the nasal vowels are /I☐ e☐ a☐ o☐ and u☐/. As far as diphthongs are concerned, these are not very productive. The closing diphthongs are /oɪ/ and /aɪ/ while centring diphthongs is /ʊa/.

b. **Consonants**

Awan (2004) describes Hindko consonants using International Phonetics Association (IPA) symbols that are also found in Hindko spoken in Muzaffarabad (Haroon, 2011). These are given with the values stated against each as below:

Phoneme	Example	Distinctive Features
/P/	*pee* (drink)	voiceless bilabial stop

/Pʰ/	*phuk* (take)	voiceless bilabial stop aspirated
/b/	*bol* (speak)	voiced bilabial stop
/t/	*tang* (hang)	voiceless alveolar stop
/tʰ/	*thag* (befool)	voiceless alveolar stop aspirated
/d/	*dad* (frog)	voiced alveolar stop
/t̪/	*Tol* (weigh)	voiceless dental stop
/t̪ʰ/	*thalii* (big plate)	voiceless dental stop aspirated
/d̪/	*daa* (trick)	voiced dental stop
/k/	*ke* (what)	voiceless velar stop
/kʰ/	*khun* (dig)	voiceless velar stop aspirated
/g/	*gaar* (mud)	voiced velar stop
/m/	*mak* (maiz)	voiced bilabial nasal stop
/n/	*nikkaa* (young)	voiced alveolar nasal stop
/ŋ/	*sing* (horn)	voiced velar nasal stop
/f/	*foTgii* (death)	voiceless labio-dental fricative
/v/	*vaarii* (turn)	voiced labio-dental fricative
/s/	*sukkaa* (dry)	voiceless alveolar fricative
/z/	*zaat* (caste)	voiced alveolar fricative
/ɵ/	*thaal* (big plate)	voiceless dental fricative
/ʃ/	*scharoi* (awkward)	voiceless palatal fricative
/x/	*khat* (letter)	voiceless velar fricative
ɣ	*ghalat* (wrong)	voiced velar fricative
h	*haq* (right)	voiceless glottal fricative
/l/	*luk* (waist)	voiced alveolar lateral
/r/	*rakkaR* (barren)	voiced alveolar trill
/ɽ/	*RoR* (push down)	voiced retroflex flap
/tʃ/	*chaa* (pick up)	voiceless palatal affricate
/dʒ/	*jat* (hair)	voiced palatal affricate
/j/	*yaa* (or)	voiced palatal approximant

Conclusion

This paper establishes that Hindko is an Indo-Aryan language that branches off the Indo-Iranian family and native speakers are found in different scattered parts of the Sub-continent. Structurally, it resembles Hindi, Urdu, Punjabi as the flexible word order, elaborated case system, concatenative nature of morphology and phoneme patterns are greatly like them.

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Urdu Education at the School Level in Kerala Since Independence

Hashim.M.H

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Urdu Entry in Kerala

Kerala in the southern part of India is home for people professing various faiths, such as Hindus, Muslims, Christians, and Jews; all of them use Malayalam in day to day transactions. Newspapers are published in this language for one and all. Urdu is on its way to become popular among sections of people in this state. Years ago Kerala comprised three regions – Malabar, Cochin and Tranvancore which had Malayam as the regional language. Urdu made its inroads in Kerala from the coastal area of Malabar. In the sixteenth century, Bijapuri ruler of the Adilshahi dynasty sent forces to stop the Portuguese intrders in order to help the local Samutiri Raja. These soldiers settled in Calicut after the end of the hostilities. They used Urdu as their mother tongue. Thus Urdu got an entry in the Malayalam lexicon. This is how Urdu got gradually established in Kerala.

Early Teaching of Urdu in Limited Schools

After independence, Urdu teaching at the school level remained confined to a few schools. In J.D.T. Islam High School in Calicut; B.E.M. High school, Mubark High School, St. Joseph High School in Thalassery; Haji Isa Haji Musa High School in Cochin and Hindustani School in Kasargod provided Urdu teaching. Connore's Municipal High School also provided Urdu Teaching. However, with the sudden death of Urdu teacher

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Abubakr Munshi Fazil, it came to an abrupt stop (into Hindi) because in the entire state there was not a single teacher holding a certificate to teach the language. The Kasargod High School too witnessed a similar situation with the expiry of Urdu teacher's tenure.

Move to Popularize Urdu in Kerala

To popularize Urdu learning at the school level, Syed Mohammed Sarwar Valapatanam Abdulla, Ishaque Mohammed Faqir, and other eminent persons worked hard and led movement for the propagation and promotion of Urdu. In 1958, Sarwar Saheb and his colleagues established Arjuman Taraqui Isha'at (publications). In 1962 Valapatanam Abdullah founded Urdu Prachar Sabha. In 1970 Ishaque Mohammed Faqir revived Anjuman Islahul Lisan. In 1972 K.T.C. Beeran established Urdu Prachar Samiti. All these organizations formed a common front and urged the government to popularize Urdu and continued the movement to ensure the introduction of Urdu in school syllabus.

Positive Steps to Teach Urdu after 1968 Elections

When the government was formed after elections in 1968, Muslim League was also a constituent of the government. Two members, Ahmed Kurikal and C.H. Mohammed Koya, joined the cabinet. Syed Mohammed Sarwar was quite close to Ahmed Kurikal. After Ahmed Kurikal,s assumption of office as minister, S.M. Sarwar Saheb went to Thiruvananthapuram and persuaded him to promote teaching of Urdu.

Ahmed Kurikal and C.H. Mohammed Koya, both gave the request a serious consideration and announced a test for Urdu at the lower and higher levels in schools, and a government order was issued. A committee was also constituted for overseeing the implementation.

The ministry developed a set up for conducting the examination. In this syllabus formation committee, Sarwar Saheb himself along with Shakir Saheb of Brannen College, and Mohammed Ibrahim of Farooq College were the members. Thus the examination for Urdu lower and higher came into being. Quite a good number of young persons took the examination and were declared successful.

Framing Syllabus

The Movement for introducing Urdu in school syllabus continued which resulted, in course of time, teaching of Urdu in many government and semi-government (aided) schools from 1972-73. There was provision for appointment of an Urdu teacher if there were more than 50 students upto 5th standard opting for it as a subject. Later on this requirement was reduced to 30 students, thus providing more opportunities to teach Urdu and to employ more Urdu teachers. At the present moment only 12 students opting to learn Urdu are needed for the appointment of an Urdu teacher in a school. The Urdu teachers are paid salary at the same rate of pay scale for the other subject teachers who are selected through public service commission.

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Teachers Association and Background of Teachers of Urdu

"Kerala Urdu Teachers Association" came into existence by untiring efforts of Syed Mohammed Sarwar, Ishaq Mohammed Faqirs and K.T.C. Beeran to help solve problems of Urdu teachers since with the promotion of Urdu at the school level several new problems were also experienced.

Not only students but also the teachers whose mother tongue was Urdu began encountering difficulties. Translation from any language, to a considerable extent, affects the final performance and quite often the meaning also gets changed. This was a great hurdle in teaching Urdu to Malayali students. For example, in order to express something pleasant, an Urdu speaker would say, "come on, for this we shall have a cup of tea (or sherbat) or have some sweet". But for a Malayali speaker it would imply "Buy me some tea" or "Buy me some sweets." Those unaware of nuances in using Urdu language used to translate the Malayali expression quite literally and thus the message used to get distorted.

Imported Textbooks from Neighboring States

When Urdu was introduced in the school syllabus, there was no Urdu text book designed by the state boards (of examination). Hence, Kerala relied on text books from Andhra Pradesh or from Tamil Nadu. The books prescribed in Andhra or Tamil Nadu from standard first to fifth were followed in Kerala from fifth to tenth standard. This also used to create a lot of problems for the teachers as well as for the students because the text books were meant for pupils whose mother tongue was Urdu. 1980 onwards the textbooks for Urdu prepared met the needs of students and teachers.

The irony was that there was no Urdu linguist in Kerala to guide the project, hence experts from other states were invited to help. Kerala text books in Urdu for the first time were prepared under the guidance of Andhra Urdu Academy. After 1985 text books are revised after every five years. This is a responsibility assigned to the SCERT which earlier was called S.I.E (State Institutes of Education). Under the supervision of Urdu research officer of SCERT, experts and teachers were selected and workshops were organized. With continuous interactions and discussions during the workshops, textbooks were drafted.

Keeping in view the cultural requirements, harmony and amity, problems relating to the selection of content, etc., were solved to some extent and difficulties got reduced. However, mere preparation of textbooks was not enough. How to get the lessons and textbooks practically introduced in the classroom remained.

Involvement of SCERT and DPI Offices

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For this also SCERT and DPI (Director of Public Instruction) introduced in service-programmes for the teachers. The strategy adopted in these courses was to teach the text to non-Urdu pupils. Such teacher training courses proved extremely beneficial to teachers and to a great extent the teachers suffering from inferiority complex, because of their non-Urdu background, developed self-confidence.

At the present moment, teaching of Urdu at the school level has taken deep roots. In Kerala schools (from standard one to ten) Urdu is being taught. Urdu as the first language is being taught at the primary level in one school, at the upper primary level in 1261 schools and at the high school level in 377 schools. The number of schools catering to stanadards from primary till high school stands at 184 schools. Except the districts of Tiruvananthapuram and Pathanamthitta, twelve other districts impart Urdu teaching at the school level. The maximum number of Urdu scholars are enrolled in Calicut and Malappuram. In the entire state, students learning Urdu from Class V to X total 110186 with 1637 Urdu teachers. In addition, there are 100 teachers who work on temporary basis. Among the Urdu teachers 40% are non-Muslims.

District-wise Distribution of Urdu Teaching in Kerala

A district-wise statistical analysis is as follows:

Trivandrum:
Total number of schools (I – X)	:	896
Schools providing Urdu teaching	:	Nil

Kollam:
Total number of schools (I – X)	:	861
Upper primary school	:	11
High School	:	02
(including two high schools from Upper primary)		
total number or students		358
No. of Urdu teachers		11

Pathanamthitta:
Total number of schools (I – X)	:	696
Facility of Urder teaching	:	Nil

Alappuzha:
Total number of schools (I – X)	:	722
School providing Urdu teaching	:	003
Schools at Upper primary level		001
Schools at High school level	:	002
(teaching Urdu)		
(including one mentioned above)		
Total No. of students		102

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Total No. of Urdu teachers   003

Kottayam:
        Total number of schools (I – X)   :   857
        School providing Urdu teaching   :   006
        Upper primary level schools   :   005
        High school level   001
        Including one of Upper primary level)
        No. of Urdu students   386
        No. of Urdu Teachers   006.

Idukki:
        Total number of schools (I – X)   :   453
        School providing Urdu teaching   :   002
        Upper primary level schools(for Urdu teaching)   002
        No. of Urdu students   078
        No. of Urdu Teachers   002

Ernakulam:
        Total number of schools (I – X)   :   910
        School providing Urdu teaching   :   008
        Upper primary level schools(for Urdu teaching)   006
        High school level   002
        (Including one of Upper primary level)
        No. of Urdu students   468
        No. of Urdu Teachers   008

Trissur:
        Total number of schools (I – X)   :   925
        School providing Urdu teaching   :   143
        Upper primary level schools(for Urdu teaching)   111
        High school level   045
        (Including 11 teaching of Upper primary level)
        No. of Urdu students   3624
        No. of Urdu Teachers   155

Palakkad:
        Total number of schools (I – X)   :   903
        School providing Urdu teaching   :   194
        Upper primary level schools(for Urdu teaching)   158
        High school level   043
        (Including 5 Upper primary level)
        No. of Urdu students   8143
        No. of Urdu Teachers   201

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Malappuram:

Total number of schools (I – X)	:	1328
School providing Urdu teaching	:	468
Upper primary level schools(for Urdu teaching)		346
High school level		138
(Including 24 Upper primary schools)		
No. of Urdu students		56236
No. of Urdu Teachers		483

Kozhikkode:

Total number of schools (I – X)	:	1198
School providing Urdu teaching	:	280
Upper primary level schools(for Urdu teaching)		223
High school level		064
(Including 12 Upper primary level)		
No. of Urdu students		14563
No. of Urdu Teachers		287

Wynad:

Total number of schools (I – X)	:	272
School providing Urdu teaching	:	072
Upper primary level schools(for Urdu teaching)		061
High school level		014
(Including 5 Upper primary level)		
No. of Urdu students		4342
No. of Urdu Teachers		75

Kannoor:

Total number of schools (I – X)	:	1240
School providing Urdu teaching	:	316
Upper primary level schools(for Urdu teaching)		277
High school level		053
(Including 14 Upper primary level)		
No. of Urdu students		16726
No. of Urdu Teachers		330

Kasargod:

Total number of schools (I – X)	:	507
School providing Urdu teaching	:	074
Upper primary level schools(for Urdu teaching)		062
Primary level school		001
High school level		013
(Including 7 Upper primary level)		
No. of Urdu students		5164
No. of Teachers		76

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Kerala has a total of 531 private and non-aided schools, among which eight schools impart teaching in Urdu. In such private schools, teachers are paid salary from the management fund (as no government contribution is provided).

Lack of Environment to Practise Urdu Outside the Classroom

In order to help teachers in teaching Urdu, the state SCERT has produced a Teacher's Hand Book which helps in solving the problem partially. However, what Kerala lacks is the environment. If training for Urdu teachers in Kerala is specifically arranged, it would, to a great extent, help in facilitating Urdu teaching. In spite of a lack of outside-classroom environment to use Urdu, better teaching strategy and techniques will be of great help. It would be a great boost to learning if mushaira quawwali and ghazal programmes are held frequently.

Shortage of Urdu newspapers is a disadvantage to the teachers as well as the students. The quarterly journal published by Kerala Urdu Teachers Association "Urdu Bulletin" is 70% in Malayalam and only 30% in Urdu. Urdu Research Officer of SCERT supervises the production of Urdu literary articles under the training course which also proves quite useful for the teachers. But these cover a very limited range. The prevailing problems can be solved to a great extent if an Urdu Academy is established in Kerala. In this matter the government of Kerala has begun to take some initiatives in this direction.

Committee Report

Kerala Education Minister E.T. Mohammed Basheer, in consultation with the representatives of Kerala Urdu Teachers Association and office bearers of Anjuman Tarque Urdu, have constituted a three-member task force consisting of R. M. Sulaiman Moulavi, N. Muhinuddin Kutty and T. Mohammed to submit a report to the government about the Academy. The three member committee has already submitted the report to the government.

Along with Kerala UrduTeachers Association, Anjuman-e-Taraqqui Urdu are simultaneously working together to propagate and promote Urdu.

Seminars, Workshops, etc.

Kerala Urdu Teachers Association has been organizing seminars, workshops, refresher courses for helping the teachers under the patronage of Anjuman-e-taraqqui Urdu in co-ordination with the State Council for Education and Training, directorate of public instruction, National Council for Promotion of Urdu, Central Institute of Indian Languages, Centre for Urdu Teaching and Research, University Grants Commission and similar organizations. This has proved beneficial to the teachers to a great extent. If these institutions conduct and organize more literary and academic programmes, these will

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undoubtedly benefit the teachers immensely but shall also be extremely useful for the students as they would be highly motivated to learn.

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Syntax in Action: The Verb Agreement in Sindhi Language

Nabi Bux Jumani, Ph.D. & Mubarak Ali Lashari, Ph.D. Scholar

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Abstract

In the paper the nature of the verb in Sindhi language is generally discussed while the verb agreement is particularly investigated. The researchers took particular notice of the verb agreement in one of the most ancient languages of the river civilizations of the world. During the course of analysis, first the importance, origin and relation of the Sindhi language were sought. Afterwards the specific perception of the verb and its nature in the language was discussed. Subsequently, the variants of the verb changes and its agreement were discussed in detail in order to find the specifications in the language which can be significant in general linguistic understanding of the language in line with the world languages.

Introduction

Sindhi language is one of the most ancient languages of the world, which belongs to the Indus Valley Civilization. This language is the family member of the languages like Urdu, Persian, Sanskrit, Arabic, Hindi and so on. Sindhi employs Perso-Arabic script and thus is written from right to left in contrast to the most of the Western languages which are written from left to right (Shaikh 1986). And another similarity

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between Urdu, Persian, Sindhi and Arabic languages is that they owe their descriptive form from Arabic description. Not clear. Please elaborate. Otherwise, delete the sentence.

There are various views of Sindhi Linguists with regard to the origin of Sindhi language and its genealogy. Some say that it is the branch of Sanskrit language and others say that it is off shoot of Prakrit language so on and so forth. "Sindhi, Hindi and other local languages grew from Prakrit language in the reign of Soomras in 1100 A.D" (Advani). Here Advani connects Sindhi and Hindi languages along with other languages spoken in the sub-continent.

With contrast to the era mentioned by Advani, Dr Baloch argues that "The structural age of Sindhi language is of Rai family, Brahmin family and Arab rule, which in lump sum is the era of 5 to 11 A.D. in this age the prevailing Sindhi language was structured" (Baloch, 1992).

In this context this discussion goes on and on but one thing can be had that Sindhi language has very close structural affinities with languages spoken in Islamic world and the sub-continent. In this connection, in order to find close affinities of the sub-continental connections the book of Sharaf ud Din Islahi "The Linguistic connections of Urdu and Sindhi languages" (Urdu-Sindhi ke Lisani Rwabit) can be referred which affirms the above claims that Sindhi language is closely associated with the sub-continental languages. He confirms that

> Urdu and Sindhi are two such languages of the sub-continent in which much linguistic relations and agreements are found. Their phonetic system is almost same. Their grammar is closely related. Their vocabulary and semantics are interconnected. Their scripture is almost same. Their literary traditions are also almost analogous.
>
> (pp. 61)

Islahi is of the view that Urdu and Sindhi are very closely related with regards to many features. It should be noted that Urdu language is said to be the mainly found on Sanskrit language as put by Qazi (1977), "This (Urdu) language is founded mainly on Sanskrit which had absorbed a good many Dravidian words during its formation here, and later on it has been embellished by the elder sister of Sanskrit, viz. Persian". (pp. 112). From Qazi's description it can be inferred that Urdu is mainly from Sanskrit language and Sankrit language borrows many words from the Dravidian language that was spoken in Indus Valley civilization before the arrival of Aryas.

The Verb and Its Kinds in Sindhi

Sindhi language has been written in various descriptive forms in the Sub-continent. Muslims write Sindhi in Arabic descriptive form. On the other hand Hindus use Devnagri, Gurmukhi and Hindko descriptions. "Sindhi language has taken birth directly

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from Sanskrit and Prakirt; and its letters of alphabet are mostly from Sanskrit" (Shaikh 1986, pp. 6).

It is also an agreed fact that Sindhi owes its description from Arabic scripture. Thus, Sindhi language borrows most of its linguistic and grammatical terms from Arabic and Sanskrit languages.

Before going to Sindhi verb and its specification, it is apt to know the verb form in English and some of its definitions. Wren and Martin (2002) define verb as, "A Verb is a word that *tells* or *asserts* something about a person or thing. *Verb* comes from the Latin *verbum, a word*. It is so called because it is the most important word in a sentence" (pp. 65).

On the other hand Davis (-) gives the functional definition of the verb in English as following:

> Any member of a class of words that are formally distinguished in many languages, as in English by taking the past ending in -ed, that function as the main elements of predicates, that typically express action, state, or a relation between two things, and that (when inflected) may be inflected for tense, aspect, voice, mood, and to show agreement with their subject or object.

While speaking to specifically language and its verb that comes from its "Masdar" infinitive, which is same as in Sanskrit and Prakirt languages. The verb in Sindhi can be defined as; a word that shows to be, to do, to have or an action on something, that is said to be a verb or in short a word which tells something about a person or thing etc. (Baig 1992, pp.2).

Verb which in Sindhi language is called "*Fael*" has two main kinds. According to Allana (2004), "all the Dravidian languages have two kinds of verbs *Fael Mutaadi* and *Fael Lazmi*" (pp. 262). They are same as *1.* "*Fael Lazmi*" (Intransitive verb) and *2.* "*Fael Mutaadi*" (Transitive verb) same as in English language. *Fael lazmi* stands still with its subject and does not necessarily take its object and gives its sense completely as;

1. Sijj ubhriyo   (The sun rose). In this sentence 'Sijj' (The Sun) is a subject and 'Ubhriyo' is verb. It completes here without taking any object.
2. Noukar aaiyo (Servant came). In this sentence 'Noukar' (Servant) is the subject whily 'Aaiyo' is verb which takes no object with it and shows the complete sense in itself.

According to Mirza Qaleech Baig (1992)

> ……*lazmi* mana luzoom thiyal yani lagal ya chumbriyal. Matlab ta *fael* laazmi khi mafaol kon theedo aahi…. (pp. 30)

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(It means something which is compulsory i.e. stuck with. Means compulsory verb has no object).

On the other hand there is *Fael Mutaadi* (Transitive verb) which takes object with it to complete its sense. It is defined as the verb whose action crosses to or shows effects on the object is said to be a *muttadi fael* (Transitive verb) as"

1. Khatti chadar dhoi tho. (The washer man washes the shawl) Here verb is 'Dhoi tho', 'Khatti' is subject and the action of washing is carried on 'Chadar' which is object.
2. Gopal laddoon khadho. (Gopal ate sweet) In this sentence the verb is 'Khadho', 'Gopal' is subject and the action is done on 'Laddon' which is object.

Third kind of the fael (verb) is "*Fael Maawin*" (Auxiliary/helping verb) which is also defined as the form of *fael lazmi* (Intransitive verb). *Fael Maawin* sometimes is considered as a different kind of verb and sometimes as the sub-kind of *Fael Lazmi* (Intransitive verb). The examples of *fael maawin* (Auxiliary verb) as:

1. Gulab hiti aahi. (Gulab is here)
2. Gulab kalh hiti ho. (Gulab was here yesterday)
3. Gulab munhjo saut theay. (Gulab is my cousin)
In the above sentences the words like 'aahi',(is) 'ho'(was) and 'theay' (to be) are *fael maawin* (auxiliary/helping verb.

Fael Lazmi is further divided into another kind as *Fael Laazmi Maroof* (Active Intransitive verb). For example:

1. Peenghi men ludbo aahi. (It is rocked in the cradle) In this sentence 'ludbo aahi' is *fael lazmi maroof* but it has no subject. Therefore this is the form of passive verb. Such verbs in Sindhi language are said to be "Akar tarak" 'A' means not in Sindhi while 'Kartar' or 'Karta' means subject, the doer of work. It means without subject or doer.

And the *Fael Mutaadi* (Transitive verb) is sub-divided into three kinds as:

1**.** *Fael Mutaadi Maroof* (Active Transitive Verb)
   1. The cat catches the rat
   2. Ali takes tea.

2. *Fael Mutaadi Majhool* (Passive Transitive Verb)
   1. Zameen har san kherji tho. (The land is ploughed)
   2. Akhbar parhy waji thee. (The newspaper is read.)

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3. ***Fael Mutaadi Balwasta***   (Causal Transitive Verb)
    1. Ustad, shagird de patewalo dourraiyo. (Teacher caused peon to run to student)
    2. Aslam mochi khan juti polish karayo. (Aslam made shoes polished by the cobbler)

The Verb Agreement in Sindhi

      The verb almost in all languages is the most important part of sentence. In the same way the also plays an important role in Sindhi too. The verb agreement in Sindhi language comes from its Arabic basis of "Saraf" and "Naho". In Arabic, same as in Sindhi too, 'Saraf' is basis of word formation and the present shape of words. While 'Naho' in Arabic, same as in Sindhi language, is the arrangement of the parts of the syntax i.e. the places of subject, verb, object etc.

      In Sindhi language the agreement is said to be "Nisbatoon' or 'Paryoog', which is showing the verb agreement with other components. Thus it according to its arrangement enters into the Arabic study of 'Saraf' and 'Naho'.

      'Paryoog' is actually the Sanskrit word which means showing 'Nisbatoon' or we can say agreement in English language.

      There are three types of verb agreement in Sindhi language.

      a. Kartary Paryoog
      b. Karmani Paryoog
      c. Bhawei Paryoog

1. ***Kartary Paryoog***   *(Subjective Agreement)*

The word 'Kartar' or 'Karta' means 'Faail' (Subject) and the 'Kartary means 'Faailey' (Subjective).

      In 'Kartary Paryoog' the verb in Sindhi language agrees with the subjects and in its number, gender and persons (pronoun). It is equal to the English finite verb which agrees to its subject.

(a) In Sindhi language showing the number agreement of a verb with its subjects
    1. Ghoro dorri tho. (The horse runs)
    2. Ghora dorran tha. (The horses run)
    3. Ho ghar aayo. (He came home)
    4. Uhey ghar aaya. (They came home)

In the above sentence 1 when there is singular subject in number the verb agrees to be 'dorri tho' and when there is plural subject the verb changes from 'dorri tho' to 'dorran

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tha' in the second sentence. In sentence 3 when there is singular subject as 'ho' (He) in Sindhi language, takes singular verb as 'aayao' and in sentence 4 when the subject is plural the verb changes from 'aayo' to 'aaya'.

(b) The verb agreement in paryoog Kartary changing according to its gender of the subject. As;
1. Ghoro dorriyo ho (The horse had run)
2. Ghoree dorrey hue (The mare had run)
3. Aslam ghar aaiyo (Aslam came home)
4. Naseema ghar aaye   (Naseema came home)

In the above sentences when there is masculine gender 'ghoro' (horse) the verb agrees to it as 'dorriyo ho' and when there is feminine gender as 'ghoree' (female of horse) the verb comes as 'dorrey hue' instead of 'dorriyo ho'. And in the sentence 3, if there is masculine gender (Aslam) the verb stands as 'aaiyo' while in sentence 4 when there is feminine gender the verb agrees to the gender as 'aayee' instead of 'aaiyo'.

(c) The changing of verb agreement of Sindhi language according to its persons (pronouns) as:
1. Aaoon dourundus (I shall run)
2. Aseen dourandaseen (We shall run)
3. Ho dourundo   (He will run)
4. Uhey douranda   (They will run)

In the above sentences the verb in Sindhi agrees to the persons of the subject. In the first sentence when the pronoun is in first person pronoun, the verb stands for it as 'dourandus' when in sentence 2 the subject is first person plural the verb changes as 'dourandaseen'. And in sentence 3 there is third person singular the verb in Sindhi is used as 'dourando' while in sentence 4 with third person plural, the verb is 'douranda' instead of 'dourando'.

2. Karmani Paryoog   **(Objective Agreement)**

The word 'Karam' means mafaool (Object) and 'Karmani means 'mafaooly (Objective) Thus it is said to be an objective agreement of the verb.

Definition: In 'Karmani Paryoog' the verb in Sindhi language agrees with the object and in its number, gender and persons (pronoun). It is the passive form of the verb.

(a) The verb showing number agreement with its object, as;
1. Chhokar kitab likhyo (The boy wrote a book)
2. Chhokri kitab likhyo   (The girl wrote a book)
3. Chhokar kitab likhya   (The boy wrote books)
4. Chhokar kitabriyon likhyon (The boy wrote booklets)

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In the above first two sentences there is a change in genders of the subjects yet the verb remained same and no change has taken place, while in 3rd and 4th sentences there is change of numbers from 1st and 2nd sentences the verb change from 'likhyo' for singular object, 'likhya' for plural objects. Thus the examples clearly show the agreement of the verb with object in number.

(b) The verb in 'karmani Paryoog' changes according to gender of the object, as;
1. Ghoro marji wayo (Sawar khan) (The horse has been beaten.(by the rider)
2. Ghoree marji wayee (Sawar khan) (The mare has been beaten.(by the rider)
3. Chhokar pakarji paya.   (The boy has been caught)
4. Chhokari pakarji payee. (The girl has been caught)

In the above sentences on which some work is done, and there is no doer or subject, is the cause of getting change or agreement of the verb. In sentence 1 when there is masculine object 'ghoro' (Horse) the verb agrees to be 'wayo' and in second sentence when there is feminine gender as 'ghoree' (feminine of horse) the verb agrees to it as 'wayee'. By the same way in sentence 3 and 4 there are 'paya' and 'payee' according to the genders of the object.

(c) The changing of verb agreement of Sindhi language according to its persons of the object, as;
1. Kam kabo aahi   (Work is done)
2. Kar kabi aahi   (Task is carried out)

In the above sentences 'kam' and 'kar' are the objects might be carried out by the people (subjects) which are main cause of changing of the verb from 'kabo' to 'kabi'.

3. Bhawei Paryoog   **(Neuter Agreement)**
The word 'Bhawei' in Sindhi language is said to be as the 'separate' in agreement.

Definition: Such verb which agrees neither to its number, gender and persons of the subject nor to its object but remains as it is, is said to be the 'Bhawei Paryoog'.

It is often used to as case maker in 'Ergative case as defined by Dr. Raja Nasim Akhtar. In Urdu it is said to be as, when there comes the words like 'ne' 'ko' as the ergative case the verb remains same. It is same in Sindhi language which is shown in following examples as:

1. Shikari haran khe mariyo. (Huntsman (singular) hunted the deer)
2. Shikarian haran khe mariyo (Huntsmen (plural) hunted the deer)
3. Maan haran khe mariyo   (I hunted the deer)
4. Assan haran khe mariyo   (We hunted the deer)

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5. Murras haran khe mariyo   (Husband hunted the deer)
6. Zaal haran khe mariyo   (Wife hunted the deer)

In the above example when case maker of Sindhi 'khe' comes before the verb, the verb 'mariyo' remains unchanged altogether though there is change of subjects in number, gender and persons. Thus can clearly said that 'Bhawei Paryoog' in Sindhi language is a form of the verb agreement which remains neutral in the sentence overlooking the changes in subject or object or their number, gender and persons.

Conclusion

It can be concluded that the Sindhi language has its own criteria of its verb agreement which in its actual terminology is said as the 'paryoog' which definitely enters into the 'Saraf o Naho' of the Arabic language. Paryoog of Sindhi language is taken from Sanskrit language which means 'Nisbatoon' or 'Melap' (Agreement). With regard to sentence construction (syntax) there are three types of verb agreement i.e. the Paryoog Kartary, the Paryoog Karmani and the Paryoog Bhawei. In 'Paryyog Kartary' the verb agrees with its subject. In 'Paryoog Karmani' the verb agrees with the number, gender and person of the object. And finally in the third 'Paryoog Bhawei' which is said to be a neuter agreement in which the verb neither agrees with the subject nor with the object but remains separate and neutral

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Liangmai: A Minority Language of Manipur

Widinibou Ch. M.A., Ph.D. Research Scholar

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Liangmai dance troupe

Abstract

This paper discusses how Meitei, the dominant language of Manipur, is influencing the

Liangmai language. A lot of lexical borrowings from Meitei has taken place in Liangmai

because of language contact with Meitei for a very long time. But still Liangmai is surviving

the impact of Meitei even though it is a minority language in Manipur. The Indian Constitution adopted several safeguards to protect linguistic minorities in the country. Thus minorities are allowed to secure state funds for their educational institutions. Article 347 allows the use of minority languages for official purposes. But in Manipur, most of the tribal languages are not yet introduced in government educational institutions even at the primary level.

A lot of lexical borrowing from Meitei has taken place in Liangmai because of language contact in day today life. Borrowing of Meitei words become a necessity in day today life. This leads to language endangerment. Most of the borrowed words belong to the category of nouns. The large domain or proportions of the Loan vocabulary from Meitei words have entered the Liangmai lexicon. This sometimes leads to language endangerment.

Introduction

Tamei South
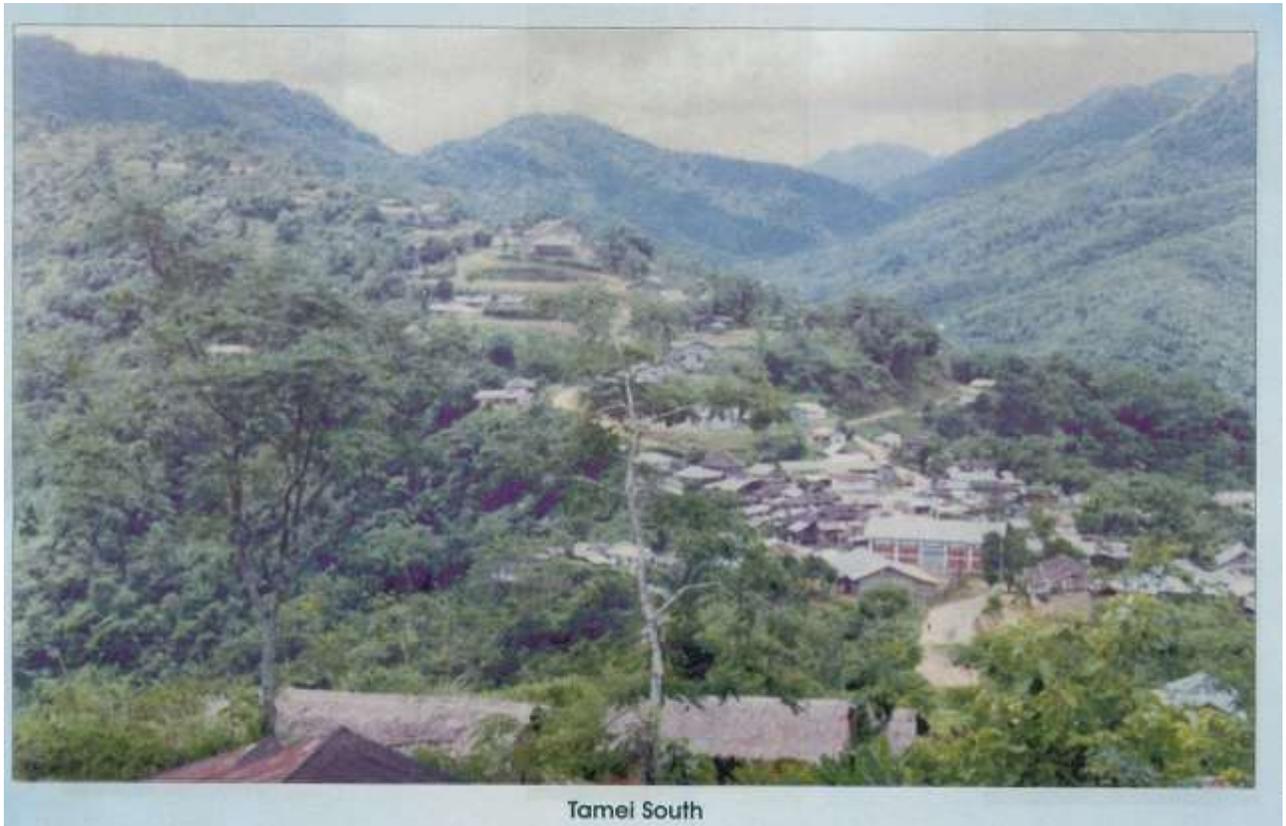
A Liangmai Village

It is widely believed that the Tibeto-Burman people came to the northeast India via the northeastern route from the Yangtze Kiang and the Hwang-Ho river valleys. Nevertheless, the fact is that different groups of this language family came from different routes. Liangmais are mongoloid stock who, for a considerable period, lived in South-west China and migrated to Northern South East Asia and East India around one thousand years before Christ. Liangmai names such as Suang, Hu Wang Liu San, Kiang, etc., are some names which are identical to the Chinese names. Ethnically and linguistically Liangmai people belong to the mongoloid group of race and speak Liangmai, a Tibeto-Burman language under the Naga Bodo section family (G.A. Grierson in *Linguistic Survey of India*).

Liangmai is an indigenous and minority language in Manipur. Liangmai is one of the 33 recognized tribes by the government of Manipur which includes Aimol, Anal, Hmar, Maram, Mao, Paite, Simte, Thangal, Thangkhul, Thadou, etc. In Nagaland Liangmais are recognized as Zeliang which comprises of Zeme and Liangmai. The language spoken by the people of Liangmai is known as Liangmai language. It is mainly spoken in Manipur and Nagaland. In Manipur, Liangmai speakers are found in Tamenglong headquarter, Tamei sub-division and in Senapati district. They are also found in Tening sub-division, Jalukie of Peren district, Dimapur and Kohima of Nagaland.

According to 2001 census report, the total population of Liangmai in Manipur was estimated to be above 34,232 with 17,477 males and 16,755 females. According to 2001 census report, the total population of Zeliang in Nagaland was 36012 (2315 Liangmai). This language is linguistically closer to Maram, Poumai, Thangal, Rongmei and Zeme which are spoken in the same region.

The vast majority of Liangmai groups are agriculturist and still live in villages. As their village is on the top of the hills, it provides a proper habitat for cultivation. They practice shift cultivation. Accessibility to some of these villages is difficult because of the slope mountain. Some villages are accessible only by foot. Some of the Liangmai villages in Manipur are still not yet connected with electricity.

Liangmai religion was traditionally animism; however, they have converted to Christianity even before India's independence and it is due to the influence of the Christian missionaries. Southern Liangmais living near Tamenglong Headquarter especially Tharon, Namtiram, Marongpa, etc., hesitate to speak their mother tongue due to some unknown reason. Their

language may become extinct in near future. Liangmai language is also included in UNESCO Atlas on Indian endangered languages in 2009.

Language spoken

It is mainly spoken in Manipur and Nagaland. In Manipur, Liangmai speakers are found in Tamenglong headquarter, Tamei sub division, Senapati district and scattered over near Imphal. They are also found in Tening Sub-divission, Jaluke of Peren district, Dimapur and Kohima of Nagaland.

Liangmai language belongs to Tibeto-Burman language under Naga-Bodo section. Liangmai language is mutually intelligible in Manipur and Nagaland even though the language has slight variation from place to place and village to village.

Position of Language

The Indian Constitution adopted several safeguards to protect linguistic minorities in the country. Articles 350(A) and 350(B) were adopted in addition to the earlier Articles 29(1), 30, 347 and 350 in order to safeguard the interests of minorities. Article 29(1) notes: "Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same."

This clearly guarantees the right of minorities to conserve their cultural as well as linguistic traditions. . The second clause of Article 30 prohibits the state from discriminating against minority educational institutions in giving financial aid on the grounds that they are under the management of minorities. Thus minorities are allowed to secure state funds for their educational institutions. Article 347 allows the use of minority languages for official

purposes. But in Manipur, majority of the tribal languages are not yet introduced in government educational institutions even at primary level.

Liangmai has very few written pieces of literature such as songs, hymns, etc. Liangmai has not got its own script; therefore Liangmai people use Roman script for writing. Liangmai language has not been introduced for teaching-learning in any government educational institutions except in some mission schools in Manipur. As a result of it, Liangmai remains more or less a spoken language.

There are some private and governmental schools in Liangmai villages but so far there is no college in Liangmai dominated areas in Manipur. The medium of instruction used in schools is English. But one compulsory Manipuri subject was taught at the primary level of Manipur. So far, most of the Liangmai people do not have any formal institutions to mould their children to meet the challenges of modern world. It is for the state government to introduce Liangmai language in primary level so that this community is given their rightful privileges.

Borrowed words in Liangmai

It is natural for languages to adopt words from other languages and make them part of the vocabulary. Borrowing is the process of incorporating into one language elements which originally belong to another. 'It is common for one language to take words from another language and make them part of its own vocabulary: these are called loanwords and the process is called linguistic borrowing' (Campbell 57). However, not only the content words can be borrowed but also sounds, grammatical morphemes and syntactic patterns. Borrowing requires language contact, it implies at least a certain degree of bilingualism for

some people in the 'donor language' and those of the 'recipient language', so that loanwords can occur. 'A loanword is a lexical item (a word) which has been borrowed from another language, a word which originally was not part of the vocabulary of the recipient language but was adopted from some other language and made part of the borrowing language's vocabulary' (Campbell 58).

Code-swtiching and Code-mixing

Another way in which different languages may become mixed up with each other is through the process of borrowing (Heath 1994). At this point, however, we are shifting our view from speech to language systems. The code-switching and code-mixing involved mixing languages in speech, borrowing involves mixing the systems themselves, because an item is borrowed from one language to become part of the other language. There are reasons why languages borrow words. The main reason is that the word is needed, it happens when a new word for a new concept from abroad enters the language.

Borrowing from Meithei

Borrowing of Meitei words has become a necessity in day today life of the Liangmais as a result of daily exposure to and contact with the Manipuris. Liangmai language is changing day by day as far as lexical items are concerned. The villagers and older generation use original Liangmai words while younger generation and educated people's speech is full of borrowed words from dominant Meitei as far as lexicons are concerned. A lot of lexical borrowing from Meitei has taken place in Liangmai because of

language contact in day today life. Most of the borrowed words belong to the category of nouns.

The large domain/proportions of the Loan vocabulary from Meitei words have entered the Liangmai lexicon. This sometimes leads to language endangerment. They are listed below:

a) Material words

i.	/likli/	'glass'
ii.	/sətin/	'umbrella'
iii.	/səpon/	'soap'
iv.	/puŋ/	'time'
v.	/nouri/	'catapult'
vi.	/thou/	'oil'
vii.	/ceək/	'brick'
viii.	/jubi/	'coconut'

b) General words

i.	/səkhi/	'witness'
ii.	/cəmpra/	'lemon
iii.	/kehom/	'pine apple'
iv.	/khəmen/	'tomato'
v.	/louwai/	'uncivilized'
vi.	/ŋəri/	'fermented fish'
vii.	/pəra/	'lesson'

viii.   /ojah/   'teacher'

ix. /bənan/   'spelling'

x. /khəbar/   'news'

xi. /Pukhri/   'pond'

Of course, some of the above-mentioned words are of Indo-Aryan origin. Meitei has borrowed these from Indo-Aryan as a result of the adoption of the religious sect of Vaishnavism. From Meitei, through contact, Liangmai borrowed these items.

c) Numerals

From thousand onwards, they are borrowed from English, Hindi eg. Lak, crore etc. are borrowed words. Eg. /Lak khat/ 'one lakh' /core khat/ 'one crore' etc.

d) Kinship terms

So far loan words have not been able to enter the domain of kinship terms. Hence, most of the kinship terms are purely original native Liangmai words.

Indo-Aryan loan words in Liangmai

The available of lexical records indicate that large proportion of English and Hindi loan words have been incorporated and assimilated in varying degrees in Liangmai lexical inventory. Some of the Indo-Aryan loan words are listed below:

1. /əlu/   'potato'

2. /əŋka/   'mathematics'

3. /bən/   'strike'

4. /bətin/   'bucket'

5. /bhəra/   'fare'

6. /cəmas/   'spoon'

7.	/cini/	'sugar'
8.	/cithi/	'letter'
9.	/dukən/	'shop'
10.	/gari/	'vehicle'
11.	/gee/	'butter'
12.	/haptə/	'week'
13.	/mozə/	'sock'
14.	/pap/	'sin'

As we have mentioned above, these words have entered Liangmai vocabulary through Meitei.

Multilingual

Educated Liangmais are multilingual. They have the ability to speak at least three languages - English, Manipuri and the mother tongue; apart from this they have the capacity to speak Hindi to some extent. However, uneducated Liangmais are bilinguals - they know at least two language - the mother tongue and Meitei whereas in Nagaland uneducated people can speak at least two languages, i.e., the native mother tongue and Nagamese.

Conclusion

1. Educated Liangmais use more loan words than illiterate Liangmai speakers.

2. Liangmai language is changing day by day as far as lexicon is concerned.

3. A lot of lexical borrowing from Meitei has taken place in Liangmai because of language contact. But still Liangmai is surviving the impact of Meitei, even though it is a minority language.

4. At all the levels of linguistic structures, especially in the lexicon, but also in phonology, (for example, Liangmai does not have /gh/ but it has borrowed a word like /ghəri/ 'watch' from Meitei. Liangmai borrowed the word along with the phoneme /gh/), Liangmai has been highly influenced by the dominant languages - English, Hindi and Manipuri.

5. The villagers and older generation use original Liangmai words while younger generation and educated people's speech is full of lexical words from dominant language Meitei and it is influencing the Liangmai language. A lot of lexical borrowing from Meitei has taken place in Liangmai because of language contact in day today life.

6. Borrowing of Meitei words becomes a necessity in day today life. If language is not in contact, the lexical changes discussed above would not have taken place.

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English Borrowings in Jaffna Tamil

T. Karunakaran, PhD Scholar in ELE

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Abstract

This study looks specifically at the language contact of two of the world's most visible languages and details of the resultant language change when words from English are borrowed into Tamil. Borrowed words, or loan words were collected in Jaffna in June, 2007.The loan words were then analyzed for phonological, morphosyntactic, semantic, and sociolinguistic factors. The frequency of English loan words was found to have increased in Tamil in the past decade, particularly in the realms of technology and communication, culture and entertainment, and politics. The borrowings are consequently spoken and understood by younger interlocutors and speakers. Socioeconomic, cultural, political, and geographical factors may make two languages co-exist and inevitably the languages influence each other.

The following key words would be focused in the study:

Borrowings
Language Contact
Sri Lankan Tamil
Jaffna Tamil

1.0 Language Contact and Borrowing

Like human beings, language may also be considered a living organism, which is subjected to both decay and development. Total vocabulary of an individual is not constant at any age and time in his/her life span. It is constantly subjected to change. The new experiences may bring subtle changes in the individual's vocabulary by adding some items to his/her vocabulary. The words that are in his/her total vocabulary may get deleted because of lack of opportunities for him/her to use those items, or because of the circumstances, which demand and maintain the use of such items, do not exist anymore, or some of the words of the total stock may acquire new meanings. Similarly, contact with new cultures, new knowledge, and other languages do cause an advent of new concepts into a language, and these concepts are made available to the users of that language through new words or new conventions in the use of existing words. When this contact generally necessitates the mutual flow of ideas and concepts, naturally there will be need for vocabulary that captures these concepts adequately in both the languages.

Two or more languages are said to be in contact, if the same person uses them alternately. The individuals using the languages are the focus of the contact. Bilingualism is the practice of alternately using two languages and the persons involved are bilinguals. As a result of language contact, there have been instances of deviations from the norms of either language. These deviations occurring in the speech of bilinguals because of the familiarity with more than one language are referred to as interference. The term interference implies the rearrangements of patterns resulting from the infiltration of foreign elements into the highly structured domains of language such as the Phonemic system, Morphology and Syntax and some area of vocabulary. Such transfer of elements from one language into the other is called borrowing in general.

As far as the amount of differences or similarities between the languages is concerned, extreme similarity or extreme dissimilarity between languages is said to be an unfavourable condition of language interference. The mere contact of two languages is not supposed to lead to a situation in which one language borrows elements from the other language. Two conditions are essential for borrowing to occur. The meaning of the borrowed word should be comprehended by the person intending to adopt that word in his/her language or he/she should convincingly assume as if he/she has comprehended.

One language borrows from another not only for the reason that the recipient language lacks such terms. But due to the contact of foreign languages, terms infiltrate into the recipient language causing changes in the recipient language and not in the donor language. Borrowings of certain items take place only under the condition of large scale bilingualism and the borrowing of some other kind of items occurs under the condition of large scale monolingualism. It is the basic vocabulary of a language which is subject to borrowing under the latter condition. Further, the possibility for borrowing is greater under the latter condition.

Situation in Sri Lankan Tamil

As far as Sri Lankan Tamil is concerned, the majority of words have been borrowed from Sanskrit. Tamil and Sanskrit came onto contact through ethnic, cultural, and religious interaction in India. A large number of Sanskrit words are mingled with Tamil in literature authoured by Indian writers and such literature has been used as texts in state schools and universities in Sri Lanka .That's how mingling of Sanskrit words entered Sri Lankan Tamil. The following examples could be mentioned in support of that.

Sanskrit	Tamil
Arya	Aryan (A member of the people who spoke the parent language of the Indo-European languages)
Chakra	Chakram (wheel, circle)
Panditah	Pantithan (learned scholar)
Sutra	Sutram (a set of grammar or Hindu law or philosophy.)

Sri Lanka was ruled by Portuguese, Dutch, and English around 1505, 1650, and 1796 respectively. The languages came into contact with the native languages including Tamil via administrative, educational, religious, and legal set up and subsequently a number of borrowed words from the above languages entered Sri Lankan Tamil.

Portuguese	Tamil
armário	alumāri(cupboard)
ananás	annāsi(pineapple)
kaju	kaju (cashew)
mesa	mēcai (table)
pão	pān (bread)

Due to the changes in the physical, political, economic, social and cultural environment, a need arises for new meanings and such need is met by extension or transfer of the already existing words of a language. However, there may be a great demand for new words as well. The chief sources of new words are borrowing, derivation, compounding and clipping. Borrowing is the most important source of new words.

Jaffna Tamil

A considerable part of present day Jaffna Tamil is made up of borrowed words. It is true that the core of the Tamil vocabulary including the function words dealing with fundamental and relatively unchanging realities remains native.

The English borrowings in Tamil are pronounced differently by monolinguals or even by bilinguals sometimes, since the sound system of Tamil differs from that of English. In casual

discussions, assimilated forms of borrowings are used by interlocutors who may be all bilinguals or bilinguals and monolinguals. Monolinguals may tend to assimilate the English sound into Tamil, due to unfamiliarity with the English sound system.

The writers of modern Tamil literature attempt to introduce new genres and adopt western literature modes in their works. They intend to bridge the divisions that exist between the themes, language, and style of traditional literature and that of western, mainly the English influence that is becoming increasingly a part of the experience and way of life of Tamils. To achieve this target, they concentrate on a new literary language which is flexible enough to express the social and intellectual set up and which can reach out to a wide middle class reading public which is eager for reading material but not intellectually competent enough to read classical literature. Under such circumstances, a lot of English borrowings are found to enter the modern Tamil Literature.

As far as Jaffna Tamil is concerned, the parts of speech especially nouns, verbs, adjectives and the rudimentary vocabulary in English are used as borrowings under the condition of large scale bilingualism. For instance, the English nouns such as Radio, Cycle, Computer, Studio, Sofa etc. are borrowings in Jaffna Tamil in their assimilated forms as re:ṭio:, caikil̤, kampu: ṭar , istu:ṭio:, sopa:, etc. respectively.

Likewise, English verbs such as Test, Try, help, Taste, Cut, Join, etc. are borrowings in Jaffna Tamil in their assimilated forms as testu, rai, kelpu, te:stu, kaṭ yoyin, etc respectively. These borrowings take the Tamil verb form paṇṇu (Do) to harmonize with the Tamil syntactic structure.

Examples of Tamil sentences

1) "Vayarai yoyin paṇṇu"
    (Join the wire)
2) "Vattiyai test paṇṇu"
    (Check the battery)

English adjectives such as Neat, Dry, Round, Easy, etc. are used as borrowings in Jaffna Tamil in assimilated forms as ni:tu, rai, ravuṇṭu, i:si etc. respectively.These types of borrowings take the Tamil form "a:" the shortened form of "a:ha"(to become) to comply with the Tamil syntactic rules.

Examples of Tamil sentences

1) "araia   ni:ta: itukku"
    (The room is neat)
2) " kaṇakku i:sia: itukku"
    (The sum is easy)

The borrowed English words of the above types are well-known among bilinguals of Tamil and English. These types of English words generally occur in the contexts like code-switching and code-mixing in the speech of Jaffna Tamils. Hence, these types of borrowings are used under the condition of large scale bilingualism.

People of the labour class and peasantry deal with artifacts to a larger extent because of their occupations. The English words such as Hammer, Screwdriver, pickaxe, etc. are very widespread among them and these names have become borrowings in assimilated forms as a:mær, isku:ṭraivar, pikka:n, etc. respectively. As the majority of the working class people in Jaffna are Tamil monolinguals, the lexicon for artifacts is liable to be borrowed very easily.

After the mother tongue replaced English as the medium of instruction, though English bilingualism declined to a considerable extent, the scientific and technological development internationally has led to the entry of several hundred English technical terms into day- to- day speech of the natives. Such terms are frequently used even by many monolinguals that may be traders, industrialists, and mechanics, employees of government as well as private sectors and ordinary members of the public.

Impact of English

As a site of colonization, first by the Portuguese, then the Dutch, and finally the English, Sri Lanka has had successive connections with three European nations. The English language, however, has had an unparalleled impact on the island because previous colonial powers were uninterested in disseminating their culture beyond proselytization to the native population (Fernando, 1977). Under the Treaty of Amiens, a British civil administration succeeded Dutch control of the island and Ceylon was declared a British Crown colony in 1802. In yoking, what had previously been three separate kingdoms together into this colony, the British also established English as a language of high status in the island.

1.1 Objective of the Study

This research is an effort to assess the extent to which the general communication has been made easy and effective through the use of the vocabulary of English in Tamil. English borrowings which entered Tamil lexicon from 1993 to 2006 have been focused on this research. Phonological changes of borrowings were extensively analysed by Suseendirajah (1993). It is encouraging to mention that now much prominence is given to the formulation of technical terminology in Tamil. Strenuous endeavors are being taken at the state level in India and Sri-Lanka in this regard. It has been planned to entail people with high competency and expertise in both languages in this mission. The coexistence of English borrowings and their Tamil equivalents will further extend the range of the Tamil language.

More or less all the English borrowings are utilized in their transliterated forms in the conversations of Tamils, though some borrowings have translated forms. In writing, the transliterated as well as translated forms are used. Transliterated forms can partly supplement the lack of translated forms. In view of this aspect, this empirical research might be fruitful to ones who have begun to create technical terminology in Tamil. For instance, the translated form 'mani'and the transliterated form 'bellu' are used for the English bell. Usually, the translated forms are generally applied in literary form of speech and writing and transliterated forms are used in casual or colloquial communication. While transliterating an English word, it is written in the Tamil scripts mostly with phonetic modification.

1.2 The Research Area

The research area of this study covers the Divisional Secretariats in Jaffna, Nallur, and Kopay. Teachers, academic and non academic staff of the university of Jaffna, doctors, and shopkeepers in private and government sectors were the subjects of the study. As this research is on the use of English borrowings specifically among monolinguals, these areas were chosen for the study, because in these areas Tamil monolinguals live mostly. Further, the Tamil monolinguals have close contacts with bilinguals in these areas and there are better chances for the language contact situations and for the presence of a good number of English borrowings in Jaffna Tamil.

1.3 Research Methodology

a) To collect information pertaining to the use of English borrowings and the attitude of the people who use English borrowings, a random sample of 400 Jaffna Tamil monolinguals that comprise 200 students, 100 teachers, and 100 other professionals in various government departments were chosen. The qualitative methods were adopted for data collection. Questionnaires were handed down to the subjects and the data gathered from subjects' responses were investigated and findings were obtained. Some subjects came out with their comments about the model of the questionnaire. The options were given in the questionnaire but they had some other answer options that were not given in the questionnaire. Then the subjects were instructed to write their answer below the options. Data collection took three months and the analysis of data covered a period of 3 months from March, 2007 to June, 2007. The research was carried out in Jaffna.

b) 50 subjects consisting of 5 hospital attendants, 10 farmers, 10 masons, 10 university office aides, 10 traders, and 5 mechanics in Jaffna were chosen with a view to getting information pertaining to assimilation of English borrowings. The selected subjects were familiar with the researcher. The interviews were conducted in very relaxed and comfortable surroundings, although 'the possibility of interlocutor effect is virtually inescapable in the interview context' (Hannah 1997: 349 cited in Yeoh and Huang (ed.) 2002). The occasional presence of laughter during the interview sessions, however, makes it possible to conclude that the informants' behaviour is casual at times. The interviews contain jokes, a whole range of personal topics, references to social events, money, food, etc. As the purpose of the interviews was to obtain

large bodies of spoken data, a single interview generally lasted about half an hour or a little longer. Prior to the interviews I had prepared a list of 20 interview questions. However, the tone of the interviews was kept informal. Interviews went on for three months from June, 2007. to August, 2007.The subject matter discussed was based on the chief occupation of each interviewee and during the discussion they were told that the intention of the interview was for a research.

1.4 Major Findings from the Data Analysis

The major findings from the data investigation in relation to the use of English borrowings are established on the responses elicited from the questionnaires. The key findings answer the basic questions posed in relation to the use of English borrowings in this specific target group of people. The four hundred subjects were issued two different questionnaires designed for the undergraduates of the University of Jaffna and for the officers working in Jaffna city. Most of the students are monolinguals or low level bilinguals. They started learning English from their childhood but have not achieved communicative competence. In the case of staff, many of them are bilinguals or low level bilinguals and they acquired communicative competence in English after graduation

The research area and the methodology involved to gather data are described in sections1.8 in chapter-I of this thesis.

The model questionnaires designed for students and officers are found in Appendix AI and Appendix AII

The results are as follows:

1. The majority of the subjects irrespective of age and sex use English borrowings in their day to day interactions.
Out of 400, 360 subjects (90%) said they use English borrowings and 40 (10%) subjects said that they don't (see Graph-I)

Graph-I

The use of English Borrowings among the Jaffna Tamil Monolinguals
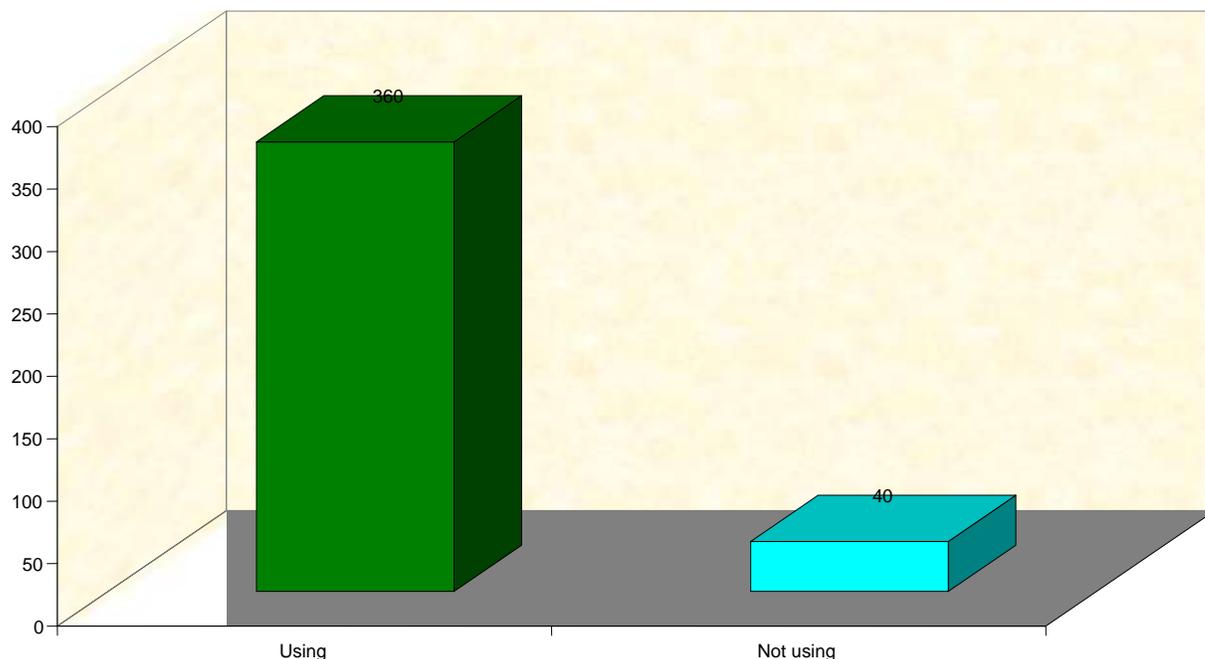
2. The majority of the subjects that use English borrowings have a positive attitude towards the use of them.

The data collected from the questionnaires point out that 392 (98%) subjects confirm the use of English borrowings. Only 8(2%) subjects show negative attitude toward the use of English borrowings. (see Graphs-II A&B)

The reasons forwarded by the subjects who approved the use of English borrowings are given below.

1) Subjects do not know the Tamil equivalents or translations
2) Tremendous acquaintance with the usage of English borrowings.
3) Verbal comfort in using the English borrowings
4) English borrowings are shorter in speech.

The reasons said by the subjects who have negative attitude toward the use of English borrowings are mentioned below.

1) Difficulty in pronouncing the English borrowings.
2) Other interlocutors may not be able to comprehend the English borrowings.

Graph-IIA

Attitudes towards the Use of English Borrowings
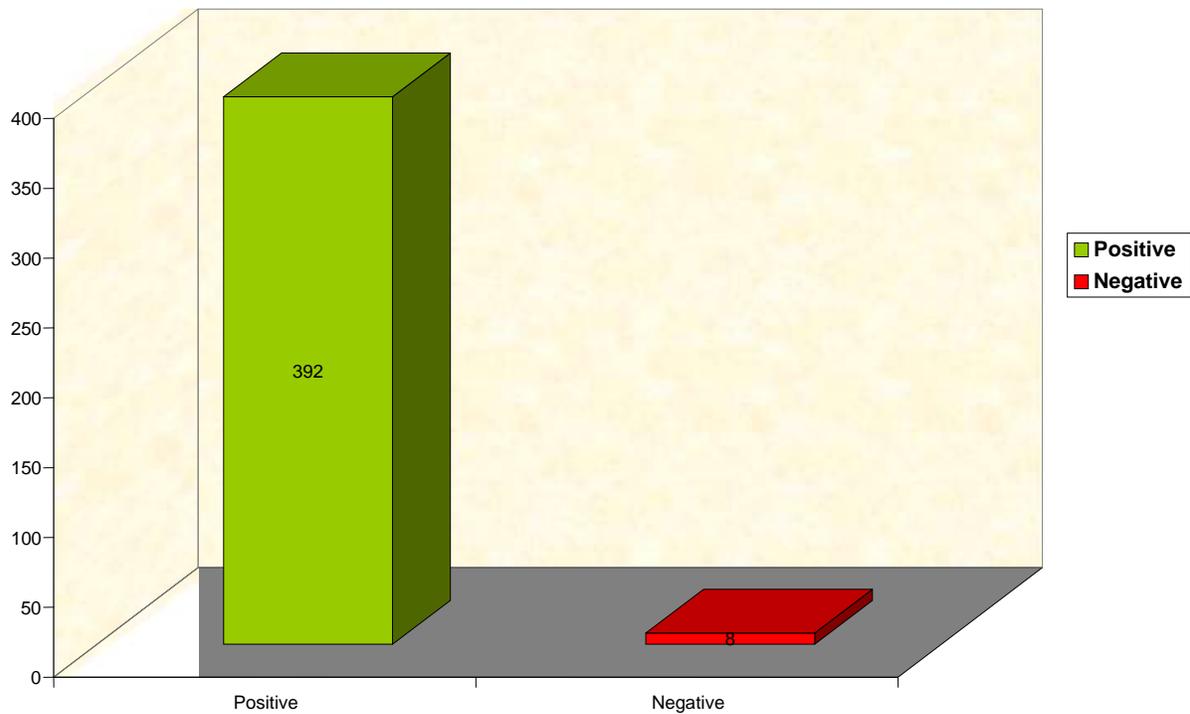
Graph-IIB

People who have positive attitude towards the people who use English borrowings

	Student	Staff
■ Negative	20	5
□ Positive	180	195
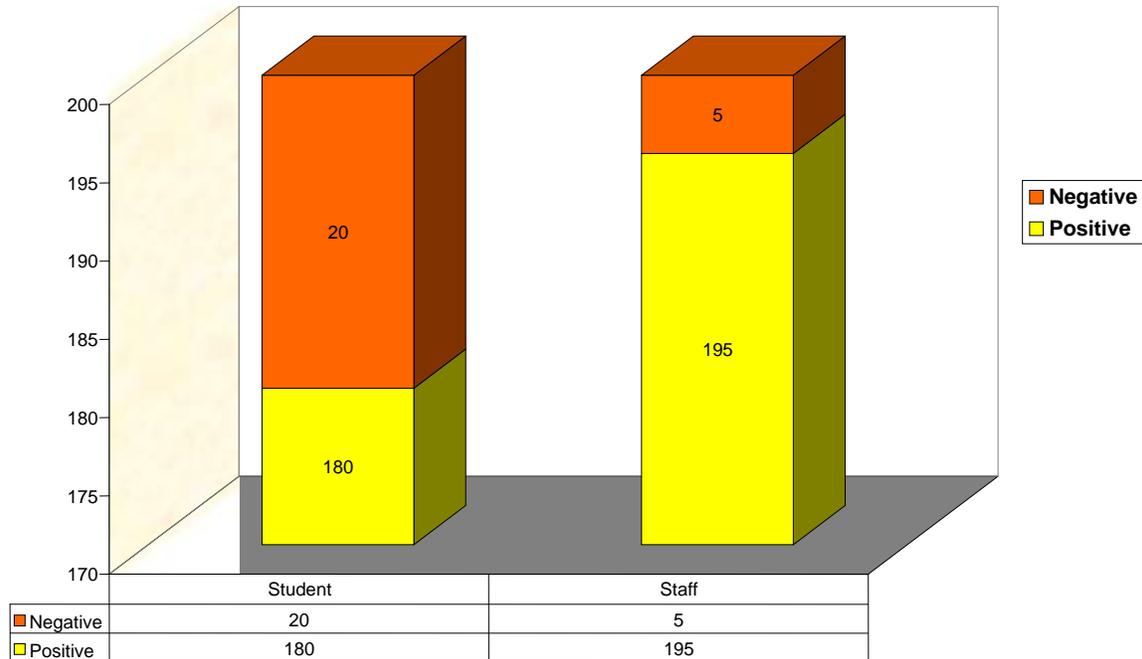
III) The responses from the questionnaires point out that346 (96%) subjects don't know the Tamil counterparts or translations for the English borrowings used by them. Merely 14 (4%) subjects are acquainted with Tamil equivalents or translations, but they do not want to use them in their interaction for the reasons given below (see Graph-III).

1) Tamil counterparts or translations are relatively longer in utterances
2) Other interlocutors won't have the competence to understand the Tamil equivalents or translations.
3) Greater verbal effort will be involved in the utterances of Tamil counterparts or translations.

Graph-III

Reasons for using English borrowings-chart
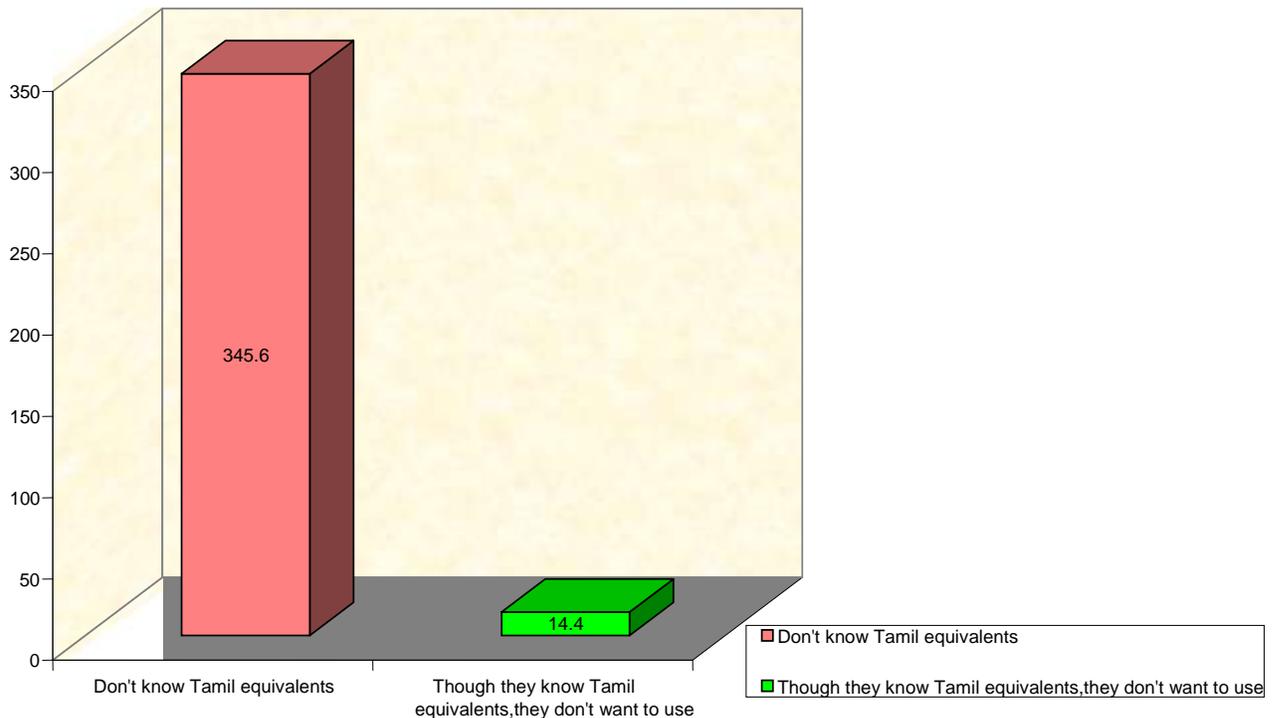
1.5.1 Mind-set toward the use of English borrowings

I) The subjects who expressed positive attitudes towards the use of English borrowings accept the wider use of them in various spheres, such as home, social interaction, thought, religion and occupation.

To make certain the subjects' knowledge of their use of English borrowings, they were questioned as to their use of English borrowings in different fields. The questionnaire data brought out particular cases of the use of English borrowings. Graph –IV sums up the

questionnaire data in relation to the responses of the subjects on the use of English borrowings in various spheres.

Graph-IV demonstrates in short what the subjects had to say regarding their use of English borrowings. Subjects in general seem to be aware that they make use of English borrowings in the spheres of home, social interaction, thought, religion and occupation.
The responses from the staff's questionnaire indicate that in occupation and social interaction, out of 200 subjects 164(82%) subjects use English borrowings

Out of 400 subjects, 26(6.5%) subjects confirmed that their thinking process is highly influenced by English borrowings, that is, responses (26) from the students and the staffs indicate that in their mind they think in English word before they use it. These 26 subjects seem to visualize the things in English as their first language. To that extent they are influenced by English borrowings. (see Graph-IV)

Graph-IV

Distribution of the use of English borrowings in different spheres- Chart-IV
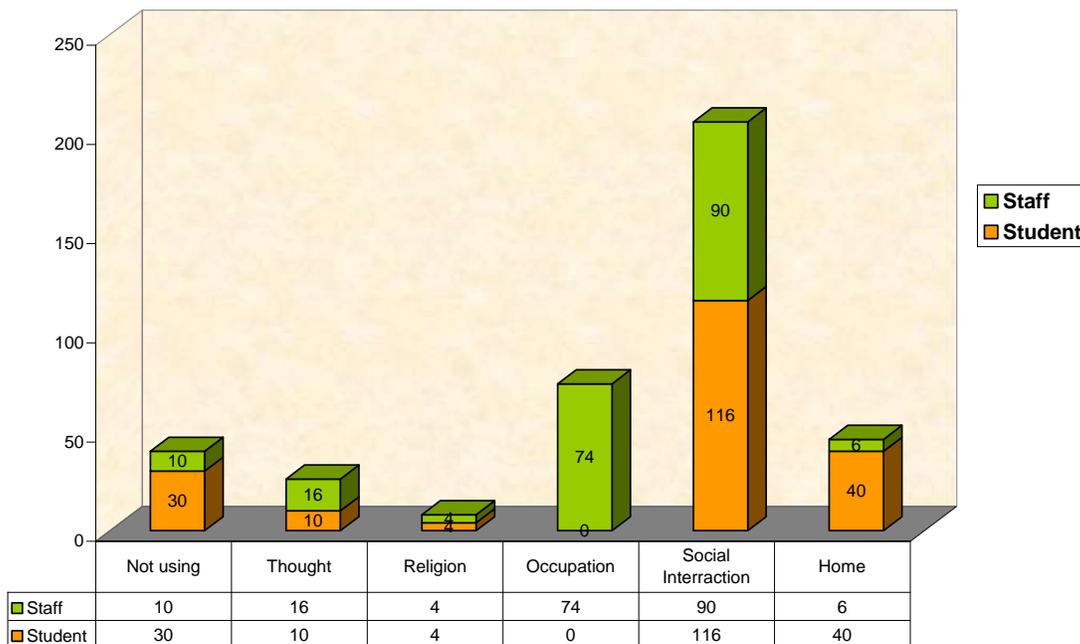
	Not using	Thought	Religion	Occupation	Social Interraction	Home
Staff	10	16	4	74	90	6
Student	30	10	4	0	116	40

II) Subjects have positive attitude towards the people who use English borrowings.

Subjects were questioned as to what sort of opinion they would have of a person using English borrowings when the person communicates with the subjects.
Their responses are given in Graph-II (B).

The data gathered from the questionnaire shows that 392(98%) subjects have positive mind set and only 8(2%) subjects show negative attitude towards the people that use English borrowings in communication with the subjects.

1.6 Factors Contributing to Borrowing

There certain factors which make Jaffna people make use of English borrowings in day-to-day life

1.6.1 Prestige Motive

People of authority, power, and privilege get respect in a society and people generally approve the custom and speech of these people of the elite group. The kinship terms such as "Daddy", "Mummy" and "Aunt" are preferred to the Tamil "appa", "amma" and "ma:mi"respectively. There have been cases where Tamils imitated the English people in verbal communication and culture to reach status. "Romance and sex inform a further set of glosses. Since these experiences are often associated with a liberal western culture, such comments are written in English. Susan seated beside Joe in a concert (unit 9a) says 'Love me', while Laura leaning towards Bruce says 'Kiss me'. Students also send messages to each other, like 'Meena loves Sugirthan" (Canagaraja,1997).

1.6.2 Need filling Motive

Permitting of a foreign lexicon into a language might be motivated due to the absence of a term to refer to an object or a concept in that language. New experiences, new objects, and new practices form the necessary environment for entering the foreign words into language. Instances for English borrowings in Tamil in this respect: Television, army, vote etc.

1.6.3 Concealing Social Identity

The meanings of certain words in the native language are regarded as insulting and the equivalent words in another language are treated as cultured. The English "carpenter" and "toddy tapper (brewer)" are chosen to the Tamil caste names, "ṭaccan" and "nalavaṇ" by the members of these castes.

1.6.4 Register Influence

Registers are firmly built up in all languages. For example, the administrative, political, technological, and legal registers go through Englishization. As these registers have a firm root

in the local languages, it is generally difficult to introduce the equivalents in the local languages and get the natives familiar with such equivalents although they are available. For instance, the English "Battery" is in practice among the monolingual Tamils with some phonological difference.

1.6.5 Interpreting Facility

A borrowed word may be applied as a tool for elucidation and interpretation. Specifically, in languages where registers are not steadied or have not got common acknowledgement, borrowed lexis enjoy an outstanding position. For instance, people find it simpler to interpret the Tamil term 'piṭiyanai' by denoting its English equivalent 'warrant'.

1.6.6 Neutralization

A borrowed lexicon may function as a source of neutralization. The borrowed lexical item might be attitudinally and contextually neutral. The contextual hints for recognition are not present in it. For instance, the English 'mother' referring to maternal kinship is sometimes preferred to the Tamil 'ṯa:I' (Literary form) or 'amma:' (colloquial form).

The use of some words that are considered shameful for public discussion are replaced by English words. For instance, the word 'attain' is used in its assimilated form "attæn" to denote the menstruation of a girl among Jaffna Tamils .Likewise, 'laṇ ka:ncer'(Lung Cancer) ,'blat testu'(Blood Test), 'cheʆṭu Pei:ṇnu' (Chest Pain) etc. are in normal usage of Jaffna Tamils. The expressions are indicating the neutralization of English borrowings among Jaffna Tamil monolinguals

1.6.7 Marker of Modernization

A borrowed lexicon might be applied as a marker of modernization, socio economic position, and membership in an elite group. People who want to show their authority, power, or identity use it. A person who is an Assistant Government Agent by profession may not like to be addressed as 'uṯavi araca:ŋkaṯipar'. He would rather like being called A.G.A

1.6.8 Economy of Usage

The necessity to designate new things, places, or concepts is also a reason for borrowing. More or less all the English names of carpentry and masonry tools and stationery are used with phonological modifications by Jaffna Tamils owing to the economy in usage. The term 'ra:nuvam' referring to the English word 'army' is a Hindi borrowing in Tamil(Janert,1977). This Hindi borrowing is preferred in literary speech or writing and the usage of the word 'army' in casual speech among the Tamil monolinguals is a common feature. The usage of the term 'ira:nuvam' in casual form of speech sounds very formal, highly literary or superior in tone and the word 'army' is preferred to 'ira:nuvam' on account of economy of expression.

Examples: paper, copy, tester, plug etc.

The converted local Christians still bear the foreign names like Patrik, Milton, Mary, Jerard etc.

Lexis such as 'prayer', 'confession' and 'Mass' are very often used during the religious practices in Jaffna

Some names of places in Jaffna are also in English.
Examples: Jaffna, Kytes, Delft.

1.6.9 Discourse strategy

English borrowings are occasionally used as an approach in speech. Canagarajah quotes examples of English borrowings like 'fis' (fish), 'kira:b'(crab), 'pro:n'(Prawn), 'master' (Master), and 'pirais' used by fish vendors when talking to their customers to build up a cordial relationship with them in Jaffna.(1995:8).

It is quite obvious that due to lethargy Tamil equivalents for foreign words have not been found and as a result the foreign lexicon has penetrated into Tamil. It is worth mentioning the view of Jesperson in this regard.

"When a nation has once got into the habit of borrowing words, people will very often use foreign words where it would have been perfectly possible to express their ideas by means of native speech material, the reason for going out of one's own language being in some cases the desire to be thought fashionable or refined through interluding one's speech with foreign words, in others simply laziness" (Jesperson, P.210, cited in Varatharajan, 1975:96-97).

So far as English borrowings in Jaffna Tamil are concerned, words such as switch, fan, motor, printer, offset, inverter etc. remain English borrowings as no efforts are made to form the Tamil equivalents for these words due to lethargy.

1.6.10 Further Sources of Fresh Words

Although borrowing has been the main source of adding the words to a language, new words are formed in other ways as well.

1) Fresh words are formed by affixing a suffix from the local language with foreign lexis. For instance, in Jaffna Tamil discourse, the inflection "a" is mingled with some English words that are borrowings. This characteristic can be seen in the following examples.

prapplama: itukku (it is problematic)
kuḷita: itukku (It is cool)

ro:ŋka: itukku (It is wrong)

2) There have been instances of formation of new words, when some borrowed words go through changes in meaning. For instance, the word 'taipist" that is assimilated with English "Typist' is used to mean only the female typist among Jaffna Tamil monolinguals. Similarly 'steno;'

(Stenographer) is used to mean a female stenographer only.

The use of English borrowings in Jaffna Tamil has indeed extended the scope of Tamil to a greater extent, especially in its lexis. The adoption of English words makes communication easy with greater outcome and preferred goals. Huge advancement in economic and trade activities, transport systems, cultural intercourse and communicative systems have changed the life style of the people. Unless the language of a speech community is modified according to the changing systems, members of the speech community can't gratify their wishes. Herein, the adoption of English lexicon in Jaffna Tamil and the consequent facilities in communication are advantageous to the community (Suntharesan, 2002).

1.7 Conclusion

Modern literature in Tamil produced by writers who are natives of Jaffna contain English borrowings amply, as the modern era witnesses the advent of new concepts of diverse branches of knowledge and the introduction of new articles as a result of vast development in science, technology, trade , communication etc. at international level. The developments in these fields have caused a sort of dramatic, revolutionary change in the life style of people which in turn has modified sharply the creative thinking as well as the style of criticism.

The presence of English borrowings enriches the contents of literature by providing it with novel dimensions that may appeal to the minds of the reader and serve as a device to convey ideas with striking effects. Further the modern literary works in Tamil produced by Jaffna writers provide documentary evidence for the influence of English borrowings in the social interaction of Jaffna Tamils.

The Modern Tamil writing free from literary terms of high variety Tamil but inclusive of ordinary words and phrases and borrowings accessible to the average reader marks the changing trend of literary tradition from classic into modernism. Modernism in literature gives awareness to the reader about social surrounding. The presence of English borrowings is an inevitable feature in modern Tamil literature of Jaffna in the sense that it inserts some new variety of elements onto the existing tradition.

The contact between English and Tamil, one of the national languages of Sri Lanka and the subsequent development of bilingualism led to the borrowings of many English words into Tamil. The verbal interaction between bilinguals and monolinguals in various contexts led to the infiltration of English words into the speech of Tamil monolinguals. The penetration of English

words has indeed enriched and expanded the Jaffna Tamil vocabulary. The presence of English words has facilitated one's expression of the ideas with ease and effect.

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Women in Mahabharata: Fighting Patriarchy

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Vyasa's Portrayal of Women

Vyasa casts his women—Kunti, Draupadi, Gandhari, Shakuntala, Devayani, Savitri, Damayanti— both in the heroic mould and as victims and practitioners of elements of patriarchy The image of women in the original stratum of the epic is that which is etched out in the words of Shakuntala, as she upbraids Dushyanta for fickleness, contesting patriarchy and traditions of gender relations.

> "A wife is a man's half,
> A wife is a man's closest friend;
> A wife is Dharma, Artha and Karna,
> A wife is Moksha too .
> A sweet-speaking wife is a companion in happy times;
> A wife is like a father on religious occasions;
> A wife is like a mother in illness and sorrow.
> The wife is a means to man's salvation . . .
> Happiness, joy, virtue, everything depends on her." Citation

Study of Male Authority and Subordination

This paper is a study of the three central characters of Mahabharata and how they deal with male authority and subordination. The characters of Kunti, Gandhari, Draupadi conform to the elements of *Stridharma* while also manifesting exigent actions.

As soon as Pritha was born she was adopted by Kunthibhoja; and since then she came to be known as Kunti. Pritha was a happy child and yet yearned for a mother in Kunthibhoja's mansion .She found none to confide her fears, hopes and anxieties. She had the feeling of being left adrift, unguided and unwanted rankled deep within her for long years. This affected her future responses. Kunthibhoja placed the nubile girl Pritha at the disposal of the eccentric sage Durvasa and exhorted her not to neglect any service out of pride in her good-looks or in her status. He cautioned her against displeasing the quick-tempered sage, lest she bring dishonor to her clan and to herself .An ambiguous order however the sage was pleased and he gifted Pritha with a mantra that would summon, at her will, any god. The girl, a short time thereafter, out of sheer child-like curiosity tested whether the mantra would really work. It did work and she was blessed with a beautiful son but it was her clan's honor that came in the way of Kunti owning her firstborn.

Kunti then took that most accursed decision of her life – to set adrift her son, for the honour of her adopted father and his family. But she regretted abandoning her child; in silent grief and guilt she carried the torment all her life. Kunti was a princess and a queen to be. In contrast, Satyavathi a fisherwoman was not inhibited by qualms of clan honor etc; and she was not scared or ashamed of being known as an unwed –mother albeit recognizing her son only when the need arose.

 Kunti was married to Pandu but soon after her marriage, Pandu, her husband married the beautiful Madri and she was devoid of love. But once again because of his disability and after coming to know of Kunti's boon he forced Kunti to beget sons and the mighty Pandavas were born

The years that followed Pandu's death was truly of great distress. Poverty, insecurity and shame haunted her and her sons, unaided by the Vrishnis or the Bhojas. A question that usually comes up is: why Kunti could not seek assistance from the Vrishnis or the Bhojas (both being Yadavas – Kunti's maternal clan). This question has not been answered clearly. Kunti alone protected and guided her sons. Her lone trustworthy contact in Hastinapura was Vidura. She realized that her friendless, shelter-less and impoverished sons badly needed supporters and allies if they had to survive, fight back their tormentors, and regain the lost kingdom and honor.

Kunti had the wisdom to educate her sons in proper use of power and the foresight to build alliances that would someday come in handy. At Ekachakranagara when Yudhisthira opposed sending Bhima to fight Bakasura the monstrous eater, Kunti retorted rather sternly "I am not foolish; don't think me ignorant; I am not being selfish. I know exactly what I am doing. This is an act of dharma. Yudhishthira, two benefits will follow from this act; one, we will repay a Brahmin and two, we will gain moral merit. It is a king's duty to protect. It is his dharma."

Much has been written about Kunti asking her sons to share whatever they brought home. What that decision of Kunti did to the Brothers and how that bonded the six together becomes explicit later in the Epic. Vyasa comments "each had her in his heart" (Adi Parva 193,12) .The respect and implicit obedience her sons displayed was a tribute to Kunti and her motherhood. It was

something that Gandhari could not achieve. Truly, Kunti is a remarkable picture of maternal heroism created by Vyasa.

Showing great foresight she gets her first born Karna to promise that he would not kill the Pandavas except Arjuna. Finally, Kunti in order to ensure safety of her sons humiliated herself and revealed the "misdeed" of her youth. Flare up, even if briefly, like tinduka-wood. Do not smolder away in billowing fireless smoke. (Udyoga Parva, 132 . 32-34-37).

After the war she decided to retreat into the forest along with the blind king Dritharastra, his blindfolded queen Gandhari and Vidura. She consoles her sons by saying that she inspired them to fight not because she desired for a kingdom or for a palace but because she desired an honorable life for her sons.

Kunti's life is remarkable placed by her foster father at the mercy of an eccentric sage she fell a victim of a god's lust, an impotent husband forced her beget children from others thrice over. She yearned for love but received none. In her days of utter misery neither her father nor her foster-father cared to help her. She guided and protected her sons virtually alone. She accompanied her husband, Pandu when he renounced the throne and left for the forest. Severe austere life devoid of the sophistication of palace did not deter her and she accepted the change in her fortune with poignant and dignified grace. On a later occasion, she joined her sons in their journey towards the forest, and even outlived an assassination attempt in the wax mansion by the Kauravas. Her word was taken seriously both for their wisdom and guidance as in the case of Draupadi marrying her five sons.

Kunti's attitude towards Karna may be puzzling. Many scholars have stated that there are reasons for her indifference. May be, she was conscious of her honour while dealing with Karna as he was born out of marriage. But when Karna eventually died, in the war, she courageously and wholeheartedly acknowledged his valour. At the same time she also performed her duties as mother to Nakula and Sahadeva who are actually Madri's children. In fact, this act resurrects her from the sin of rejecting of her own Karna. Her care and concern for them forms a foil to her treatment of her own son Karna.

When we analyse Kunti's mindset, we realize that much of it stems from her childhood insecurity. A peep into her childhood provides a strong clue to her motives behind her insistence on not giving Karna his due. Her character as a person and as a mother is greatly influenced by the happenings of her younger days. Kunti comes across as a brave and a wise woman grievously hurt and disappointed in love. She was not a woman cast in the conventional mould and Kunti stands testimony to it with all her positive and negative sides complementing each other.

Gandhari

Gandhari, often referred to as the 'model of female propriety', also considered an incarnation of Mati, (Goddess of Intelligence), was forced to marry, Dhritrashtra, a blind king who was much older to her. This came as a rude shock to her. Gandhari volunteered to blindfold herself throughout her married life which is generally assumed to be an act of supreme self sacrifice.

She therefore forced herself into an act of self denial of the power and pleasure of sight that her husband could never experience and relish.

Underlying Gandhari's resolve to remain blindfolded was a silent but a strong protest in opposition to the power games and of course the forced marriage, at once making her enforced blindness both physical and metaphorical. Gandhari had a long and frustrating pregnancy and at the end the sons are born through Vyasas intervention.

As a mother, twice she manifested her affection and concern for her son Duryodhana. Queen Gandhari is distraught when she hears that all her sons save Duryodhana have been slain. Despite knowing that Duryodhana was wicked and his cause unrighteous, she decides to help him win. Asking him to bathe and enter her tent naked, she prepares to use the great mystic power of her eyes, blind-folded for many years out of respect for her blind husband, to make his body invincible to all attack in every portion.

When Gandhari's eyes fall upon Duryodhana, they mystically make each part of his body invincible. She is shocked to see that Duryodhana had covered his loins, which were thus not protected by her mystic power.

And the second time she displayed her wrath for the loss of her children was through a small gap in the cloth with which her eyes were blindfolded; her gaze fell on Yudhisthira's toe. The toe was charred black reflecting the power of her vision and causes the annihilation of Yadavas.

Gandhari is a powerful character and yet a puzzling one. Gandhari vows to remain sightless. This resolve to remain blindfolded could also have been seen as a silent but a strong protest against this marriage but this act of Gandhari was construed as an act of supreme self-sacrifice and obedience to the patriarchal subordination. Gandhari was a faithful and most devoted wife conforming to the patriarchal mindset of the people. Yet her silence endorsed the power of women. Her sons failed to understand this silence. They deceived themselves into believing that their mother vouched for their actions. Her blindness now blinded the others.

Gandhari was much respected and admired quite deservedly so by all, including the Pandavas. She was endowed with a tough spirit and rationality, that even King Dhritarashtra solicited her sound advice. She never missed an opportunity to urge him to restrain the activities of Duryodhana. She has also insisted that he reinstate the Pandavas but, never really voiced it out to her sons herself. She stood for justice and refused to bless the Kauravas before the Kurukshetra war and believed that Dharma would triumph. She sat with the king listening to Sanjaya's narration of the war. An advocate of peace she was indeed very saddened by the tragic consequence of the war.

Draupadi

Draupadi had many names she was called Draupadi from her father;Krishnaa the dusky princess ,Yajnaseni -born of sacrificial fire, Parshati, from her grandfather, Panchali, from her

country; Sairindhri, `the maid-servant' of the queen of Virata, Panchami, having five husbands and Nitayauvani, 'the ever-young'.

Vyasa describes her extraordinary beauty in elaborate and eloquent terms, "Eye-ravishing Panchali, black-and-smiling-eyed… Shining coppery carved nails, soft eye-lashes, swelling breasts, shapely thighs… Neither short nor tall, neither dark nor pale, with wavy dark-blue hair, eyes like autumn-lotus leaves, fragrant like the lotus…extraordinarily accomplished, soft-spoken and gentle… Her sweat-bathed face is lovely, like the lotus, like the jasmine; slim-waisted like the middle of the sacred Vedi, long-haired, pink-lipped, and smooth-skinned. She is a dream incarnated of gods and men alike." (Adi Parva 169.44-46, Sabha 65.33-37). Her physical portrayal is that "the very sight of her was magnetic due to her irresistible beauty and fragrance" (Bhawalkar, 141).

But Draupadi was all this and much more. Draupadi was born with a purpose - the destruction of the Kurvas, She was married in a *swamyar*, the kings of countries far and near had come to win the hand of Panchali. The contest was simple - hit the eye of the revolving fish above by looking at its reflection. Arjuna impressively wins Draupadi's svayamvara, Draupadi was not consulted about the swamyar which was designed for her to be given as a trophy to the winner in a contest set up by her father. In the context of Kunti saying share it equally among yourselves, Draupadi seems to have no word to say and had to abide by the family decision to marry five husbands.

Nobody asked about her thoughts and feelings. She had to simply acquiesce to the decision made for her. It is somewhat inexplicable that while the Mahabharata inquired into every aspect of the human condition, into every kind of relationship yet Draupadi's feelings both as a wife and as a woman in relation to each of her five husbands never formed the subject of anybody's concern except perhaps for her second eldest husband, Bhima.

However, there is considerable material to understand Draupadi's feelings not just as inference but through her own forceful articulation. After her husband loses her in a game of dice she does not collapse under the shocking news but challenges the very concept of Dharma and the basis of their conduct towards her. After the dice game Draupadi strongly questions Pratikami who is there to fetch her to the assembly. 'How can you say such a thing? Which Prince will gamble, with his wife as stake (Sabha Parva 67.5)'. In deep shock she asserted that he go back to the assembly and ask the gambler-king, Yudhisthira: 'whom did you lose first, your own self or me? it is only after I know the answer to this that this weak and helpless woman will come to the assembly." Draupadi, in the assembly again, threw a question at Duryodhana: 'Have you won yourself? Or myself? How do you presume that one husband is authorized to stake the wife while she has four other husbands? Moreover, according to Sastras , the deeds of a king who is in a miserable state due to over-indulgence in hunting, drinking , gambling and hankering after women are not lawfully binding .Hence how could the Kauravas' own Panchali? I am a free woman by all means."

Draupadi was the only person who was standing up for justice. She lashed out against the entire court, stupefying all with her logic. She questioned the legality of the right of Yudhishthir to place her at stake when he had lost his own freedom and

consequently did not possess any property in the first place. Moreover, Draupadi said that Yudhishthir had no right to put Draupadi at stake because as his wife, she was not his property. Draupadi challenged even the most elderly and respected people in the court. She called upon everyone present to protect her and when no one answered her pleas, she prayed to Krishna and he protected her. Fortunately, through her prayer to Krsna, a miracle occurs and she becomes the "visible recipient of divine grace in the form of endlessly descending sarees" (Hiltebeitel 280).

Witnessing the miracle of her undestroyable chastity, Bhishma, one of the Kauravas' elders, remarks that Draupadi must be a Goddess indeed. On being granted wishes from Dhritrashtar she rescued her hapless husbands from slavery. Even the embittered Karna could not help exclaiming in admiration that none of the world's renowned beautiful women had accomplished such a feat: like a boat she has rescued her husbands who were drowning in a sea of sorrows (Sabha 72.1-3).

This event is followed by Draupadi's vow for vengeance and the beginning of an insatiable desire for justice that is only quenched upon her enemy's blood running through her hair. Draupadi recounted the horrendous acts committed by the Kauravas and reminded them of their duty. Throughout the thirteen years of exile, Draupadi did not let her husbands forget how she was dishonored and how they were deceitfully deprived of their kingdom. Draupadi is determined, fearless, virtuous yet she is also arrogant, wile and cunning enough to get the needful done. In The Virata Parva is the chapter describing the final year of the forest exile, when the Pandavas and their common wife had to live disguised as servants in the palace of king Virata. In it, one discovers how Draupadi used the different personalities of her husbands to her advantage.

Kichaka publicly abused Draupadi but Yudhishtira, witness to his wife's humiliation, refused to help; she went to another husband who would avenge her humiliation. Not her favorite, Arjuna, who would never disobey the elder brother, but to the powerful Bhima. She realized that it was only Bhima who could rescue her and avenge her.

Vyasa describes in a playful loving narration how she warmed up to Bhima, aroused his love for her and set him up for a fight with Kichaka. She finds Bhima at night in his cook's quarters, twines herself round him as a creeper entwines a massive shala tree on the banks of the Gomati, as the bride of the sleeping king of beasts clasps him in a dense forest, as an elephant-cow embraces a huge tusker. And as Bhima awakes in Panchali's arms, she sings into his ears, in a vina like tone pitched at the gandhara note, the third in the octave. She narrates her misfortunes and her torments. She wails to Bhima "Any woman married to Yudhishthira would be afflicted with many griefs....What does Yudhishthira do? He plays dice...Look at Arjuna... A hero with earrings!" You are my true hero, she coos, I will consume poison and die in your arms, Bhima. She covers his face with her palms chapped and scarred in queen's service. Mighty Bhima melts like early morning dew at the first light. (Virata Parva, 20.30) and, that was the end of Kichaka.

She shared special relationship with Krishna and considered him a friend and equal. She prayed to him in every hour of need. Krishna always did the needful. Draupadi is the exemplification

of bhakti to God. She showed utmost faith to Lord Krishna. She is the embodiment of both bakthi and shakti.

Her success was so complete that even Satyabhama, intrigued, desired to share the secret of her success. In the Vana Parva of the Mahabharata, Satyabhama, wife of Krishna, asks Draupadi, "Most women can barely manage to get control of one husband; you have managed to secure the affections of all five. What is your secret? Is it magic? Is it a spell?" Her answer was that "She devotedly serves her husbands and their other wives without pride, anger or desire. With affection and self restraint she waits attentively on their wishes without any selfish thoughts. She works hard to manage the home, never speaks harshly, never laughs loudly, never causes offence and is never idle. She never cooks food her husbands do not like, and she is dutiful in performing the offerings to the ancestors and in serving guests. Even though they are gentle by nature she treats her husbands as if they were venomous snakes, always prone to anger.

The eternal *dharma* for a woman is to serve her husband in this way, for he is her god and she has no object in her life other than his service" (Sutton 423) Draupadi's answer reveals her own internalized patriarchal norms when she counsels Satyabama that a virtuous and dedicated wife brings happiness to the husband.

Draupadi is often referred to as Nathavathi_Anathavat(perhaps to express the agony of Draupadi having five husbands but with none to protect her. She was married to five yet she was all alone, unprotected, uncared and unloved. She always had about her certain loneliness. She once poured her heart to Krishna "No husband have I, nor son, nor brother. So much so, O Madhusudana, that even you are not mine" (Vana Parva 10.125)

As Shri Pradip Bhattacharya said "Yudhishthira pledges her like chattel at dice .Draupadi finds her five husbands discarding her repeatedly. Each of them takes other wives. Draupadi stands quite apart from her five husbands not one of them not even Sahadeva of whom she took care with maternal solicitude, nor her favourite Arjuna tarries by her side when she falls and lies dying on the Himalayan slopes. Yajnaseni leaves the world all by herself, nathavati anathavat." Draupadi was the first to fall in the journey through himalyas Nathavati Anathavath was never truer of Draupadi than in the moments of her death.

Draupadi was a victim of her extraordinary beauty and intelligence that inflamed the desire in the hearts of men. She is seen both as symbol of suppressed female in male-dominated society otherwise she wouldn't have been put in the dice game and sometimes seen as a provocateur of war. Her role symbolizes the concerns for the treatment of women in a society dominated by patriarchal ideals (Sutherland 63). Her voice is there but it is stifled and remains so despite her assertions.

The Women

All the three women discussed here had a will of their own, they had power and influence, but each in her own manner. "They protest against exploitation in their own powerful way" (Vijayasree. C) Kunti treated with much respect in the Epic, was a heroic mother who did not

seek anything for herself, she was both an embodiment of Stree dharma and a departure from it. Gandhari was a faithful and most devoted wife and yet she through her sightless eyes wields power. Throughout this epic the true character of Draupadi emanates. She is a victim of patriarchy as well as an empowered woman.

Modern Hindu thought still attests to patriarchal virtues in which women are considered inferior and subject to their passionate nature (Sharma 41). Draupadi, however, displays her individuality, strength, and unyielding determination for both justice and vengeance. Through these characteristics the figure of Draupadi has come to be a symbol of empowerment for women. Not only is Draupadi an empowering character, but Draupadi stands out, with her positive qualities as a woman and wife to the Pandavas. Through her actions as wife Draupadi "had become the life breath of her husbands, dearer to them than their life" (Bhawalkar 142) and as such, following her great embarrassment at the hands of the Kauravas, she becomes a pivotal reason for the Pandavas to seek vengeance on the Kauravas for their *adharmic* behaviour. She did not seek anything for herself. Yajnaseni, the one born out of fire, offered herself as a sacrifice in the fire of life.

Though the legend of Draupadi begins within the Hindu epic, her influence extends far beyond the words of her story. "Tamil version of the epic, dating to c.1400 CE, includes additions which relate her apotheosis to the powerful Mother Goddess of Fire" (Diesel 9). She is seen as tool for women to take some control within their lives and fight the patriarchal oppressions of Indian society.

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An Investigation into the Application of Information Technology in Distance Education – Present Status, Future Possibilities

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Abstract

Education plays a vital role to develop the nation culturally, economically and socially. That is why every nation has main focus on this sector. For its improvement all endeavours are being made through formal education, non-formal and distance education. The trend of distance education has developed considerably in developed countries and developing countries. Information Technology plays a pivotal role for the development of Distance Education. Keeping in view, study was developed to investigate the use of information technology in distance education.

Population comprised of the I.T users; persons were helping, operating or supervising the IT tools as Planners, accamidicians, designers, programmers, producers, operators, regional directors was taken as one sample while 100% of Deans population was taken as second sample. For investigation all the related material/ reports profile of the concerned distance organization were studied and questionnaires were also developed on five points rating scale after the consultation of different scholars. The questionnaires were

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distributed by hand and by post. The collected data was tabulated and analyzed. Conclusions drawn from the study are as under:

The use of IT is still limited. Computer net work was not used for distance learners, radio, T.V. programmes and relevant material audio, videocassettes were prepared and CDs, software still not prepared. University library was not computerized. Staff got training from time to time in IT education in their specialization. But there is need to make IT system more sophisticated according to new trends and students' needs.
There is also need to develop regional centres, which should serve as resource centres to the facilitation of distance learners.

Key Words: **Information Technology, Application, Distance Education**

Introduction

The development requires the participation of the whole segments of society including men and women, young and old, rural and urban. Obviously the survival of a country in the present era is impossible without enhancement of education. Pakistan is a developing country and currently facing a lot of problems. All these problems can be solved by enhancing education (Siddiqui, 1999, p.1). To impart education various systems have been introduced. These systems are formal, informal, non-formal and distance education. Formal system of education does not fulfil the entire needs of the concerned society adequately. Due to internal differences, inequalities and injustices all members of society cannot avail equal opportunities of education hence some are left behind who need second chance of education in life. In these circumstances, distance education provides opportunities to enhance education and skills

To disseminate knowledge and information, various teaching techniques are used in this system. These techniques include print and electronic media, newspapers, radio, TV and audiovisual equipments. In the present age of knowledge and awareness, the world scenario is rapidly changing. The tremendous achievements in the field of information have transformed the world into a global village. The things which were impossible and unimaginable even in the near past are now part and parcel of our daily life. The electronic mail and internet are the most significant achievements of the present age.

Although, development of IT has influence the whole sphere of human activity, the distance education is most susceptible. It is very easy for distant learners to make the best use of information technology techniques. Now to be familiar with the term information technology, let us see the definitions.

"The whole gamut computer and communication is the subject of information technology. It includes all activities connecting with fabricating of computers; producing

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peripherals spares and accessories; and developing software dealing with collection, processing, transmitting and presentation of data in the form of meaningful information in any medium. The data may relate to any walk of life"(H.R.Banarjee,1966,p98)

"The technology involved in acquiring, strong, processing and distributing information by electronic means (including radio, television, telephone, computer)"
(Khana Anil, 1994)

"Information Technology that merges computing with high speed communications links carrying data, sound, and video." (Williams, 1999)

It means information technology provides rapid, latest and accurate information in very limited time to the clientele. By using this most modern technique efficiently, standard can be achieved. It helps to eradicate the problems of distance learners and makes teaching learning process most effective and fruitful. **Information Technology** is concerned with improvements in a variety of human and organizational problem-solving endeavours through the design, development, and use of technologically based systems and processes that enhance the efficiency and effectiveness of information in a variety of strategic, tactical, and operational situations. (http://www.answers.) NRC, stated, Most people can agree that an ideal information infrastructure would have such qualities as extended interoperability, broad accessibility, and support for broad participation.

To achieve this standard and strengthening the distance education system different latest tools/techniques of information technology (Computer Software) internet, e-mail, web page, CD Rom, On-line Services, Phone, Fax, voice and Video Communications, Satellite, Tele-Conferencing, Radio & TV Programmes, LAN, WAN Projects, Computerized Library) can be used in each module of the University.
Information Technology is divided into two parts first hardware wise and software wise. Hardware is concerned with physical classification of all devices and software is concerned with services and applications. Main emphasis is given on databases, web services, Internet and on-line services.

Objectives of the study

The objectives were as: 1.to identify the use of Information Technology in distance education by users (academicians, officers concerned with Administration and Computer Professionals).2. to find out the use of Information Technology in the university courses at different levels/programmes.3. to make recommendations for the improvement and uplift of information technology system in distance education.

Methodology

Related literature was studied for an overview of the theoretical framework of the

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information technology in Distance Education. Descriptive method of research was adapted. ." Surveys may be used for descriptive, explanatory, and exploratory purposes. Survey research is probably the best method available to the social scientist interested in collecting original data for describing a population too large to observe directly" (Bubbie,E. 1998,p.256).

A comprehensive questionnaire on five point rating scale was developed and structured interviews from the Deans of four faculties conducted. there were one hundred twenty eight IT user, comprises on Planners, academicians, designers, programmers, producers and operator of Allama Iqbal Open University (AIOU) selected as population. Sample of the study was 70% of the whole population and 100% Deans. Scale values of each response were: Strongly Agree=5 Points, Agreed=4 Points, Uncertain= 3 Points, Disagree = 2 Points, Strongly Disagree = 1 Point. To obtain mean score f each below formula was used: SDA=1-1.5,   DA=1.5-2.5,   UNC=2.5-3.5,   A=3.5-4.5, SA=4.5-5.00

   Summary of the returned questionnaires is given below;

Population	Sample	Questionnaire returned	% Q. returned
128	91	80	88

The IT user qualification was as; Bachelor level twenty four, Master level forty two, Master of Philosophy Six and Ph.D eight.

   Regarding the application of Information Technology questions were asked those are described on these tables;

Q.1.   All the offices and regional Offices are connected through the computer Network.

Level	Frequency	Percentage	Mean Score
SA	05	05	
A	15	19	
UNC	26	34	2.8
DA	29	37	
SDA	05	05	

   On the above table shown only 24% were agreed while 42% disagreed. While Mean score 2.8 was also falling in between uncertain range therefore the respondent not supported the statement; There is need to increase networking with in Regional Offices and main campus.

   Q.2.   Concerning all educational programme CDs and videocassettes are provided to the learners.

Level	Frequency	Percentage	Mean Score
SA	-	-	
A	25	32	
UNC	19	24	2.8
DA	33	42	

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SDA   03   02

The above table revealed that the IT user 32% agreed and 44% were disagreed. While the mean score 2.8 was in between the level of uncertain. Result shows that: CDs and Videocassettes of all programmes are not prepared in the system. The result was not supported the statement.

Q.3.   University has designed its own web page.

Level	Frequency	Percentage	Mean Score
SA	35	45	
A	32	41	
UNC	04	04	4.1
DA	09	10	
SDA	-	-	

The above table shown 86% IT users were agreed and only 10% disagreed. While mean score 4.1 was in the level of agreement. The respondents mostly were in the favour of the statement; "The University developed the web. Page"

Q.4.   All information about admission programmes and fee structure is available on web.

Level	Frequency	Percentage	Mean Score
SA	19	24	
A	29	37	
UNC	19	24	3.6
DA	13	15	
SDA	-	-	

The above table shown 61% respondents were agreed and 15% disagreed. While mean score 3.6 revealed in the level of Agreement. Hence the statement "All information about admission programmes and fee structure is available on web" was accepted.

Q.5.   All the data and basic information are provided by the computer to the distance learners

Level	Frequency	Percentage	Mean Score
SA	-	-	
A	09	11	
UNC	23	29	2.2
DA	25	31	
SDA	23	29	

The above table revealed only 10.5 % IT User were agreed and 60.5% were disagreed. While mean score 2.2 was in the level of disagreed. Mostly respondents were not

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supported the statement; All the data and basic information are provided by the computer to the distance learners.

. Q.6. Tele/Video conferencing opportunities are sufficiently available at each level/courses.

Level	Frequency	Percentage	Mean Score
SA	-	-	
A	-	-	
UNC	26	32	1.9
DA	27	34	
SDA	27	34	

On the above table shown 68% respondents were disagreed while mean score 1.9 was also in the level of disagreed. Hence mostly respondents were not in the favour of the statement; Tele/Video conferencing opportunities are sufficiently available at each level/courses.

Q.7. Telephone /Fax is available for the students to get their queries solved.

Level	Frequency	Percentage	Mean Score
SA	09	10	
A	25	32	
UNC	14	19	3.0
DA	25	32	
SDA	07	07	

On above table revealed that 42% were respondents agreed and 39% disagreed. While mean score 3.0 was in the level of uncertain. The respondents were not supported clearly the statement; Telephone /Fax is available for the students to get their queries solved.

Q.8. AIOU computerized library facilitates the distance learners.

Level	Frequency	Percentage	Mean Score
SA	-	-	
A	15	19	
UNC	23	29	2.5
DA	29	37	
SDA	13	15	

Above table shown only 19% were agreed while 52% were disagreed. While mean score 2.5 was between the level of disagreed. The statement; AIOU computerized library facilitates the distance learners, was not supported from the respondents.

Q.9. Computer is frequently used in the system of distance teaching/learning.

Level	Frequency	Percentage	Mean Score

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Level	Frequency	Percentage	Mean Score
SA	07	07	
A	24	30	
UNC	22	29	3.0
DA	17	22	
SDA	10	12	

The above table shown 37% respondents were agreed and 34% were disagreeing. While the mean score 3.0 was not in the level of agreement. The statement; Computer is frequently used in the system of distance teaching/learning, was not favour from the respondents.

Q.10.   Radio programmes are prepared for all courses at each level.

Level	Frequency	Percentage	Mean Score
SA	03	02	
A	41	53	
UNC	09	12	3.1
DA	22	28	
SDA	05	05	

The above table revealed 55% were agreed and 33% were disagreed. While the mean score 3.0 was in the level of uncertain. Mostly respondents agreed but not supported fairly with statement; Radio programmes are prepared for all courses at each level.

Q.11. Satellite Technology is used according to the requirements of coverage.

Level	Frequency	Percentage	Mean Score
SA	08	11	
A	38	49	
UNC	12	15	3.4
DA	18	23	
SDA	03	02	

The above table shown 60% were agreed and 25% were disagreed. While the mean score 3.4 was between the level of uncertain. The statement; Satellite Technology is used according to the requirements of coverage, was not supported from the respondent clearly but near to the agreement.

Q.12.   A separate Broadcast channel is specified for distant learners.

Level	Frequency	Percentage	Mean Score
SA	09	11	
A	13	15	
UNC	20	27	2.7
DA	26	33	
SDA	12	14	

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The above table shown 26% were disagreed while 47% were disagreed. While the mean score 2.7 was in the level of uncertain. Mostly respondents the statement; A separate Broadcast channel is specified for distant learners, were not supported.

Q.13. The IT tools are mostly used in professional education for experiments and practical.

Level	Frequency	Percentage	Mean Score
SA	03	02	
A	37	48	
UNC	13	17	3.0
DA	14	17	
SDA	13	16	

The above table revealed 40% were agreed and 27% were disagreed. While the mean score 3.0 fall in the level of uncertain. The statement; The IT tools are mostly used in professional education for experiments and practical, was not supported from the respondents.

Q.14.   The AIOU, IT infrastructure is developed according to the students needs.

Level	Frequency	Percentage	Mean Score
SA	07	07	
A	37	47	
UNC	11	14	3.2
DA	19	24	
SDA	06	08	

The above table shown 54% agreed with the statement and 32% were disagreed. While the mean score 3.2 was in the level of uncertain. The statement; The AIOU, IT infrastructure is developed according to the students needs, was not accepted from the respondents.

Q.15.   Opportunities for IT education and training of teaching staff are available in the University.

Level	Frequency	Percentage	Mean Score
SA	04	04	
A	56	73	
UNC	13	16	3.7
DA	07	07	
SDA	-	-	

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The above table revealed 60% respondents were agreed and 7% disagreed. While the mean score 3.7 was in the level of agreement. The statement; Opportunities for IT education and training of teaching staff are available in the University, was supported.

Q.16. The AIOU, IT system is designed according to the future needs.

Level	Frequency	Percentage	Mean Score
SA	11	13	
A	43	56	
UNC	13	17	3.6
DA	08	09	
SDA	05	05	

The above table shown 54 % respondents were agreed and 13% disagreed. While the mean score 3.6 was in the level of agreement. The statement; the AIOU, IT system is designed according to the future needs, was strongly supported.

Q.17. Quality of education in distance learners can be improved through IT techniques.

Level	Frequency	Percentage	Mean Score
SA	44	55	
A	22	28	
UNC	14	17	4.3
DA	-	-	
SDA	-	-	

The above table revealed 66% respondents were agreed and nobody disagreed. While mean score 4.3 was in the level of strongly agreed. The statement; Quality of education in distance learners can be improved through IT techniques, was supported.

Q.18.   IT provides the fastest, riches, latest and accurate information.

Level	Frequency	Percentage	Mean Score
SA	49	62	
A	31	38	
UNC	-	-	4.6
DA	-	-	
SDA	-	-	

The above table shows 100% were agreed while mean score 4.6 was in the level of strongly agreed. The statement; IT provides the fastest, riches, latest and accurate information, was supported from the respondents.

Q.19. The involvement of private sector is also helpful to develop the IT infrastructure.

Level	Frequency	Percentage	Mean Score
SA	25	32	

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Level	Frequency	Percentage	Mean Score
A	48	62	
UNC	02	01	4.1
DA	-	-	
SDA	05	05	

The above table revealed 73% respondents were agreed and 5% disagreed. While the mean score 4.1 was in between the level of agreement. The statement; the involvement of private sector is also helpful to develop the IT infrastructure, was supported.

Q.20. IT is widely applicable to administrative/managerial activity.

Level	Frequency	Percentage	Mean Score
SA	30	38	
A	40	51	
UNC	10	11	4.2
DA	-	-	
SDA	-	-	

The above table shown 89% respondents were agreed and 11% were uncertain. While the mean score 4.2 was fall in the level of agreed. The statement; IT is widely applicable to administrative/managerial activity, was supported.

Conclusions

- The use of IT in distance education was limited.
- Mostly the offices and regional offices have IT network but not used properly.
- Except a few software about all educational programmes was not prepared.
- University has designed its own web page but comprehensive information was unavailable on it.
- Sophisticated techniques of IT like, on line services, internet, tele/video conferencing were not used for distance learning.
- Adequate facility was available for students to get information by AIOU through phone and fax.
- The University was not computerized however; it is going to be computerized.
- Satellite Technology was used for TV programmes but on limited scale.
- University has yet not established its own broadcasting channel.
- Most of the IT users were agreed that the IT training programme may be conducted periodically.
- Basic information about IT tools was not included in all courses at all levels.
- Infrastructure of IT in the University was not developed as we see in other Universities.
- Most of the respondents were agreed that IT tools are helpful to minimize the problems of distance learners and improving the quality of education;

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moreover, these will contribute a lot on the development of electronic governance and managerial activities.

- Lack of funds, planning, and coordination within departments, trained personnel, and commitment of the organization were the main problems of the University.
- The role of regional offices were limited, by expending its infrastructure, the system of distance education can be strengthen.

Recommendations

- University may plan to uplift the Information Technology system and provide all types of information and guidance by the computer network to the distance learners.
- Regional Offices should be connected through network and may be strengthened as real resource centres which provide all facilities by using IT tools for the benefit of distance learners
- Relevant material may be increased as audio, video, CDs, and software programmes also in all programmes.
- The web page should be more comprehensive to provide much more information to the distance learners.
- For the guidance and counselling on line services may be improved.
- The opportunity of Tele/video conferencing should be provided .
- University may establish its own separate Broadcast Channel.
- Basic knowledge about IT may be included at all levels of study.
- Satellite technology may be used sufficiently.
- Academic staff should be well-trained in IT Education.
- The use of Internet may enrich through Regional Offices for distance learners and especially for researchers.
- University library should be fully computerized.
- For better management and administration electronic governance system may be introduced.
- More funds may be allocated to uplift the IT system as a whole.

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Adapting Comics and Cartoons to Develop 21st Century Learners

Rida Afrilyasanti, S.Pd.
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Abstract

The globalization era has enforced students to have 21st century skills. Students have to be able to obtain communication and critical thinking skills. Therefore, students need to be sophisticated in expressing ideas using multiple communication technologies, not just the written word. Students' ability in expressing ideas communicatively and critically can be gained only if they accustom to explore their ideas using all their multi modalities. Accordingly, cartoons and comics are considered as a good media for classroom teaching to develop 21st century learners. This research investigates how cartoons and comics enable students to be 21st century learners. The results verify that cartoons and comics helped students to gain their 21st century skills. By having activities using cartoons and comics, students could enjoy their learning and freely exploring their creative and analytical thinking. As the result, students could be at the level to become active, responsive, critical and analytical. Therefore, they can improve their communicative and thinking skills.

Key words: comics, cartoons, 21st century learners

Modernization era has required schools to help students regain their competitive improvements in a quickly changing world. Therefore, schools should be able to provide education that is relevant to today's world. In order to meet the needs of this era, students have to acquire 21st century skills. Wagner (2006) explains that the frameworks of 21st century skills are digital age literacy, inventive thinking, effective communication, and high productivity. This means that students have to be equipped with the core abilities within

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those frameworks: ability in understanding multicultural literacy, global awareness, risk taking, personal and social responsibility, and ability in producing relevant products.

In addition, Porter (2008:7) mentions some other 21st century communication skills, including: creativity and inventive thinking, multiple intelligences, higher-order thinking on the lesson learned, information literacy, visual literacy, sound literacy, technical literacy, effective communication (oral, written, and digital), teamwork and collaboration, project managements, and enduring understandings. Referring to all of those 21st century communication skills, as a teacher, we have to be able to conduct our teaching using all the multi modalities.

One of the media used in teaching that engage the students in using their multi modalities are cartoons and comics. The visual images in cartoons and comics help encourage students to observe and analyze the situation. Moreover, they also help the students to understand the situation told within the cartoons and comics more easily. Streich (2009) shrewdly explains that using visuals in our teaching promote students' analytical skills and activate higher level thinking ability.

Besides, the humors in cartoons and comics comprise enjoyment in the foreign language classes and release students' burden and tenseness in learning a new language. In addition, Oliveri (2007:2) explains that children can learn to analyze cartoons, look for subtleties beneath the surface of familiar situations, and gain a better understanding of symbolism, satire, and humor.

Hyde (2007) comes up with an explanation of brain research that teachers who embrace a variety of learning activities that appeal to multiple learning modalities (auditory-sequential, kinesthetic-tactile, and visual-spatial) are more likely to achieve early success for all students. It is simply because there is no student who learns only with one style. Thus, providing a variety of activities for the students help them to learn and comprehend better. Moreover, in one class, the students are so heterogenic that a teacher has to facilitate all of them to understand the materials.

Additionally, a conventional English teaching is still conducted by most of Indonesian teachers. Based on a research on Indonesian teaching by Applebaum (2007:266), it is indicated that most teachers and lecturers in Indonesia are still using teacher-centered approaches in their classrooms. In most teaching and learning process, teacher tends to talk and explain a lot. Therefore, students tend to be passive. It happens not only because students are not eager to participate but somehow it is also because they do not have any chance to use English although they are in an English class (Afrilyasanti, 2011:3). This conventional teaching and learning process makes students bored and in turn, it can increase the hardships in their learning English. Applebaum, 2007:266 also adds that students are usually bored in class and are not given the opportunity to practice what they learn so that students are not eager to talk or say anything.

Building on previous research which has paid attention to English teaching in Indonesia (e.g., Applebaum, 2007, Afrilyasanti, 2011) and the benefits of cartoons and comics as an alternative teaching media explained, conventional techniques for the English

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teaching can be imbued with cartoons and comics. In short, the objectives of this research are: 1) describing the sample of materials, 2) describing the activities employed in using cartoons and comics in English language teaching, and 3) describing the implementation of cartoons and comics in enabling EFL students to be 21st century learners.

Theoretical Basis

The underlying theories used in this study are discussed within two categories: the characteristics of 21st century learners and engaging comics and cartoons for language teaching.

The Characteristics of 21st Century Learners

Responding to the globalization era, schools need to expand what the schools are offering so as to keep pace with the demands of our modern workforce and the needs of our modern society. This is in line with Spencer's (2010:1) enlightenment that the world is less static, collaboration is vital, and learning is a continual process. The current environment in which students are exposed to is media rich, immediate, fast, engaging, dynamic and instant. Therefore, teachers should be able to enable their students to acquire skills needed in this current century and complement the students with living skills.

Furthermore, to make the students are able to meet the needs in globalization era, they have to acquire 21st century skills. By having 21st century skills, the students can be at the level to become creative, inquisitive, reflective, collaborative, efficient, flexible, tenacious, and open-minded, and in turn, can be effective learners, collaborators, communicators, and creators. Students who already have and or are equipped with 21st century skills tend to be more prepared to align with the shift in how students learn, how people get jobs, and how everything works in this era. Teachers, therefore, should have the ability to integrate the 21st century skills into core academic subjects.

Rodgers et. al. (2006) elucidate that the 21st century learners tend to be a multi-taskers who use sounds and images to convey contents whenever possible. Students tend to learn better as they experience multi-learning stimulus. Therefore, the written learning materials need to be accompanied with visual and sound materials. Rodgers, et. al. (2006) also add that the hypertext minds of the 21st century learners crave interactivity, are good at reading visual images, have strong visual-spatial skills, tend toward parallel processing and inductive discovery, look for fast response times, which leads to short attention spans. Expansion in technology in this century renders students to be multi-modalities learners.

Moreover, the 21st century learners have to have higher order thinking. They have to be collaborating, creating, critical thinking, contributing, conversing, and connecting. Hart, P. D. (2007) mentions some of the 21st century skills that should be acquired by the 21st century learners, which include critical thinking and problem-solving skills, computer and technology skills, and communication and self-direction skills. In this regard, students should be engaged in a relevant and contextual problem- and project-based learning designed to develop the 21st century skills and taught using a multi-disciplinary approach.

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Utilizing Comics and Cartoons for Language Teaching

Comics and cartoons have been widely used as one of the teaching media in EFL classes. However, many studies done on the use of comics and cartoons as teaching media have not well documented the use of comics and cartoons as tools to enable students to be the 21st century learners. Comics and cartoons have been used due to their interesting visual images, which can attract students to learn. Therefore, the activities used have not well developed students' ability to respond to visual images.

Basically, comics and cartoons can be used to enable students to have the 21st century skills because they embrace a variety of learning activities that appeal to multiple learning modalities. By providing all those multiple learning modalities (visual-spatial, kinesthetic-tactile, and auditory-sequential) in their teaching, teachers have assisted the students to be the 21st century learners. Hyde (2007) clearly explains that, in general, no student learns with only one style; so it follows that providing a variety of activities for young students would help them to learn better.

In addition, comics and cartoons are also considered excellent teaching tools because they not only add humor to a topic but also illustrate the idea in a memorable way. In this regard, Giunta (2010) accurately explains that humor, such as found in cartoons and comics, is an important factor for making learning an enjoyable and, more importantly, memorable experience. Moreover, the activities in the teaching and learning process using cartoons and comics are interesting and interactive for the students. Barker (2009) clearly explains that the best way to keep our students interested and engaged in lessons is by making them interactive. Additionally, adapting comics and cartoons into our classroom with correct and applicable activities can encourage students' observational, analytical, and higher thinking skills. Oliveri (2007:2) elucidates that cartoons and comics can spark thoughtful conversation, and open the doors for teacher and students to discuss current events, social and family life, values, morals, and religious philosophies.

Furthermore, cartoons and comics can be adapted into the 21st century teaching and learning process by asking the students to critically analyze them, understand their implicit meaning, and gain a better understanding of symbolism, irony, and humor. Also stated by Oliveri (2007:2), comics and cartoons give insight into the world around us, and provide opportunities for genuine and meaningful communication. It is so because using cartoons and comics, students are taught to express their ideas using multiple communication technologies, not just the written word.

Method

This study was descriptive qualitative, which was intended to describe the implementation of cartoons and comics in English teaching to develop the 21st century learners. This research was conducted in an Indonesian EFL setting. The researchers worked with students of grade X of *Sekolah Menengah Atas* (Senior High School) *Negeri* 8 Malang, Indonesia. The total students engaged were 37 students of class X7 and 39 students of class X8. The two classes were selected because the principal researcher has been teaching in those

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two classes. The main data in this study were those gained from the results of recording on students' participations and students' score. The additional data were in the form of documents, the samples of the students' products.

Results & Discussion

The results of data analysis were presented in three categories: sample materials, the activities employed in engaging comics and cartoons in language teaching, and the implementation of cartoons and comics in enabling EFL students to be the 21st century learners. The two former categories were used to show the procedures of using comics and cartoons as a teaching tool to develop the 21st century learners, whereas the latter category was used to describe the implementation of cartoons and comics.

Sample Materials

Comic is a written, printed format in black and white or color. While, cartoon appears in multiple formats, they can be a both animated visual format with sound or sequence of drawings that tell a short story. For this study, the researcher used cartoon and comic in the printed format or they are usually called as cartoon or comic strips. However, it is also possible for the teachers to have the combination of the two formats of cartoon and comic in their teaching. The point is that teachers have to be able to engage and invite students to understand the implicit meaning within cartoon and comic they read or watch, and in turn, they can expose their own ideas in the form of cartoon and comic.

Helping the students understand the different kinds of implicit meaning within cartoon or comic strips can also help them develop critical thinking skills. In this regard, Oliveri (2007:2) also believe that cartoon and comic can spark thoughtful conversation, and open the doors for teacher and students to discuss current events, social and family life, values, morals, and religious philosophies. Therefore, for this purpose, the researcher provided samples of cartoon and comic that arouse students' interest to criticize so that they can be at the level of having analytical and critical thinking.

The examples of cartoon and comic given were taken from some websites that provide cartoons for educational purposes, for instance: *http://www.morguefile.com, http://www.resultsinenglish.com/keep-on-winning-mixed-words/,http://www.politicalcartoons.com, http://www.cartoonweb.com, http://www.cartoonstock.com,* and so on. Moreover, the researcher also encouraged the students to visit those websites. Three comics and cartoons provided in this study are sample materials to engage students having 21st century skill.

Because the topic being taught was racism, the researcher provided some examples of cartoon and comic dealing with racism. Below are some examples of cartoon and comic on racism or discrimination.

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Activities Set in Using Comic and Cartoon in Language Teaching

The activities included in this study are identical to Barker's (2009) statement that the best way to keep our students interested and engaged in lessons is by making them interactive. These activity pages give information on how to enable students analyze cartoon and develop their own cartooning skills, while using currently relevant materials as a guideline for lessons. The design of teaching using comic and cartoon to develop 21st century learners can be described into pre-teaching, whilst-teaching, and post-teaching:

- **Pre-teaching**

The pre-teaching activity engaged was addressed to prepare the students with the topic taught. Some questions were asked to the students to investigate their background knowledge on the topic that would be discussed and set the students to focus on it.

1. Asking the students to give opinions on their interest in cartoon and comic, such as:
   - How many of you like reading, watching or drawing cartoon or comic?
   - Who's your favorite cartoon or comic character? Why do you like them?
2. Asking students' background of knowledge on the topic that will be discussed, such as:
   - Have you ever heard the word "racism"? What does it mean?

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- Have you ever found racism, intolerance, or discrimination in your surrounding? What is it?

- **Whilst-teaching**

Some activities applied in the whilst-teaching were purposed to dig up students' understanding on the implicit meaning within cartoon and comic shown. Besides, the activities were also aimed to stimulate students' awareness on the situations happening in their society. Furthermore, they could be at the level of having critical and analytical thinking. Finally, the students were targeted t be able to produce their own cartoon and comic strips relating to the topic.

1st Meeting

1. Showing some examples of cartoon and comic about racism and discrimination (see Sample Materials).
2. Asking the students to criticize on the implicit meaning of the cartoon and comic shown.
3. Asking the students to mention and explain some examples of racism, intolerance, or discrimination occurring in their surroundings.
4. Asking the students to make their own cartoon or comic strips about racism, intolerance, or discrimination found in their surroundings (see Apendix).

2nd Meeting

5. Asking the students to display their cartoon or comic strips on the wall and shop for information from their friends.

- **Post-teaching**
The post-activity was employed to look into the students' product. The scoring on the students' cartoon and comic strips was done outside the classroom activity.
6. Asking the students to submit their cartoon or comic strips.

The Implementation of Cartoons and comics in Enabling EFL Students to be the 21st Century Learners

The last research purpose was to investigate the implementation of cartoons and comics in enabling students to be the 21st century learners. In this regard, it was documented that all students could participate actively and supportively. Students' active responses were obvious in their active involvement in the classroom discussion, especially while having "shopping for information" activity. In addition, students' supportive responses were verified by their ability to explain the implicit meaning within their cartoon or comic strips (see Appendix) and the reason for choosing that strips and to provide support or reasons for their statements. These abilities are in agreement with what Rodgers. et. al. (2006) believe that the hypertext minds of the 21st century learners crave interactivity, are good at reading visual

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images, have strong visual-spatial skills, tend toward parallel processing and inductive discovery, look for fast response times which leads to short attention spans.

Other findings were derived from the students' scores on their cartoon or comic strips. There were six categories on scoring the students' cartoon or comic strips that are differentiated into two scoring groups: cartoon or comic strips and their story, and shopping information activity. The researcher's scoring on students' cartoon or comic strips and story were drawn from students' writing skill, completeness, and creativity. Whereas, students' score for the "shopping information" activity was drawn from students' understanding on others' cartoon or comic strips, completeness on scoring, and group criteria. The scoring criteria are shown on Table 1.

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Table 1 The Criteria of Students' Cartoon or Comic Strips

Cartoon or comic strips & story			
Criteria	Outstanding	Good	Need more works
Writing skill	Student organizes the story well and critically explains the situation clearly	Student critically explains the situation clearly	Student misses some parts necessary for the communication of the story
Completeness	Student elaborates the drawing and finishes it	Student creates a story but does not finish the drawing	Student does not finish the drawing or the story.
Creativity	Student's ideas are sophisticated, humorous, and original	Student's ideas are humorous and original	Student's ideas are not original
Shopping information activity			
Understanding	Student shows evidence of clearly understanding on other friends' cartoon or comic strips	Student shows evidence of partially understanding on other friends' cartoon or comic strips	Student shows little evidence of understanding on other friends' cartoon or comic strips
Completeness	Student completes shopping information to all of her/his classmates	Student completes all but one or two friends' evaluations	Student completes shopping information to less than half the class
Peer criteria	Student evaluates peers' products in terms of good content and interest to others	Student evaluates in terms of good content	Student evaluates in terms of interest to others or based only on the drawings

*adapted from Song et. al.'s (2008:20) rubric for cartoon project

The first category of students' cartoon or comic strips was students' writing skill. In general, most students already performed their outstanding writing skill. It was shown that 86% of them were able to organize the story well and critically explain the situation clearly, while the other 14% of the students performed good writing skill. The second category was the completeness of students' cartoon or comic strips and story. From students' score on the completeness, the researcher found that all of the students were able to elaborate the drawing and finish it. At last, in the third category, creativity, 49% of the students performed outstanding creativity, 34% of them showed good creativity, and the rest, 13% of them, needed more works.

Other findings about students' cartoon or comic strips project were derived from the students' scores on the shopping information activity, in which they had to try to exchange

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information they had with others by displaying their cartoon or comic strips and visiting others' displays to get information. There were three scoring categories for the activity. The first category was students' understanding. Based on the data on students' understanding, there were 83% of the students who had outstanding understanding on others' work, and the rest, 17%, had good understanding. The second category is completeness, 92% of the students were able to complete shopping information from all of their classmates, while 8% of them demonstrated good completeness. At last, in terms of the peer criteria, there were 42% of the total students who showed outstanding peer criteria, 34% of the students demonstrated good peer criteria, and the rest 24% of the students needed more works.

As noted earlier, all the data obtained from the cartoon or comic strips and their story, and shopping information activity showed that the students' learning activities using cartoons and comics strips helped them to gain their 21st century skills. Students could analytically and critically explain their ideas in the form of cartoon or comic strips (see Appendix) and actively shop for information on their friends' cartoon and comic strips. The students' ability in exploring their ideas using cartoon or comic strips is identical to what Rodgers et. al. (2006) explains; the 21st century learner tends to be a multi-tasker that uses sound and images to convey content whenever possible. Using cartoon or comic strips, the students learnt to express ideas using multiple media, not just the written word.

Furthermore, students' good scores on their writing skills, creativity, and understanding show that cartoons and comics have encouraged them to critically analyze the social situation in their surrounding and explore it into a meaningful communication. This finding confirms Oliveri's idea (2007:2), i.e., comics and cartoons give insight into the world around us, and provide opportunities for genuine and meaningful communication.

Additionally, the fact that the students actively enjoyed the shopping information activity is utterly in agreement with Giunta's (2010) explanation that humor, such as found in cartoons and comics, is an important factor for making learning an enjoyable and, more importantly, memorable experience. By displaying the materials learnt in the form of cartoons and comics and also asking the students to make their own, they could easily understand and memorize the materials learnt.

Conclusion

The aforementioned findings indicate that cartoons and comics can be effective learning media for the students in gaining their 21st century skills. The study found that by having activities use cartoons and comics we can lead the students to enjoy their learning and freely explore their creative and analytical thinking. They could relate the materials learnt and the phenomena in their surroundings. As a result, the students could be more active, responsive, analytical and critical. In other words, there have been some improvements in the students' communicative and thinking skills. Overall, the study suggests that it is important to integrate the 21st century skills into core materials taught. Thus, it is highly advisable to use cartoons and comics as one of the alternatives media in English teaching to develop the 21st century learners.

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Politeness: Characterization and Literary Discourse

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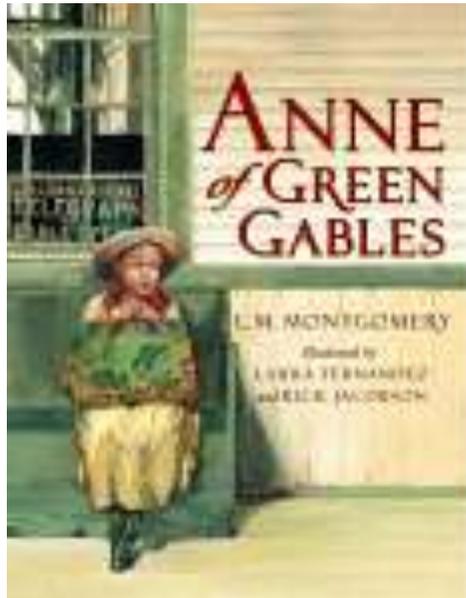
Abstract

In the past few decades, there has been a growing interest among scholars and researchers in applying pragmatic tools, primarily developed in relation to spoken interaction (Black, 2006), to literary discourse; an interest in the whole texts and their communicative functions and uses in particular contexts (Short, 1995). It is growing simply because most of the pragmatic analysis was basically done on the spoken side of language use and considerably less on written use and very little on literary activity.

Linguistic politeness has been proved, by many linguists and scholars we well, to be a successful device to study literature linguistically, in particular studying that aspect of characterization. This study aims at investigating Anne's character and character traits in Montgomery's *Anne of Green Gables,* which has a very powerful meaning in children's literature, in relation to other characters inside and outside Green Gables as she grows and develops from a socially marginalized female character to a productive contributing citizen of Avonlea.

The analysis shows that super and sub-strategies of linguistic politeness are capable of reflecting the character's interaction in relation to social role(s). To achieve the purpose of the study, the researchers utilize Brown and Levinson's linguistic politeness model (1987) in addition to Rossen-Knill's Face Attentiveness model (1995). The value of the study can be estimated not only by those working within the branches of linguistics or literature, but also it can be of value to students and teachers especially those teach and study the novel as part of their curriculum.

Key words: Politeness, character analysis, literary discourse, social role, social interaction.

1. Introduction

Politeness has no specific meaning or definition but at the same time it is recognized by its linguistic strategies. Politeness strategies are designed to "maintain or promote harmonious social relations" and "it comes about when one indicates concern to support someone else's face"(Culpeper, 1998: 85). The ultimate aim of politeness is to make all participants in a conversation as relaxed and as comfortable with each other as possible (Hei, 2008:121). Lakoff (in Davies, et al, 2011) defines politeness as "a means of minimizing confrontation in discourse". Politeness, on the other hand, plays a part in maintaining order in communication by adhering to the socio-cultural norms of relating communication to social order (Pillai, 2008:3). This goes hand in hand with "the concept of politeness as governed by socio-culturally specific norms of linguistic behavior" (Bharuthram, 2003; Blum-Kulka, 1990; Kitamura, 2000). One of the chief cross-cultural realizations of politeness is the use of 'indirectness' in language. By this strategy, speakers can to some extent 'get off the hook' in a way not always possible through direct or unambiguous utterances (Simpson, 1993: 130).

2. Brown and Levinson's Model of Politeness

At the base of Brown and Levinson's theory of politeness (1987) is the assumption that speakers of a language not only convey information but also to do things, such as achieving self-esteem, approval and appreciation by others, gaining power via language, etc. Accordingly, participants construct and build interpersonal relationships through the dialogue they initiate with each other. In other words, it is via language that people construct and build personal relationships.

Brown and Levinson (1987) propose that there is something called 'abstract underlying social principle' guiding and constraining the choice of language in

everyday discourse. The most central component of their model is the concept of 'face' which is basically introduced by Goffman (1967: 15) and it means "the positive social value a person effectively claims for himself". Each individual has two conflicting face wants; positive and negative face wants. By 'positive face want' we mean the want to be respected, appreciated and liked by others, while the 'negative face want' means the want to be free, to act unimpeded by others and to have one's individual rights, possessions, and territories uninfringed upon (Brown & Levinson, 1987: 60). In addition, there are certain acts called Face Threatening acts (FTAs) which are inherently threatening to the speaker's or hearer's positive and negative face. Brown & Levinson propose a set of strategies to mitigate the force of FTAs. To carry out an FTA, a speaker may select one of the following strategies which are ordered from the most to the least threatening.

1. Without redressive action, baldly
2. Positive politeness
3. Negative politeness
4. Off record
5. Withhold the FTA.

For each of the positive politeness, negative politeness and off-record super-strategies, there are a number of sub-strategies proposed by Brown & Levinson (1987). Such sub-strategies are briefed in the appendix of this study.

3. Pragmatics and Literary Discourse

It has always been a discussion whether or not pragmatics only pertains to spoken natural discourse. Some say it does, but others believe that it can be found working with written non-natural or fictional discourse examples. Tannen (Rossen-Knill, 1995: 7) argues that "literary and non-literary, written and spoken forms of communication involve constructed (as opposed to reported) dialogue".

Coulthard (1977) and van Dijk (1976, 1981) shed light on the crucial definition of ' literature' which can be sought at the pragmatic level. Literature is the art form realized entirely through language and although evaluation and interpretation are the province of the literary critic, it is also reasonable to suggest that a detailed analysis of authorial techniques can be more successfully achieved within a rigorous linguistic framework, pragmatics *per se*. Fish (1981) seems to be in line with this argument when he states that the intuitions a critic has about a text can be supported by linguistic evidence from the text itself. In the same vein, Culpeper (George, 2002) believes that "theories on naturally occurring conversation have brought to the field of literary studies rigorous and solid frameworks within which analyses of dialogue in fiction could be developed".

In the last few decades, a great deal of research has been done within the area of "character interpretation" or "characterization" via pragmatic frameworks. A survey into some journals like *Journal of Pragmatics*, *Language and Literature*, *Poetics, Semiotica, Language and Style*, *Journal of Politeness Research* and others shows the amount of the new advances embedded in the growing field of adopting pragmatic tools in reflecting the literary aspect of characterization and communicative

interaction within the literary texts. Among such studies the researcher includes: Rossen-Knill (2011, 1999, 1994), Chun & Yun (2010), Brooken (2010), Zou (2010), Chikogu (2009), Yang Li (2007), Rundako (2006), Lafuente (2000), Piazza (1999), Culpeper (1996), Toolan (1998, 1985), Buck (1997), Chen (2001,1996), Kopytko (1995), Buck & Austen (1995), Bennison (1993), Leech (1992), Simpson (1989), Brown & Gilman (1989). In addition, there are similar studies that appear in books, for instance, Ionescu (2010), Bouchara (2009), Bennison (1998), Lowe (1998), Cooper (1998), Culpeper (1998), Short (1995), Rossen-Knill (1995), Toolan (1989).

Accordingly, pragmatic analysis of literature can be considered   one the most active and creative areas of literary discourse, among other disciplines, namely, stylistics, discourse analysis, cognitive poetics, etc. It is active and creative in the sense of being attractive to linguists and researchers who have been working to provide linguistic support to literary findings (Fish, 1981).

Moreover, pragmatic analysis of literature, as one of the vital areas in literary studies, has already been justified and called for by a number of linguists and scholars like Van Dijk (1976), Pratt (1977), Burton (1980), Leech and Short (1981), Short (1989), Petrey (1990) and Culpeper (2001).

This sort of relationship between the two disciplines, literature and pragmatics, has become a motivation for the researcher to conduct a similar study in an attempt to explore how linguistic elements can assist in the interpretation of literary texts. The linguistic element identified is that of 'Politeness' and the literary element is that of 'characterization in fiction'. In other words and to be more specific, this study is an attempt to examine literature via language, i.e., examining characterization and social interaction in Montgomery's *Anne of Green Gables* via the Theory of Politeness.

Characterization is defined as the process of studying characters. Characters are imitations of people and they are treated with greater or lesser sophistication- as if they were our neighbors or friends while abstracting them from the verbal texture of the work under study (Rimmon-Kenan, 1983:32). The process of characterization, to Culpeper (George, 2002: 373), is organized along the reader's previous knowledge of characterization in real life –and in fiction- and elements in the text. Both play a fundamental part in forming a model.

The story character is a construct, put together first by the author then by the reader from various indications distributed along the text. According to Chatman (1978:127), a character is 'a paradigm of traits' and a trait is defined as a relatively stable or abiding personal quality. Among the character traits the researcher intends to study of the character Anne is her being charismatic, dominant, attentive and considerate to others.

4. Analysis of Chapter twenty one of *Anne of Green Gables*

4.1 Discussion in relation to Anne

This section presents the analysis of chapter twenty one of the novel which is entitled 'A New Departure in Flavorings'. This analysis is intended to investigate how Anne expresses her verbal behavior via linguistic politeness strategies and how she is responded to and how this matter reflects her character traits while doing her social

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role(s). To do so, the researchers adopt Rossen-Knill's model (1995) of Face Attentiveness (according to which she added another strategy called "be conventionally indirect" and given no.5 in the list of super-strategies followed by "Don't do the FTA"), in addition to Brown & Levinson's model (1987) of linguistic politeness.

Up to chapter twenty, Anne has experienced many moments that threatened her positive face, to be appreciated and to be approved of, but here in this chapter, she experiences the hardest moment that threatens her positive face wants, her desire to be appreciated and approved of as a lady-like. Now she decides to take the lesson to its utmost, not to make mistakes anymore, to be more alert, more thoughtful and to put an end to her mistakes "*there must be a limit to the mistakes one person can make*", she says.

Before this turning point, the chapter witnesses one of Anne's nice reactions to one of Avonlea's events in which she tries to behave like a lady, it is simply attending Mr. Phillips departure ceremony. In this incident, Anne shows her concern and that she is considerate and she even feels sorry for not seeing that bad-tempered teacher any more.

It is well-known that Anne's changing behavior and developing character are investigated in this study via linguistic politeness strategies identified through the speech act of directives 'To get the hearer to do something (Searle, 1979)'. The whole number of directives identified in this chapter is (29) directives; nineteen directives are issued by Anne while the other ten are done by others, namely, Marilla, Matthew and Mrs. Allan, the new Minister's wife.

Given the various means to issue on-record directives, Anne shows preference for super-strategy 5 (be conventionally indirect), followed by substantial use of super-strategy 3 (on-record with redress to negative-face), followed by significantly fewer examples of super strategy 2 (on-record with redress to positive-face), and one example of super-strategy 2/3 (on-record with redress to positive and negative-face), and as is seen in table (4.3). As for super-strategy 4 (off-record with redress), Anne issues about four directives; three towards Marilla and the fourth towards Mrs. Allan.

In keeping with Anne's role as daughter throughout chapter twenty one, and in looking at tables 4.1 and 4.2, we get to know that Anne issues nearly more than twice as many directives as the others, i.e., 19 to 10. Many of Anne's directives are requests for confirmation (confirming what she asserts). Anne, and due to her talkative nature, tends to nearly dominate the scene she appears in and as has been seen in the previous chapters. To do so, she tends to use 'tag questions' to get a response from her interlocutors, but what is special about Anne is that she never gives her interlocutors the chance to reply with 'yes' or 'no' and she goes on with her talk taking the non-interruption of others as a sign of approval. Some such examples include *'Wasn't it fortunate Marilla that I took an extra handkerchief to school today? I had a presentiment that it…'* and ' *he was undignified, and you must have some dignity about a minister, mustn't you Matthew?'* This sort of questioning of the propositional content is done in this study within the framework of the super-strategy number 5 'be conventionally indirect' which is introduced by Searle (1979: 45) and also elaborated on by Brown and Levinson (1987: 132)

In this strategy, a speaker is faced with opposing tensions: the desire to give H an 'out' by being indirect, and the desire to go on-record. In this case it is solved by the compromise of conventional indirectness, the use of phrases and sentences that have contextually unambiguous meanings (by virtue of conventionalization) which are different from their literal meanings. In this way the utterance goes on-record, and the speaker indicates his desire to have gone off-record.

Anne's attentiveness is done via conventionality which reduces the imposition (of the assertion) to the negative face by ' a question or a hedge' as in *'wasn't it?', 'can they?', 'could I?', 'shouldn't they?'*, and by 'a tag plus the interlocutor's name' as in *'mustn't you, Matthew?'* This case constitutes generalization 2 of Searle's (1979) where he states that "S can make an indirect directive by either asking whether or stating that the propositional content condition obtains". The range of super-strategy 5 (Be conventionally indirect), which appears with apparently low FTAs, results from its being near on-record status due to its being conventionalized, combined with its indirectness, which apparently if not actually , allows for an out (Rossen-Knill, 1995).

Other uses of super-strategy 5 involve getting H to tell about something as in directive 13 *'isn't it alright?'*, when Anne feels Marilla's dissatisfaction about the cake (where she mistakenly uses *anodyne liniment* instead of vanilla) and to which she receives *'All right! It's simply horrible. Mrs. Allan, don't try to eat it. Anne, taste it yourself. What flavoring did you use?'* which fiercely, unintentionally and all of a sudden puts all Anne's positive face, her desire to be approved of and to be appreciated, in return, in danger. At this moment Anne feels that her personal and interpersonal, her individual and social faces have collapsed. This shows how sensitive she is when it comes to such disappointing and embarrassing situations. Anne's negative question 'isn't it' displays pessimism about the cake she has made (negative-face redressive strategy 3) [for more about the pragmatic analysis of negation, see Leech, 1983] and her 'Nothing but' reflects a sort of contradiction (off-record redressive strategy 7) which further reflects her disappointment.

In addition to requesting confirmation, as indicated in table 4.1 below, Anne's discourse style also includes the incorporation of super-strategy 3 (on-record with redress to negative-face wants) and 4 (off-record with redress). For instance, in directive number 9, Anne, while doing her role as a daughter helping her mom in the kitchen, asks Marilla to give her a chance to make cake for Mrs. Allan in an attempt to create and show her social public image, *'But oh, Marilla, will you let me make cake for the occasion?'*(as she wants to do something she feels proud of and this is what she tells her favorite friend Diana in their last meeting). In doing so, Anne attends to Marilla's negative face wants 'not to be imposed on' by leaving room for her to say 'no' (super-strategy number 3).

The directive above counts the second heavy directive issued by Anne in chapter twenty one due to the many sub-strategies used within it namely, positive-face redressive strategy 1, 2, 4, 5, 11, 13 and negative-face redressive strategy 4. Anne here feels that she has the right to do something to participate in this occasion. Welcoming the Minister and his wife is something of great value and doing something like cake might give Anne the chance to uplift her 'social identity face' which is later put into risk when the cake fails and turns things upside down. The use

of the pragmatic marker 'oh', as an attention signal, preceded by 'But', which is like 'and', initiates turns in which the speaker tries to take control of the conversation's subject (Schiffrin, 1987), adds to the pragmatic coherence of the directive 9. Other directives representing the use of super-strategy 3 include directives 10, 15, and 18 where Anne leaves her interlocutors with room to say 'no' or disagree with her.

Table 4.1: Anne's Face-Attentiveness in Chapter 21.

Super strategy type	No. of directives*	No. of positive-face redressive acts	No. of negative-face redressive acts	No. of off-record redressive acts	Face-offenses
2	2	7	2		
3	4	13	6		
2/3	1	6	3		
4	4	8	6	4	
5	9	19	16	1	

*The total number of directives for Anne in chapter 21 is 19; whereas, the total number of directives in column 2 equal 20. The difference results from having a directive with more than one discourse goal. In this case, directive 19 is classified under super-strategies 4 and 5.

As for directives that pose greater (in comparison with super-strategies 2 and 3) threats to H's face wants, come greater measures of protection provided by off-record super-strategy 4 as suggested by Brown and Levinson (1987). Consider, for example, how Anne instead of issuing a FTA of the type 'leave me alone, Marilla', she produces a long turn which reflects this intention without saying it plainly. To do so, Anne starts her turn with 'Oh, Marilla' which suggests common grounds between S and H. Then, it is followed by a number of reasons why she feels disgraced (positive-face redressive strategy 13: give reasons). In addition to this, some other negative-face redressive strategies are employed in this directive namely, hedge, minimize the imposition, and nominalize.

The reason behind such an implied pessimism is that Anne feels that she has lost her social identity face and accordingly she is no more capable of confronting people outside Green Gables and Mrs. Allan as well. Meanwhile, and in return, due to some rights and obligations, Anne issues a directive with the discourse goal 'to get Allan to forgive her and to understand her good will'; to lessen the loss of face. Some positive-face redressive strategies used include number 1, 3, 4, negative-face redressive strategy number 9, and off-record strategy number1. In directive 19, Anne uses the perception verb 'see' in *'Oh, don't you see, Marilla?'*, to get Marilla to pay attention to her comments. The perception verb here is used as a discourse marker (Shiffrin, 1990: 57, 327). Perception verbs might be considered conventionally indirect ways to ask, 'Do you understand my speaking intentions?'. For this reason this directive can be classified as reflecting super-strategy 5 (be conventionally indirect).

Directive 11 with the discourse goal 'get Marilla to tell if the cake rises or doesn't rise', reflects super-strategy 2/3 (on-record with redress to positive and negative-face wants according to Rossen-Knill's classification 1995) and shows Anne's attentiveness

to Marilla's face wants. Anne the daughter uses a number of sub-strategies to reflect this discourse goal including positive-face redressive strategies 1, 4, 7, 9, 12, 13 and negative face redressive strategies 2, 3, 9 to attend to H's interests, use-in-group identity markers, presuppose common grounds, presuppose S's concern for H's wants, include S and H in the activity, give reasons, question, be pessimistic and nominalize respectively.

All the previous politeness strategies incorporated by Anne reflect her attentiveness to those around her especially Marilla, the mother and the caretaker. For Anne, the daughter, being considerate, sensitive and attentive to others reflects the amount of social integration she has achieved. This is really a positive and healthy sign that reflects her maturity and character growth as a member of the Cuthbert's family.

4.2 Discussion in relation to others

Other people namely, Marilla, Matthew and Mrs. Allan, on the other hand, also seem to be attentive and considerate to Anne. A look at table 4.2, and the directives it contains, shows the way Anne is treated as a daughter and not merely as a female orphan adopted to help raise the farm; treated as a member of a family rather than belonging to a lower social class. She is not inferior to the others and inferiority in such situations is only due to being of a younger generation (Chun & Yun, 2010).

As table 4.2 indicates, Marilla, the mother and the listener, as she listens attentively when Anne speaks, shows preference for speaking on-record with redress to positive-face, super-strategy 2, and speaking on-record with no redress, super strategy 1. Marilla issues about 4 directives indicating super-strategy number 2 and another 4 indicating super-strategy number 1. Marilla, at the top of her anger, chooses the bald on-record strategy 1 to issue her FTA *'Anne Shirley! What on earth did you put into the cake?'*, to get Anne to tell what she has already used to make the cake taste bad. Though this directive seems so threatening to Anne's face wants, Marilla uses positive-face redressive strategy 7 (presuppose common grounds as she might have missed some ingredient), negative- face redressive strategy 9 (nominalize), and the use of the phrase *'on earth'* to mitigate the threat to Anne's positive and negative-faces. When Anne tries to justify her mistake and blames the vanilla instead, Marilla keeps on issuing FTAs such as, *'Anne, taste it yourself'*, and *'What flavoring did you use*?'. When Marilla finally diagnoses the problem, she issues another FTA using the bald on-record strategy 1 asking Anne, *'Go and bring the bottle of vanilla you used'* to which Anne responds on the spot to show everybody that it hasn't been her fault.

Such directives though threatening to Anne's face as they impede her freedom, they don't count as really threatening as might be expected for the reason that they are issued by her mother, Marilla, and due to generation differences and to her being the younger generation, it is possible the use of such directives (though sometimes offensive) without any face loss. In other words, Marilla usually issues directives which correspond to the general obligations of her role as a mother and caretaker. Moreover, when FTAs are studied in relation to social variables, it is the 'affect' or liking aspect that makes people more considerate and more attentive to each other; the more liking, the more attentive (Rossen-Knill, 1995). One more point to mention here is that Anne's real threat is that she feels that she has lost her social identity face

among people inside and outside Green Gables; that's why she addresses Marilla with the pragmatic marker 'Oh' as an intention signal (Norrick, 2009) signaling the amount of disgrace in directive 15:

-Oh, Marilla. I'm disgraced forever. I shall never be able to live this down. It will get out-things always do get out in Avonlea. Diana will ask me…I shall always be pointed at as the girl who flavored the cake …Gil-the boys in school will never get over laughing at it…. Oh, Marilla, if you have a spark of Christian pity don't tell me that I must go down and wash the dishes after this…but I cannot ever look Mrs. Allan in the face again.

which weighs nearly 12 points due to incorporating super-strategy 4 (off-record with redress) in addition to positive-face redressive strategies (4, 13), negative-face redressive strategies (2, 4, 9), and off-record redressive strategy 1.

Table 4.2: Others' Face-Attentiveness to Anne in Chapter 21.

Super strategy type	No. of directives*	No. of positive-face redressive acts	No. of negative-face redressive acts	No. of off-record redressive acts	Face-offenses
1	5**	3	3		1
2	4***	16	2		1
4	2****	3	1	3	1

* The total number of directives for others in chapter 21 is 10 whereas the total number of directives in column 2 is 11. The difference results from having one directive with two discourse goals. In this case, directive 5 has two discourse goals of tasting and telling represented by the same super-strategy twice. **One of the five issued by Mrs. Allan.***Two directives for each Marilla & Mrs. Allan. ****Issued by Marilla.

The second preference for Marilla, when addressing Anne, is the use of super-strategy 2 (on-record with redress to positive-face). This shows that attentiveness is reciprocal in Green Gables and that Anne is really treated as a family member (with in-group interests and wants). When Anne starts to say unpleasant things about Mr. Bell, a prior priest in church, Marilla issues a directive, *'It's very naughty of you to speak so about Mr. Bell. Mr. Bell is a real good man'* in which she not only criticizes Anne's for saying so (super-strategy 2 due to attacking her positive-face wants), but also indirectly hints to let her stop talking about this good man (super-strategy 4). Some sub-strategies are used in this directive namely, number 7 and 14 (as positive-face redressive strategies). There is another off-record strategy used by Marilla when she issues directive 7 where the discourse goal is 'to excuse Anne's ignorance of the bottle of vanilla and that should be forgiven though she should have smelled it before using it'. A number of sub-strategies are used including positive-face redressive strategies 4, 12, 13, negative-face redressive strategy 9 and off-record redressive strategies 1and 10.

Not only Marilla seems to be attentive to Anne's face want, but Mrs. Allan is also as attentive as the mother. In saying *'Suppose you jump up and tell her so yourself',*

Mrs. Allan resides to super-strategy 1(on-record with no redress) preceded by the putative verb 'suppose' which brings them closer when she uses negative-face redressive strategy 7(Impersonalize S and H: Avoid the pronouns 'I' and 'you'). In addition, Mrs. Allan issues another two directives, 9 and 10, with the discourse goal 'stop crying' for Anne:

-My dear little girl, you mustn't cry like this. Why, it's all just a funny mistake that everybody might make.

-now, you mustn't cry anymore, but come down with me and show me your flower garden. Miss Cuthbert tells me you have a little plot all your own. I want to see it, for I'm very much interested in flowers.

In both cases, Mrs. Allan appeals to Anne's positive-face want to be appreciated and liked. In case of directive 9, some sub-strategies are used in addition to super-strategy 2(on-record with redress to positive-face) including strategy number 2, 9, 11, 13 (as positive-face redressive strategies) and number 8 (as a negative-face redressive strategy) as mitigations for Mrs. Allan's 'you mustn't cry like this' to exaggerate the sympathy with the H, assert S's concern for H's wants, be optimistic, and give reasons, and to state the FTA as a general rule, respectively. As for the last FTA in directive 10, Mrs. Allan uses positive-face redressive strategies 1, 2, 3, 4, 12 and 13 to mitigate the threat of her directive.

As far as face-offenses are concerned, there are three instances, *'naughty'* in directive 1, *'nonsense'* in directive 2, and *'What on earth'* in directive 4, all issued by Marilla and all, though reflect intimacy and closeness to Anne, intensify the directives as they threaten Anne's positive-face, i.e., her desire to be accepted and well-liked.

4.3 Comparison

In chapter twenty one, there is one important event whish is that of welcoming the new Minister and his wife in Green Gables. To this event, Anne seems so enthusiastic and decides to add a touch via making cake. But unfortunately, things tend to turn upside down when Anne uses anodyne liniment instead of vanilla. A closer look at tables 4.1 shows not only the super-strategies used by Anne but even the sub-strategies utilized to mitigate the threat of the FTAs, namely directives, (which correspond to the general rights of her role that is of a daughter). The following tables show Anne's preference for certain redressive strategies rather than others.

Table 4.3 Anne's Positive-Face Redressive Strategies in Chapter 21

Number of occurrences	Positive-face redressive strategy number and description
14	13: give (or ask for) reasons
11	5: seek agreement
8	1: notice, attend to H(his interests, wants, needs, goods)
6	4: use-in-group identity markers
5	11: be optimistic
3	9: assert or presuppose S's knowledge of and concern for H's wants
2	3: intensify interest to H

1	2: exaggerate(interest, approval, sympathy with H)
1	7: assert or presuppose/raise/assert common grounds
1	12: include both S and H in the activity

*redressive strategies are counted according to number of occurrences per directive, not per discourse goal. For a complete account of positive-face redressive strategies, see the appendix below; all strategies here come from Brown and Levinson (1987).

As table 4.3 indicates, Anne's three preferred strategies are 13, "give (or ask for) reasons; 5, "seek agreement"; and 1, "notice, attend to H (his interests, wants, needs, goods)," though she also uses other strategies. When these results are compared with those of the others, and as indicated in the following table:

Table 4.4 Others' Positive-Face Redressive Strategies in Chapter 21

Number of occurrences	Positive-face redressive strategy number and description
6	13: give (or ask for) reasons
4	12: include both S and H in the activity
3	7: assert or presuppose/raise/assert common grounds
2	1: Notice, attend to H (his interests, wants, needs, goods)
2	2: exaggerate(interest, approval, sympathy with H)
2	4: use-in-group identity markers
2	9: assert or presuppose S's knowledge of and concern for H's wants
1	3: intensify interest to H
1	8: assert or presuppose S's knowledge of and the concern for H's wants
1	11: be optimistic

*redressive strategies are counted according to number of occurrences per directive, not per discourse goal. For a complete account of positive-face redressive strategies, see the appendix below; all strategies here come from Brown and Levinson (1987).

Others seem to prefer strategies 13, 12 and 7. Both sides, Anne and others, show preference for sub-strategy 13 or "give reasons" to mitigate the threat of their directives which means that both parties seem to be attentive while doing their different social roles. The other point to emphasize is that while Anne tends to 'seek agreement' to ensure her dominance in talk due to her talkative nature, others tend to 'include both in the activity' which indicates acceptance of Anne as a member of this small community (of Green Gables).

As far negative-face redressive strategies are concerned, table 4. 4 shows that Anne's three preferred strategies are 2, "question, hedge"; 4, "minimize the imposition, Rx"; and 9, "nominalize". Anne highly relies on questions, whether tag or negative, to elicit agreement from others and this might be due to two things: to elicit responses that assert her propositional contents (for more about this see Leech, 1983) and to keep control over interaction. As for minimizing the imposition and nominalization, Anne tends to mention the addressee's name while talking to him/her to indicate intimacy, closeness and attentiveness.

Table 4.5 Anne's Negative-Face Redressive Strategies in Chapter 21

Number of occurrences	Negative-face redressive strategy number and description
13	2: question, hedge
11	4: minimize the imposition ,Rx
6	9: nominalize
2	3: Be pessimistic
2	8: state the FTA as a general rule
1	Be conventionally indirect

*redressive strategies are counted according to number of occurrences per directive, not per discourse goal. For a complete account of negative-face redressive strategies, see the appendix below; all strategies here come from Brown and Levinson (1987).

Table 4.6 Others' Negative-Face Redressive Strategies in Chapter 21

Number of occurrences	Negative-face redressive strategy number and description
3	9: nominalize
2	8: state the FTA as a general rule
1	7: impersonalize S and H: avoid the pronouns 'I' and 'you"

*redressive strategies are counted according to number of occurrences per directive, not per discourse goal. For a complete account of negative-face redressive strategies, see the appendix below; all strategies here come from Brown and Levinson (1987).

Others' mitigations seem to be reflected, despite the very few instances, via strategies 9, 8, and 7 as indicated in table 4.6 above.

Moreover, Anne shows some interest in using off-record strategies (table 4.7) when she communicates things to others via hints, presupposition and rhetorical questions especially when she indirectly seeks forgiveness for the cake she makes and tastes bad. This is very revealing to her present status being the daughter of Green Gables not the adopted female orphan who came to help with the farm; otherwise she would have been treated differently due to the social variables of power and distance because the apology strategies between social unequals seem a much more complicated matter (for more you can see Chun & Yun, 2010).

Table 4.7 Anne's Off-record Redressive Strategies in Chapter 21

Number of occurrences	Off-record redressive strategy number and description
3	1: give hints (motives for doing A)
1	3: presuppose
1	7: use contradictions
1	10: use rhetorical questions

*redressive strategies are counted according to number of occurrences per directive, not per discourse goal. For a complete account of off-record redressive strategies, see the appendix below; all strategies here come from Brown and Levinson (1987).

Others, on the other hand, seem also less interested in using off-record strategies and their use is limited to giving hints and rhetorical questions as indicated in table 4.8 below.

Table 4.8 Others' Off-record Redressive Strategies in Chapter 21

Number of occurrences	Off-record redressive strategy number and description
2	1: give hints (motives for doing A)
1	10. use rhetorical question

*redressive strategies are counted according to number of occurrences per directive, not per discourse goal. For a complete account of off-record redressive strategies, see the appendix below; all strategies here come from Brown and Levinson (1987).

To sum up, linguistic politeness has been proved successful in tracing character traits and character growth. Via politeness super-strategies and sub-strategies, the researchers tried to investigate the linguistic behavior of the character Anne while she is doing her role as a daughter of the Cuthberts. The charismatic nature of Anne, her attentiveness and dominance in speech have been shown to articulate in relation to social harmony with the other people on the Avonlea.

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Appendix: Brown & Levinson's sub-strategies

Sub-strategies of Strategy no.2 Redressive positive politeness action (1987: 102)

1. Attend to H's wants and needs
2. Exaggerate interest and approval of H.
3. Make contribution interesting to H.
4. Use-in-group identity markers.
5. Seek and stress agreement.
6. Avoid disagreement by using hedges, white lies.
7. Presuppose, raise, and assert common ground.
8. Joke.
9. Assert knowledge and concern for H's wants.
10. Offer or promise to help meet H's wants.
11. Be optimistic that H will cooperate and not feel threatened.
12. Use S and H inclusive forms (emphasize we want this together).
13. Give or ask for reasons for H wanting S's wants.
14. Assume or assert reciprocity (S will do for H if H will do for S).
15. Give gifts to H (goods, sympathy, and understanding).

Sub-strategies of strategy no.3 Redressive negative politeness action (1987: 131)

1. Be conventionally indirect.
2. Question, hedge to avoid presuming H wants S's wants.
3. Be pessimistic that H will comply (give H the option not to comply).
4. Minimize the imposition of the FTA.
5. Give deference to H by lowering oneself or raising positive face of H.
6. Apologize, admit reluctance to impinge on H, give reasons.

7. Impersonalize oneself and H (use impersonal pronouns, passives).
8. State the FTA as a general rule or obligation.
9. Nominalize instead of using active verbs.
10. Go on record as incurring a debt (S owes H or H doesn't owe anything).

Sub-strategies of Strategy no.4 Doing the FTA off-record (1987: 214)

1. Give H hints of some desired act.
2. Give association clues (associate the act with something from S and H's mutual experience).
3. Presuppose additional relevance.
4. Understate.
5. Overstate.
6. Use tautologies.
7. Use contradictions.
8. Be ironic.
9. Use metaphors.
10. Use rhetorical questions.
11. Be purposefully ambiguous.
12. Over-generalize the FTA (make it a general rule, but off-record).
13. Displace H (so H is not the target of the FTA).
14. Be incomplete, use ellipsis (leave the FTA half undone).

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The Namesake : Word to Image

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Word to Image 586-595

Novel is defined as a long narrative in prose and can be treated as a 'Word'. Film is also a narrative that combines both theatrical and dramatic elements and can be treated as an 'Image'. The novel and the film imitate human life. The novel and the film are complementary to each other because they are the works of fiction. However, both are independent art forms. Hence, the adaptation of the novel to the film is a multidisciplinary process.

Film Adaptation

Film adaptation is based on a story, novel or any other work of art. (Bandi 2009: 11) Most of the films are based on novels. Novels offer ready plots and stories for filmmakers. Adapting novels for films is a well-known phenomenon in film industry.

Both Hollywood and Bollywood have adopted many novels for their film scripts. To name a few: *Gone with the Wind* (1939: George Cukor), *Pather Panchali* (1955: Satyajit Ray), *Godan* (1963:

Trilok Jetley), *Samskara* (1970: Pattabhi Rama Reddy), *The Godfather* (1972: Francis Coppola), *Train to Pakistan* (1997: Pamela Rooks), *The Namesake* (2007: Mira Nair) and so on.

Recently, Christian Colson has adopted the novel *Q & A* (2005) by Vikas Swarup for the film *Slumdog Millionaire* (2008). This film adaptation has won eight Oscar Awards.

The film adaptation process is the study of 'Word to Image'.

Focus of the Paper: Film Adaptation of Jhumpa Lahiri's Novel *The Namesake* into Mira Nair's Film *The Namesake*

The present research paper is an attempt to explore the film adaptation of Jhumpa Lahiri's novel *The Namesake* (2003) to Mira Nair's film *The Namesake* (2007). The research question is: What is the relationship between the novel *The Namesake* and its film adaptation? The hypothesis is that the novel and its film adaptation have many similarities and differences.

As already mentioned, the objective of the research paper is to explore the film adaptation of the novel *The Namesake*. Jhumpa Lahiri is an Indian emigrant to the United Kingdom and the United States. Her permanent dislocation from her motherland and a sense of uprootedness which she must have witnessed in the foreign countries has become a major theme in most of her published literary materials including *Interpreter of Maladies* (1999) and *The Namesake* (2003). In short, her individual life and her creative literature are two sides of the same coin. There are many biographical elements which force me to tell something about her life.

Jhumpa Lahiri: A Short Biography

Jhumpa Lahiri (born in1967) is one of the young authors writing upon the theme of Diaspora. She is an American author belonging to the Bengali Indian community. Recently, the US President Barack Obama has appointed her as a member of American Arts and Humanities Committee. She is a prominent writer who deals with the major theme of the problem of

emigrants, which is an outcome of her own life. She has been awarded the Pulitzer Prize for fiction in 2000 for her debut collection of short stories entitled *Interpreter of Maladies* (1999). Her first novel *The Namesake* made her more popular. This diasporic novel was adapted for the popular film of the same name. It is released on 7th March, 2007.

The Namesake **in 'Words'**
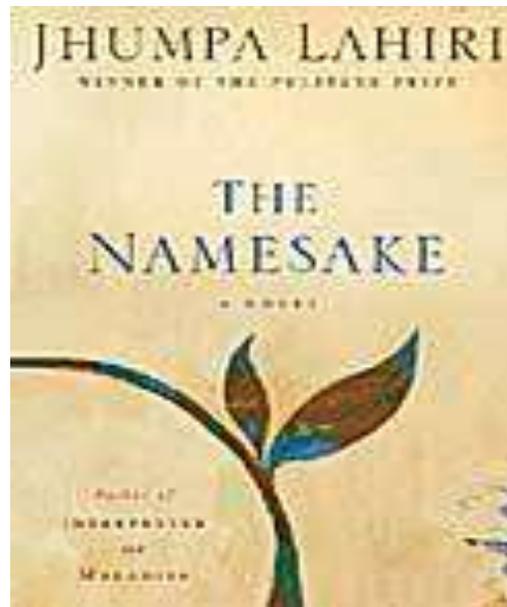
Cover of the Novel

The novel is a realistic one. It takes place in different places in India and the United States and depicts the life of an ordinary Indian family that emigrated to America. The novel begins with Ashima Ganguli standing in her kitchen. She is at the verge of her first pregnancy. She gives birth to a baby boy. Ashoke, the father, decides baby's name would be Gogol. Then after some years Sonia is born.

Gogol has been uncomfortable with his name because it is neither Indian nor American. Ashoke gives Gogol a copy of *The Short Stories of Nikolai Gogol* on his fourteenth birthday. Gogol changes his name legally and chooses to call himself Nikhil. Gogol feels guilty when his father tells him about the train accident and his miraculous escape.

In his early twenties, Gogol has had affairs with several American girls Ruth and Maxine before marriage. He takes seriously the warning of his parents that marriages of Bengali boy and American girls end up in divorce, and marries Moushumi which nonetheless meets the same fate. Meanwhile, he was informed that his father had had a massive heart attack and had died. At the end of the novel, Gogol opens the book and begins to read the story *The Overcoat* which had been read by his father at the time of the train crash.

The Namesake **in 'Image'**
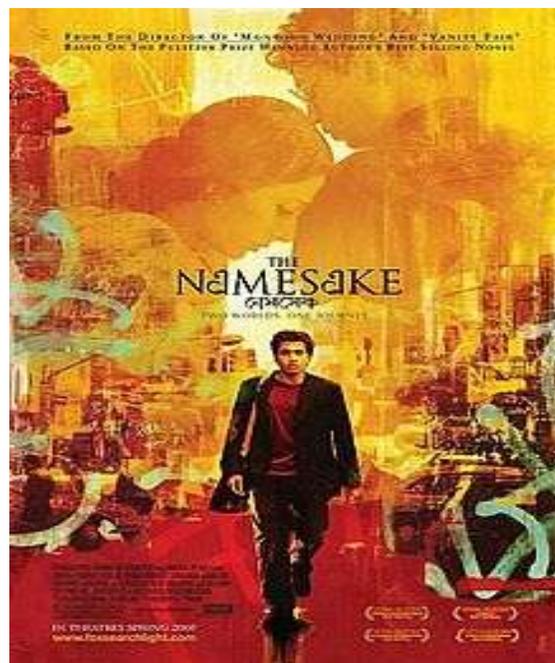
Poster of the Film

The film also shifts between India and the United States. It begins with a train accident. Ashima (actress: Tabu) is singing a classical song. Her marriage is arranged to a Bengali man called Ashoke Ganguli (actor: Irrfan Khan). After their marriage, they tried to assimilate in New York society. Ashima gives birth to a baby boy. The boy is later on named Gogol. Then after some

years Sonia is born. The film shows Gogol's (actor: Kal Penn) struggle over his name. It explores issues of cultural assimilation and identity.

Ashoke gives a book *The Collected Essays of Nikolai Gogol* to his son and tells him the importance of the book. Gogol neglects this book. He visits the Taj Mahal. He studies to become an architect. He falls in love with Maxine Ratliff (actress: Jacinda Barrett). He enjoyed his life with American blonde girls from the wealthy families.

Ashoke tells his son about the train accident which is shown at the very beginning of the film. His life is saved by sheer luck. He was having a copy of the book *The Overcoat* by Nikolai Gogol. The train meets with an accident and a number of people die. The rescue team finds Ashoke holding the pages of the book and they find him alive. This is a miraculous escape.

Ashoke dies of a heart attack in Ohio. Gogol feels sad. He meets Moushumi Mazumdar (actress: Zuleikha Robinson). They are married and then separated. Gogol remembers the days of his childhood when his father had taken him to the beach. His father was searching a camera-

> "Ashoke: Aray Baba, the camera! It is in the car. All this with no picture, huh? You just have to remember it then. Will you remember this day Gogol?
> Gogol : How long do you I to remember it?
> Ashoke: (laughing) Remember it always. Remember that you and I made this journey and went together to a place where there was nowhere left to go." (*The Namesake*, 2007))

Finally, Ashima returns to India and film ends.

Comparative Approach to the Novel and the Film

The novel as well as the film describes the struggles and hardships of the Indian people emigrated to the United States. (http://en.wikipedia.org) Ashima and Ashoke migrate to America and raise their two children Gogol and Sonia. Gogol has to struggle from his awkward name. He finally searches the true story behind the awkward name from his father, who later on faces a severe heart attack and dies. Thus, the novel as well as the film adaptation becomes a geographical as well as a psychological journey of two generations.

The Namesake – novel and film are realistic and are capable enough to concentrate any person's attention especially those who have lived long away from their native places. In fact, it is not the very story of the difficulties of the Indian emigrants but it is the universal saga of the modern life.

Film Production

The film has fifty-six characters in all. The film revolves around its hero Gogol (Kal Penn). Other major characters are Ashima Ganguli (Tabu), Ashoke Ganguli (Irrfan Khan), Maxine Ratliff (Jacinda Barrett) and Moushumi Mazumdar (Zuleikha Robinson). The minor characters are Sonia (actress: Sahira Nair), Ashima's Mother (actress: Tanusree Shankar), Ashima's Father (actor: Sabyasachi Chakravarthy), Ashoke's Father (actor: Tamal Sengupta), Mira Masi (actress: Gargi Mukherjee) and so on. Jhumpa Lahiri also acted in this film as Aunt Jhumpa. The film was produced under the UTV Motion Pictures and Mirabai Films. It is directed by its producer Mira Nair. The screenplay is written by Sooni Taraporevala. Excellent photography is done by Frederick Asc. The film is edited by Allyson Johnson.

The film requires traditional Indian as well as modern American costumes of two generations. This responsibility is carefully handled by Arjun Bhasin. Music of the film must have a pathetic note. There is need for the mixture of the Indian classical music along with the western tinge. The eminent musicians Nitin Sawhney and Linda Cohen carefully accomplish this delicate responsibility. The film also contains the famous old Hindi song 'Ye Mera Divanapan Hai' (this is my madness) composed by Shankar Jaikishan.

The film contains visual description of high quality. We find a proper use of camera. The visit of the Gangulis to the Taj Mahal and their conversation with each other at Agra is one of the unforgettable scenes of the film because they provide us with the emotions of nostalgia. Mira Nair has used the flashback technique wisely and skillfully. It is evident from the portrayal of the train accident.

Appreciation for the Movie from Around the World

The people of India as well as of other nations have well accepted the novel. Its film adaptation further made it famous and its popularity reached its peak. The film is produced in English, Bengali, Hindi and French. Along with many awards and nominations, the film won the prestigious International Film Festival Award of Bulgaria. Many leading newspapers, periodicals and film magazines have taken cognizance of its success.

Nikhat Kazmi reviews the film in the entertainment supplement of *The Times of India* March 24, 2007:

> India is an idea that lives in the heart and the mind, rather than a land-locked territory; and India is a style of upbringing and attitude that transcends territory. Great performances, an iridescent canvas and a topical theme: *The Namesake* is Mira Nair's tribute to her *janmabhumi*. (http://timesofindia.indiatimes.com)

Creative Elements in the Film *The Namesake*

Cinematic considerations must be made when a novel is to be successfully adapted to the film. Novel is a lingual medium while film is a visual one. Film provides an abundance of details to the spectators through major changes of light, inflections of colour, music, camera, physical expressions and so on.

The reader has a far more control over the novel than the viewer does over the film.

The novel and the film are different in terms of the structures, perception and the narrative. Hence, no one can really judge the relevance of the novel or film. It may be necessary to deviate from the original story while transforming novels into films. Film adaptation of *The Namesake* is not an exception to this.

Here are certain major deviations in the movie *The Namesake* which are in fact the creation of the film producer:

1. The novel begins with Ashima Ganguli standing in her kitchen. She is at the verge of her first pregnancy. The film begins with a train accident which Ashoke faces.

2. The novel carefully gives us the description of the Montgomeries who were the first neighbours of the Gangulis in the United States. In the film, such important events are omitted.

3. In the novel, Ashima sends letters to her relatives and friends. In the film, she sends the letters alongwith photographs.

4. The novel describes the Rice Ceremony of Gogol. The film describes the Rice Ceremony of Sonia.

5. The novel describes Gogol's relationship with Kim and Ruth. The film has omitted the important characters Kim and Ruth.

6. The novel describes premarital relations of Moushumi with her boyfriend Dimitri. The film has omitted the important character of Dimitri and instead given us the character of Pierre.

7. The events in the novel are concentrated in Cambridge, Boston, Yale, New York, Ohio, New Hampshire and some scenes are related to India. The film is only centered in an around New York and some scenes are related to India.

8. The novel ends with an event when we find Gogol reading the short stories of Nikolai Gogol. The film ends with an important scene when we find Ashima practicing Indian classical vocal at Calcutta.

The film adaptation aptly portrays the central theme of migration like the original novel.

Mira Nair's 'Tribute to her Motherland'

Mira Nair is an acclaimed Indian filmmaker. She has taken into account human lives and relationships in the world. *The Namesake* is the most remarkable film of Mira Nair to date. She has used the audio-visual facility effectively. All the characters in the film are effectively carved out as compared to the novel. Both Nair and Lahiri express the emotions which are well-known to the people of Indian Diaspora.

The film is warmly received by the viewers from all corners of the world. Indian people have now practically reached to all the countries of the world. They peacefully try to assimilate themselves in the respective foreign societies. They constantly remember their motherland and their culture. Lahiri has certainly depicted the culture conflict in her literary pieces. There is more to study the difficulties people of India origin face in France, China, Germany, Russia, England, South Africa and the Arab Countries.

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Penn, Zuleikha Robinson, Jacinda Barret, Sahira Nair and Ruma Guha Thakurta. Fox

Searchlight Pictures, 2007.

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The Impact of Job Aspects on the Behavioural Style: A Case Study on Petrobangla

Sheikh Ashiqurrahman Prince, MBA

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Abstract

Petrobangla, the Oil, Gas and Mineral Corporation in Bangladesh, plays a significan role in the economic development of the country. How satisfy the employees of the company in order to ensure that the employees contribute positively to the development of the country? The study found that most of the managers of Petrobangla were practicing autocratic behavioural style whereas most of the subordinates preferred democratic behavioural style. Therefore, there was a communication gap between managers and subordinates of the company.

But why was this gap?

To explore the reason, the study sought to find out whether there was any job dissatisfaction that made an employee autocratic. The study again found that though employees valued certain aspects of job like salary, bonus, training programme, holiday allowances and incentives, etc., yet those aspects that they got from government in terms of their level of satisfaction was less. It was concluded that the autocratic managers could be transferred to the other divisions where democratic behavioural style was established. Moreover, Government needed to modify the above mentioned job aspects in order to reduce the employees' job dissatisfaction and establish democratic behavioural style in the company.

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Introduction

Investors In People (IIP) survey (June 2006) reported that 39% of employees claim that their organisation lets them down when it comes to effective day to day management support and 46% of employees blamed their managers for not doing enough to help them in terms of career development (Anon, 2006a)

Mia (2003) examined the growth performance of 400 NGOs in Bangladesh and found that the growth potential of micro enterprises were poor in respect of existing resources, experience, leadership and ideas (Mia, 2000).

Khondkar (1992) conducted an empirical study on the role of entrepreneurship development in Bangladesh and identified major problems such as absence of clear cut policy decision, lack of adequate incentives, financial support awareness facilities, incentive campaign, training facilities, institutional facilities, marketing facilities etc. (Khondkokar,1992).

Again Begum (1993) pointed out that poor financial planning and management were the main reasons for enterprise failure (Begum, 1993). J. Jahur & Azad (2004) further stated that both organizational and environmental factors affect the growth of selected small business enterprise in Chittagong district (Jahur & Azad, 2004).

Therefore it might be necessary to frame proper policy in order to ensure gradual growth of entrepreneurship in such a way that it becomes more advanced and can contribute positively to the overall development of a country (Prince, 2005).

Literature Review

Employees' job satisfaction largely depends on superiors' behavioural style. Therefore, superior must use good management practice to influence positive business performance. But which behavioural style is appropriate for an employee? Is it autocracy or democracy? Both the approaches have some strong logics to their credit.

Goleman, (2000a) argued that authoritative is a most effective behavioural style. People who work for such behaviour understand that what they do matters and why. Authoritative style also maximizes commitments to the organisation's goal and strategy. By framing the individual tasks within a grand vision, the authoritative leader defines standard that revolve around the vision. When he give performance feedback- whether positive or negative- the singular criterion is whether or not that performance furthers the vision (Goleman, 2000a).

Because of its positive impact, the authoritative style works well in almost any business situation. But it is particularly effective when a business is adrift. Tamotsu Kiuchi, deputy director of the general affairs department of Kokudo Corp., has publicly said he needs

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"no person with a brain," to produce uniform services at his hotels throughout Japan. The group has built hotels in Shin-Yokohama, Chiba's Makuhari, Hiroshima and Kamakura, Kanagawa Prefecture (Anon, 2005b).

Goleman (2000b) pointed out that the authoritative behaviour may fail, for instance, when a leader is working with team of experts or peers who are more experienced than he is; they may see the leader as pompous out-of-touch (Goleman, 2000b).

On the other hand, democratic approach is ideal when a leader himself or herself is uncertain about the best direction to take and needs ideas and guidance from able employees. And even if a leader has a strong vision, the democratic style works well to generate fresh ideas for executing that vision. The situation in which employees can be consulted is one where the individuals are emotionally mature, and positively motivated towards their work; where the work is sufficiently responsible to allow for flexibility and where the employee can see his or her own position in the management hierarchy.

Sharing power and information accomplishes several things. It creates loyalty by signalling to co-workers and subordinates that they are trusted and their ideas respected. It also sets an example of other people and therefore can enhance the general communication flow. It increases the odds that leaders will hear about problems before they explode. Sharing power and information also gives employees and co-workers the wherewithal to reach conclusions, solve problems, and see the justification for decisions. Sharing information and encouraging participation make employee feel important (Rosener, 1990a).

Susan S Elliot, president and founder of System Service Enterprises, a St. Louis computer consultancy company, expressed her view saying that "I can't come up with a plan and then ask those who manage the accounts to give me their accounts. They have information I don't have. Without their inputs I'd be operating in an ivory tower" (Rosener, 1990b).

Like encouraging participation, sharing power and information has risks. It allows for the possibility that people will reject, criticize, or otherwise challenge what the leader has to say or, more broadly, the leader's authority. Also employees get frustration when leader listen to –but ultimately reject- their ideas (Rosener, 1990c).

There might be a positive correlation between job aspects such as physical working condition, pay, job skill, supervision and so on and organizational commitment. Prince et al (2009a) further mentioned that "when an executive leaves a bank, the bank losses not only the training cost, but also the valuable portfolio handled by the executive" (Prince S et al 2009). Therefore, it might be suggested that for organisations, the retention of good employees matters for the following three important bottom line profitable reasons: a) they are the growing importance of intellectual capital, b) the casual link between employee tenure and customer satisfaction and c) the high cost of employee turnover. To be competitive, enterprise must retain their competent and motivated employees.

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From the above discussion it can be concluded that more and more companies are striving to create appropriate leadership style as the means to becoming more competitive. It would seem that if people feel good about their jobs, their happiness would be reflected in the quality of their work. It is difficult to imagine that employees with consistently low morale would produce exceptional products or deliver great service. On the other hand, it's equally hard to believe that happy employees whose activities are not directed toward achieving the goals of satisfying customers would result in high customer dissatisfaction.

Methodology

According to Info Grok Energy, Petrobangla is an integrated energy company was formed in 1985 by an Ordinance titled "The Bangladesh Oil, Gas and Mineral Corporation Ordinance, 1985". The company has presence in entire value chain of energy sector. Currently, the company carries out its upstream, midstream and downstream activities through its subsidiaries. Petrobangla, along with its subsidiaries is engaged in the exploration, development and production as well as transmission, distribution and marketing of oil and natural gas. In addition to this, the company is also engaged in mining activities, which mainly includes mining of coal and granite. Petrobangla principally operates in Bangladesh. The company is headquartered in Dhaka, Bangladesh.

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Company Index Score:

Current Index Score   **Historical Index Score**
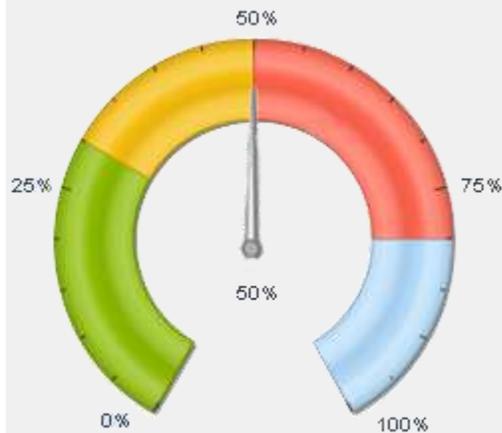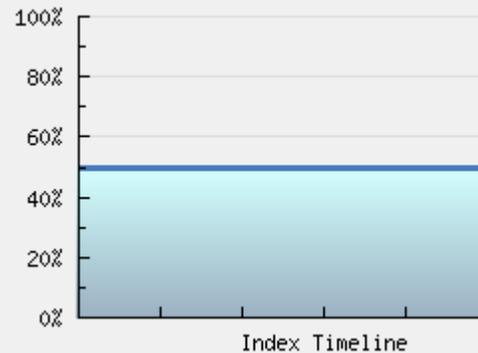
- Bangladesh Oil, Gas and Mineral Corporation currently scores **50%** in the index.
- Bangladesh Oil, Gas and Mineral Corporation currently ranked equal **13** out of **12062**. This is in the top **0.11%** of Energy companies ranked in the index.
- Bangladesh Oil, Gas and Mineral Corporation currently ranked equal **19** out of a total of **35419** included in the InfoGrok Company Index. This is the top **0.05%** of all companies.
- User perception of the company stands at **50%**. This differs **0%** over the score attributed to the company by other scoring factors.

(Anon, 2011c)

Therefore, it is clear that the company plays a significance role in the economic development of Bangladesh. But how satisfied the employees of the company are to contribute positively to the development of the economy? Therefore, the broad objective of the study was to seek whether there was any significance job dissatisfaction that hindered the communication among the employee of the company? The specific objectives of the study are:

Objectives of the Study

1. To identify the managers' existing bahavioural style.
2. To establish subordinates' preferred bahavioural styles
3. To compare the results from 1 and 2 and find out the gap if any
4. To analyse the aspects of the job that employees value most
5. To determine the employees' level of satisfaction that they get from those job aspects
6. Compare the results from 4 and 5 and find out the gap if any
7. To analyse whether there is any relationship between job aspects and employees' bahavioural style.

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8. Finally to make suggestions for policy implementation in the light of the findings for improving the satisfaction of employee of Petrobangla.

In purposive sampling, with a purpose in mind, two specific predefined groups (managers and subordinates) have been surveyed. There were two distinct questionnaires both for managers and subordinates. Each questionnaire included 5 different parts of questions. 1st part included the assessment tool which was developed by Chapman, (2002) that could be used personally or within an organisation provided copyright and www.businessballs.com is acknowledged. The tool included two distinct facets. First facet consisting of 15 individual questions for managers provided a broad indication as to management style using the 'X-Y Theory' definitions.

The second facet also included 15 individual questions for subordinates provide a broad indication as to individual preference using the 'X-Y Theory' definitions. Both the facets included scoring the statements as 5 = always, 4 = mostly, 3 = often, 2 = occasionally, 1 = rarely, and 0 = never.

The total test result could be than arranged as:

60-75 = strong democratic behaviour (effective short and long term)
45-59 = generally democratic behaviour
16-44 = generally autocratic behaviour
0 -15 = strongly autocratic behaviour (autocratic, may be effective short-term, poor long-term)

The 2nd part dealt with the company's aspects of job that were most important to the employees. Here employees were asked to rank 15 job aspects in order of importance to themselves.

The 3rd part of the question was asked to rate employees' satisfaction with those 15 aspects of job using a Likert scale from 1-5. The unbalanced rating scale allowed participants to express "no opinion" if they were unable to make a choice among the alternatives offered. The reason for the unbalanced rating scale was to eliminate bias.

The 4th part was an open question to ascertain the reasons for the employees' job dissatisfaction if any. This allowed the respondent to disclose information that might not otherwise be ascertained.

The model of the study was $Y = \acute{\alpha}_0 + \beta_1 X_1 + \ldots\ldots\ldots\ldots\ldots \beta_{15} X_{15}$.

Where, Y= employees' behaviour, X_1= salary, X_2 = bonus plan, X_3= recognition , X_4= 2 way communication, X_5= Advancement opportunities, X_6= great Environment , X_7= quality of life, X_8= authority to make decisions , X_9= personal development, X_{10}= understanding role in organisation, X_{11}= hours, X_{12}= training programme , X_{13}= holiday

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allowance, X_{14}= incentives, X_{15}= Management Support , X_7=. And $ά_0$ is constant and $β_1$............ $β_5$ are coefficient to estimate.

A series of statistical techniques such as coefficients, ANOVA, Cronbache's Alpha etc. have been conducted to test the results and come up to the suggestions.

Results and Discussion

Figure 1 below shows that the employees of Petrobangla are given certain titles within divisions. According to the managerial hierarchy assistant managers are at the bottom. Next up is the deputy managers who are followed by Managers. The chain then continues up to deputy general managers and then general managers who govern all in divisions. Next up is the senior general managers who are often perceived as secretary. The chain then continues up to director, chairman and finally the board of director.

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Figure 1: The Managerial Hierarchy of Petrobangla
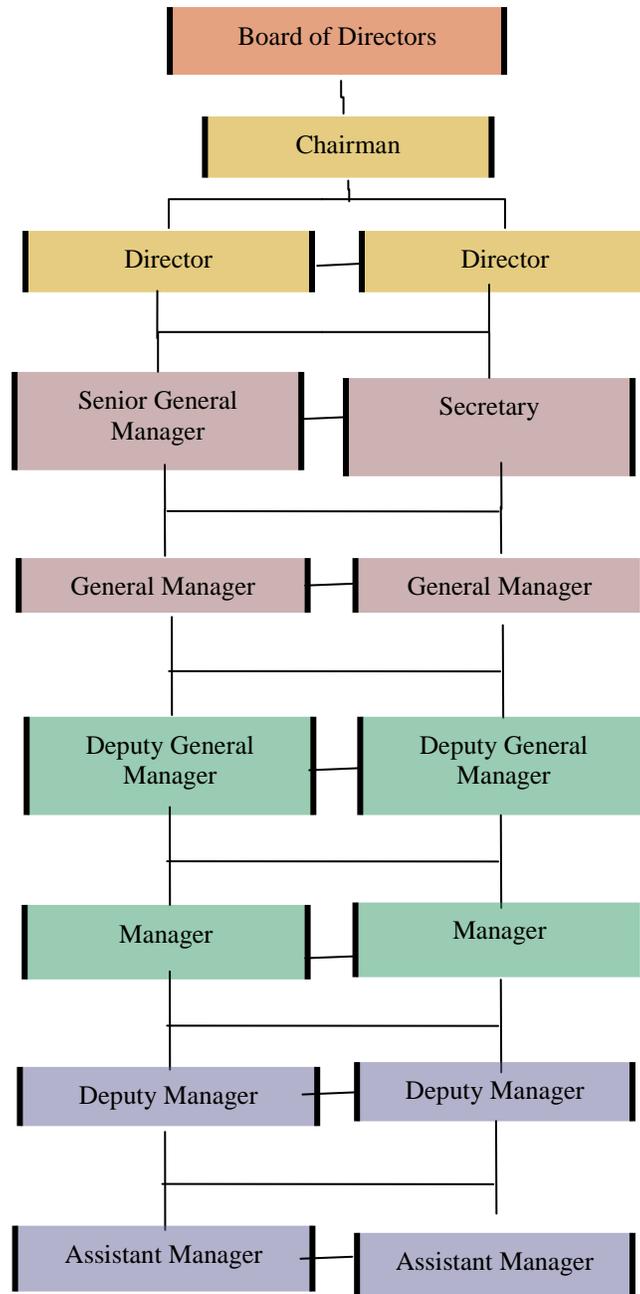
Source: Field survey

In this study, chairman to general managers were considered as managers as they belonged to the top of the managerial hierarchy. The deputy managers to assistant

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managers were considered as subordinates as they were at the bottom of the hierarchy. The total respondent of the study was 125. Among them 50 were managers and 75 were subordinates. The total respondents belonging to different position were selected as under:

Figure 2: The total respondent

	Respondents
a) Managers:	
1. Chairman	1
1. Director	5
2. Senior general manager/Secretary	5
3. General Manager	19
Total Managers =	50
b) Employees:	
1. Deputy general manager	5
2. Manager	15
3. Deputy manager	20
4. Assistant Manager	30
Total employees	75
Grand total =	125

The managers belonging to different positions were selected as under:

Figure 3: Total respondents (managers)

Managers:	Respondents
1. Chairman	1
1. Director	5
2. Senior general manager/Secretary	5
3. General Manager	19
Total Managers =	50

The 1st part of the managers' question was asked to find the bahavioural style practiced by managers of Petrobangla. The result is depicted in figure 4 below which shows that the total managers follow generally autocratic bahavioural style in Petrobangla was 60%. On the contrary the total manager preferred generally democratic bahavioural style was 40%. Therefore, it can be concluded that autocratic bahavioural style was mainly practicing by the managers of the company.

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Figure 4: Managers' behavioural style in Petrobangla
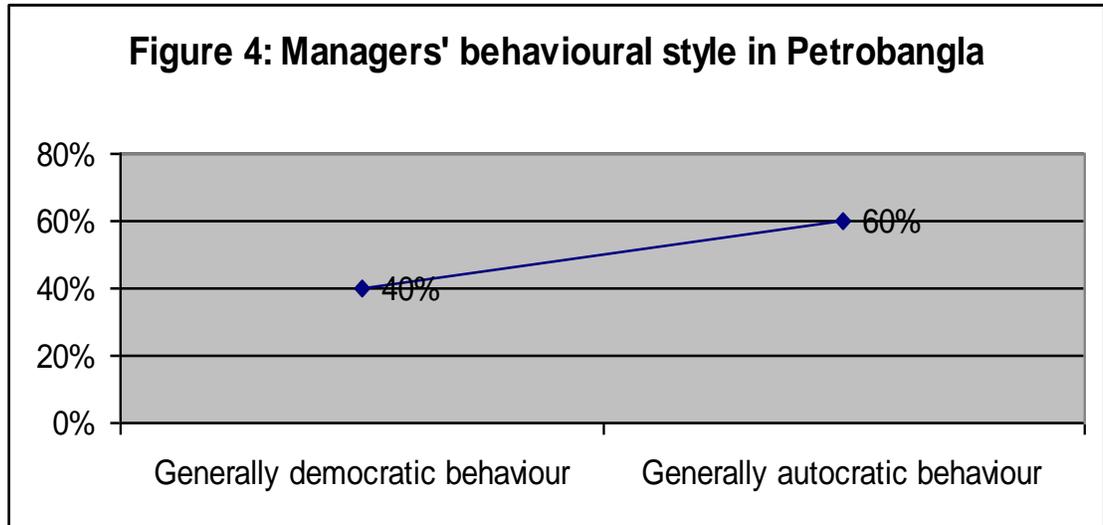
The figure 5 below shows the managers' management style in different divisions of Petrobangla entitled as operations and mines, PSC, Planning, finance and administration. It is visible that, in all the five divisions of Petrobangla, there was a gap between managers' existing behaviour and subordinates' preferred behavioural style.

Figure 5: Managers' behavioural style in different divisions
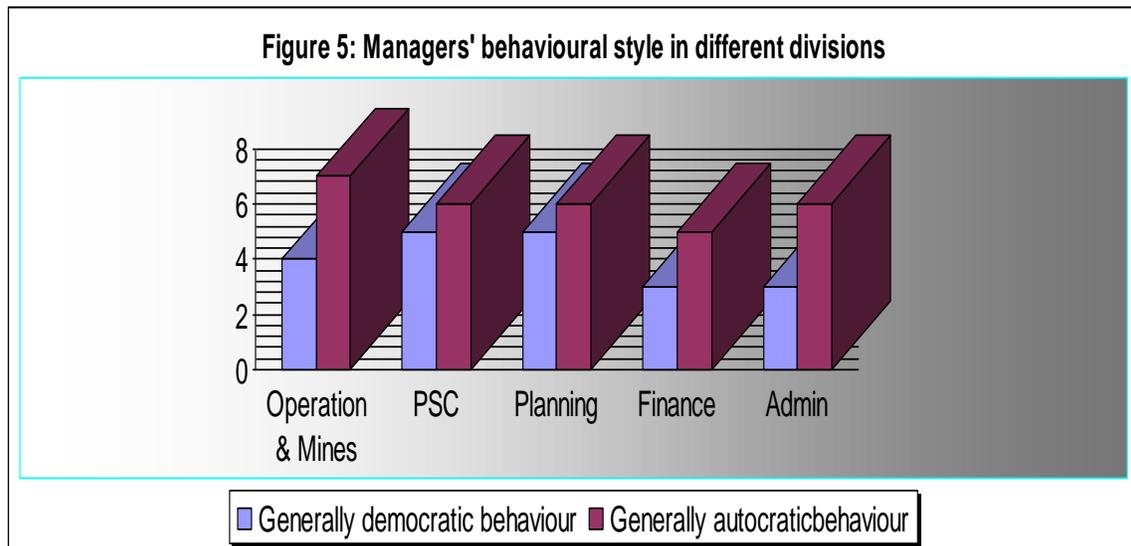
The subordinates who have been selected for the research belonging to different position were as under:

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Figure 6: Total respondent (subordinates)

Employees:	Respondents
1. Deputy general manager	5
2. Manager	15
3. Deputy manager	20
4. Assistant Manager	30
Total employees	75

The 1st part of the subordinate's question then asked to the 75 subordinates among the five divisions of Petrobangla to identify whether the person preferred to be managed by democratic or autocratic bahavioural style.

Figure 7: Subordinates' prefer behavioural style in Petrobangla
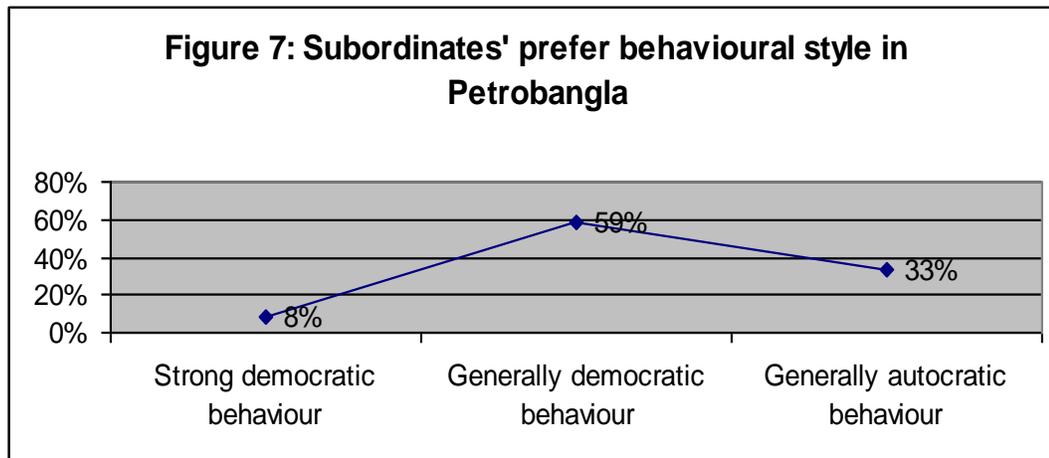
With regard to the subordinates' prefer bahavioural style as shown in the figure 7, the study found that total 67% of the subordinates preferred either strong or generally democratic bahavioural style whereas 33% subordinates preferred autocratic leadership style.

The following figure again portrays that the subordinates of operations and mines, finance and administration were more supportive towards the establishment of generally democratic bahavioural style in the organization. It is visible that in all the five divisions of Petrobangla there was a gap between managers existing behaviour and subordinates preferred behavioural style.

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Figure 8: subordinates' prefer behavioural style in different divisions
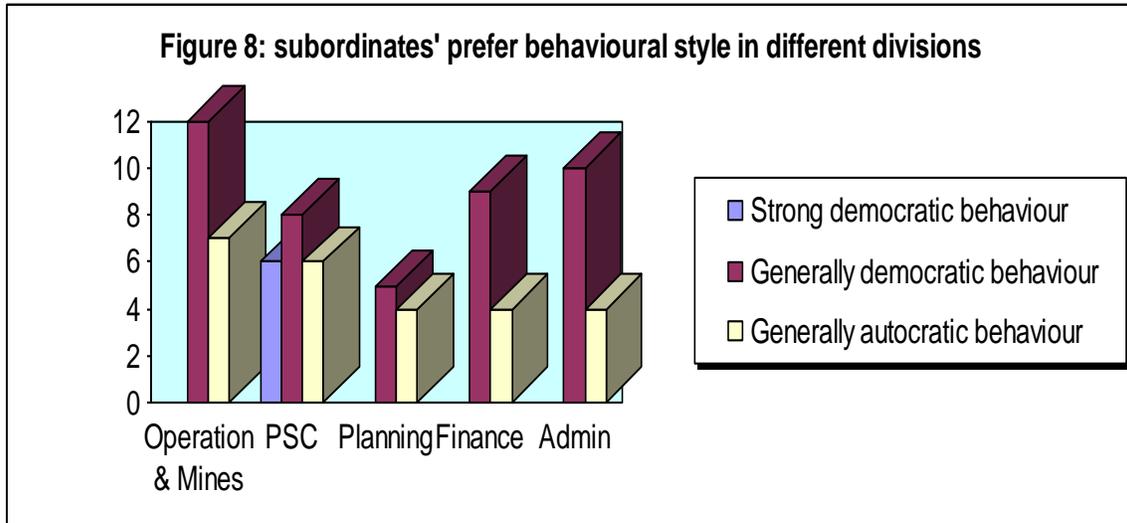
After comparing figure 4 and 7 it is visible that there was a gap between managers' existing bahavioural style and subordinates' preferred bahavioural style in Petrobangla. On the other hand, the trend between existing bahavioural style and employees' preferred bahavioural style was opposite in Petrobangla.

Figure 9 below shows that 59% subordinates preferred generally democratic style whereas 60% managers preferred generally autocratic style. The major trend gaps were found in operation and mine, finance, admin and PSC divisions. Most of the managers of these three departments were "autocratic", whereas, most of the subordinates of these departments preferred "democratic" style. Therefore, it can be concluded that the more the managers are autocratic the more the employees preferred democratic style and vice versa.

Figure 9: Trend between existing behavioural style and employees' preferred behavioural style
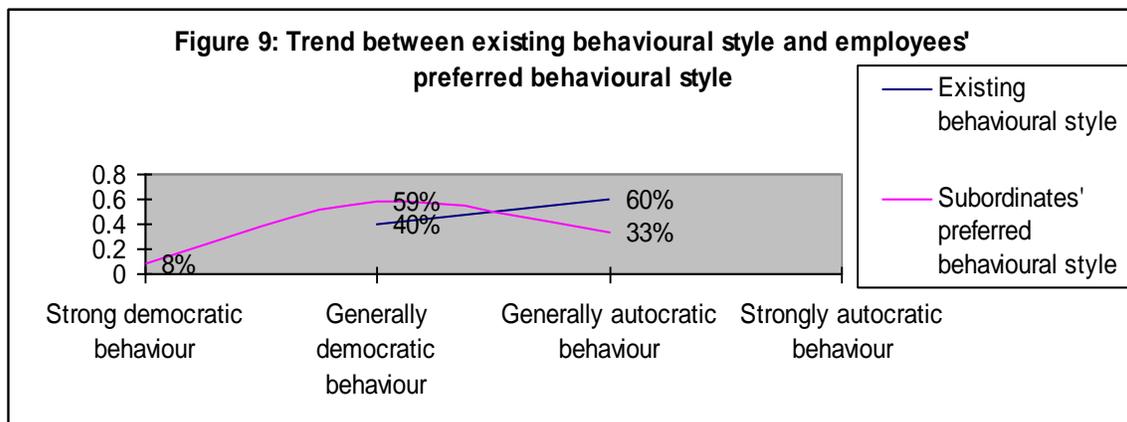
The study therefore, sought to find out the answer for the question "is there any job dissatisfaction of employee that make them autocratic?

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Therefore the 2nd part of the managers' question asked about the aspects of the job that are most important to managers at Petrobangla.

The following given answers were ranked in order of importance to the managers with the mean average as follows:
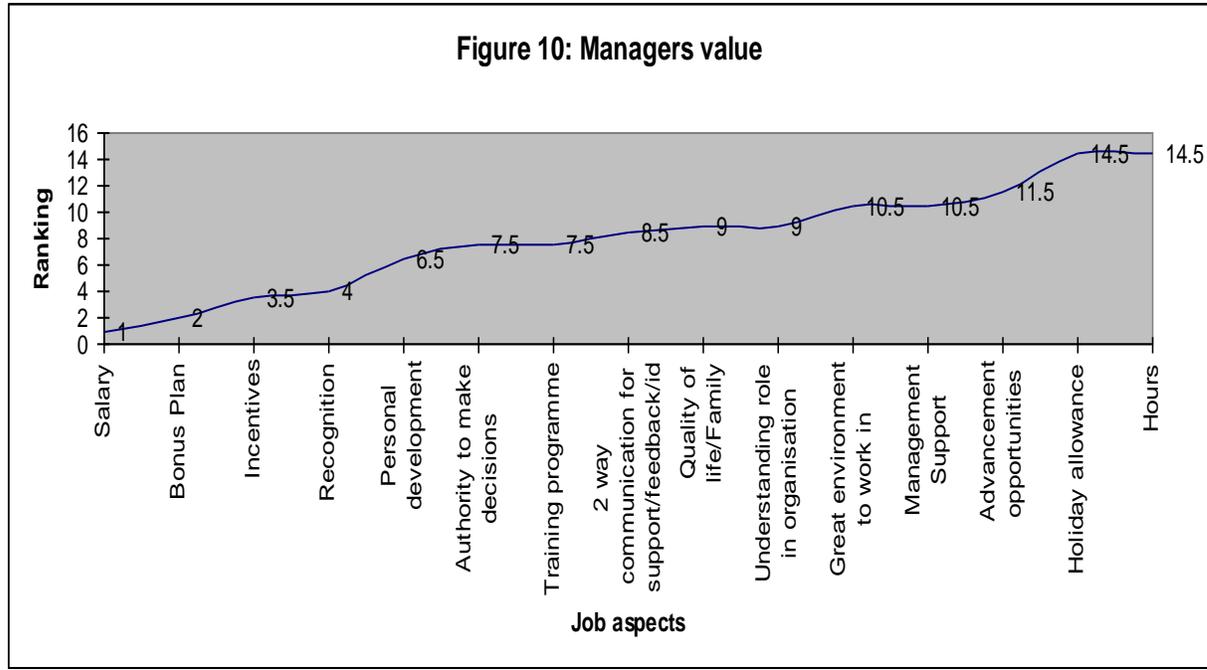
These findings depict that salary, bonus plan, incentives and recognition were most important to the managers surveyed. The least important were hours, holiday allowance, advancement opportunities, management support and great environment to work.

The 4th part of the manager's question was asked to analyse the aspects of their job in Petrobangla that are unsatisfactory to them.

The following are rated from 1 to 5 (1 being very satisfied – 5 being very dissatisfied) in accordance with the manager's level of satisfaction. The mean average was calculated and is shown below:

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Figure11: Managers' job satisfaction rating

These results present that bonus plan, with a 3.5 rating, was the only aspect that came close to being fairly dissatisfied. On an average, respondents were "unsure" about their satisfaction with the salary, incentives and training program, management support and 2-way communications with colleagues. It was again observed that managers were at least fairly satisfied with recognition, advancement opportunities, personal development and holiday allowance. On the other hand, nobody was dissatisfied with their role within the organization, working environment, hours they stay in the company, authority to make decisions and the quality of family life.


Figure 12: Managers' value and level of satisfaction
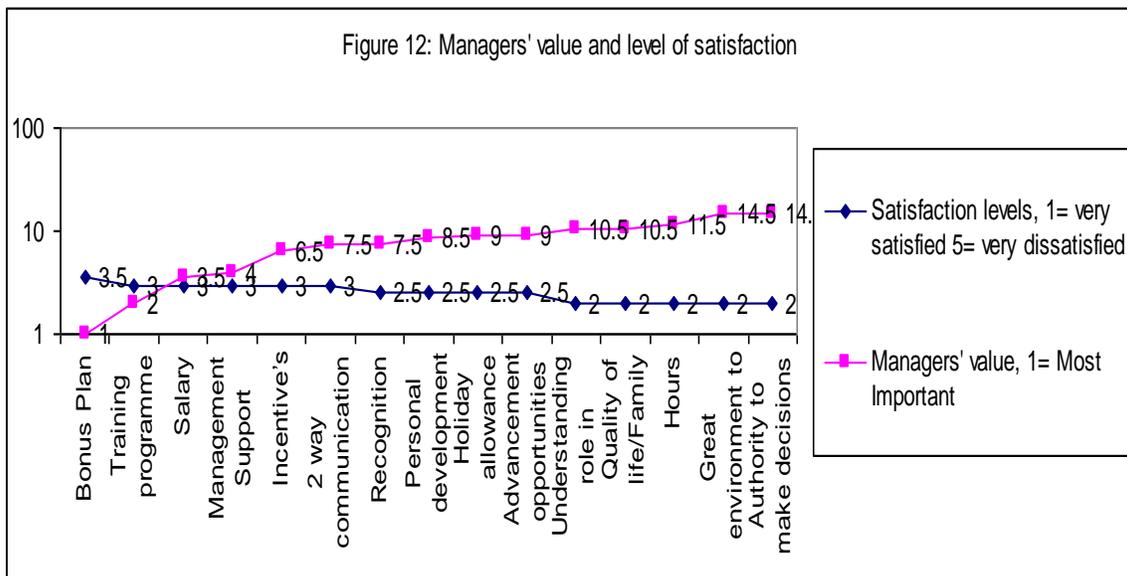
Figure 12 is a visual representation of the findings of the managers' value and their level of satisfaction of certain aspects of the job.

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It is found that though managers valued certain aspects of job like bonus plan, training program, salary incentives and recognition most yet those aspects that they get from Petrobangla in terms of their level of satisfaction is less. On the other hand, there is an opposite relationship between mangers' value and their level of satisfaction of those job aspects that might de-motivates the managers towards the job.

Therefore, the next question was asked to the managers' to know why they are unsure or dissatisfied about those aspects of the job. The answers of the respondents have been given below:

Salary (responses: unsure 10%, dissatisfied 64%, total 74%)

Managers who responded that were dissatisfied felt that the salary was low compared to the other multinational companies. They further argued that an organization like Petrobangla should have both administrative and financial autonomy to build it to the state of art level organization in the international oil and gas sector.

Training programme (unsure 3%, dissatisfied 24%, total 27%)

One "dissatisfied" manager said that although periodic training programme and promotion improve employees' morale, it was not practiced in the company. They again suggested that Petrobangla should launch periodic training programmes for its employees and also evaluate their after-training performances and ensure reward for the best performers.

Bonus (responses: usure 15%, dissatisfied 30%, total 45%)

All managers felt that the bonus system was needed to be updated and modified. They felt that giving adequate bonus would make the employee happy.

Recognition (responses: unsure 30%, dissatisfied 2%, total 32%)

Managers who are dissatisfied commented that sometimes the correct people do not receive recognition.

Two-way communication/feedback/support with managers (responses: unsure 16%, dissatisfied 15%, total 31%)

15% managers were dissatisfied with communication, feedback and support with their managers and also commented that because of red-tape, the work did not progress quickly. Therefore, authority and responsibility must be decentralized and formalities should be reduced to ensure prompt decision making.

Great environment (unsure 3%, dissatisfied 19%, total 22%)

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The manager that was dissatisfied said that there were no supply of drinking water, hygienic toilets and canteen facilities within the organization.

Work-life balance (unsure 10%, dissatisfied 0%, total 10%)

Those that were "unsure" said that being public servant their work and family life was quite balanced.

Hours (unsure 5%, dissatisfied 0%, total 5%)

All respondents that answered "unsure" agreed that they were happy to work as the working hours are not too long. The response overall found that managers were satisfied with their hours.

Holiday allowance (unsure 0%, dissatisfied 30%, total 30%)

One respondent commented that being a government organization the salary was low and the holiday allowance which is equivalent to one month's salary was also low compare to the other private and multinational organizations.

Incentives (unsure 10%, dissatisfied 30%, total 40%)

Managers were concerned that incentives were not satisfied as there was no proper guideline for that. Therefore, incentives should be given to the efficient employee to increase performance.

Next the study focused on the employees' perception about their job.
Therefore, the 2nd part of the subordinate's question was asked to find out the aspects of job are most important to them. The respondents' answers were shown in the following figure:

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Figure13: Subordinate's' value

Hours	11.83
Holiday allowance	11.58
Authority to make decisions	10.00
Incentives	8.92
2 way communication for..	8.50
Training programme	8.17
Advancement opportunities	8.17
Management Support	7.83
Understanding role in organisation	7.33
Quality of life/Family	7.17
Bonus Plan	7.08
Personal development	6.50
Great environment to work in	6.25
Recognition	5.92
Salary	2.83

It is evident in figure 13 that salary, recognition, working environment and personal development were most important job aspects for the subordinates of Petrobangla. On the contrary, working hours, holiday allowance, authority to make decisions, incentives and training program were least important to them.

The following are rated from 1 to 5 (1 being very satisfied – 5 being very dissatisfied) in accordance with the subordinates' level of satisfaction. The mean average was calculated and is shown below:


Figure 14: Subordinat's job satisfaction rating
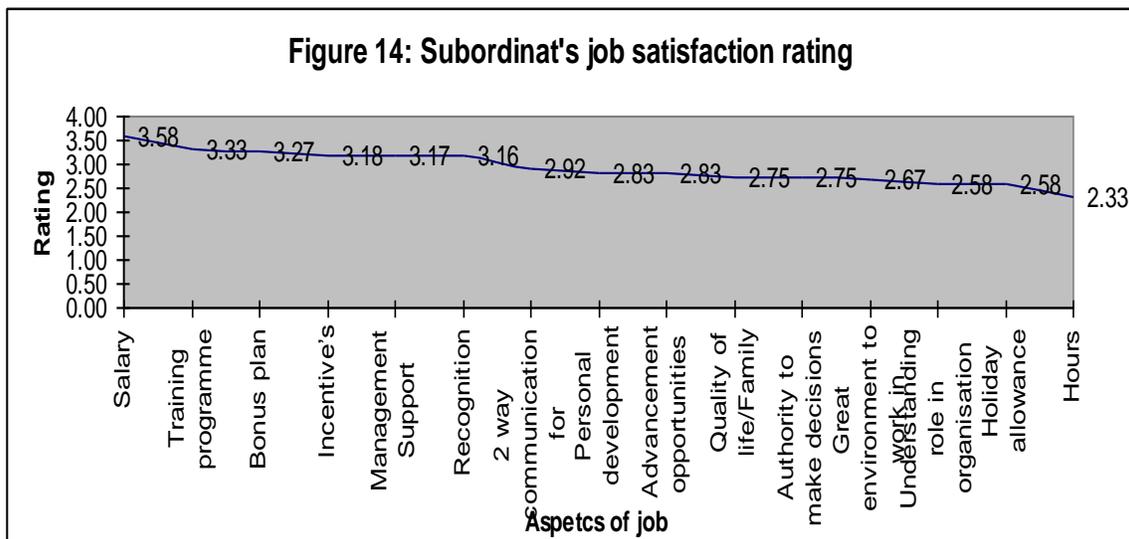
The figure above suggests that employees were fairly dissatisfied with the salary and "unsure" about the training program, bonus plan, incentives, management support, 2 way

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communications with colleagues and recognition they get from Petrobnagla. On the other hand, they were at least fairly satisfies with the hours, holiday allowance and understanding role in the organization.

Figure 15 below is a visual presentation of the findings of the subordinates' value and their level of satisfaction of certain aspects of the job.

Here it is also found that though subordinates value certain aspects of the job (e.g., salary, bonus plan, incentives etc.) more, yet those aspects that they get from Petrobangla in terms of their level of satisfaction is less. In other words, the trend between subordinates' value and their level of satisfaction of those job aspects they get from the organization is opposite.
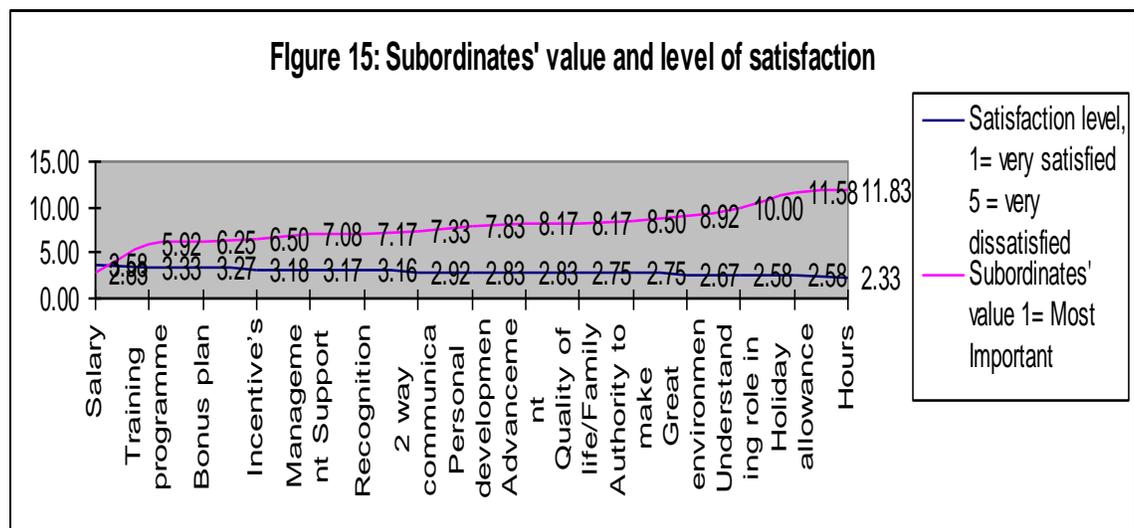
Again the 5th part of the subordinates' question was asked to ascertain the reasons for job dissatisfaction. The answers of the respondents have been shown below:

Salary (responses: unsure 16%, dissatisfied 64%, total 80%)

Subordinates who responded that they were dissatisfied mentioned that compare to the high cost of living, their salary is not satisfied. They further pointed out that an employee only become efficient when he/she got standard monetary support.

Training programme (unsure 10%, dissatisfied 25%, total 35%)

It has received a positive response from all subordinates. Respondents suggested that at the entry level the employees needed to get proper training to cope with the job. Those that were "dissatisfied" said that managers who were promoted to deputy general manager from within the company struggled to get a place on the programme and that left them behind in terms of training.

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Bonus (responses: usure 15%, dissatisfied 35%, total 50%)
All subordinates felt that the bonus plan was not enough to live with. They further argued that to develop employees' productivity proper bonus and reward system must be established.

Recognition (responses: unsure 35%, dissatisfied 10%, total 45%)

Some respondents argued that being part of a Government Organization, they got some recognition but there should be better recognition. The organization was still a bureaucratic one and should be changed to a more flat organization.

Two-way communication/feedback/support with managers (responses: unsure 15%, dissatisfied 20%, total 35%)

Respondents mentioned that feedback tends to be only negative and that managers were quick to criticise but slow to praise. They again said that monthly coordination meeting was required to discuss the different issues related to present status, problems and future plan of the organization.

Great environment (unsure 3%, dissatisfied 19%, total 22%)

The subordinate that was dissatisfied said that there were no supply of drinking water, hygienic toilets and canteen facilities within the organization.

Work-life balance (unsure 10%, dissatisfied 0%, total 10%)

No respondent was dissatisfied in balancing their work and life.

Hours (unsure 8%, dissatisfied 0%, total 8%)

The respondents who were "unsure" said that they were not unhappy with the flexible working hours of the organization.

Holiday allowance (unsure 0%, dissatisfied 35%, total 35%)

Some respondents commented that the holiday allowance was not significance and it should be increased.

Incentives (unsure 10%, dissatisfied 40%, total 50%)

One respondent said that in the present economic prize-hike the incentive of the organization was not attractive. Therefore, it should be revised so that nobody leaves the organization.

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Now some calculations have been conducted to find whether the job aspects determined the behavioural style or not. The results are shown in the figures below:

Figure: 16
Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	hours, authorty, salary, training, udsrole, p.devlop, mgsuport, envrnt, f.life, recogn, bonus, comncton, allwance, incentiv, adoppty[a]		. Enter

a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.788[a]	.621	.569	.27814	.621	11.926	15	109	.000

a. Predictors: (Constant), hours, authorty, salary, training, udsrole, p.devlop, mgsuport, envrnt, f.life, recogn, bonus, comncton, allwance, incentiv, adoppty

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Figure: 17
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.839	15	.923	11.926	.000^a
	Residual	8.433	109	.077		
	Total	22.272	124			

a. Predictors: (Constant), hours, authorty, salary, training, udsrole, p.devlop, mgsuport, envrnt, f.life, recogn, bonus, comncton, allwance, incentiv, adoppty

b. Dependent Variable: bahvior

Figure: 18
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.561	.244		-6.403	.000
	salary	.180	.030	.525	5.963	.000
	bonus	.045	.021	.142	2.090	.039
	incentiv	.013	.027	.038	.464	.644
	recogn	.046	.031	.103	1.505	.135
	p.devlop	.066	.028	.150	2.327	.022
	authorty	.084	.053	.187	1.589	.115
	training	.067	.024	.177	2.811	.006
	comncton	.047	.028	.118	1.698	.092
	f.life	.015	.030	.034	.510	.611
	udsrole	.076	.028	.183	2.753	.007
	envrnt	.054	.025	.140	2.158	.033
	mgsuport	.035	.029	.083	1.185	.239
	adoppty	-.016	.054	-.037	-.299	.765
	allwance	.032	.027	.087	1.199	.233
	hours	.044	.027	.104	1.614	.109

a. Dependent Variable: bahvior

The entry labeled R Square in figure 16 tells that 62.1% of the observed variability in behaviour is explained by the 15 independent variables. R is the correlation coefficient

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between the observed value of the dependent variable and predicted value based on the regression model. The observed value of 0.79 indicates that the linear regression model predicts well.

As observed in the ANOVA test in figure 17, the significance level of 15 job aspects are 0.000 that indicates a strong relationship between behaviour and all other independent variables. The test impels that that the model is significance and concludes that at least one independent variable is significantly related to the behaviour.

Figure 18, exhibits the relationship between behaviour and other independent variables that can be shown in the following equation:

Behaviour = -1.561+ .180 salary + .045 bonus plan+ .013 incentives + .046 recognition +.066 personal development + .084 authority to make decisions + .067 training + .047 two way communication + .015 quality of life + .076 understanding role in organization + .054great environment + .035 management support -.016 advancement opportunities + .032 holiday allowance + .044 hours

In the figure it has been again observed that the significance level of salary is 0.000 that indicates a strong relationship between salary and behaviour.

Finally from the above statistical tests it can be concluded that salary is the strongest independent variable that determines the behavioural pattern of employees.

Figure: 19
Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded[a]	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

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Reliability Statistics

Cronbach's Alpha	N of Items
.998	15

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. A "high" value of alpha is often used as evidence that the items measure an underlying (or latent) construct (Anon, 2011d). In figure 19, the alpha coefficient for the 15 items is .998, suggesting that the items have relatively high internal consistency.

Conclusion and Implications

The above study concludes that managers of Petrobangla were mostly autocratic whereas the employees prefer democratic leadership style. Therefore, there was a gap between the existing and employees preferred leadership style. This may cause employees' work dissatisfaction. Since the major gap between the existing management style and employees preferred management style in Petrobangla was found in operation and mine, finance, admin and PSC divisions, remedy should be taken immediately.

The managers of the above mentioned divisions could be transferred to other divisions where democratic management is established to increase employee satisfaction.

Wuestewald (2006) further argued that workers of the new millennium are better educated, technologically savvy, and adept problem solvers; they are both team players and more likely to question authority. Managing these new employees requires less directing and more coaching and consultation. Unions are also changing the landscape for policing in ways that call for new management approaches (Wuestewald, 2006). Therefore, the managers needed to change their management attitude and participative management style needs to be implemented in the organization to get better employee performance.

To find out the reasons of the employees' autocratic behaviour, the study reveal the fact that salary was the most important job aspect that cause their autocratic behaviour. Other important job aspects include bonus, incentives, holiday allowance, and training programme that also caused employees' autocratic behavioural style. Therefore, the government needed to revise those above mentioned job aspects so that employees could establish more democratic leadership behaviour.

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V. S. Naipaul's Biography, Autobiography, and Autobiographical Novel

Mujeeb Ali Murshed Qasim, Ph.D. Scholar

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I Biography

> Facts can be realigned. But fiction never lies; it reveals the writer totally.
> (V. S. Naipaul *Eva Perón*, 67)

> All biographies like all autobiographies like all narratives tell one story in place of another.
> (Héléne Cixous, *Rootprints*, 178)

Direct and indirect references to biographical and autobiographical experiences of V. S. Naipaul are closely reflected in his writings. The present paper will shed light on the definitions and expressions regarding V. S. Naipaul's autobiographical and biographical writings about him by other authors such as Patrick French, Paul Theroux, and others. I shall also examine how the biographical details based on someone's study and research may be different from the autobiographical accounts given by the author

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himself. It is well-known that V. S. Naipaul has not written his autobiography but there are personal accounts at different places in his nonfiction, and travelogues.

It will be very interesting to shed light on the genre of biography, in general, and French's biography of Naipaul, in particular. To begin with, biography (*bios*: life, *graphein*: to write, from the Greek; *biographia*, from Latin) is the process of recording and searching people's life and history, which has a beginning, middle, and end, interweaving loose threads into one pattern. Biography needs a researcher to investigate someone else's life to make sense of it. The first pioneers of biography were the Roman historians Plutarch, Tacitus and Suetonius. The biographer may include relevant material such as "the subject's own writings (especially diaries and letters), his laundry bills, official archives, memoirs of contemporaries, the memories of living witnesses, personal knowledge, other books on the subject, photographs and paintings" (Cuddon 83).

Therefore, biography has a wide range of enthusiastic audience: in part because of the fact that people learn a great deal about famous or influential persons' lives, and in part because of "the universal interest in gossip, scandal, the desire for illumination, emulation, moral instruction*"* (Rovit 3). Both of biography and autobiography present a portrayal of the person being discussed with a clear picture of his/her real society, culture, and traditions. The biography may be written after the person's death such as Peter Ackroyd's *Shakespeare: The Biography* (2006), or during the person's life, such as Patrick French's *The World Is What It Is: The Authorized Biography of V. S. Naipaul*

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(2008) by collecting accurate facts from related documents, diaries, statements, and interviews with the subject or with family members, friends, and acquaintances, living in an equal and contemporary period. French comments on the material of the present biography as:

> [I] saw it would be a big and potentially fraught project, perhaps the last literary biography to be written from a complete paper archive. His [Naipaul's] notebooks, correspondence, handwritten manuscripts, financial papers, recordings, photographs, press cuttings and journals (and those of his first wife, Pat, which he had never read) had in 1993 been sold to the University of Tulsa in Oklahoma … The archive ran to more than 50,000 pieces of paper. (Outlook 48, Mar 31, 08)

Occasionally, the living subject authorizes a biographer as Naipaul authorizes Patrick French, for example. The result is an authorized biography, which is defined by Winslow as "a life written by a biographer who has been chosen or approved by the person or persons who have authority over the subject's estate or literary remains, possibly a surviving family member or executor" (3). In the case of Naipaul, French's well-documented biography reveals and explores most exciting facts about Naipaul's life, achievements, and central personality, which help the reader to determine the central paradox of Naipaul's writing. It becomes clear that this biography emphasizes the highly personal nature of his writing.

George Eliot diagnosed the biographers as "a disease of English literature" (qtd. in Cline, 8). But this is odd when we apply it to French's biography, which possesses relevance between Naipaul's life and works, showing literary, cultural, and historical facts and contexts. It is a unique literary biography, which presents a detailed picture of

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the making of Naipaul's life, literary sensibility and topics, and the shaping of his identity, with specialist insights into his writings. French's biography is literary which is different from nonliterary biographies. Explicitly, literary biography becomes so popular and there is no end to the making of other types of biographies. In fact, there is a diversity of literary, political, historical and business biographies, written about the prominent figures in those fields. In this connection, literary biography, to a large extent, deals with writers, whether insiders like Dickens or outsiders like Naipaul, whose writings reflect a critique of literature:

> Literary biography also has an implicit appeal to readers as would-be authors, to the wish-fulfillment of being able to write poetry or fiction ourselves. Whether the writer's life is seemingly mundane and ordinary, hemmed in by convention or prejudice, dogged by frustration and disappointment, or cut short by tragedy, we tend – despite the facts – to accept it as the essential condition of the creative being, romanticizing the quality of the life into an inevitable pattern that reflects the works and which, because it does so, becomes a pattern at some level to be envied. If life could be lived vicariously, the writer's life is the one we would choose; as biography, it offers a secondary life to share and enjoy alongside the secondary worlds created in the writer's works. (Benton 3)

African, Negro American, and Caribbean writers, including Naipaul, Achebe, Ngugi, Baldwin, John Williams, and others, project their lives in their autobiographical writings in order to achieve a sense of identity. Modern biographical works such as Ackroyd's *Dickens* (1990) and D. J. Taylor's *Thackeray* (1999) show the modern imaginative, inventive, and speculative approach to literary biography. The rise in a 'life-writing' approach to fiction and nonfiction is witnessed in the late of twentieth century: "Such books use the autobiographical mode and are written in a meditative, confessional style, while their authors often seek neither to equate the narrator with themselves nor to

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pretend that the narrator is simply a fictional character" (Childs *Heritage*, 218). This is applicable to Naipaul's semi-autobiographical novels such as *The Enigma of Arrival* (1987).

French keeps track of Naipaul's feelings, thoughts, and notices- through reporting, witnessing, and annotating- to present both subjective and objective biographical records of Naipaul's life. That is to say, subjective records are verified by Naipaul and objective ones are verified by "third person", i.e. close relatives, friends, and, may be, the community. In this context, we must also refer to Proust who says that the produced book is of "a different self from the self we manifest in our habits, in our social life, in our vices. If we would try to understand that particular self, it is by searching our own bosoms, and trying to reconstruct it there, that we may arrive at it" (qtd. in Saunders, 101). In his Nobel Lecture, Naipaul stresses on Proust's words that we have to keep in mind:

> Whenever we are reading the biography of a writer — or the biography of anyone who depends on what can be called inspiration. All the details of the life and the quirks and the friendships can be laid out for us, but the mystery of the writing will remain. No amount of documentation, however fascinating, can take us there. The biography of a writer — or even the autobiography — will always have this incompleteness (Naipaul *Tow Worlds*, 4).

The best definition of Naipaul's writing, as he admits, is noticed also in Proust statement, which says:

> It is the secretions of one's innermost self, written in solitude and for oneself alone that one gives to the public. What one bestows on private life — in conversation … or in those drawing-room essays that are scarcely more than conversation in print — is the product of a quite superficial self, not of the

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innermost self which one can only recover by putting aside the world and the self that frequents the world. (qtd. in Naipaul *Tow Worlds*, 5)

When Naipaul was at Tulsa University in 1994, he said the writing self is elusive: "The lives of writers are a legitimate subject of inquiry; and the truth should not be skimped. It may well be, in fact, that a full account of a writer's life might in the end be more a work of literature and more illuminating- of a cultural or historical moment — than the writer's books" (*Outlook*, 48, Mar 31, 08). In 1990s Naipaul granted numerous interviews to young journalists, in which he discussed his infidelities for the first time. His interview with Stephen Schiff, Jusswalla writes, is "warm, passionate, revealing— opening up areas of his private life— his relationship with his wife and the great passion of his life, an "other" love, a1most as if he were priming Schiff to write the much-touted biography for which Naipaul had been searching for an author" (ix). Then, Naipaul gave consent and revealed himself freely through numerous interviews to French, who considers Naipaul as "outwardly the frankest" (Bewes 76). French adds that Naipaul "believed that a less than candid biography would be pointless, and his willingness to allow such a book to be published in his lifetime was at once an act of narcissism and humility" (*Outlook*, 48, Mar 31, 08). French illustrates that the way he wrote his biography on Naipaul was by illuminating aspects of his life and giving glimpses of the subject in the form of a story:

> My approach to writing biography is as it was when I began my first book. I write then that the aim of the biographer should not be to sit in judgment, but to expose the subject with ruthless clarity to the calm eye of the reader. Since writing about a writer for the first time, I have become doubtful about the notion that an artistic

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creator should be expected to be plain himself … Sometimes, a critic or biographer can see things the author cannot. (xvii-xviii)

This biography covers three important stories of Naipaul's life. One is a historical saga about his birth, childhood, and early life with his mother's family, which has been depicted in most of his writings. It describes his education at QRC and Oxford, and then at his work the BBC and other places in UK, showing his will and efforts to be an influential writer in English. Secondly, it includes a span of his relationship with Patricia Hale, starting with correspondence and ending in marriage. The biography narrates her support for Naipaul, on the one hand, and her sympathetic and sad story with him, on the other. Having unsatisfactory sexual life with Pat, Naipaul turns to prostitutes. Rather, he had a humiliating long-term relationship with Margaret Gooding, who was kept as a mistress for almost twenty-four years. The awareness of such affairs and of his cruelty causes tears and wounds to Pat, who starts to take pills and to undergo medical treatment. The third story concerns his journeys and travel writings, describing his journeys in the world, the friends he made, the helpers he utilized, the critics he encountered, and so on. Naipaul's experience in Trinidad, England, and the countries he visits, depicts the migrations, dissatisfactions and restlessness, and the cultural and social changes of the nations. Therefore, through French's biography we can notice that Naipaul has depicted a detailed knowledge about his family story in his novels and autobiographical essays, which are based on real people and events.

On the other hand, French's biography exposes Naipaul as a 'monster'. Paul Theroux, who had an over-thirty-year relationship with Naipaul, wrote books, reviews

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and essays on Naipaul. *Sir Vidia's Shadow* (1998) is an account of Theroux's wounding

relationship with Naipaul. As regarding the present biography, Theroux comments that:

> It is not a pretty story; it will probably destroy Naipaul's reputation for ever, this chronicle of his pretensions, his whore mongering, his treatment of a sad, sick wife and disposable mistress, his evasions, his meanness, his cruelty amounting to sadism, his race baiting. Then there is the "gruesome sex", the blame shifting, the paranoia, the disloyalty, the nasty cracks and the whining, the ingratitude, the mood swings, the unloving and destructive personality…. (*The Sunday Times* 6 Apr. 2008)

Anyone who happens to deal with Naipaul comments that Naipaul is not a nice

man to know and now, especially after the publication of French's biography, readers and

audience become sure of this view. However, Amitabh Thakur says "We read Naipaul

not for the kind of person he is but for what he wrote. We may not agree with his views,

but we can't ignore him. From the extracts produce from French's biography, he

[Naipaul] comes across as arrogant, conceited, selfish, self-centred. But, if he can

produce those gems, does it really matter?" (*Outlook* 15, April 14, 08)

While Pat is in remission after mastectomy, Naipaul states in an interview with

The New Yorker in 1994 that he had been "a great prostitute man", mongering among the

whores since his marriage. This injures Pat and widens her emotional wounds. Naipaul

admits to his biographer: "I think that consumed her. I think she had all the relapses and

everything after that. She suffered. It could be said that I killed her . . . I feel a little bit

that way" (The Telegraph 21 Mar 2008). On the day of her cremation, Naipaul married

Nadira Khannum Alvi, a Pakistani journalist, whom he met recently, and gets rid of his

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long-suffering mistress, Margaret Gooding. Paul Theroux remarks and cites some excerpts from Pat's diaries to show her unrelenting torment and painful life with Naipaul:

> How do we know so much of Pat's awful obsessively kept from 1972 to 1995, when writing was her solace. "You are the only woman I know who has no skill," Naipaul told her. "You behave like the wife of a clerk who has risen above her station." As though to prove him wrong, Pat bitterly referred to Naipaul as "the genius" in her covert diary. French believes that Naipaul never read it, although he sold it with his papers for a hefty price. In terms of telling Pat's story, it does this poor woman complete justice. Let us not forget that much-reported admission when Naipaul said, almost swanking, "It could be said that I had killed her . . . I feel a little bit that way." (Theroux, *Dialogue*, 28)

II Autobiography

Autobiography is written by the source subject about oneself to depict their semi-real life or a historical event in a narrative form. Autobiography is written to reveal the author's experiences or to justify facts or events to the public. Naipaul has recorded his life in multiple settings and presented many various contexts: Caribbean: Trinidad, Jamaica and Tobago; Asia: India, Iran, Pakistan, Indonesia, and Malaysia; European: England; African: Congo, Ivory Coast; and the like: "Autobiographical discourse is not only culturally conditioned; it is also symptomatic of the cultural moment. Thus it is important to explore the varieties of self-presentation, and not assume a fixed paradigm" (Ghazoul 6). Naipaul's themes and subject matter reflect his homelessness; he has become a man of the world, a representative of modern human condition in his exile and travels. His travel writings include both ethnographic and biographical account. He exposes the problems of the postcolonial world, mixing autobiography and fiction, writing facts and true experiences about himself, usually, in a confessional way: "A

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writer after a time carries his world with him, his own burden of experience, human

experience and literary experience (one deepening the other); and I do believe –

especially after writing 'Prologue to an Autobiography' – that I would have found

equivalent connections with my past and myself wherever I had gone" (Naipaul, *Center*

ix). Northrop Frye stresses on the fact that most autobiographies are inspired by a

creative and fictional impulse, in which certain events and experiences in the author's life

are selected to compose an integrated pattern, in which the author identifies himself and

shows the coherence of his character and attitudes: "We may call this very important

form of prose fiction the confession form, following St. Augustine, who appears to have

invented it, and Rousseau, who established a modern type of it" (8).

Naipaul's work is considered as a history and a record of numerous events- true or

false- in the Caribbean, England, India, Africa, the Islamic world, and southern United

States. His historical autobiographical writing establishes his persona as a postcolonial

commentator:

> The emphasis is important because Naipaul's use of biographical information in
> his writing constructs an over-determined relation between notions of the Author
> and the multiple usages of what is called the colonial subject. It is a deliberate and
> brilliant ploy that allows his anxiety about being a Writer to substitute for a more
> historically exacting engagement with his topics. (Mustafa 13)

Explicitly, Naipaul stresses on the reader's familiarity with the writer's detailed

life in order to understand and illuminate his work thoroughly: "I feel that any statement I

make about my own work would be misleading. The work is there: the reader must see

what meaning, if any, the work has for him. All I would like to say is that I consider my

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nonfiction an integral part of my work" (biography.jrank.org). Autobiography is important for many varied reasons, but one essential factor is that it "can capture and address many contemporary concerns, for example the status of the subject, the relations and representations of ethnicity and gender, and perhaps most importantly questions the individual's relationship with his or her past" (Gudmundsdóttir, 1). Further, readers can approach the meaning of the literary work by getting the central message through the subject. Investigating the self is part of identity the writer seeks to establish by depicting his/her life experiences on papers either directly, in which readers can realize the autobiographer's experiences and his/her self-narration, or indirectly, in which readers can recognize the fictionalization of the autobiographer's self. Paul John Eakin writes that "the self and its experiences may somehow be represented in a text" (Eakin *How,* 99). Mostly, autobiographies deal with real people and events, and real search of the self. Therefore, literary theory has acknowledged autobiography as literary genre with its own characteristics.

Before 1960s autobiography was considered as inferior to postmodern literary genres. In fact, there are two major reasons for the canonization of autobiography. The first reason is generated from the fact that autobiography was a generally perceived term in the European and American Literature in the 1970s and 1980s: '*This turn to autobiographical writing is particularly noticeable among those contemporary novelists who appear to be playful practitioners of fictional games or who—from the perspective of their ethnic or marginal backgrounds seem to be in search of their ethnic identity within*

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a dominant white culture' (Hornung 9). This enabled critics to study autobiography from new perspectives, creating new methods at the same time. The second reason came with the development of 'feminist and minority criticism', and bringing to light the previously uncanonical texts, '*many of which are autobiographical, such as women's letters, fiction, and diaries, and African-American slave narratives*' (Hassan 8).

Autobiography has been greatly redefined by literary and cultural critics. Such definitions run from restrictive to meaningless significance, though it is hard to get unique definitions as Paul John Eakin observes that those "definitions of autobiography have never proved to be definitive, but they are instructive, reflecting characteristic assumptions about what may well be the slipperiest of literary genres" (Eakin *How,* 1-2). It should be noted, however, that autobiography definitions are laden with problems and some critics suggest that autobiography should be removed from literature since there is "no such thing as self-expression in literature" (Frye 72). Northrop Frye argues that Wordsworth's poems have no self-expression because the imagination, the sense of human vision and emotion occur first in the author's mind and later become in our minds, as well. Therefore, modernists suggest that autobiography is defining itself out of existence as in, for example, Michael Sprinker's essay *Fictions of the Self: The End of Autobiography*. But there must be some middle ground between the belief that most literature is a form of self-expression and that self-expression in literature does not actually exist. Linda Anderson adds that:

> Autobiography has been at the centre of the debates, which, drawing on mainly
> French theories of psychoanalysis, poststructuralism and feminism, have

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interrogated the self-evident nature of the subject and knowledge. Poststructuralism, in particular, by positing language or discourse as both preceding and exceeding the subject, deposed the author from his or her central place as the source of meaning and undermined the unified subject of autobiography. (6)

Psychoanalytically, autobiography is like a story of self-analysis told to the analyst and to himself. Freud presents psychoanalysis of his life in *An Autobiographical Study* (1925) and frames the study of psychoanalytical novel. While Roland Barthe's *The Death of the Author* (1968) and Michel Foucault's *What Is an Author?* (1969) dismiss the notion of the author; Eugen Simion's *The Return of the Author* (1996) asserts that the author's presence is 'inescapable'. In addition, the book "is not just an exposition showing that the author is present despite disclaimers to the contrary, but is itself a demonstration of how the critic approaches a writer's work without ignoring the person who is the writer" (Simion 6).

It would be interesting to shed light on the definitions of autobiography. Donald J. Winslow defines autobiography as "the writing of one's own history, the story of one's life written by oneself … before the term was introduced such words as apologia, apology, confessions, and memories were used" (3). John Pilling writes in *Autobiography and imagination: Studies in Self-Scrutiny* (1981) that autobiography is, in most cases, liberally when applied to any kind of personal writing, revealing facts of the author's life:

> There is also another shadowy area obtaining between autobiography (however defined) and the novel which is known, for one reason or another, to take its life from the facts of its author's life. [Thus] I feel bound to acknowledge that I am concerned with what I take to be observable species existing within the bounds of a more or less ill-defined genre. (1)

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Georges Gusdorf, who is considered the dean of autobiography, famously defines autobiography in his 1956 essay *Conditions and Limits of Autobiography* as "the mirror in which the individual reflects his own image" (qtd. in Behrendt, 148). In Philippe Lejeune's *The Autobiographical Pact* (1973), he defines the genre of autobiography as: "A retrospective prose narrative produced by a real person concerning his own existence, focusing on his individual life, in particular on the development of his personality" (qtd. in Anderson, 2). On the other hand, autobiography, according to Elizabeth Bruss, "is dependent on distinctions between fiction and nonfiction, between rhetorical and empirical first-person narration. But these distinctions are cultural artifacts and might be differently drawn, as they indeed once were and might become again, leading to the obsolescence of autobiography or at least its radical reformation" (qtd. in Adams, xiv). However, it is difficult to distinguish between fact and fiction.

Generally speaking, those definitions may be ill-conceived but we can infer that the huge amount of the transparently autobiographical material in the author's work, e.g. Naipaul's, can "frequently choose to sacrifice both their privacy and a large degree of their artistic detachment in order to achieve what they consider more important – the therapeutic benefits of a public confession, a desire to recapture and relive past experiences, or, simply, the easy availability of the material" (Diment 57). In fact, Naipaul has revealed his outer and inner life in a way that greatly enriches his work with strong autobiographical elements. His inner conflict and outer life are much fictionalized and easily recognizable as his own since the characters resemble him in many

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circumstances. Autobiography, according to Paul de Man, "always looks slightly disreputable and self-indulgent in the company of the major genres – the novel, poetry and drama – never quite attaining aesthetic dignity nor even providing an empirically useful way of understanding texts since each specific instance seems to be an exception to the norm'' (qtd. in Anderson, 12). However, Lejeune finds it difficult to distinguish between autobiography and autobiographical novel, as a result he develops his understanding of the autobiographical genre, which essentially is (as summarized in Paul John Eakin's *Touching the World*):

> A contract between author and reader in which autobiographers explicitly commit themselves not to some impossible historical exactitude but rather to the sincere effort to come to terms with and understand their own lives. The formal mark of this commitment to autobiographical discourse is the identity posited among author, narrator, and protagonist, who share the same name. (24)

In his *Seech Genres and Other Late Essays* (1986), Mikhail Bakhtin distinguishes between different kinds of a novel of emergence. For him, the biographical (and autobiographical) type "takes place in biographical time and passes through unrepeatable, individual stages … Emergence here is the result of the entire totality of changing life circumstances and events, activity and work. Man's destiny is created and he himself, his character, is created along with it," opposing the other type that shows "a typically repeating path of man's emergence from youthful idealism and fantasies to mature sobriety and practicality" (22).

We can observe that Naipaul's work can be placed between Backtin's Definition and Jerome H. Buckley's overriding definition of what he terms 'ideal' autobiography:

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The ideal autobiography presents a retrospect of some length on the writer's life and character, in which the actual events matter far less than the truth and depth of his experience. It describes a voyage of self-discovery, a life-journey confused by frequent misdirections and even crises of identity but reaching at last a sense of perspective and integration. It traces through the alert awakened memory a continuity from early childhood to maturity or even to old age. (qtd. in Diment, 54-5)

Naipaul's autobiographical work concentrates on self-discovery, identity crisis, and a continual memory from his early childhood to old age, each of which is a related part of the material of an 'ideal' autobiography.

III Autobiographical Novel

In an autobiographical novel, the author, consciously or unconsciously, makes use of the techniques and conventions of storytelling. The critic Jan Zlotnik Schmidt believes that "all writing is autobiography, reflecting self-interest, interpretation, and narrative" (119). All writing, according to Nietzsche, is "confessional". T. S. Eliot is famous for pleading and escaping from personality but we must note that he also asserts that "The creation of a work of art … consists in the process of transfusion of the personality, or, in a deeper sense, the life, of the author into the character" (157). Bruce King argues that Naipaul's work possesses an autobiographical and confessional layer and there has been "the need to build upon, order and analyse facts and experience. There has always been the temptation to merge literary genres, to mix autobiography, self-analysis, fiction, facts, reportage, social and cultural analysis, to create a meta-narrative which would explain the various influences on how it came into being" (King 137).

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Naipaul's novels, to a large extent, are realistic in the sense that they are based on known facts, people, and events. This makes us regard most of them as essentially autobiographical because of the paramount importance of the realization of his self. Naipaul clarifies the way he writes in an interview with Andrew Robinson (1992):

> Simple people write simple things. The thing is, I am not a simple man. I have an interesting mind, a very analytical mind. And what I say tends to be interesting. And also very true. That's all that I can do about it. I can't lie. I can't serve cause. I've never served a cause. A cause always corrupts. (qtd. in Jussawala, 138)

To give an example, showing the nature of Naipaul's autobiographical writing, let us consider his early fiction and French's biography. The result is that fact and fiction are blurred in Naipaul's novels, which reveal Naipaul as a realist writer, who depicts many factual moments, events, memories, and circumstances in his works. Naipaul's realism is contrasted with Salman Rushdie's *Magic Realism*. Instead of using magic realism, Naipaul has created a new literary form; a blend of fiction, reportage and autobiography. He uses previous experience as guide in discovering new lands and peoples, in which he finds truth about himself in his writing:

> A writer after a time carries his world with him, his own burden of experience, human experience and literary experience (one deepening the other); and I do believe – especially after writing 'Prologue to an Autobiography' – that I would have found equivalent connections with my past and myself wherever I had gone. (Naipaul *FC*, 10)

To illuminate this point, it would be interesting to conduct a comparison of Naipaul's *A House for Mr. Biswas*, for example, and Dickens's David Copperfield. It is easily to infer that the authors' experienced lives run from their birth till they become adult and heroes of their families. David Copperfield is an autobiographical novel not

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only of the parallels of Dickens's life but also "it expresses through the deployment of conventional narrative personae and through the allegorical tenor of its language Dickens's over-riding concern with the realization of his self, the achievement of true being" (Diment 54). William C. Spengemann suggests a developmental model of autobiography, which is based on 'historical', 'philosophical' and 'poetic' modes that are concerned with allegories. According to him, Sartor Resartus and David Copperfield are shaped as fictional autobiographies not because of their inclusion of autobiographical material "but their efforts to discover, through a fictive action, some ground upon which conflicting aspects of the writer's own nature might be reconciled in complete being" (qtd. in Diment, 54). Therefore, we call *A House for Mr. Biswas* an autobiographical novel because of the presence of the recognizable autobiographical elements, true factual material, and presentation of Naipaul's inner and outer life:

> If by "genuineness" of an autobiography we understand the degree to which the author is willing to penetrate and reveal the deepest layers of his or her consciousness, then the profoundly confessional nature of many of the classic works of the doppelgänger may make them even "truer" autobiographies. (Diment 56)

Like Laura Marcus, Linda Anderson focuses on the 'intentionality' of the autobiographical writing and its role in the connection between author, narrator and protagonist. Intentionality also "signals the belief that the author is behind the text, controlling its meaning; the author becomes the guarantor of the 'intentional' meaning or truth of the text, and reading a text therefore leads back to the author as origin" (Anderson 2). This means that the author's honest intention assures the truth and

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seriousness of the writing and that the author is trustworthy: "autobiographies are seen as providing proof of the validity and importance of a certain conception of authorship: authors who have authority over their own texts and whose writings can be read as forms of direct access to themselves" (Anderson 3). Naipaul comments on his writing process as:

> The reason is that they define how I have gone about my business. I have trusted to intuition. I did it at the beginning. I do it even now. I have no idea how things might turn out, where in my writing I might go next. I have trusted to my intuition to find the subjects, and I have written intuitively. I have an idea when I start, I have a shape; but I will fully understand what I have written only after some years. (Naipaul *Two Worlds,* 6)

For Naipaul, a novel is an "investigation of society which reports back to society how it is changing" (King 5). Mustafa remarks that by "Inaugurating the autobiographical inflection that will come to full measure in the next decade, Naipaul's reflections are a mixture of literary critique and professional self-definition" (141). In some of his writings we can notice that he is discerningly identical with the protagonist, inextricably portraying private and/or public events of his family life. Therefore, I intend to show to what extent the author has greatly depicted his life in his writings and to what extent he has used his imagination. I do not aim at reflecting the author's life as he lived it but at signifying the related literary elements between his life and his writings. From this perspective, I propose to conduct a close unbiased, factual, and accurate reading of the texts in question of those autobiographical elements.

Naipaul's insight, vision, and writing are based on his knowledge of history, which through reimagining and changing become part of the core of his writing career.

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Further, Naipaul develops an imaginative formulation of his vision of fiction through Conrad, that leads him to observe, "When art copies life, and life in its turn mimics art, a writer's originality can often be obscured" (Naipaul *Eva Peron*, 233). Bruce King argues that Naipaul's characters are real and historical, especially in his West Indian fiction: "'Man-man' was a well-known character in Port of Spain who has been written about by several Trinidadian authors. The Mystic Masseur is based upon an Indian masseur who became a famous Trinidadian politician. Biswas is modelled on Naipaul's family history" (18). The narrator of Naipaul's first novel *The Mystic Masseur* reminds us of the boy-narrator of *Miguel Street*, adopting the posture of a 'biographer or mock-biographer'. Fawzeya Mustafa argues that "Both the tone and the fact that the narrator's source material is primarily made up of the protagonist's autobiography and self-promotional publications immediately establishes the satirical cast of *The Mystic Masseur*" (44).

IV Differences and Similarities

Biography and autobiography are somewhat similar and different in meanings and connotations. They are similar in unfolding the life and career of a particular subject, depicting factual events and bringing the audience closer to the persons they want to know about. If the work is written by someone else about the subject, this is called biography but if the subject creates the work him/herself this is known as autobiography. Therefore, the difference technically lays on who composes the work.

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Autobiographies are also different among themselves regarding the artistic and reporting approach and whether they are informative, documentary, or entertaining. The author may escape presenting some unpleasant facts and unwanted information. Biographies, in most cases, deal with hard facts, exposing everything about the subject. French's biography on Naipaul, a living subject, is termed 'authorized biography' and it reveals the controversial personality of Naipaul. Here, French tries his best to gather as much information as he can, covering Naipaul's entire life. Therefore, biography "connotes a relatively full account of a particular person's life, involving the attempt to set forth character, temperament, and milieu, as well as the subject's activities and experiences" (Abrams 22).

The account of an individual's life can be either presented in a form of autobiography or memoir, each of which gives readers an insight into the subject's mind. It would be interesting to distinguish between the two terms. It is clear that autobiography deals with the subject's self-written account from cradle until the time of writing the work. It also refers to the subject's relationship with his family, friends, and the community and giving an informative background about his/her study and career. By contrast, memoirs focus on the subject's self-written account of random phases, feelings, and events, which have a great impact on his/her life, but without much concentration on specific details. Autobiography runs parallel with the events timeline, while memoirs are not strict with chronology and the author jumps forward and backward to vividly recollect impacted personal and emotional events on him/her. So, it is true that

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"autobiography may let the reader draw his or her own conclusions about the author acted a certain way through the background and related information given in the book, doing the same in a memoir will be difficult for the reader as the book is a set of independent recollections" (differencebetween.net). M. H. Abrams distinguishes between forms of personal accounts such as biography, autobiography, memoir, diary, journal and the like:

> **Autobiography** is a biography written by the subject about himself or herself. It is to be distinguished from the **memoir,** in which the emphasis is not on the author's developing self but on the people and events that the author has known or witnessed, and also from the private **diary** or **journal,** which is a day-to-day record of the events in one's life, written for personal use and satisfaction, with little or no thought of publication. (22)

An autobiographical novel is based on the subject's life and personal experiences. It is distinguished from an autobiography and memoir by being partially fiction, in which names, locations are changed and events are dramatically and thematically rewritten with close resemblance to that of the subject's personal experiences. The most important point in autobiographical novel is modeling the protagonist after the subject and events timeline in his/her life, including family conflicts, sex, and other private scenes. The plot, settings, and narration and realism play important roles in constructing the autobiographical novel or; otherwise, "if all books were merely the author's biography retold with the names changed there would be no such thing as fiction" (Wolfreys 88).

Autobiographical novel is different from autobiography in that in the former the subject reconstructs talks and may "describe early life without participating the future, and can, in principle, evoke the child's experience with complete freshness in itself, without reference to what he is to become" (Roy 136). On the other hand, in semi-

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autobiographical novel the protagonist's life and timeline are not quite identical with true events. When biography, autobiography, or memoir is written about a famous person, then it becomes best-selling because it would not be interesting to read common persons' lives. Biography, autobiography, and memoir are all non-fictional literature.

To conclude, Naipaul's writing is self-referential, in the sense that he is aware of the private sources of his imagination and his reading of history to reveal them in a mixed autobiography with facts and fiction. His books and essays become significant with new forms of blurred, mixed, and blended literary genres, which can be noticed in most of his books, combining autobiography, travel writing, analysis and fiction. French's biography is objective and more reliable as it presents all significant events in Naipaul's life. Naipaul certainly makes his own selection and exercises his choice with personal inference, which he makes selection in his autobiographical material, which is not presented directly in the first person. It is clear that in autobiographical novel the writer represents his personal experiences and events in the form of a novel. If we examine the above statement, we find that the autobiographical matter must be fictionally presented according to the artistic norms and conventions of the novel.

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Analysing Tariq Rahman's Story *The Dance of the Beards* in the Light of Barthes' Narrative Codes

Muhammad Saleem, M.Phil.

Abstract

This study analyses Tariq Rahman's story *The Dance of the Beards* in the light of Roland Barthes' poststructural approach to narratology. Research, within this theoretical framework, is supposed to aim at critical rendering of the formation, character, role and function of the five Barthesian codes: proairetic, hermeneutic, semic, symbolic and cultural. Interconnectedness of these narrative codes allows them to overlap each other to constitute a coherent text as they are thought, in Barthesian vocabulary, as a basic material to the realization of any cultural product as an artistic piece. Following Barthes' poststructural analysis of narrative carried out in his famous book *S/Z,* the whole body of the targeted text will be cut into short but contiguous pieces; these linguistic segments work as a unit of analysis in this research; they may consist of a word, phrase, clause and even a complete paragraph depending upon the researcher's discernment but one thing is ensured that each lexia does have at least one meaning in it.

In this starred text, a star (*) is put before a code detected in the reading unit. The Barthesian codes within which lexias are placed work skillfully not only to realize the weave of an artistic composition in the text they also behave as five containers of meanings formed and evolved in a particular social formation.

The analysis of a text via present poststructural theoretical paradigm is in fact a process of deconstruction; the exhaustive interpretation of a focused material with reference to narrative

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codes is an authentic activity to decode the socially constructed text letting the meanings flow out exhaustively and effectively.

Key Words: Barthes' Narrative Codes, Poststructural Approach to Narratology, Five Codes

1. Introduction

Roland Barthes applied the proairetic, hermeneutic, semic, symbolic and cultural codes to Balzac's novella *Sarrasine* for its exhaustive textual analysis. This poststructural way of narrative analysis is much appreciated for the interpretation and explanation of a literary composition. This new and comprehensive mode of analysis inspired many researchers and critics to make its application to plural texts.

The present study is also designed to apply Barthes' five narrative codes upon Tariq Rahman's short story *The Dance of the Beards.* The purpose of this study is to (a) verify whether these Barthesian codes are applicable to a Pakistani story, (b) know which one of these codes is the most preferred one and (c) have a thorough analysis of the narrative if it is possible.

1.1 Barthes' Two Approaches to Narratology

Roland Barthes' approach towards narrative is evolutionary in spirit and consists of two phases. In his earlier approach he is a pure structuralist therefore he analyses a narrative in terms of its structures. In his famous writing 'Introduction to the Structural Analysis of Narratives' he is seen to deal with the language, functions, actions, narration and system of a narrative. Then a change is marked in his narratological thoughts and he makes a move from its structural analysis to textual analysis. His world known book *S/Z* comprises of his poststructural thoughts towards narratology. Barthes here takes the help of five narrative codes to analyze Balzac's novella *Sarrasine*. These codes are interlacing braids or strands that continue to overlap each other to constitute a coherent and well established network of their own called a text. "He (Barthes) simply unlocks the text, disentangles its constitutive strands and allows it expand along coded avenues of meaning" (Ribière, 2008, p.49).

1.2 Reasons of Change in Narratological Approach

This shift of angle in Barthes' narratological views was realized due to different reasons. First, structuralism at that time was in its vehement struggle to search out a model structure for all the narratives. He calls it "ultimately undesirable"(Barthes, 1990.p.3) because if it is proved, after analyzing all the narratives, that they have the identical structures then what is the end product of this hugely laborious research effort? Mireille Ribière (2008) holds that for Barthes this entire structuralist dream for a uniform/unique narrative structure was much too reductive (p.49).

Second, Barthes as a poststructuralist seems more realist, wise and discreet; now he has preference for that analysis of a narrative that makes it different and distinguished from other narratives. And the study of a narrative from this angle is much more useful, realistic and

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dynamic than bending, under the structuralist influence, all the narratives to be in structural conformity with the other narratives. "Structuralism was inimical to difference. Yet difference is still understood by Barthes" (Moriarty, 1991, p.117).

Third, in his poststructural mood Barthes no longer gives importance to the idea that a text as a cultural product is self-containing, close ended and finished. Rather, he believes that text is a phenomenon that is materialized at the hands of a reader-architect: "some thing being constructed through reading" (Ribière, 2008, p. 49).

Unlike structuralists who endeavour to know how the text was composed, now Barthes stresses the readers' participation as a meaning production mechanism in the interpretation of the text. The reader is to open the complexities of the text with the help of his culturally imbibed conventions, assumptions and traditions. In this way the meanings continue to well out. Fourth, Moriarty (1991) tells us the other reason of Barthes' move to the poststructuralist notion of narratology; he says that the structural analysis of a narrative is an angle which is always in demand of huge patience and now Barthes had lost all of his patience to remain structuralist in his narratological perspective (p.49). Here one thing should be noticed that the poststructuralist Barthes is not operative in his reaction against the Structuralist Barthes or structuralism. There is only "a gradual shift of emphasis" (Ribière, 2008, p.50).

1.3 Barthes' Five Codes

A literary text is an artistic piece of work where there is a clever overlapping and interlacing of different braids called narrative codes in the Barthesian terms. The poststructural reader is expected to slice these cultural voices from each other to pursue patterns and meanings they stand for. These Barthesian codes are five in number.

(i) Proairetic Code

The code of action consists of the events and situations in a text to form its plot. This code which basically is linked with the structural aspect of a narrative is connotative in its spirit because the nature of an action and the frequency of actions betray the characteristic features of a character. It is natural for a reader to expect the completion of the action that was started in the text and when this expectation is not realized the way the reader desires, tensions are created and developed in the text.

(ii) Hermeneutic Code

The code of puzzles deals with all that material which contains questions, aporias and enigmas in the text. This code not only structures the narrative, it also "generates various strategies and devices aimed at capturing and maintaining the reader's interests" (Ribière, 2008, p.46). This code is found usually near the start or at the end of the text. It is also read as connotative in explanation.

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(iii) Cultural Code

The cultural code refers to the lexicalized knowledge, rituals, linguistic behaviours, beliefs and the coded material of a culture. In fact the bits of the cultural material provide a base upon which the building of the story is erected by an author. Usually the amount of cultural codes is in abundance in a text and this code serves as a set of norms which are to be followed or violated in the action of the story.

(iv) Connotative Code

The semic code refers to the additional meanings of linguistic items and chunks. In fact these are the additional meanings of a text which contribute to its thematisation. If we count and juxtapose the additional meanings of a text, the pointing to the theme or themes can be spotted quite easily. Even the proper names are rich in connotative interpretations. Nichols (1985) holds that "the semic codes let us label persons and places in a narrative in an adjectival way" (p.480). Connotations of a text are the fruit and the essence of it.

(v) Symbolic Code

The symbolic code deals with the meaning producing devices like binaries and antithesis in a text. Binary oppositions are at the centre of each artistic composition. This code is similar to the connotative code in character but a little bit wider in its application.

2. Methodology

First**,** in the light of the writing technique that Roland Barthes pursued in his poststructural book *S/Z* the whole body of the text *The Dance of the Beards* by Tariq Rahman will be cut into short but contiguous segments, pieces or fragments. Barthes calls these short pieces of the text as lexias as they are the units of reading.

Second, lexia is a unit of analysis in this research; it is much flexible in its size and it can consist of a word, a phrase, a clause, a sentence, and even a whole paragraph.

Third, there is no clear cut formula to determine the size of a lexia. Generally, it is said that lexia is an arbitrary product but one thing should be kept in mind that the researcher cuts that portion of the text into a unit of analysis where he sees the presence of one meaning at least.

Fourth, all the contiguous lexias of the text are given number and this number giving practice starts from the start of the text. No lexia is left without a number.

Fifth, all the lexias are put under their relevant codes and they are discussed only with reference to the code they belong to. If a lexia, due to its multiplicity of meanings, belongs to more than one code, it will be discussed under all these codes.

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Sixth, following Barthes' practice in *S/Z* the present story under analysis will be changed into the starred text; all the five narrative codes are abbreviated into HER, ACT, SEM, SYM and REF; a star (*****) is placed before a code discovered in the lexia and if thee are more than one codes in a lexia then two and three stars are placed before the second and third lexia respectively. Seventh, generally, in the interpretation of these lexias, the targeted meanings- pragmatic not the literal ones- are pursued.

3. Analysis of Data and Discussion

(1) *The Dance of the Beards* *HER.

Is it possible for beards to dance? The answer to this enigma is postponed till the last two paragraphs of the story. And quite interestingly to solve this enigma we have to take the help of other code of Barthes and that is the connotative code: **SEM.

As the literal reading of the title leads to literal senselessness only therefore we have to suspend the semantic interpretation and resort to our imaginative flight and pragmatic stuff. This process would introduce us to the horrible facts of a subcontinental feudal society.

Beards here imply very powerful, corrupt and authoritative institutions in a caste and race ridden feudal society. In this society different institutions like feudalism, church, school and banking have pooled their forces and developed a very powerful network of their own. This network of authoritative social institutions has different functions to perform: to give the impression that they are the symbol of religiosity, goodness, welfare of people, righteousness, kindness and dedication for the society but this is all pretension.

The joint struggle of the powerful institutions of the feudal society is to maintain their yoke upon the poor and socialize their new generation in accordance with their exploitative charter of life. All these institutions help each other laboriously because their sinister interests depend upon their togetherness.

When the narrator-boy who is the grandson of a feudal lord meets Gullu, a boy from the poor family, a peasant, Bansi Lal the son of money lender, resents it. Moulvi Sahib (the priest) comes to the house of the narrator to teach him the Quran because the narrator is to be distinguished from the other poor members of the society. Then the feudal lord along with his watch dogs beats Gullu and sends the narrator into *Zenana* (drawing room for females). When the semantic deviation of the title is fully processed, the result is a cultural code: ***REF.

As the institutions in the story have developed their own networking, in the same way the text has developed its fabric very cleverly with the help of the network of five codes; to understand the text properly the reader has to move from one narrative code to the other and in this process "the object of analysis is to disentangle them (codes)" (Ribière, 2008, p.46).

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This textual analysis also leads us to the name, number and order of the narrative codes. For example, in the lexia under discussion three codes ---hermeneutic, semic and cultural---took part in the order of HER-SEM-REF. The other important thing about this lexia is that its hermeneutic code keeps the curiosity and suspense of the reader fresh.

(2) *It was the best time of the year, the time when the maize was mowed.* *HER.

How and why the harvesting season of the crop maize is the best time of the year? **SEM. Maize is a special gift from nature to man; the world of nature produces maize with many benefits for man. There are hundreds of food grains on the body of the maize cob; their colour is same; the space they cover on the cob is equal; the amount of nutrients is equal; their shine is equal; the sweet smell they produce is the same and the taste that they possess is the same. When the maize crop is harvested all these features and qualities of the food grains are at the apogee. These features are infact the metaphor of richness of life, true sense of rapture, equal rights of all humans on the globe for blissful joys. That is why it is the best time of the year.

Again the narrator has made a shrewd use of the hermeneutic code to start the text; the code of enigma leads to the semic code for interpretation and in this way the meanings of the text are comprehended. The other beauty of the networking of these codes in this lexia is to make the text continue to suggest meanings endlessly.

(3) *The rains, which had made the sky a whirling darkness of water and the land a swamp, had slowed down. It did rain once or twice a week but the sun shone too. And when it came out it grew hot. But out in the fields it was intensely green* *REF. **SEM.

Nature continues to provide gifts at a stretch. As soon the maize crop is harvested, the objects of nature like the sun, the sky, the earth and water harness themselves to prepare other types of fruits for the humans. The sky is covered with 'a whirling darkness of water'; it produces huge black clouds full of rain drops to fall on the earth and to change it into a 'swamp'. Then the rains stop and the sun shines on the swamp to let green grasses and crops germinate there.

(4) *and the grass grew upto my shoulder. It was the magic season.* *SEM.

Each word of this lexia is full of additional meanings. 'The grass grew up to my shoulder' implies abundance of food, crops, smell and beauties produced by nature for all humans. 'Up to my shoulder' implies he mounds of food, fruits and gifts.

Here the narrator consciously used the phrase 'magic season' to create the implicational character of nature with reference to its subtle influence upon his mind; it has stimulated his sensitive, justice loving and fair imagination which intoxicates him and he enraptured by the sweet atmosphere of nature feels himself in the magic world. This magic season is to be contrasted soon with the horrible feudal environment, now to sear his imagination.

(5) *I would try to run away* *REF. **SYM.

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This lexia is in contrast to the second lexia of the story. In the present lexia the narrator wants to run away from the atmosphere where there is the presence of the Maulvi and in the second lexia of the story the narrator is enjoying the 'best time of the year'. One symbolizes the natural beauties that grip the attention of the narrator and the other implies Maulvi Sahib's mechanical coaching that does not attract him at all.

Here in this lexia, we are moving from cultural code to the semic code in the pursuit of meaning. In fact this lexia and the second lexia of the story form a binary therefore they are rich in meanings: one atmosphere attracts due to its naturalness and the other repels due to its unnatural way of being imposed upon the narrator.

(6) *He had a stick which made my heart stand still and then beat fast. And I went shrinking within myself* *REF. **SYM.

In the first paragraph the narrator feels himself honoured and elevated by nature because nature has brought a lot of blessings for him. On the other hand the Maulvi Sahib degrades the narrator because he comes with a stick in hand.

(7) *to where he (Maulvi Sahib) sat next to my grandfather.* *REF. **SEM.

The two social institutions are pooling their forces. Their physical thickness with each others represents their networking to pursue their self- centered interests in the society.

(8) *'Dada Jan Adab. Maulvi Saab Adab, 'I mumbled. 'Jeete raho (May you live long),' came the booming response. And then the lesson would begin. Every letter refused to be registered for there was sharp pain and bitter words for mistakes. While my eyes danced on the page hot tears scalded my eyes. And still the lesson went on till the Maulvi Sahib said: 'Enough for today, fool. Now go and learn the verse off by heart otherwise I will break every bone in your body'.* **REF. **SEM.

The whole lexia makes a binary with first paragraph of the story. Here there is coercion while in other there is but natural atmosphere.

(9) *I went out cringing and the eyes of the Maulvi Saab drilled holes into me*. *ACT.

The narrator boy goes to Zenana. **REF. It is a common scene that refers to the cultural code concerning the traditional Muslim culture in the Subcontinent. The fear of the Maulvi Sahib overrides the nerves of the young Muslim children getting the education of the Quran. ***SEM.

The pronoun 'I' in the present story is replete with additional meanings; its connotations deal predominantly with a natural, free and innocent version of life. 'The eyes of the Maulvi Sahib' are instrumental to emboss the man made static, rigid and the fleecing system upon the innocent mind of the narrator and resultantly his body is 'cringing'. Maulvi's opened eyes that 'drilled

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into' the body of the narrator metaphorise the religious leader's sexual tendencies towards the object. The chunk 'I went cringing' again alludes to the horrible situation after the finish of an abnormal sexual intercourse that is culturally bracketed with the Maulvis and their students.

Corruption of each type in the society is performed at the hands of the institutions in league and the overlapping of the lexias is devised to shed light on this collusion.

(10) *And once was inside the hubbub of the Zenana, I forget all about the lesson.* *REF.

When the younger brothers and sisters are free from school or the religious lesson, they rush to their playmates or to the rooms of their elder brothers and sisters and forget all about their lessons. **SYM.

The present and the previous lexias form an antithesis. In the previous lexia the narrator is a miserable figure but in the present one he is a happy human soul. The reason is simple.

Psychologically, the narrator-boy identifies himself, in the *Zenana*, with the other marginalized and victimized section of the society- the female folk. ***SEM. The word 'lesson' in this lexia gives additional meanings more vigorously than denotative meanings. Its implications refer to the manipulative set of rules shaped by the collusion of fleecing institutions of the society to exploit the weaker sections of the society. But the natural goodness in the narrator-boy resists the onslaught of the cruel institutions against him. 'I forgot all about the lesson' refers to the robust good self of the narrator-boy that refuses to be tamed.

(11) *My elder sisters were cooking things and women sat near them telling stories about the wolves.* *REF.

Women of the house are preparing food in the *Zenana* and the other women are telling stories. **SEM. The good elements and characters in the present stories are basically the providers of food to others---nature, the elder sisters of the narrator and the narrator himself. Here the 'cooking things' must have some provision for the women sitting and telling stories in the *Zenana*. When food is distributed among all the result is 'the hubbub' in 'the *Zenana*'; this noise of the ladies provides the real warmth and pleasures of life to the people during these activities of happy moments of life. Some bitter dangers are also alluded to 'the wolves'. Here the phrase 'the wolves' implies the villains of the human society. There bestial figures are bound to usurp the freedoms, liberty and rights of the weaker sections of the society.

(12) *I listened to them…* *SYM.

The linguistic chunk 'I listened to them... (women making noise and telling stories)' is to be contrasted with 'every letter refused to be registered' of lexia 9. The narrator-boy's ears are open to the conversation in the *Zenana* but his mind is closed to the lesson of Maulvi. The conversation of women is not harmful to others; it is beneficial and useful for all. And it is also being produced in that room where every one is given something to eat, and is free, happy and in

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a state of cosiness. On the other hand the Maulvi Sahib's lesson to the narrator is being imposed upon the mind of the boy forcibly.

(13) *and sucked a mango here and lime there*. *SEM.

*'M*ango*'* and *'*lime*'* and 'here' and 'there' are all with additional meanings. Mango and lime suggest the vast availability of different freedoms and enjoyments of life. Equal freedoms, equal rights and then equal opportunities for all types of taste and flavours of juicy life are emphasized here. When all these things are ensured, social harmony, social cohesiveness, human ties and the conversation which is full of life are bound to follow us in the *Zenana*.

When barriers among the humans are non-existent, glow of lively moments is afresh; the rush of warm human feelings and passion is constant and deviations from the cosy life are not spotted.

(14) *Then I escaped into the green world outside.* *ACT. The child-narrator goes to the world of nature. **SYM.

The world of the Moulvi is contrasted with the world of nature. The narrator uses the word 'escaped' to show his coming out of the sphere of the Maulvi sahib; this word suggests his running out of a prison house and his rush into 'the green world' symbolizes his losing himself in a pleasant, cozy, free, dynamic and natural world of nature. The lexeme 'outside' is in opposition to inside. ***REF. To fly kite is an activity of children in free time.

(15) *There boys flew kites.* *REF.

It is a common hobby of the subcontinental rural boys to fly kites. **SEM. 'The boys' has the connotations of unspoiled version of innocent, promising and pure forms of human life. 'Flew kites' is also with additional meanings; the children have an active imagination which causes them to see the dreams of their adult life; their flying kites in the open sky and across the whole green field is implicational in character; all the children irrespective of their familial and social status have all the rights to live their life in joys, pleasures and contentment.
(16) *They were the ones I was not to play with: semi-naked, brown and dirty.* *REF.

This reference emphasizes the caste ridden aspect of the subcontinental societies**. **SYM. The divide between the haves and have nots is institutionalized and well settled. 'I', under the influence of corrupt social institutions is an attitude which is unavoidably expected to be the centre in relation to the other-the poor people.

(17) *But they ran from one green field to another and the kites over their heads were so colorful. I did enjoy it all.* *ACT.

Boys run in joys with their kites. **REF. ***SEM. 'The boys' in the green field, with colourful kites over their heads has additional meanings. Nature provides 'the green fields' which implies pleasant habitat to the unspoiled versions of life. As each and every grain of maize has equal

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shine, place and importance in relation to other, in the same way the boys here have equal rights of kite flying (romantic and thorough life) in the green field (lap of nature).

Connotatively, the true happiness of life flows to us from the presence of true happiness of others. That is why the good-natured personality of the narrator loses itself in the rush of happiness of the other boys.

(18) *Among them, as in the Zenana, people laughed outright.**SYM.

Both the *Zenana* and the green field are a little away from the cruel hands of the exploiting institutions. The freedoms, rights and equalities among the members of the society, in these two places, produce smiles, laughers and happiness for the people. As there is no division of any type among them, therefore they are close to each other; they collectively contribute to the pleasant atmosphere.

(19) *One of the boys I knew was Gullu. He was of my age and as tall as I. But there the resemblance ended. For Gullu was dark and dirty and wore a loincloth whereas I was fair, clean and wore a shirt and white pyjamas.* *REF. **SYM**.**

These lines refer to the ugly flaws of a class, race and caste ridden society in the subcontinent. The poor child Gullu is contrasted with the rich narrator.

The point which is very pinching and disturbing in this comparison is this that the touchstone of superiority and inferiority of the boys is not to depend upon their achievements and characteristics rather they are judged on the basis of colour and the type of clothes they are wearing. 'As tall as I' refers to the equality among the boys provided to them by nature but the distraction of this natural equality is done at the hands of cruel institutions of the class ridden society.

(20) *I liked Gullu, and though I was told that his father was a shoe-maker, still used to play with him.* *HER.

The question arises why the narrator mentions here the profession of Gullu's father as a cause for him to remain away from him. The answer is withheld at present. **SEM. The linguistic chunk 'I was told that his father was a shoe maker' has deep connotative sense. The institutions of the society which have pooled their forces to usurp the rights of the majority of the people have very systematic mechanism to train the people who belong to them. 'I was told' in fact means that the narrator was coached time and again by the feudal institution to let barriers be built between the feudal people and the poor population.

(21) *Gullu was obviously flattered at my condescension and boasted about his friendship with me to his other companions.* *REF.

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When the narrator continues to meet and play with Gullu, in spite of warnings from the authoritative but division loving agencies in the atmosphere, the son of the shoe maker feels himself elated. His own self appears gratified at the humane behaviour of the narrator.

Paying no attention to the social barriers by the narrator produces horizontal movements in the society: Gullu boasts of his friendship with the narrator to his companions.

(22) *One of them, Bansi Lal by name, came to me once and warned me against Gullu. Chote Lala,' he replied' His touch defiles the likes of you. He is of low caste,' I don't believe in all that 'I replied without conviction.*HER.

The enigma is produced with reference to Bansi's attitude towards Gullu as low caste. **SEM. Bansi Lal with his advice and then threat to the narrator is with additional meaning. He represents the monetary institution of the society. First, the institution of church in collusion with the feudal institution and now the monetary agency is to identify itself with the other institutions usurping the rights of the society. Bansi is blunt and prejudiced against Gullu…the poor but major strata of the society.

'He is of low caste' is an institutional slogan which works in the hands of the exploiting people to let the poor be sacrificed for the elevation of the honour of the rich.

(23) '*And if Khan Sahib finds out?' Khan Sahib was my grandfather and his name was enough to blanch my cheeks,* *REF. **SEM.

The words of this lexia have connotations for us. The narrator who was adamant to continue to play with Gullu in spite of warning from Bansi Lal loses the stiffness of his intention when Bansi threatens to bring the matter before Khan Sahib-the grandfather of the narrator. 'His name was enough to blanch my cheeks' implies the strength, powerfulness and rigidity of the feudal institution against the tidings of nature and the weaker sections of the society. The narrator is still not corrupted by the social institutions but he is subdued and repressed before them. His natural and justice based self is retreating a bit now.

(24) *'I only allow him to show me places,' I replied evasively. 'I'll show you places,' he replied.**SEM.
Bansi, apparently a young boy, is connotatively a support that a corrupt institution provides to the other social institutions to let the network of a set of cruel institutions enjoy power over the helpless masses in the society. Instead of letting the narrator meet with Gullu, Bansi offers himself as a replacement to the son of the shoe maker: 'I'll show you places'. Here the words 'show' and 'places' are again with additional meanings.

The narrator who by nature is open minded, a fair sense, righteous intellect and a version of natural concept of life is forced by Bansi to learn only those rules and experiences ('places') which suit the member of a feudal institution.

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(25) *I had no reply and decided to allow him to do so. Bansi Lal was delighted. He looked at the semi-circle of the other boys standing and huddled together like sheep* *REF. **SEM.

Each and every phrase of this lexia is based upon rich connotations. When the institution dealing with wealth moulds the narrator to be away from the poor sections of the society, Bansi feels himself strengthened and that is his triumph. As soon as Bansi wins the narrator to his side, all the poor boys playing in the green field lose their individualistic status and are turned into a collective body with ordinary name: 'boys standing huddled together like sheep.'

As we see in the imperialistic novels that the colonized people are presented collectively in terms of a chain, line, and heap of black shadows in the same way Bansi Lal's filter is foregrounded and the poor boys are marginalized as 'huddled together.'

(26) *With triumph and started running towards a hill.* *REF. **SEM.

When Bansi bends the narrator to his own side, he is in 'triumph'; he at once makes a plan to leave the place where the poor boys are in abundance and, along with the narrator, runs towards a 'hill'. The immediacy to drag the narrator from the green field towards 'the hill' which connotatively suggests man-made superior standard and status is noticeable. Their reaching the hill would allow them to 'look at' –look down upon- the weaker sections of the society.

(27) *I followed, and soon we were lost between criss-crossing field and groves of guava trees and huts where thin brown men sat milking goats.* *REF.

The narrator along with Bansi is lost in the fields.

(28) *The other boys were not visible any more and Gullu wasn't there.**SEM.

'The other boys were not visible' implies two interpretations: the narrator feels a regret at his going away from the field of the poor boys and the obvious change of place that the narrator now feels. 'Gullu was not there' suggests the change that the narrator feels conceptually.

(29) *Bansi Lal, the money-lender's son took me up the hill and sat down on the summit.* *REF. **SEM.

The attitude of this lexia is implicitly conveyed through 'the hill', ' the money lender's son' , 'sat down' and 'on the summit'; 'on the summit' implies the presence of aristocratic mindset, the highest social status, authoritativeness and the thinking that is to rule, degrade, usurp and control the poor masses.

When all the institutions of the society establish a powerful network of their own, the pulverization of the poor sections of the society is ensured.

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(30) *The scene below was really fascinating. Far away there were kites but they were below me.* *SEM. The narrator feels another type of beauty which is the result of his distancing from Gullu.

Still the kites of the poor boys attract the narrator, but the gaze from the top of the summit has its own charm for him now.

(31) *Bansi told me all about him and, of course, not fit to be spoken to by me. Gullu, however, was the most despicable of the lot. He was an untouchable who couldn't even come into the temple.* *REF. **SEM. One institution strengthens the other institution at the cost of the poor. The upper class for its distinguishedness thinks it essential to keep her members distanced from the lower people. For this purpose faults are hunted in the lower classes; they are presented as untouchable and they are also kept away from places like mosques and temples.

The degradation of the lower classes adds a dose of 'greatness' to the upper class.

(32) *'He eats snakes', Bansi shuddered with horror. I too shuddered. How could anyone eat snakes I wondered.**SEM The money lending business depends upon the maintenance of other corrupt social institutions like feudalism. Ultimately to serve its own interest the business of money lending represented through Bansi levels serious and horrible accusations against Gullu.

The sentence 'He eats snakes.' is the metaphor of the maximum meanness to which a corrupt institution can go and it also clarifies the availability of unlimited freedoms available to the corrupt institutions to maintain their stature at the cost of the poor.

(33) *When I came back Bansi led me into mischief. We went into field and plucked the green maize cobs. I enjoyed doing this though I wasn't hungry and didn't even know whose field it was.* *ACT. **REF. ***SEM. The sentence 'Bansi Lal led me into mischief' connotes the mischievous character of the money lenders in the affairs of innocent people. 'We went into the field and plucked the green maize' implies the performance of the role of devil in the story of Adam and Eve. Like Satan Bansi enters into the field of a farmer without permission. Bansi calls Gullu a snake eater but in fact he himself performs the role of a snake in the Biblical terms. The act shows the haughtiness of the fleecing institutions towards the poor. 'I enjoyed this though I was not hungry' suggests the vulnerability of the poor before the rich in a caste and class ridden society.

It is tragic to note that the narrator along with Bansi plucks and destroys some of maize cobs in spite of the fact that he 'was not hungry'.

(34) *Just then dogs barked and an old man came shouting, tried to twist his face into smile and said: Sarkar these are unripe. I will send them to your house and you can have as many you want. He was whining, that old man, and bending low. The dogs whom he had beaten with his stick, hid between his legs and growled.* *ACT. **REF. ***SEM. There are some obvious patterns in the reactions of the old man before the narrator; the dogs which bark are the symbol of active powerfulness of an individual to safeguard his assets; but 'the dogs, whom he had

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beaten with his stick, hid between his legs and growled' metaphorises the tamed, repressed and colonized forces. There is clear resemblance between the old man's reactions and reactions of the dogs.

It means the awe of the feudal institution has injured the ego, and chained the freedoms of the farmers.

(35) *I and Bansi left the field and Bansi told me that the field was mine and the old man was an impudent dotard. I was eating what I had in my pockets so I didn't reply.* *REF. **SEM. Bansi is a proper name built with so many connotations. In each and every phrase and sentence the additional meanings of his name change. To let the business of money lending continue and prosper, the story of mastery of the feudal lord upon his farmers is necessary. That is why Bansi appears in different roles to let the son of the feudal lord exert his egotistic pressure upon the peasants time and again.

'Bansi told me that the field was mine and the old man was an impudent dotard' has two implicational messages: the narrator is himself the master of the field but his ego is injured by the peasant and the old man is so rude that he needs punishment.

(36) *From the next day the maize started pouring in. The smell of the harvest was strong in the vast courtyards. There was hustle and bustle and riotous colour everywhere. Carts full of things were brought and emptied.* *REF. ** SEM. The patterns of slavery are so powerful in the minds of the peasants that they quickly, happily and routinely bring the crop laden carts to be emptied in the house of the feudal lords.

They have accepted that whatever they themselves grow on the fields is basically meant for the granaries of the feudal lord only.

(37) *bullocks kept munching the green and their bells kept tinkling.* *REF. **SEM. There are many connotations in this lexia. The bullocks, the castrated young oxen, suggestively stand for the controlled, pet, colonized and repressed peasants; their original and natural powerfulness for self defence has been snatched and now they are behaving just like slaves or the beast of burden for their masters.

The consistent tinkling of their bells implies their accepted loyalty for their lords.

(38) *Then I went out and lay down on the fresh smiling maize crop. I could see the stone walls of the house and far away the well with its pulley from where I was. All around me was food.* *ACT. **REF. ***SEM. All the important images in this lexia are arranged as metaphorised entities. 'Fresh and smiling maize crop' symbolizes the everlasting beneficial and pleasant behaviour of nature for all the humans. Around the smiling maize crop mounds, there is 'warm' air that is the metaphor of motherly attitude of nature to humans. 'The stone wall of the house' is the metaphor of a prison where this maize crop whose smile and freshness was for all the humans is going to be imprisoned. The 'far away well stands for the world of warmth, nature,

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goodness, urbanity and beauty; but the feudal lord has turned his back upon this well and here his role is that of a usurper.

(39) *I went out and found more carts arriving. The men shouted to each other but hush fell over everyone when my grandfather came out. His clerk, called Munshi ji by everyone, was with him. 'Is it all in?' asked Dada Jan*. *ACT. **REF. ***SEM**. The men who are bringing carts are tamed slaves whose slavery is externalized through the castrated bullock pulling carts to the house of the master. 'The man shouted to each other' but Dada Jan shouted to all of them: 'is it all in?'

The Munshi of Dada Jan is that character who through his calculations maintains the slavery upon the peasants and satisfies the ego of the cruel exploiter of the weak humans.

(40) *'No Sarkar. Two carts are left,' replied the Munshi in his ingratiating voice. Let those sister-fuckers hurry up, said my grandfather. Yes Khan Sahib,' replied Munshi ji*. *REF. **SEM. The Munshi uses the high sounding words like 'Sarkar' and 'Yes, Khan Sahib' but the words that the feudal lord uses for farmers are quite mean: *'let those sister-fuckers hurry up.'*

This established discourse between the slave and the master betrays the durability of the system and the non-presence of rebellion on the part of the victimized peasants. The clause 'let those sister-fuckers hurry up' metaphorises the cruel encroachment of the feudal lord upon the rights of the peasants.

(41) *My grandfather turned to go in. Before I could turn to hide myself, he saw me. By his look I knew he was sure that I had heard him abusing the cart-drivers. 'You donkey why do you come where grown-ups are doing their work,' he thundered*. *REF. **SEM. The dirty utterances of the feudal lord in the previous and the present lexias are opposite to each other in their meanings. For the peasants the phrase 'sister-fuckers' also contains the sexual motives of the feudal against the sisters of the peasant. But in the present lexia the use of the lexeme 'donkey' has but the meaning of an idiot only.

(42) *I cast my eyes down and didn't lift him till I heard his footsteps pass by*. *REF.

The narrator boy is with low eyes before his Dada Jan as a show of respect to the elders.

(43) *Then I too went out and found that a shed had been improvised. In this they had poured the maize crop till the cobs had spilled overact*. *ACT. **REF. ***SEM. The linguistic chunk 'a shed had been improvised' has a lot of connotative meanings. The lust and hunger of the feudal lord has exceeded the limit which suggests that the food for the peasants is being snatched by the cruel feudal lords without any shame. Rather, the feudal lord feels triumphs over improving his granary at the cost of the tiller of land.

(44) *Men were assiduously arranging them but they spilled over and spread out.*

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*REF. **SEM. The maize crop is the symbol of nature's gift of food for all the humans. The equal shine of all grains of a maize cob metaphorises the right of happy and rich life for each and every individual. But here the centuries old feudal system, a serious type of slavery, is self-regulatory in character.

(45) *I went behind the huge mound of gram and cobs and flung myself on the mountain of sweet-smelling food.*REF. The narrator moves to the mounds of maize.

(46) *After sometime I heard someone moving cautiously on all fours. I looked around and found several such mounds. And behind one of them was Gullu. And he was hungrily devouring a milky-white cob. At first he hesitated but when I laughed, he also laughed and we both helped ourselves to the sweetness of the maize.*REF.** It is a common scene that there are so many heaps of maize and children are playing over them. **SEM. The words one 'Gullu' and 'several such mounds of maize' are bound to convey additional meanings. Gullu is here as a looter or a rebel against the system but very weak one. His presence against the mounds is good but his actions to be a friend with the narrator, at the present moment, and 'hungrily devouring a milky-white cob' for himself only shows his petty selfishness not a sign of rebellion against the system of feudalism. Gullu, an entirely weak fellow, is the only rebel against the human exploitation in the story.

(47) *There we sat with the grain all brown and green and ivory and golden and spread around us. There were mounds and we didn't imagine it would all end. It was under us and on the left and on the right and when we rolled over it we could smell it. The odour was fresh and even more enticing than that of the wheat which came in April. *SEM. All the phrases of this lexia are connoted. 'There we sat with the grain all brown and green and ivory and golden and spread out all around us' connotatively suggests the lesson of the story. So many types and so many mounds of maize symbolize the abundance of food given by nature to man. Gullu and the narrator metaphorise the society for which the food is more than the need: 'we did not imagine it would all end.' The two boys surrounded by infinite number of maize mounds are equal in their hunger for food.

(48) *And above us the first stars were blinking in slowly darkening sky.*REF. **SEM.** Stars are bad omen here. Gullu's punishment is to start soon.

(49) *I do not know how long we would have stayed there if we had not been caught. The Munshi caught us. Oh Chote Lala main, 'he said incredulously. And then his face twisted it self into an expression of contempt.*

*And what is this brat of a chamar doing here,' he shouted. I was forgotten and some strong men picked up Gullu and dragged him before my grandfather. He told me not to pluck the unripe maize-cobs was bending low at his feet.*REF.** It is a common thing when the son of a poor peasant meets and enjoys with the feudal son it is resented by the feudalist setup. The Munshi calls the narrator as 'Chote Lal Mian' but Gullu is labeled as *'a brat of a chamar.'* The

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face of the Munshi is twisted to see Gullu near the maize mounds. On the other hand he addresses the narrator quite respectfully

(50) *How dare you tell my grandson not to pluck your dirty cobs shouted my grandfather*.*REF.* The land lord snubs the old peasant not due to the offence of the latter, rather he shouts at the helpless farmer to water his ego as the factual owner of the slave. Sartre holds that the ultimate purpose of man is to become God. Same case is here.

(51) '*Khan Sahib, Sarkar have mercy' pleaded the old man and wrung his trembling hands'. I said I would send them to the home of the Chote Sarkar' and with tears flowing his trembling chin, the old peasant tried to prostrate himself before my grandfather. My grandfather kicked him in the mouth and I saw him fall backward with his mouth bleeding profusely*.*REF.* It is a common scene in feudal societies to see the punishment of the peasant at the hands of the master.

(52) '*Beat some sense into his chamar's bastard,' said my grandfather to the Munshi as Gullu was thrust forward for his inspection 'see to it that he stops stuffing himself as if it is his father's property. And as for this insolent old peasant, burn his whole crop and beat him to pulp. And so saying Dada Jan went away.* *REF.* The old farmer and Gullu are punished publicly to send a lesson, from the feudal authorities, to the other people.

(53) *I remember myself shouting but I was held in strong hands. And before my eyes they beat the old peasant and Gullu. They kicked them and slapped them and abused them. And they fell again and again, the old man and Gullu and rose and were beaten down. And blood flowed fast out of them and they were kicked. Then, shouting, abusing and trying to break away, I was dragged into the Zenana.* *REF.* The slavery is so powerful in the society that no one raises a rebellion against the cruelty of the land lord.

(54) *But even then nothing would have happened. I had cried the whole night and in the morning I was better. And then I went out and thought I would walk up to the hill, I found the way but didn't climb the hill. For just before it began, I found a field which was black and from which smoke still rose to the blue sky. The fire had consumed the whole crop and nothing was left. I saw the old peasant lying in a cot under banyan tree. He was groaning with pain and spitting blood. And around him sat children who were eating wild berries. He tried to get up und twist his face into a smile when he saw me but I ran away.* *ACT.* **SEM.* The narrator-boy is unable to protect Gullu. He can only weep which symbolizes his helplessness before the cruel.

(55) *And as the wind blew against my face I noticed that my cheeks were cold with running tears. And they came trickling down into my mouth and I tasted them: they were saltish.* *SEM.* Each and every phrase in this lexia is with additional meanings. The tears that travel to the mouth from eyes of the narrator are unpleasant: '*they were saltish*.' Connotatively, this phrase suggests that the tears bring but bitter taste. Same is the case with the institution of feudalism.

(56) *And then the dance of the beards started, white, red and black beards bent over me and receded* *SEM.* 'The dance of the beard started' stands for all the fleecing authorities and corrupt institutions that combine their forces and start their activities to realize their ugly aims. These

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institutions which apparently are doing some religious and godly work are in fact the institutions that exploit the masses. They collectively emboss their ulterior character upon the imagination and mind of the narrator.

(57) *and as they came near I shouted. For the beards were long and pointed and grew thick like a jungle,**SEM**. These 'long' and 'pointed' beards which are 'thick like a jungle' imply the powerful, cruel and satanic social institutions from which escape is impossible for the narrator.

There is all pretension in their beards. These beards are satanic and barbarous in their actions.

(58) *but they were not green. They were hard and would rub tough skin off me. They were grim and they were always present.* *SEM. 'They were not green' implies the unnatural, unjustified and immoral dominance of the corrupt institutions which would 'rub tough skin off me'; the brutal grind of these bullying institutions would continue to the complete subjugation of the narrator. The self-centered institutions which are 'grim' and 'always present' coach the right minded and truth lover innocent young narrator to the point of butchery.

(59) *When I closed my eyes, they disappeared but then I started having nightmares about them. And I shouted, and shielded my eyes and the beards were there. I couldn't escape from them.* *SEM**. The beauties of nature have stimulated the imagination of the young narrator. He tries to escape from the dance of the beards into the safe heaven of imagination by shutting off his eyes. All this is but vain.

The dance of the beards burns the beauties of his imagination. The result is the grip of nightmares upon the narrator.

(60) *The mounds of food were no longer there. The smell of newly harvested crop was no more in my nostrils* *SEM**. The grind of the institutions is so grave upon the narrator that the beauties of his imagination are replaced by the ill smell of exploitation of people. 'The mounds of food' and 'smell of nearly harvested crop' both are lost. He no more feels in his nostrils the sweet smell of maize. The greedy institutions have enveloped his whole being.

(61) *But all around were the beards: bushy ones and short ones. The beards met and came in a rush to rub me off the slate. They commanded, they taught, they prescribed what one was to eat, and what to drink. And what one could wear and what not; and whom one could meet and what one was to say and how it was to be said. They measured and weighed and calculated. And they could not be escaped from.* *SEM. The grind and the pressure of the institutions continue to inscribe the charter of self-centredness, exploitation of people, and erosion of urbanity upon the personality of the narrator. The charter of these institutions is prescriptive in nature and there is no choice available to the narrator but to surrender to the demands of the beards. 'They (beards) measured, they weighed and calculated. And they can not be escaped from.'

(62) *I was very weak and I opened my eyes with great effort. My mother was there: 'Munno,' she said 'are you all right'. 'Yes mother.' 'Alhamdo Lillah,' she said gratefully. Then came a*

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cough, a male cough. My mother withdrew. Dada Jan came in accompanied by the Maulvi Sahib and the physician, our Hakim Ji. The Hakim Ji had a long red beard, the Maulvi Sahib a black one and Dada Jan, a white one. I closed my eyes to wish them away. *REF**.** The mother, another weaker section of the feudal society, comes to the help of the narrator.**SEM. All the verbal and non-verbal gestures of the bearded men are with additional meanings. In the last lexia of the story the white beard of Dada Jan, black beard of Maulvi Sahib and the long red beard of Hakim Ji are visitant upon the bewildered narrator; in their final effort these beards form a wall around the narrator; the only sound audible is 'a male cough' which implies the pride and haughty roar of the feudalistic grind.

Like Gullu the narrator is also a very weak opposition to the deep rooted and monstrous values of the society. The narrator closes his eyes to 'wish them away.'

4. Conclusion

The application of five Barthesian codes on a Pakistani short story *The Dance of the Beards* produced many positive results.

First, the data analyzed above shows that the Barthesian codes are universal as voices and strands in a literary piece of literature, therefore they are quite befitting for the analysis of a local text. These poststructural devices can be applied to any story, novella, and novel successfully.

Second, these codes are the total material needed for the construction of a literary text. Meanings are lying across the axis of these codes. When we slice one code from the other, the mine of meanings is revealed. In this way the researcher arrives at the thorough study of the story.

Third, with the help of these narrative codes we study the whole body of the text; it produces the pleasure of reading for the reader and he enjoys it.

Fourth, the Barthesian codes facilitate the reader to gaze upon the text from a variety of angles and in this way it becomes easy to analyze the text.

Fifth, Barthes' poststructural approach to narratives enables the researcher and reader to penetrate deeper into each and every linguistic device used by the narrator. This x-raying method of analysis does not allow even a single and minute detail to escape from the eye of the reader.

Sixth, the Barthesian poststructural mode of literary analysis is more precise and more accurate in interpretation as each and every judgment of the researcher depends upon textual evidences.

Seventh, the present study shows that the codes which are predominantly preferred in use are cultural, semic and symbolic ones. The least used code in the story is proairetic; connotatively it stands for the lack of action and rebellion on the part of the narrator against the butcheries of his

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feudal grandfather---Dada Jan. The maximum use of the semic and symbolic codes in the text points out the multitude of evils existent in the feudal society.

Eighth, it is observed often that the same lexia preserves more than one code and the interpretation of one code leads to the door of the other code. This tendency found in the story under analysis proves that it is full of meanings. It also proves that the lexias as containers of meanings are individualistic entities as well as related to the other units of meanings. "The text is a complex system of intersections in which all elements are related to one another" (Ribière, 2008, p.46).

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Comprehensible Input Processed through DIG Activities for Time-Bound Speaking Skills

K. Sathya Sai, Ph.D. and G. Baskaran, Ph.D.

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Abstract

Activating Speaking Skills of ESL Learners to meet the expectation at work situation remains one of the major challenges of English Language Teachers in Colleges. Adult Second Language Learners in countries like India aspire to learn time-bound speaking skills in order to secure a particular job. The subjects just need a limited vocabulary range and knowledge in frequently used structures and expressions at least to manage fairly their work situation in the beginning. Their 'acquired competency' from formal education is passive and they find a gap between knowledge gained from education and skills required to communicate at work situation.

This paper explores a method that helps the subjects for time-bound speaking skills and also activate 'Learned Competency' in due course of time. The emphasis of this new method is on activating speaking skills by DIG (Drill, Imitation, and Generation) activities among adult learners who have certain productive inability due to various reasons. The subjects of the study have been exposed to the second language only in the class rooms for more than a decade and their 'Learned Competency' is memory oriented and their 'Acquired Competency' is evanescent due to lack of practice. Hence, this new approach emphasizes on 'DIG (Drill, Imitation, and Generation) activities in acquired 'comprehensible input' to develop productive skills of the learners by imposing pressing situation in production point.

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Key terms: 1.**Comprehensible input**: language that is presented at a level understood by the learner. 2. **DIG Activities:** Drill, Imitation and Generation of sentences. 3. **Learned Competency:** knowledge of a language gained from formal learning (but not active in usage due to lack of practice.) 4**. Acquired Competency:** Ability developed from an environment where the learners learn how to use a language from other users.

Select Performance in Select Skills

This paper is an attempt to evolve a special method for developing speaking skills among ESL Learners closely following Stephen Krashen's Second Language Acquisition theory with some modifications in order to address the specific problems of the select Learners, and also to meet their immediate requirement. The emphasis of this method is on activating speaking skills of adult learners who have certain productive inability due to various reasons. The subjects of the study have been exposed to the second language only in the class rooms for more than a decade and their 'Learned Competency' is memory oriented and their 'Acquired Competency' is evanescent due to lack of practice. The select subjects have not been given situations to practice language skills, and they themselves have never initiated discussion in second language. Assessments to test their language skills are always in the form of written examination, and spoken aspect is not considered for assessment at all. Hence, there is no need or compulsion for the learners to speak the target language in the class room or not even for examination.

This approach aims to manipulate the already gained 'Acquired Competency' Supplemented by 'Learned Competency' of the select subjects and evolve a module to develop their Speaking Skills. Stephen Krashen's Second Language Acquisition theory insists on 'comprehensible input' to ESL Learners in a 'low anxiety situation' for successful speaking. According to him, "Real language acquisition develops slowly, and speaking skills emerge significantly later than listening, even when conditions are perfect."[1] According to Krashen 'Language acquisition' is a subconscious process and, one can use language fluently and effectively by developing "feel" for corrections and not by being consciously aware of grammatical rules. His conception is that 'acquired competency' is naturally supplemented by 'Learned competency' during practical speaking activity. He does not insist on tedious drill. He is against imposing compulsion on learners to speak. But, in the present acquisition process drill is considered as essential and subjects are motivated for earlier production of received input, because these subjects do not try to speak as they do not feel the necessity.

Pressure Situation to Learn Select Items Better

In contrast to Krashen's approach, in this present experiment, it is felt that, the subjects of this study should be kept in a pressing situation at the out put point so as to enable them to speak. They may have adequate 'Learned Competency' and 'moderate acquired competency', but it is deduced that these learners have not developed the ability to speak because of unavailability of speaking atmosphere. Another problem with these subjects is; when they attempt to speak, they rely on 'learned competency'. Their conscious attempt to produce correct sentences shifts their

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attention to thought of correction from ability to produce sentences and also they start thinking in the first language. The hypothesis of this approach is that the subjects' speaking skill can be developed by activating 'acquired competency' supplemented by 'learned competency' from micro level activity to 'macro level', by subjecting learners to the process described in the following diagram.

Process   Describing   Diagram

Meet the Expectation at Work

      This process diagram explains the new method which aims at activating Speaking Skills of ESL Learners to meet the expectation at work situation. Communication skills expected from the subjects are very specific skills which enable them to use language effectively and productively to perform their everyday job related activities.   As the subjects' pursuit is time bound, and the area of language usage is limited to their field, there arises the need for developing exclusive package to achieve the productive skill before the subjects appearing for job interview. This paper is an attempt to evolve a method which is a modification on Stephen Krashen's approach to Second Language Learning to address the specific problems of the select Learners.

Comprehensive Input through Idea Units

      This method prepares a Comprehensible input in idea unit without stressing much on grammatical aspects. It aims at retrieval of 'Acquired Competency' from the year long received in put. Input content are preferably from spoken structures. Subjects are given inputs in single idea units along with phonological details such as pitch, modulation accent, pause, discourse markers, tongue twisters,etc.,   The subjects are not interfered during speaking even for correction. The modules, which are given as input, should be from practical situations and usage, which naturally create 'a feel for correction' when they use it incorrectly.   The learners themselves are expected to be alert to their mistakes and take the responsibility for correction.

Drills

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Drill is an imperative task in language acquisition in order to achieve complete knowledge and emotive components of the second language. This is essential because the 'word order' of the target language is different from that of first language. Thus learners can overcome mother tongue influence in arranging words using drill. J.A.Bright who knows the drawbacks of drill still endorses it for its special impact on the learners; " all specific drills are artificial… question and answer drill make a useful intermediate step"[3]. Another problem with these subjects is that they always think in first language before producing sentences in the second language. This causes a speech impediment which can be eliminated by drill. Drill also helps for training speech organ phonologically according to the requirements of second language.

Imitation

Imitation of idea packing structure with replacement unit of word or phrase may help learners use same structure to express different ideas. This can be started from single sentences to short conversation, with two exchanges between Student-1 and Student -2 as pair activity. Bright used the following pattern;

Pupil 1: I'm going to Delhi.
Pupil 2: Are you going in January or February?
Pupil 1: In January.

Imitation of the pattern leads to
Pupil 3: I'm going to the pictures.
Pupil 4: Are you going in the morning or evening?
Pupil 3: In the evening. (Bright J.A191.)

Activating structures with modification help learners operate different structures frequently used in conversation. In this stage, comprehensible input can be in the aspect of vocabulary, grammar, structures, replacement of words and phrases in sentences, etc. This practice may help learners generate sentences fluently and effectively.

Stages

Generation of original ideas is the final stage in the speech production process. The two previous levels require conscious practice on the part of the learners. This practice gradually reaches 'subconscious level' and during sentence generation, it automatically helps for generation of ideas. At this level, learners are prompted by practical situation to operate the acquired practice and knowledge to meet the situational requirements. The subjects are placed in a situation which compels them to speak. Corrections are made by learners themselves, not by applying any grammatical rules but by developing a 'feel' for correction.

This level examines the output from the learners and find how a language acquirer develops competency over a period of time. It states the level of acquirer before giving input as 'level i', and after processing the 'comprehensible input' through various processes, the out put,

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at the final stage, is seen as 'level i+1'.   Wilson says, "the more comprehensible input one receives in low stress situations, the more language competence one will have." [2]   In this present method, low stressed situation is observed at input level. But at output stage,   learners are kept in a situation that compelled them to speak. The finding shows that the learners speaking skills is improved in terms of ability to speak by manipulating 'Acquired Competency' Supplemented by 'Learned Competency'.

Conclusion

The emphasis of this new method is on activating speaking skills among adult learners who have certain productive inability due to various reasons. These subjects are pursuing their graduation programme with a sole objective to be placed in companies immediately after the completion of their course.   A good communication skill is a prerequisite to enter these companies.   A special ELT method is devised to activate the passive language competency of these learners. Even though Krashen ignores drill and is against pressing situation for producing speech, This new approach emphasizes on 'drill' and 'practice' in acquired 'comprehensible input' to develop speaking skills in pressing situation. Drill on 'learned component' as well as 'acquired component' may help the subjects to activate the speech organ to target language production, and pressing situation is essential to make these subject become alert and produce.

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CALL and Students' Achievement: an Educational Study

Shafeeq. C.P., M.A., M.Ed.

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Abstract

Computer Assisted Language Learning (CALL) is now used in a variety of instructional settings. It can easily generate learner-centered, self-pacing activity. As in other programmed learning packages, CALL can change the proportion of learning from teacher-led to learner-controlled activity. There is a demand for technologically equipped teachers to meet the requirements of future generation teaching. In *CALL and Students' Achievement: an Educational Study*, the investigator is concerned about the effect of CALL in English Language Teaching.

The study is conducted with the objective to ascertain the achievement of students taught through CALL and NON-CALL with reference to giftedness, gender, and motivation. Based on the findings of the study, it is concluded that CALL can significantly enhance the students' achievement in English language learning as compared to the conventional methods. CALL may not be a significant determiner for the achievement of the gifted students, and non-gifted students are much benefited by learning through CALL irrespective of the gender. Students are more motivated by the autonomy enhanced by CALL as compared to the conventional methods.

Key words: CALL, Achievement, Educational Study

CALL – Originally a Supplement

The advent of Information and Communication Technology (ICT) has tremendously influenced the contemporary teaching learning process. The developments in technology

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paved the way for an area of discussion in language teaching called Computer Assisted Language Learning (CALL). Spurred by the rapid development of technology from the early 1980s, CALL has now become an important component of second and foreign language learning pedagogy. Originally viewed as a supplement to classroom instruction, communicative interaction-based CALL activities are now used to promote learner autonomy and to encourage involvement with the target language both inside and outside of the classroom. CALL publications have evolved from explanation of computer and software to broad exploration of CALL-based pedagogy for a variety of instructional needs.

CALL: Concepts and Applications

Computer Assisted Language Learning (CALL) has been defined as "the search for and study of applications on the computer in language teaching and learning" (Levi, 1997). It is now used in a variety of instructional settings. This has necessitated the language teachers to possess CALL expertise that includes both practical skills and a thorough understanding of information technology (IT). Though Computer assisted Instruction (CAI) is common to teaching of all subjects, CALL has become an exclusive part of language teaching, especially Second Language (L2) learning. CALL covers a broad range of activities which makes it difficult to describe as a single idea. It has come to encompass issues of material design, technologies, pedagogical theories and modes of instruction. Materials for CALL can include those which are purposively made language learning and those which adapt existing computer based materials, video and other materials. In order to set a sense of direction in the general area of language learning, it is very important to attempt to examine CALL practice which may lead to effective venture in future.

CALL and Teaching Learning Process

One of the conventional rationales for the computer in language learning is the justification that it offers a powerful self-access facility. It can easily generate learner-centered, self-pacing activity. As in other programmed learning packages CALL can change the proportion of learning from teacher-led to learner-controlled activity. The role of teacher is more of a facilitator of learning situations. Autonomy is fostered by CALL in different ways.

As it is concerned with new technology, CALL brings about changes in the teaching methodology. This does not mean that the role of teacher is questioned by CALL because a computer managed simulation demands teaching skills of a very high order at least commensurate with anything required by the more sophisticated techniques in communicative language teaching. Anyhow a shift is taking place in the use of general technology and also in education from the teacher-centered classroom towards a learner-centered system where the learner is in control of the lesson content and the learning process.

CALL has historically been rooted in educational technology, and findings from the general field of education will continue to be influential on determining its future directions. The most effective uses of CALL support this new model of education and language teachers need to be able to respond by creating CALL-based activities for their particular instructional situation. It is rightly observed that there is no way the computer can replace the teacher, instead teachers who use technology will replace those who don't (Fotos and Browne, 2004).

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The above-mentioned realities demand for technologically equipped teachers to meet the requirements of future generation teaching. Teachers may need to design, implement, and evaluate CALL activities in their classrooms, they may be asked to supervise an institution-wide project or to work with other institutions to develop CALL exchange program, or they may be put in charge of setting up and operating a multi-media language laboratory. It is thus becoming essential for L2 teachers to be familiar with CALL options within the classroom, at the institutional level, and at the broader level of inter-institutional collaboration.

Developmental Stages of CALL

In the last four decades, CALL materials have gone from an emphasis on basic textual gap-filling tasks and simple programming exercises to interactive multimedia presentations with sound, animations and full-motion videos. But this progress has not been purely linear and creative. Instead, many programmes being produced today are improvements upon the exercises used in the past. This prompts the necessity to study a brief history of CALL to understand the different developmental stages.

CALL in the 1950s and 1960s.

Influenced by Cold War (1945-91) political motivations, the first CALL programmes created at three pioneering institutions in USA, Stanford University, Dartmouth University and the University of Essex, focused on the teaching of Russian although, eventually, other languages were included as well.

Early programmes required the learner to choose one of two answers and the score was presented after the data had been processed. The challenge was to create a learner interface that presented the computer as an interactive tutor evaluating the student and providing subsequent activities.

Among the first and most significant applications for the teaching and learning of language at the computer were those used on the Programmed Logic/Learning for Automated Teaching Operations (PLATO) system, developed in 1959 by the University of Illinois. PLATO's computer and its programming language were custom-designed for the purpose of teaching language, as well as a range of other university-wide disciplines.

Much of PLATO's first language learning work was done in teaching Russian using Grammar Translation Approach, which dominated foreign language teaching from the 1840's to the 1940's. The earliest language learning programmes were strictly linear, requiring each learner to follow the same steps in the same fashion with rewards in the form of points and advancement for correct answers.

CALL in the 1960s and 1970s.

This first phase of CALL has been termed Behaviourist CALL (Warschauer, 2004). It dominated the 1960's and 1970's and replicated the teaching techniques of structural linguistics and the audio-lingual method, a behaviourist model of language learning based on habit formation. CALL consisted mainly of drill-and-practice programme and was regarded as supplement to classroom instruction rather than its replacement.

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However, it should be noted that even today numerous drill programmes still exist for vocabulary study and grammar practice because repeated exposure to such material has been shown to promote its acquisition, and the computer provides both immediate feedback and presents material at the learner's pace, thereby encouraging learner autonomy.

These programmes were strictly linear, requiring each learner to follow the same steps in the same fashion with rewards in the form of points and advancement for correct answers. The tasks were essentially adaptations of traditional textbook exercises and did not take advantage of special features of the computer. The importance of simulation is that they create challenges for learners to explore multiple links and see the consequences of different actions and inputs.

CALL in the 1970s and 1980s.

The emergence of increasingly powerful microcomputers in the 1980's presented a greater range of possibilities for learner interaction and pioneer books on CALL methodology, such as Higgins and John's *Computers in Language Learning* (1984), Underwood's seminal *Linguistics, Computers and Language Teacher* (1984) began to appear. Microcomputers are what we would now call 'desktop computers' or 'personal computers'. 'Portable', or 'laptop', computers are included in this last category, but were introduced much later and are now far more powerful than the first mainframe computers.

This period also witnessed the establishment of key professional organizations such as the Computer Assisted Language Instruction Consortium (CALICO) in the United States and the European Association for Computer Assisted Language Learning (Euro CALL), and publication of their journals, CALICO Journal and Re CALL.

As mentioned above, changes to the field of CALL in 1980's were marked by a shift from mainframe computers and computer workstations such as UNIX machines to desktop models with applications that were more easily available for classroom use. Even though these machines were limited in power, it meant that classroom teachers could begin experimenting with creating their own, often simple, CALL applications to address local language teaching and learning concerns in a broad range of languages.

At the same time, the move to a more affordable platform with a larger installed base of computers within schools began to encourage and influence the production of commercial software programmes. In addition, language teachers themselves began to develop language-learning software using programmes such as HyperCard, which were based on a nonlinear concept of interactivity-one of the key concepts driving the subsequent development of Internet.

This next generation of CALL software was characterized as communicative CALL because it emphasized communicative use of the language rather than mastery of isolated forms. Programmes consisted of language games, reading and writing practice, text reconstruction, cloze tests, and puzzles. However, once again the prevailing model was the computer as tutor for the student, a teacher in the machine, and some researchers evaluating CALL questioned whether this technology was truly compatible with communicative methodology.

CALL in the 1990s.

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In reaction to the criticism that CALL was limited to mechanic drills and lacked the ability to give learners essential feedback, the early 1990's was characterized by a different model, the computer as stimulus. Here, software followed cognitive model of language learning that aimed to stimulate students' motivation, critical thinking, creativity, and analytical skills rather than merely the achievement of correct answer or the passive comprehension of meaning. A related learning model was the use of computer as a tool providing the means for students to become active learners (Levy, 1997). Software in this category, such as word processor, spelling and grammar checkers, desktop publishing programmes, and concordancers did not supply language-learning activities but facilitated the students understanding and manipulation of the target language (Warschauer, 2004).

The Present Stage of CALL

The present stage of CALL, integrative CALL, arose in the mid 1990's and has been made possible by the development of powerful desktop computers that support rapid use of Internet, local area networks (LANs), multimedia, and linked resources known as hypermedia. Currently, a typical multimedia language program might allow students to do a reading assignment in the target language, use a dictionary, study grammar and pronunciation related to the reading, perhaps access support materials and translations in the first language (L1), view a movie of the reading, and take a comprehension test on the reading content, receiving immediate feedback, all within the same program. This is a highly interactive and individualized approach, with the main focus on content supported by modules instructing learners on specific skills. (For a glance at stages of CALL, see table 1)

Integration is regarded as essential for the creation of meaning in many of current CALL activities. Thus person-to-person interaction is a conspicuous feature of many current CALL activities. The rise of LANs to teach writing interactively and email exchange programmes among students, classes, and institutions are examples of interactive language learning activities. The rise of internet has promoted the use of CALL for information retrieval, creating the concept of computer literacy, a term referring to the development of skills for data retrieval, critical interpretation, and participation in online discourse communities.

Learner autonomy - the influential concept from general education suggesting that students learn better when they discover things through their own efforts rather than when they receive knowledge through instruction- is an important goal of the current view of CALL.

Another feature of integrative CALL is the movement away from language learning software and CD-ROMs to Web-based activities that allow learners flexible, self-paced access to information.

Thus both teachers and students increasingly view computers and CALL as means to an end- the end being authentic, web-based communication for meaningful purpose-rather than merely as a tool for language learning (Fotos and Browne, 2004).

TABLE 1
The Three Stages of CALL

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Stage	1970s-1980s: Structural CALL	1980s-1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English teaching paradigm	Grammar translation and audio-lingual	Communicative language teaching	Content based, English for Specific Purposes
View of language	Structural(a formal structural system)	Cognitive(a mentally constructed system)	Sociocognitive(developed in social interaction)
Principal use of computer	Drill and practice	Communicative exercises	Authentic discourse
Principle objective	Accuracy	Fluency	Agency

Based on Warschauer (2004)

Because of the rapidly changing nature of technology, it is impossible to visualize the changes that will occur as a result of future developments in CALL. It can be observed that we are heading toward a world without borders, with the rise of knowledge brokers and information literates as new aristocracy and power elite. However, the expensive technology and infrastructure required for online activities tend to privilege the culture and educational pedagogies of the advanced nations, creating a hegemonic digital divide between technological haves and have-nots (Murray, 2000).

CALL Approaches in Language Acquisition

Language Acquisition can be offered at the computer as learners are exposed to new language and when learners promoted to engage in collaboration that promotes negotiation of meaning, i.e., the interactional work done by speakers and listeners to ensure they have a common understanding of the ongoing meanings of the discourse. It is based on the fact that language learning and teaching is a fluid process in which different learner and teacher learning styles to be accommodated on an almost individual basis.

In terms of CALL, the individualization of instruction makes for even greater opportunities for Second Language Acquisition (SLA) to be, promoted through software designs that assess learners' learning styles and track their acquisition through tests which remember and revisit individual items with which each learner has difficulty. The possibilities of CALL in English Language Teaching (ELT) is an important area of study, especially in the context of the third world countries like India, where English has become a link language of the people. However, the discussion o the effectiveness of CALL in language learning is not free from the contemporary theoretical disposition on the nature of language acquisitions. This prompts the need for discussion of the approaches involved in CALL.

Behaviourist Approach.

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A behaviourist model of instruction suggests that learners can be taught a wide variety of subjects if presented with information in small steps, each step requiring appropriate responses from the learner before going to more difficult or more advanced steps. This promoted the idea of machine instruction as a way of increasing learner autonomy to avoid an essential problem in class-room instruction, the pace of instruction in a group of learners whose comprehension and learning rates are at different levels.

Many features of programmed instruction are found in CALL such as the use of multi-choice questions, constructed response answers and hotlinks. But critics soon saw that programmed instruction had its faults, pointing out that programmed instruction tended to teach details about language but not communication. Despite this criticism, programmed instruction continues to be pervasive in CALL, sometimes combined with other less behaviourist features.

The reason for its enduring appeal is simply that programmed instruction is an easy thing for the computer to do, though not pedagogically ideal. This aspect of programmed instruction is also seen in another approach, mastery learning. Mastery learning assumes that wholes can be broken into parts, that skills can be broken onto sub-skills. Learners are diagnosed in terms of deficiencies, called 'needs', then taught until 'mastery' is achieved at each level. If this mastery, defined as behavioural competence, is achieved at each level, then the more general concept of the accumulation of the skills has also been taught.

Constructivist Approach

It is argued that behaviourism, with its focus on stimulus of an organism leading to a response behaviour that was either reinforced or not, is not a true picture of the working of the mind or an accurate description of the learning of language. Cognitivists criticized the behaviourist approach and it resulted in another model of instruction, known as constructivism.

Constructivism is a humanist model that differs radically from behaviourism, suggesting that learning is a process by which learners construct new ideas or concepts by making use of their own knowledge and experiences. The learner has greater control and responsibility over what he or she learns and relies on schema to select and transform information, create hypotheses ad make decisions.

Schema theory is important to CALL because it provides an idea of how knowledge is organized. Schema theory of language processing suggests that discourse is interpreted with reference to the background knowledge of the reader or listener. It also suggests that the knowledge we carry around I our heads is organized into interrelated patterns. These are constructed from all our previous experiences and they enable us to make predictions about future experience.

Schema theory is important to CALL because many aspects of schema mirror the organization of hypertext, hypermedia ad multimedia. Schema theory offers a dividing line between behaviourism and constructivism. Behaviourism often assumes that the learner's state of mind is that of a blank slate, waiting to be written on; constructivism assumes that the learner comes to the class-room with a rich set of ideas and experiences. As Beatty says, a constructivist model allows and encourages learners to build on what they already know and

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go beyond the simple collection and memorization of information to develop individualized internalized principles (Beatty, 2003).

Constructivism supports key concepts of CALL, collaboration and negotiation of meaning. Collaboration provides opportunities for negotiation of meaning as learners struggle to build new schema and extend existing ones. The role of the teacher in a constructivist model includes presenting opportunities for learning and encouraging reflective thinking in learners, partly through collaborative peer activities. This process orientation of constructivism assumes that good methods for structuring knowledge should result in simplifying, generating new propositions and increasing the manipulation of information. Thus, like behaviourism, constructivism has also had a close connection with CALL. Many teachers would recognize aspects of constructivism in both class-room practice and some CALL programmes.

Collaboration and Negotiation of Meaning

Collaboration is among the most useful ways in which learners acquire language at the computer. Beatty defines collaboration a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task or the answering of a question (Beatty, 2003). It is manifested in the actions a learner takes when working with others. When two or more learners sit at a computer and discuss process and content in the target language, they often engage in scaffolded learning, helping each other improve their language. Learners often collaborate, either on their own initiative or as an assigned activity. Collaboration is an important activity in the class-room because it encourages social skills and thinking skills and mirrors the way in which learners often need to work once they leave an academic setting. From the point of view of learning a language, there is an additional benefit, in the process of negotiating the meaning of a task and the means by which it may be addressed; learners make decisions about the learning materials they study and the ways in which they should study.

To negotiate meaning, learners engage in discourse that provides opportunities for comprehensible input and encourage comprehensible output. This helps learners build vocabulary, skills and language awareness. Further, it is suggested that collaboration supports a communicative approach to learning. This requires coordination and decision-making and interpersonal and communication skills. Such activities often work best with group members of different language and cultural background, such as in a mixed ESL classroom where English is the only common language.

Much research has been focused on individual learners using computer to collaborate over distance with other learners. In one version of this approach, collaboration takes place through local area networks within a classroom or among different classrooms in a school. Another approach is o offer opportunities for learners to use email and the World Wide Web (WWW) to communicate with the wider world. This approach is particularly appropriate for distance learning situations in which learners need to communicate with their teachers at greater regularity than is practical through correspondence-course mail.

A commonly observed collaborative phenomenon is pair or small groups of learners working on their own outside of a class at a single computer to complete a task or series of tasks. This type of collaboration is sometimes teacher-initiated but is more often learner-

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initiated. The greatest reason for collaboration at the computer is the simple human desire for social contact; learners like to explore together and work together. Working together is an aspect of education consistent with one of the goals of modern schools, fostering the socialization of learners.

However, a concern of CALL is how collaboration promotes language learning through exposure to new language and opportunities to use it through negotiation of meaning with peers. Traditional class room settings are likely to be poor places for learners to acquire language compared to the world outside the class room, in part because teachers dominate the conversation with display question mean to elicit set responses. This criticism is largely answered by collaboration, whether within or outside of a class room context in which learners are able and encourage to engage in discourse freely. So it is the responsibility of the teachers and the institutions to organize the CALL class room in such a way to promote maximum collaboration.

CALL Applications in Language Acquisition

Although current language teaching practices emphasize meaning –focused language use, and learners are encouraged to process target structures in authentic discourse, the effectiveness of structure-based computer software tutorials for improving learner accuracy in the drilled structure has been noted from the earlier reviews of CALL effectiveness and continues up to the present. The challenge, therefore, is to retain those elements that promote the development of accuracy while providing meaning-focused use of the target structure to enhance language acquisition. This challenge is met by today's language learning software. Whereas early CALL software was text-based and was characterized by low interactivity, today's hypermedia programmes provide students with instruction on and practice in using target forms, listening exercises, dictionary assistance, pronunciation exercise, translation, and communicative usages of the forms through authentic texts, sound and video clips software.

Ken Beatty points out that there are eight current CALL applications available for language acquisition. They are:

- Word processing
- Games
- Corpus linguistics
- Computer-mediated Communication
- WWW resources
- Adapting other materials for CALL
- Personal Digital Assistants (Beatty, 2003).

CALL Applications in ELT

Skills-oriented language teaching remains a common approach for classes as well as for self-learning, and computer-assisted language learning is no exception. The followings are some of the possible applications of CALL in English Language Teaching.

Listening

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Listening is potentially one of the most promising areas for CALL development. This is because multimedia computing has everything standard audio and video have with the addition of a variety of meaning technologies such as text support, hyperlinked glossaries, and even translations. Listening activities typically involve presentations followed by comprehension questions--some also include full or partial dictations. One type of presentation specific to CALL is the *punctuated* presentation, in which the flow is interrupted at intervals to ask questions along the way.

Speaking

In terms of *direct* practice of speaking, recent developments on the web have allowed for voice chat sites which make it possible for learners and teachers to interact through the Internet in distance education courses. Asynchronous speaking practice is possible through Internet voice mail, or simply attaching sound files to email. There are also programs which allow some limited conversation simulation that gives something of the experience through the use of speech recognition software. Most programs simply rely on voice recording, with the learner simply recording a line from a dialogue and then comparing it with the native sample. It has been suggested by many practitioners that using text-based chat supports the development of speaking **s**kills indirectly due to the synchronous and informal nature of chat.

Reading

Most reading instruction on disk and the web has involved the use of meaning technologies, such as hypertext glossaries, translations, and notes (on grammar, usage, culture).

Here are some other ways CALL can be used to support reading

- Just using the web: teachers give students tasks that require finding, comprehending and sometimes consolidating information on the web.
- Educational sites with EFL or adult literacy support.
- Text reconstruction activities, such as Storyboard, cloze exercises, and jigsaw readings
- Timed or paced readings to develop speed.
- Multimedia reading, such as voice enhanced texts and dynamically illustrated material
- Dedicated reading computers.

Writing

Writing was revolutionized for everyone with word processing, and the addition of spell checkers has been quite helpful. Grammar and style checkers are much less useful to date, and using a thesaurus can be counterproductive if students aren't trained in their limitations.

Some other ways computers enhance writing instruction include the following.

- Use of email for fluency development
- Online writing tutorials (e.g., using programmed prompts)
- Blank screen (where the monitor is turned off and students type in their ideas without being distracted) and other production techniques

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- Publication opportunities (both paper and web) as motivators
- Collaborative writing tasks
- Writing support practice (e.g., CALL activities with fill-ins for structured writing)

Writing is also perhaps the most common skill to be taught as a course through distance education using the Internet.

Grammar

Grammar practice was perhaps the earliest use of CALL. Today grammar work is largely focused on the following:

- Workbook-style exercises (on disk and online).
- Grammar test prep materials.
- CD-ROMs accompanying grammar textbooks.
- Online courses and references.
- Hypertext-linked grammar notes accompanying readings.

Pronunciation

Pronunciation work is generally of three types.

- Listen, repeat/record, and compare. This option shows up in many multimedia programs and is analogous to the tape-based **language** lab technique in the audio-lingual method. However, the instantaneous response of digitized speech (no rewinding needed) makes the computer a more effective instrument for this.
- Visualization: wave form, pitch contour, spectrogram. The first and last are of questionable value. Wave forms are easy for a computer to produce, but they only clearly show the bands of intensity across time. This is most helpful in teaching rhythm. Spectrograms are most useful if they have high detail, which they generally don't on CALL software, and they require training in phonetics to interpret them. However, visualization of pitch contour has been found to be quite helpful for some students in recognizing and producing both the patterns and ranges of intonation.
- ASR (automatic speech recognition) scoring. Here, the computer uses speech recognition software to grade accuracy. This can be useful, but there are a lot of technical problems--microphone quality, sound card quality, and background noise are all variables that can negatively affect the score, leading even native speakers to score as non-natives. There are a number of commercial CD-ROMs for teaching pronunciation. These are generally superior to the text and tape alternatives.

Vocabulary

Vocabulary activities have been around since the early days of CALL in the form of electronic flashcards (linking L2 word to L1 translation or L2 word to L2 definition). Other common CALL implementations for vocabulary include the following.

- Hypertext dictionaries/glossaries
- Talking dictionaries: Longman, Oxford, and Newbury House have learner's dictionaries with CD-ROMs

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- Concordance programs: these programs look for words in collections of texts, or corpora, and return examples of the word in the immediate context it occurs in
- Picture dictionaries/vocabulary building activities; note, you can use Google's image search as a picture dictionary if you know the word but aren't sure what it means.

Apart from the above mentioned, there are a number of ways in which CALL can be applied in EFL, depending on contexts as well as individual efforts.

Statement of the Problem

In this study the investigator is concerned about the effect of computers in English language teaching. The question posed is, "Does Computer assisted Learning improve the students' achievement?" This prompted the investigator to develop the statement as follows: *"CALL and Students' Achievement: an Educational Study"*.

Justification of the Choice of the Problem

The advantages of computer-assisted learning may be universally accepted, but how effective it can be in the actual teaching-learning process is yet to be explained, it is thus crucial that we consider our position, prepare ourselves for the impact of the computer and absorb its implications for curriculum renewal and methodological change. CALL may not be a new phenomenon for the advanced countries, but the possibilities of CALL in the Indian context, where technological infrastructure is comparatively limited in nature, has to be analyzed further.

The choice can be further justified when we consider the rapid technological advancement that revolutionized the information and communication systems. As an emerging language teacher the investigator is bound to accept the challenges posed by computer and to make teaching of English more lively and integrated. This necessitates a study about the effectiveness of CALL for students' achievement in English.

Objectives of the Study

The investigator carried out the study with the following objectives:

(a) To ascertain the achievement of students taught through CALL and NON-CALL
(b) To study the effectiveness of CALL and NON-CALL in the achievement of gifted students
(c) To study the effectiveness of CALL and NON-CALL in the achievement of non-gifted students.
(d) To ascertain the achievement of boys and girls taught through CALL.
(e) To ascertain the motivation of students taught through CALL and NON-CALL.

Hypotheses

Based on the objectives, the investigator formulated the following hypotheses:

(a) There is no significant difference in the achievement of students taught through CALL and NON-CALL.

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(b) There is no significant difference in the achievement of the gifted students taught through CALL and NON-CALL.

(c) There is no significant difference in the achievement of the non-gifted students taught through CALL and NON-CALL.

(d) There is no significant difference in achievement of boys and girls taught through CALL.

(e) There is no significant difference of motivation between the students taught through CALL and NON-CALL.

Tools of the Study

To carry out any type of research investigation data are gathered and using which hypothesis may be tested. The investigator used the following tools:

- Achievement test
- Interview
- Observation

Preparation of CALL Material

Preparation of course-specific material is an important aspect of this study. The material should be capable of providing the learner autonomous learning

Administration of Test

In order to identify effects which were due to the medium in which the materials were presented, an activity was chosen which existed in both computerized and non-computerized form. So the investigator selected lessons in grammar, regarding the usages of pronouns and adjectives, based on the middle school level. It was based on both the behavioural as well as cognitive approaches. Sufficient care was taken to give multimedia effect to the CALL material as a result it could give maximum autonomy of learning.

The effect of differences among the subjects using the materials was minimized by matching students according to language level, according to their experience with computing, and, informally according to their personality.

Finally, in order to minimize differences due to order in which the tasks were performed in two different media, two tasks were selected. Group A did the first task in CALL form, with Group B doing the same task in non-CALL form. The situation was then reversed for the second task with Group B doing it in CALL form, and Group A doing it in non- CALL form.

A one hour test was administered after completing the specific course designed. Same test was given to those students who studied through CALL and to those who studied through conventional methods. Thus each student took two tests of the same level but differed in their mode of study in both the occasions. The investigator tried to give the same testing conditions in both the cases.

Sample of the Study

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As the study required experimental teaching with computer, the investigator had to select students who are familiar with basic computer knowledge. A sample of 12 students was taken from the class 7 of AUP School Trippanachi, Malappuram, Kerala, India. The reason for the selection of this particular group was that they were familiar with basic computer applications. Further, they were students who chose English as their medium of instruction. The selection of the subjects was made on the basis of a selection test, with equal weightage being given to both to their knowledge of English and Computer. Then the selected students were divided into two groups.

Statistical Tools Used

For the analysis of data, the investigator used the following statistical methods.

- Mean
- Standard Deviation
- 't' Test

Analysis and Interpretation

Each objective of the present study has been stated by the investigator, followed by its corresponding hypothesis. The analysis of the obtained results and interpretation for a particular hypothesis has been presented along with its result. As the present study is experimental in nature, some of the interpretations are based on the qualitative data obtained by the investigator's observation and interview with the subjects.

Objectives

The objectives of the study have been specified as follows:

Objective No.1

To ascertain the achievement of students taught through CALL and NON-CALL

Hypothesis No.1

There is no significant difference in the achievement of students taught through CALL and NON-CALL.

Mean, SD, SEM, t-value etc. of the students taught through CALL and NON-CALL methods

Group	No	Mean	Pooled SD	SEM	Calcul. t-value	Tabula. t-value	D.f	LS	Ho R/A
CALL	12	18.58							
			3.88	18.58	2.10	2.07	22	0.05	A
NON-CALL	12	15.25							

TABLE 3

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Interpretation-1

The table 4.1 shows that value of *t* calculated is higher than *t* tabulated value. Therefore the null hypothesis is rejected. There is a significant difference in the achievement of the students taught through CALL and NON-CALL methods (Figure 1).
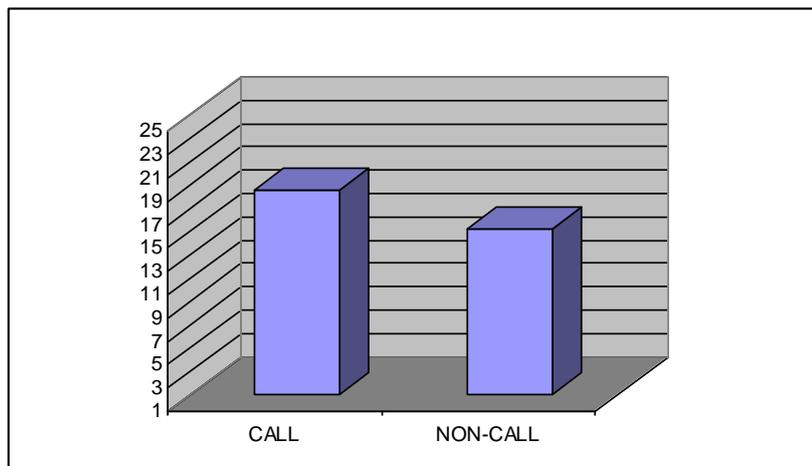
FIGURE 1

Objective No.2

To study the effectiveness of CALL and NON-CALL in the achievement of gifted students.

Hypothesis No.2

There is no significant difference in the achievement of the gifted students taught through CALL and NON-CALL.

Mean, SD, SEM, t-value etc. of the gifted students taught through CALL and NON-CALL methods

Group	No	Mean	Pooled SD	SEM	Calcul. t-value	Tabula. t-value	D.f	LS	Ho R/A
CALL	03	22							
			1.91	1.56	-0.21	2.78	4	0.05	A
NON-CALL	03	22.33							

TABLE 4

Interpretation-2

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The table 4.2 shows that value of *t* calculated is quite smaller than the *t* tabulated value. Therefore the null hypothesis is accepted. There is no significant difference in the achievement of the gifted students taught through CALL and NON-CALL methods (Figure 2).
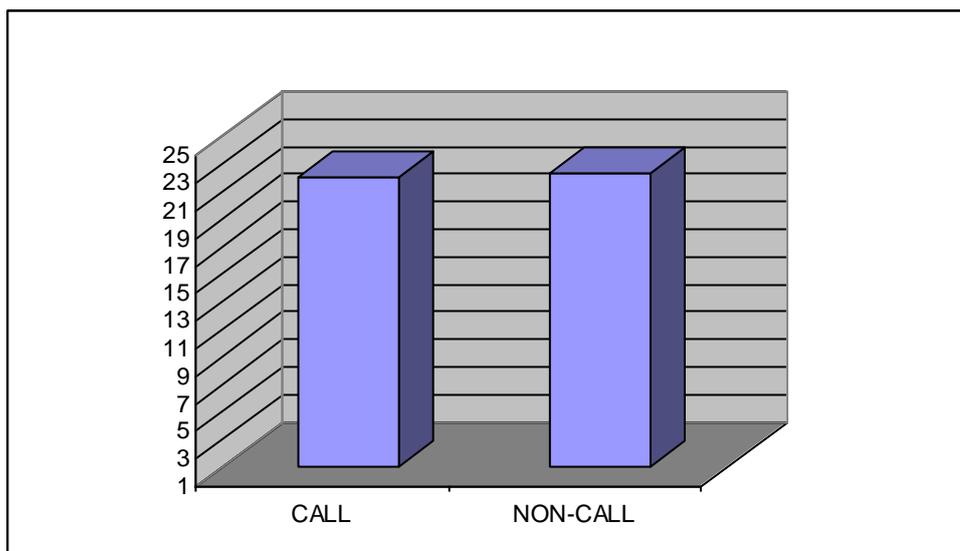
FIGURE 2

Objective No 3

To study the effectiveness of CALL and NON-CALL in the achievement of non-gifted students.

Hypothesis No 3

There is no significant difference in the achievement of the non-gifted students taught through CALL and NON-CALL

Mean, SD, SEM, t-value etc. of the non-gifted students taught through CALL and NON-CALL methods

Group	No	Mean	Pooled SD	SEM	Calcul. t-value	Tabula. t-value	D.f	LS	Ho R/A
CALL	09	17.78							
			2.85	1.341	3.064	2.12	16	0.05	A
NON-CALL	09	13.67							

TABLE 5

Interpretation-3

Table 4.3 shows that value of *t* calculated is quite higher than *t* tabulated. Therefore the null hypothesis is rejected. There is a significant difference in the achievement of the non-gifted students taught through CALL and NON-CALL methods (Figure 3).

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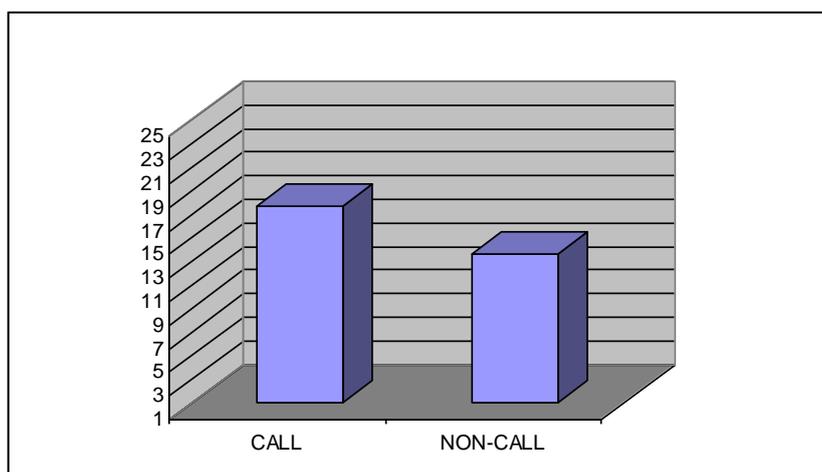
FIGURE 3

Objective No 4

To ascertain the achievement of boys and girls taught through CALL.

Hypothesis No 4

There is no significant difference in achievement of boys and girls taught through CALL.

Mean, SD, SEM, t-value etc. of the boys and the girls taught through CALL

Group	No	Mean	Pooled SD	SEM	Calcul. t-value	Tabula. t-value	D.f	LS	Ho R/A
Boys	04	18.75							
			2.945	1.803	0.139	2.23	10	0.05	A
Girls	08	18.5							

TABLE 6

Interpretation -4

The table 4.4 shows that value of *t* calculated is quite smaller than *t* tabulated value. Therefore the null hypothesis is accepted. There is no significant difference in the achievement of boys and girls taught through CALL (Figure 4).

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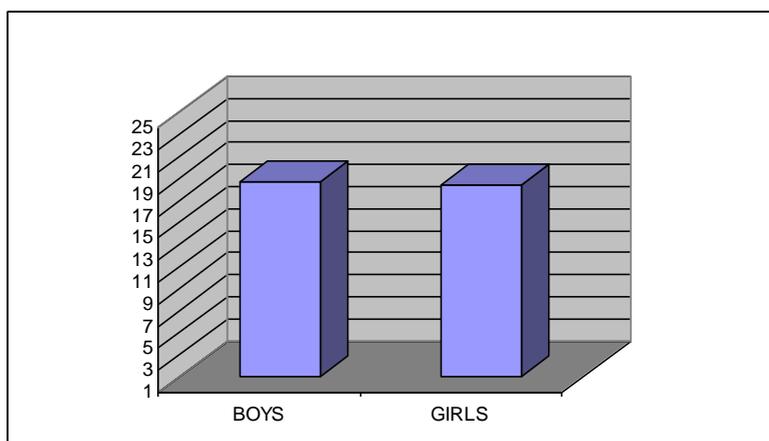
FIGURE 4

Objective No 5

To ascertain the motivation of students taught through CALL and NON-CALL.

Hypothesis No 5

There is no significant difference of motivation between the students taught through CALL and NON-CALL

Interpretation-5

This interpretation is based on the qualitative data obtained by the investigator through observation and interview. It was observed that students spent more time while studying through CALL as they were motivated by the autonomy of provided by the CALL exercises. Thus the null hypothesis is rejected. There is a significant difference of motivation between the students taught through CALL and NON-CALL.

Findings

The findings, which are based on the interpretations of the analysed data, are as follow:

1. It was found that CALL could significantly enhance the achievement of students in their course of study. The learning through CALL mode outperformed the learning through NON-CALL.
2. The higher gifted students were not much influenced by CALL to enhance achievement. They achieved higher results irrespective of the mode of study.
3. The non-gifted students were the beneficiaries of CALL. It was found that they performed significantly better through CALL method.
4. It was found that there was no significant difference in the achievement of boys and girls taught through CALL.
5. Students were motivated by the autonomy given by CALL. The students who studied through CALL spent considerably longer duration for study compared to their NON-CALL counterparts. Further, all the students liked their experience with CALL.

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Discussion

The findings of the study throw light into the important role that computers can play in English language teaching.

Firstly, CALL has been proved as an effective method for students' achievement. This confirms the earlier findings in this field. It is interesting to note that CALL does not underestimate the role of teacher. The teacher has to do a lot of ground work behind the curtain in the preparation of appropriate materials, using appropriate media.

Secondly, the performance of the gifted students does not depend upon the methods of teaching. They have the capacity to grasp the concepts in both the methods. This does not mean that they did not like CALL. All the students tend to like CALL as compared to the conventional methods. But as far as academic achievement is concerned, superior students do not benefit much from CALL.

Thirdly, the non-gifted students get much benefit by CALL approaches. It is because the computer can repeat the same procedures without fatigue. So the students get the chance to be thorough with the materials through repeated exercises. So they tend to spend much time, taking advantage of the autonomy provided by CALL. This is a significant advantage of CALL for the average students as contrasted to the case of the higher achieving students, who do not require repeated exercises to understand the basic concepts.

Fourthly, gender is not a barrier in acquiring efficiency in technology enhanced learning. It matters whether the subjects are familiar with the basic computer applications. Thus there is no significant difference among boys and girls who worked on CALL with regard to the academic achievement.

Lastly, autonomy enhanced by CALL fosters much relaxation to the students. Contrary to the traditional classrooms, students tend to spend more time with computer. It happens because they enjoy the state of being stimulated by multimedia programmes. It was also observed that, even though CALL gives autonomy of learning, the students used to seek the help of the teacher for the proper functioning of the learning.

Conclusions

Based on the findings of the study the investigator arrived at the following conclusions:

1. CALL can significantly enhance the students' achievement in English language learning as compared to the conventional methods.
2. CALL may not be a significant determiner for the achievement of the gifted students.
3. Non-gifted students are much benefited by learning through CALL.
4. There is no significant difference in the achievement of boys and girls taught through CALL.
5. Students are more motivated by the autonomy enhanced by CALL as compared to the conventional methods.

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Recommendations for Future Research

As stated earlier, the present has been a pilot investigation, which has many limitations and problems. It is the moral obligation of the investigator to recommend the following suggestions for future research in this field.

1. The sample of the study is not adequate enough to arrive at broader generalizations regarding the topic. This happened because of the limited resources available to the investigator. There was time constraint for the investigator to experiment with larger population. Therefore, the investigator would like to suggest the future researchers to ensure the findings of the study with more experiments.

2. In this study, the investigator made special arrangements to study the effectiveness of CALL in English language teaching. It would be desirable if future researchers focus on how CALL can be implemented in the actual teaching-learning situations. So, the possibilities of CALL in larger classroom set ups have to be studied in detail.

3. Technology is an ever-changing phenomenon. So the researchers in this field are obliged to focus on the latest possible extends of technology. While conducting research, it is crucial to find the suitable environment which can provide satisfactory infrastructural facilities.

4. The investigator studied only the area of teaching grammar through CALL. Other areas in teaching of English have to be studied in the context of CALL.

5. In the present study, the investigator used self-made CALL materials which could serve the purpose of a pilot study. The researchers can utilize the available resources in the market, but they have to verify the appropriateness and authenticity of such materials before putting them into practice.

6. Researches should focus on how well CALL can be designed for the academic achievement of students of different social, linguistic and educational levels.

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Kinesics in Arthur Conan Doyle

K. Sangeetha, M.A., M.Phil., Ph.D.

Sir Arthur Conan Doyle
http://en.wikipedia.org/wiki/Arthur_Conan_Doyle

An Indian Definition of Body Language

Body language, also called 'Kinesics', is an outward reflection of a person's emotional condition. The *Panchatantra* defines body language thus:

From feature, gesture, gait,
From twitch, or word,
From change in eye or face
Is thought inferred. (25).

Doyle's Use of Body Language

Arthur Conan Doyle, in his Sherlock Holmes stories, makes dexterous use of body language. Sustained interest, an essential quality in detective fiction, is made possible through non-verbal communication. The reader finds that one has to be careful in this cerebral quest, not to miss anything. The thrust is not only in the words and their associated tone but also in the non-verbal elements attached to the rendering. In fact, many a time, Doyle emphasizes that it is body language that guides Holmes, the protagonist, towards truth, while words belie.

Albert Mehrabian, a pioneer researcher of body language in 1950s, found that "the total impact of a message is about 7% verbal (words only) and 38% vocal (including tone of voice, inflection and other sounds) and 55% nonverbal" (qtd. in Allan 9). Holmes's *Book of Life* explains the use of body language:

By a man's fingernails, by his coat sleeve, by his boots, by his trouser, knees, by the calluses of his forefinger and thumb, by his expression, by his shirt-cuffs, by his movements—by all of these things, a man's calling is plainly revealed (Doyle Vol 1: 14-15).

This quotation is so relevant that it has been given as the introduction to *The Definitive Book of Body Language*, published in 2005. Doyle's contribution is up to date.

Some Instances of the Use of Body Language

There are other instances involving body language in the works of Arthur Canon Doyle. In *The Adventure of the Three Gables*, Holmes finds that Susan, a servant, acts as a spy for a criminal. He asks details about the criminal and corrects himself on studying Susan's body language. "So, a rich man? No, you smiled; a rich woman" (Doyle Vol.3: 565). In *The Adventure of the Yellow Face*, a client tells Holmes about the strange behaviour of his wife:

She gave a violent start and a kind of gasping cry when I spoke, and that cry and start troubled me more than all the rest, for there was something indescribably guilty about them…. All the time that she was telling me this story she never once looked in my direction and her voice was quite unlike her usual tones. It was evident to me that she was saying what was false (Doyle Vol 2: 40).

Body Language versus Verbal Language

Doyle makes use of body language as against the verbal language to prove how the former can help in identifying the truth when words seem deceptive. In The *Adventure of the Blue Carbuncle*, Doyle makes use of eye contact to identify the criminal's real identity.

When asked for his name, the man hesitates for an instant, "My name is John Robinson," he answers with a sidelong glance. "No, no; the real name," says Holmes sweetly. "It is always awkward doing business with an alias" (Doyle Vol. 1: 375).

Body Language in Aid of Discovery

In *A Study in Scarlet,* when the detective narrates his exploits, Holmes speaks as if he is interested. But his body language betrays his lack of interest. " 'It's quite exciting,' said Sherlock Holmes, with a yawn" (Doyle Vol. 1: 45). Holmes studies even Watson's body language and reads his mind often. He tells Watson, "The features are given to man as the means by which he shall express his emotions, and yours are faithful servants" (Doyle Vol. 2: 160). According to *The Definitive book of Body language*, "Rubbing the palms together is a way in which people communicate positive expectation" (Allan 129). This gesture is often repeated by Holmes. For instance in "*Silver Blaze*," Watson says,

> "I could see that Holmes was extremely pleased, for he chuckled and rubbed his hands together" (Doyle Vol. 2: 23).

Body Language, Symbol and Metaphor

Researchers on gestures have identified the steeple of fingers as follows: "We have found that the steeple was frequently used in superior subordinate interaction and that it indicates a confident or self-assured attitude" (Allan 133). The steeple is one of Holmes's favourite poses and it reveals his nature also. In *The Hound of the Baskervilles*, Dr. Mortimer tells the details of Sir Charles's death and Holmes "leaned back, put his finger-tips together and assumed his most impassive and judicial expression" (Doyle Vol. 3: 20).

Doyle employs gestures, postures and facial expressions to tell the detective and the reader that there is more than what is said through the language as narration or conversation. Kinesics is a very remarkable tool with contemporary relevance to get to the truth in any situation—formal, as in investigations or business transactions or informal, as in day-to-day exchanges.

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Impact of Work Stress on Mental Health of Casualty Medical Officers at Government Hospitals, SWAT, Pakistan

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ABSTRACT

The study was aimed to investigate the impact of work stress on mental health of casualty officers at District Swat. The study was significant in this way that present government at Tehsil, district, division or even at provincial level may schedule the working hours of the medical officers to work at casualty departments and also can provide the necessary facilities to get rid off from over burden and mental stress. The study was also beneficial in this regard that, the future researchers can also investigate the hurdles faced by the medical officers during their duties into the hospitals.

All medical officers working in government hospitals of Khyber Pakhtunkhwa were constituted the population of the study. The scope of the study was delimited to the district Swat. Four government hospitals of district Swat were used to take sample of the study. Thus twenty medical officers working in casualty department were taken randomly from these four hospitals

as sample of the study. A questionnaire was prepared for medical officers, which was used as research instrument to collect data for the study. After collecting data through questionnaire from medical officers, data was presented in tabular form and then data was analyzed and manipulated by using appropriate statistical tools. Different problems were highlighted after analyzing the data and then suitable suggestions were made to remove mental stress of the medical officers working in casualty departments.

Key Points: Stress, Mental, Medical, Hospitals, Hurdles, Casualty, Health

Introduction

Education assists harmonious development of the individual. It increases the economic, social and political adjustment of the individual in the society. Education is an essential prerequisite for an efficient and equitable development process. It is a recognized fact that without a minimum education level for the entire population, a human centered development process cannot be sustained (Shami, 2005).

The education is becoming one of the defining enterprises of the 21st century with the emergence of globalization and increasing global competition. In the fast changing and competitive world, education and technology are the master keys for respectable survival and progress of Pakistan. Pakistan is determined to respond positively to emerging needs, opportunities and challenges of globalization. Education is being considered a key to change and progress. Progress and prosperity of the country depends on the kind of education that is provided to the people (Shami, 2005).

"The role of the doctor has changed drastically since the 1930s and 1940s, when practitioners struggled with unbelievably large numbers of patients in their districts. Today the numbers of patients are much smaller, but their qualitative demands are much higher. At the same time the high status of the doctor has been diminished. These changing patterns of work and position in society are creating new, and damaging, stresses" (Theorell T., (1989).

"One of the most important changes in role has to do with gender roles and family pressure. How do doctors combine a very demanding working life with a normal family life? In this issue of *BMJ* Dumelow et al describe an interview study of hospital consultants in Britain". They have introduced new terminology to describe three different strategies that men and women

adopt to try to manage both a family and a demanding career: "career dominant," "segregated," and "accommodated" (Dumelow C, Littlejohns P, Griffiths S., 2000).

An Emergency Department is really a scaled down version of a complete hospital, in effect a mini-hospital offering the same full breadth of patient care and administrative processes, albeit in a time abbreviated manner. Just as would occur to a patient being admitted as an inpatient at a full-service hospital, every ED patient goes through a registration and administrative intake process, a series of diagnostic testing encounters, one or more therapeutic interventions, and finally a disposition/discharge process, all of which take place, for the most part, within the four walls of the Emergency Department.

Emergency Departments' patients must be registered into the hospitals information system and have their demographic and insurance information properly obtained. The patients managed care organization may need to be notified. Typically, the patient is initially assessed by a nurse (typically the .triage. nurse), who makes an initial judgment of how rapidly emergency care needs to be rendered. Then the patient is evaluated by a physician, who often orders a series of patient and problem-specific diagnostic tests such as x-rays, electrocardiogram, and blood tests. That physician may need to make multiple contacts to obtain information about the patient from the patients' personal physician, from prior medical records, from the family, from information available at other hospitals. Depending on the emergency physicians' assessment, a series of therapeutic interventions are then initiated, some definitive, others merely the first of many. The patient may be moved into other areas of the hospital in order to have certain tests done, particularly radiologic and other imaging tests. While this is all happening, the patient is continuously being monitored and reevaluated by machines, nurses, and physicians. Depending on information obtained by this continuous monitoring, a previously chosen course of diagnostic testing or therapeutic intervention may need to be modified. Many patients have complicated social and psychological dimensions in addition to their medical problem, all of which must be sorted out if the ED encounter is to be fully successful. At some point, a decision is made as to whether the patient needs to be admitted to the hospital or can be safely discharged home. An administrative disposition process then occurs in which the patients' ED encounter is administratively closed out. No two paths through this system are the same for any two patients. Decisions by emergency physicians and emergency nurses as to what specifically to do next for

the patient are continuously being made and modified based on information about the patient that reveals itself and unfolds in real time.

Review of Literature

According to the *Child and Adolescent Emergency Department Visit Data Book*,[1] there are 31 447 000 child and adolescent visits to emergency departments (EDs) every year, corresponding to an annual rate of 41.2 visits/100 persons. Of these, 13 562 000 child and adolescent visits per year (17.8 visits/100 persons) were injury related. Children younger than 3 years represent the largest proportion of medically and injury related visits in this sample (Weiss HB, Mathers LJ, Forjuoh SN, Kinnane JM.,1997).

The Consumer Product Safety Commission surveyed a sample of 101 hospitals with EDs that were enrolled in the National Electronic Injury Surveillance System to identify the state of preparation of hospital EDs for managing pediatric emergencies.[2] The survey results were extrapolated to the estimated 5312 hospitals in the United States that have EDs. Although less than 10% have pediatric EDs or intensive care services, 76% admit children to their own facilities, and 25% of hospitals without trauma services admit critically injured children to their own facilities (Athey J, Dean JM, Ball J, et al. (2001).

Guidelines for Administration and Coordination of the Ed for the Care of Children Provincial-Local Governments

1. A Physician Coordinator for Pediatric Emergency Medicine is appointed by the ED Medical Director.

i. The Physician Coordinator has the following qualifications;

> **a**. The Physician Coordinator meets the qualifications for credentialing by the Hospital as a specialist in emergency medicine, pediatric emergency medicine, or pediatrics.

> **b**. The Physician Coordinator has special interest, knowledge, and skill in emergency medical care of children as demonstrated by training, clinical experience, or focused continuing medical education.

c. The Physician Coordinator may be a staff physician who is currently assigned other roles in the ED, such as the Medical Director of the ED, or may be shared through formal consultation agreements with professional resources from a hospital capable of providing definitive pediatric care.

ii. The Physician Coordinator is responsible for the following;

a. Ensure adequate skill and knowledge of staff physicians in emergency care and resuscitation of infants and children.

b. Oversee ED pediatric quality improvement (QI), performance improvement (PI), and clinical care protocols.

c. Assist with development and periodic review of ED medications, equipment, supplies, policies, and procedures.

d. Serve as liaison to appropriate in-hospital and out-of-hospital pediatric care committees in the community (if they exist).

e. Serve as liaison to a definitive care hospital, which includes a regional pediatric referral hospital and trauma center; EMS agencies; primary care providers; health insurers; and any other medical resources needed to integrate services for the continuum of care of the patient.

f. Facilitate pediatric emergency education for ED health care providers and out-of-hospital providers affiliated with the ED.

2. A Nursing Coordinator for Pediatric Emergency Care is appointed.

i. The Nursing Coordinator has the following qualifications;

The Nursing Coordinator demonstrates special interest, knowledge, and skill in emergency care and resuscitation of infants and children as demonstrated by training, clinical experience, or focused continuing nursing education.

ii. The Nursing Coordinator is responsible for the following;

a. Coordinate pediatric QI, PI, and clinical care protocols with the Physician Coordinator.

b. Serve as liaison to appropriate in-hospital and out-of-hospital pediatric care committees.

c. Serve as liaison to inpatient nursing as well as to a definitive care hospital, a regional pediatric referral hospital and trauma center, EMS agencies, primary care providers, health insurers, and any other medical resources needed to integrate services for the continuum of care of the patient.

d. Facilitate ED nursing continuing education in pediatrics and provide orientation for new staff members.

e. Provide assistance and support for pediatric education of out-of-hospital providers affiliated with the ED.

f. Assist in development and periodic review of policies and procedures for pediatric care.

g. Stock and monitor pediatric equipment and medication availability.

Guidelines for Physicians and Other Practitioners Staffing the Ed

1. Physicians staffing the ED have the necessary skill, knowledge, and training to provide emergency evaluation and treatment of children of all ages who may be brought to the ED, consistent with the services provided by the hospital.

2. Nurses and other practitioners have the necessary skill, knowledge, and training to provide nursing care to children of all ages who may be brought to the ED, consistent with the services offered by the hospital.

3. Competency evaluations completed by the staff are age specific and include neonates, infants, children, and adolescents.

The relations between the provincial governments and the local governments are in transition and there are a number of issues that need to be addressed. The main problem arises from an administrative, instead of functional, division of powers between the provincial and local governments. So these administrative arrangements reveal practical delegation of powers and not necessarily devolution of functions.

The provinces, therefore, should confine themselves to the functions not decentralized to the district governments and must avoid undue interference in routine discretionary dispensations by the district government. Monitoring should be carried out by the provinces in accordance with a well-defined monitoring mechanism that clearly sets out the indicators of such evaluation. Doctors' training should not be split and, for reasons of uniformity of standards, it may be the responsibility of the provincial governments itself (Javed, 2007).

Local Governments: District, Tehsil and Union

The local government has three tiers: district, tehsil and union. Medical education is primarily the responsibility of the district government and the current causes of lack of coordination between the three tiers need to be addressed by the district governments. Despite the principle of subsidiary embedded in the local government system, decentralization in education has failed to percolate to schools.

Governance and Management of education at the local level needs to recognize the role the community can play. Presently, community participation in management is not concretely institutionalized to ensure accountability. Parent-Doctors' Associations and civil society organizations within a formal though limited, structure can contribute to a more accountable delivery system (Javed, 2007).

Other Linkages

Education is pile into various sectors and distributed to various organizations at the federal as well as the provincial levels. Such splintering may have its merits but it has implications for policy making. Various sectors of education are inter-linked and policy cannot be made disconnected amongst these. At the federal level, several Ministries separately deal with parts of education. At the provincial level, the set up varies from province to province. In Khyber

Pakhtunkhwa, education is separate from the Department of Literacy & Non-Formal Education, the technical and vocational rests with Technical Education & Vocational Training Authority. In Baluchistan, the Social Welfare Department looks after literacy and so on. While there may be merits and demerits for such functional classification, an important consideration for policy and planning in education is the need to consider the linkages to allow for a holistic approach. Presently, policy making and planning by each is not in tandem, except where individual initiatives have made it possible. The institutional arrangements are disturbed to say the least. There is no argument with the autonomy that certain institutions require for an efficient implementation of their plans. Without sacrificing this autonomy, policy formulation must be developed and ensured through one coordinating mechanism (Javed, 2007).

Causes of Stress among Doctors

i. Time stress

Emergency department personnel work in a charged atmosphere that is overloaded with sensory stimuli (ringing phones, rushing people, beep- ing monitors), all in a framework of urgency that may change dramatically from one minute to the next. The quietest day may suddenly become extremely hectic. Rapid disposition of patients may be necessary to make space for patients in more critical condition.

ii. Important decisions

(Brenner BE, Simon RR, 1984), described that, "Emergency department staff must continually distinguish between patients who are simply worried, those who have minor illnesses, those who are candidates for sudden deterioration and those who are critically ill".

Rosen P, Markovchick V, Dracon D (1983) explained that, "Initial evaluation and stabilization take priority over detailed history-taking and physical examination. The series of checks, rechecks and consultations available for in-hospital care is not possible in the emergency department". Decisions are not easily reversible. The fear of making an irrevocable mistake is always present (Quick JD, Moorehead G, Quick JC et al., 1983).

iii. Provider-patient conflict

"Many people who present at an emergency department are bypassing their own physicians in search of a secure hospital environment for immediate treatment" (Bartolucci G, Drayer CS, 1973).

"Many others seem to regard the emergency department as the first line of delivery of health and social services. About half the cases seen in the emergency department are not considered true emergencies.10 Yet emergency medicine is becoming a more technical specialty, emphasizing critical care in the management of shock and trauma" (Wagner DK, 1982).

iv. Patient anxiety

Patients often present to the emergency department unprepared, upset and in a personal crisis. Suicidal and psychotic patients are often brought in against their will. The need to rapidly establish trust and rapport with people they have not seen before places emergency department staff under additional stress.

v. Expert relations

"Many emergency department nurses have had years of experience and have assumed physicians' duties that nurses in other areas of the hospital have never had to perform. Territorial disputes and struggles for dominance between physicians and nurses may result. Inadequate leadership, bureaucratic practices and poor working conditions are other factors that impair professional functioning" (Wilder JF, (1981).

vi. Handling and avoidance

"Burned-out physicians and nurses are often reluctant to seek help, seeing such a request as a threat to the public's, and their own, confidence in their ability and self-image. Emergency department staff will usually respond to burn out by working at their usual level or even harder when good sense and judgement indicate otherwise" (Ivanevich JM, Matterson MT, (1981).

Abbott C, (1987) described that, "Most researchers have focused on tertiary interventions for physicians who are alcoholic, addicted to drugs, or emotionally or mentally unstable. Methods of primary prevention, such as those that follow, are rarely discussed".

vii. Edification

"Personnel selection should be based on needs and realistic expectations as well as on credentials. Supervisors should clarify the objectives of their program and avoid bureaucratic intrusion in day-to- day professional activities. To minimize family and mental discord

emergency department personnel should participate in relaxing and enjoyable activities that are unrelated to work (Abbott C, 1987).

viii. Joint support

"Peer groups provide role models with whom to identify, receive feedback and encourage creative solutions to difficult situations. These groups can serve as a forum for ventilating about difficult problems, unexpected deaths and grief, thus reducing the health care worker's need to block out such emotions. The feelings of guilt, shame or omnipotence are lessened, and morale is improved (Eisendrath SJ, (1981).

ix. Management of working hours

"Within a 24-hour work period the level of performance peaks within 6 to 10 hours, then drops off to a low at about 22 hours. Thus, shifts of more than 12 hours, especially when associated with sleep and circadian cycle alterations, may lead to poor performance (Schwartz GR, (1975).

x. Orientation of nurses

"Nurses should initially receive a structured orientation with graded responsibilities, formal instruction and close supervision. Repetitive tasks should be balanced with more challenging and professionally satisfying activities organized around standard protocols or delegated functions. To prevent burn out and attract and retain the best emergency department nurses career ladders, incentives for upward mobility and sharing of patient care with physicians will play a very important role" (Jeglin-Mendez AM, (1982).

According to World Health Organization, (2007), Low-income countries Deaths in millions % of deaths were;

Low Income Countries	Death in Millions	% of Death
Coronary heart disease	3.29	11.4
Lower respiratory infections	2.72	9.5
HIV/AIDS	2.06	7.2
Stroke and other cerebrovascular diseases	1.83	6.4
Perinatal conditions	1.78	6.2
Diarrhoeal diseases	1.48	5.2
Tuberculosis	1.01	3.5
Chronic obstructive pulmonary disease	0.97	3.4
Malaria	0.87	3.0
Road traffic accidents	0.60	2.1

Research Methodology

Population

All medical officers working in government hospitals of Khyber Pakhtunkhwa were constituted the population of the study.

Delimitation

The scope of the study was delimited to the district Swat. Four hospitals of district Swaat were used to take sample of the study.

Sample

Twenty medical officers working in casualty department were taken randomly from these four hospitals as sample of the study.

Research Instrument

A questionnaire was prepared for medical officers, which was used as research instrument to collect data for the study.

Results And Discussion

Data was collected through questionnaire from the doctors who were working in casualty departments of the hospitals of district Swat. It was observed that there was lot of problems which were going to decrease the efficiency of the doctors over there and also minimizing the hope of life. Data which was obtained from the doctors is discussed below;

1. Did government provide all necessary equipment related to the emergency department of the hospitals?

No of Doctors	Yes	No	Yes %	No %
20	3	17	15 %	85 %
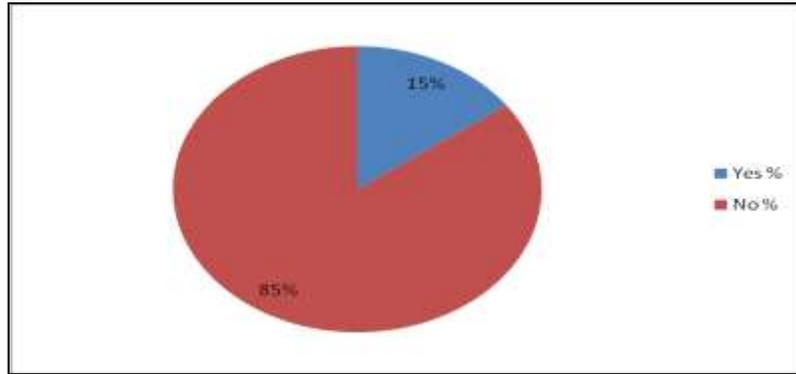
The above table illustrates that 15% of the doctors were satisfied with the equipment provided to deal emergency patients but 85 % doctors said that there were no enough facilities to deal with the emergency patients.

2. Did government provide all necessary facilities related to the emergency department of the hospitals?

No of Doctors	Yes	No	Yes %	No %
20	5	15	25 %	75 %
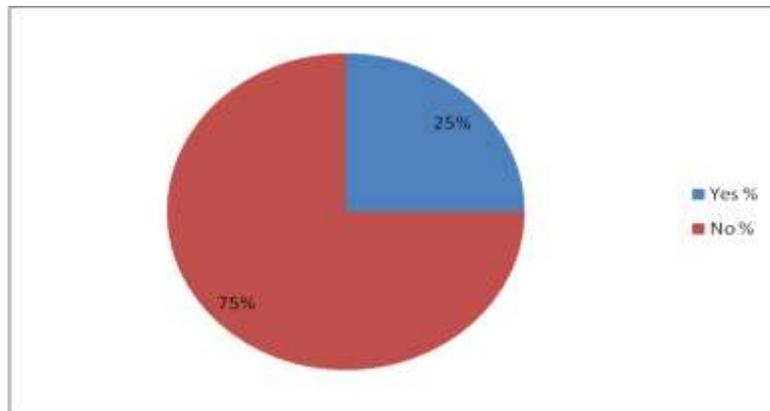
Value of the table shows that 25% doctors observed that there were sufficient facilities but 75% doctors said they have not been provided with sufficient facilities into the emergency department.

3. Are the working hours for the doctors to work in casualty department too long?

No of Doctors	Yes	No	Yes %	No %
20	16	4	80 %	20 %
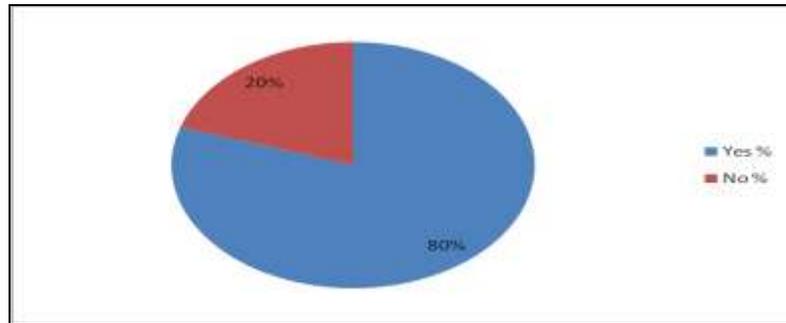
Above table shows that 20% doctors were satisfied from their duty hours in emergency department but 80% doctors were not satisfied from their duty hours in casualty departments. It means that this is injustice to get too much output from the doctors being a human being.

4. Is there any deployment of security personnel into the hospital for doctors and paramedical staff?

No of Doctors	Yes	No	Yes %	No %
20	2	18	10 %	90 %
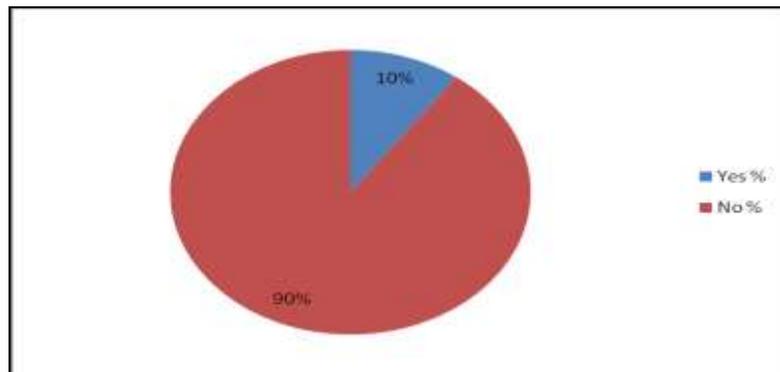
Table shows that only 10% security was there but 90% doctors and paramedical staff were working under security threats.

5. Do the people have civic sense to behave into the hospitals?

No of Doctors	Yes	No	Yes %	No %
20	6	14	30 %	70 %
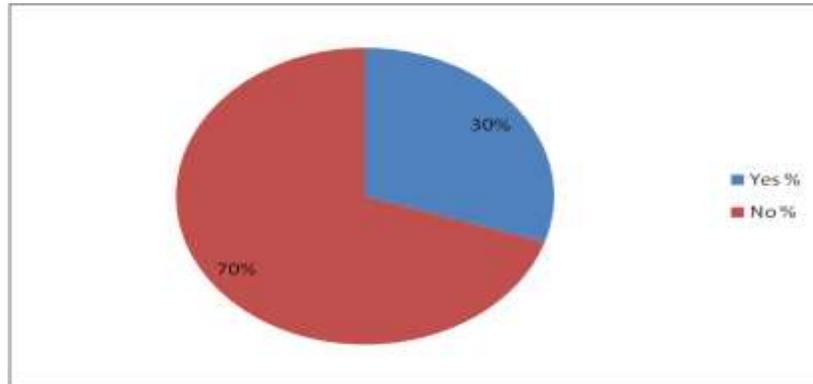
Percentage of the table indicates that only 30% have civic sense but 70% people did not know that how to cooperate with paramedical staff and especially with the doctors.

6. Do the doctors perform their duties well in manner?

No of Doctors	Yes	No	Yes %	No %
20	8	12	40 %	60 %
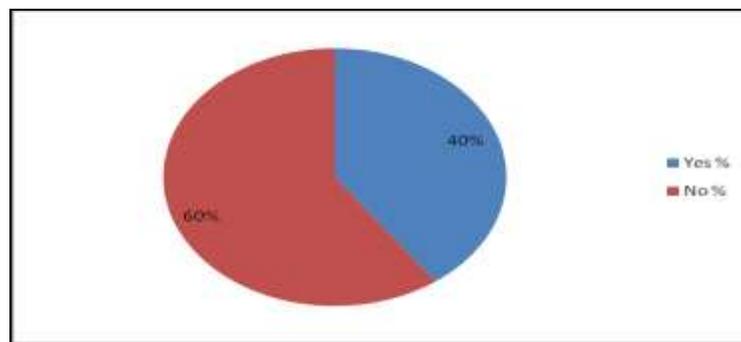
Table shows that 40% doctors were performing their duties well but 60% doctors were not performing their duties in their good manners due to many problems regarding their lives.

7. Is there good discipline into the hospitals?

No of Doctors	Yes	No	Yes %	No %
20	3	17	15 %	85 %
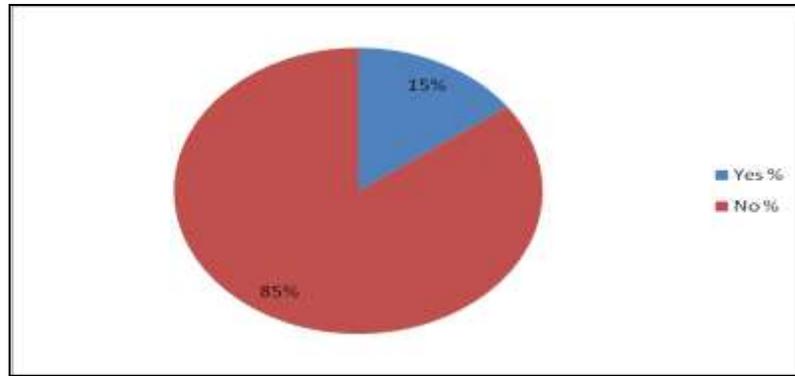
Result of the table indicates that there was only 15% discipline into the hospitals so hospitals require more discipline for the smooth functioning of the hospitals.

8. Is there any interference of the people into the hospital?

No of Doctors	Yes	No	Yes %	No %
20	9	11	45 %	55 %
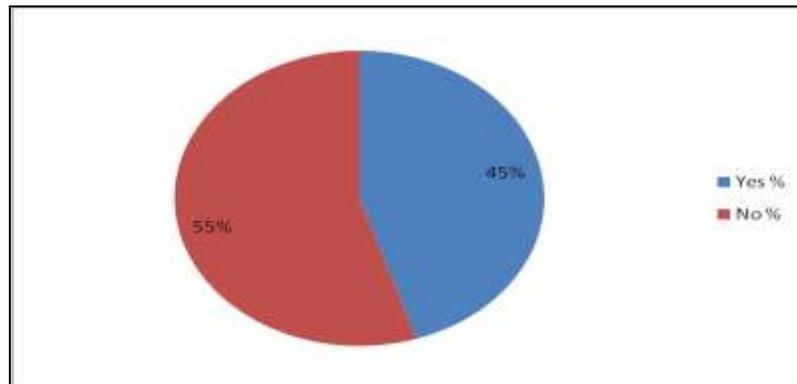
Table value indicates that there was 45% interference of unnecessary people into the hospitals which is quite sufficient to decrease the efficient working of hospitals.

Conclusions

In the light of the analysis of data and findings of the study following conclusions were drawn;

The common causes of increasing mental health issues among casuality medical officers includes

1. Facilities found insufficient into the casualty department of the hospitals.
2. Working hours for doctors to work in casualty departments are too long.
3. There is no particular training of the staff about disaster risk management into the hospitals.
4. There is no proper arrangement for the security of doctors and paramedical staff.
5. There is lack of civic education.
6. There is no discipline into the hospitals.
7. There is lot of interference of Army and Taliban into the affairs of hospitals.

    All above leading Doctors to face different mental diseases like irritation, depression, sleeplessness, headache, and less concentration upon patients.

Recommendations

Following recommendations are made from the study;

1. There should be sufficient facilities to deal with the patients into the casualty department of the hospitals.
2. Strength of the doctors should be increased in casualty departments for performing efficiently.
3. Doctors should work in casualty departments for not more than four to six hours.
4. There should be some refresher courses about disaster risk management for the paramedical staff biannually or at least once in a year.
5. There should be availability of security staff for efficient and smooth working of hospitals.
6. Doctors should be provided full security for providing their best services to the people of Swaat and its contiguous areas.
7. People should be given civic education to get full cooperation from the doctors and paramedical staff.
8. There should be good discipline into the hospitals to get rid of from unnecessary interference of the people other than patients into the hospitals.

9. Doctors should be given full cooperation from the government to keep themselves away from the different diseases like irritation, depression, sleeplessness, headache, and less interest into their profession.

10. Government should provide assistance of Army because they are already deployed into Swat region so that interference of unnecessary people should be eradicated.

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Life History of Sarojini Naidu, The Nightingale of India

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Sarojini Naidu, also known as Sarojini Chattopadhyaya, was a famous Indian poet and a major freedom fighter who became the first Indian woman to be appointed the president of the Indian National Congress and the Governor of any state in India. Most of all, she was a noted child prodigy and a master of children's literature. Naidu was given a sobriquet Bharat Kokila (The Nightingale of India) on account of her beautiful poems and songs.

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Some of her best books that established her as a potent writer include **The Golden Threshold, The Gift of India, and The Broken Wing.** An active participant of the Indian Independence movement, Naidu joined the national movement taking Gandhi's call and joined him in the popular Salt March to Dandi. With the Indian Independence in 1947, Sarojini Naidu was made the Governor of the Uttar Pradesh in the wake of her contribution to the movement.

Childhood & Family

Sarojini Naidu was born on 13 February 1879 in Hyderabad, India to the scientist, philosopher and a political educator Aghornath Chattopadhyaya and Barada Sundari Devi. She was the eldest daughter of her parents. A political activist, her father was a co-founder of the Nizam College and the first member of the India National Congress in Hyderabad. Chattopadhyaya was removed from his position as a penalty for his active participation in Indian Independence movement.

Virendranath Chattopadhyaya, Sarojini's brother, was a political activist who played a key role in establishing the Berlin Committee and was influenced by Communism. He was allegedly killed by the Russian troops in 1937. Sarojini's second brother Harindranath Chattopadhyaya was a noted poet and playwright.

Education, Marriage & Children

A brilliant student, Sarojini won appreciation and fame by being selected in Madras University at just 12. In 1895, she went on to study at King's College in London and later at Girton College, Cambridge University. She developed a liking and passion for reading and writing poems whilst still in college where she became proficient in many languages including Urdu, English, Persian, Telugu and Bengali.

Whilst still in college, Sarojini met Dr. Muthyala Govindarajulu Naidu and both grew closer by the end of her college. Upon finishing her studied at age 19, she married him in 1898 during a period when inter-caste were marriages were rare and considered a crime in the Indian society. Nonetheless, the successful marriage of the couple prevented people from intervening into their personal life and taking it onto another stage.

The couple had four children; Jayasurya, Padmaja, Randheer and Leelamani. Her daughter Padmaja followed in to her footprints and became the Governor of West Bengal. In 1961, she published a collection of poems entitled The Feather of The Dawn.

Indian Independence Movement

Sarojini Naidu had many credits to her, including a notable contribution to the Indian Independence Movement. She joined the movement at the rear of Bengal partition in 1905 and

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since then, she stuck to her commitment to the cause. While working for the Indian National Congress, she was introduced to many eminent personalities such as Muhammad Ali Jinnah, Jawaharlal Nehru and Mahatma Gandhi with whom she shared a special bond and a very good rapport.

During 1915-1918, she traveled across the India lecturing on social welfare, women empowerment, emancipation and nationalism. Inspired by Jawaharlal Nehru, she embarked on providing help and support for the indigo workers in Champaran who were being subjected to violence and oppression. In 1925, Naidu was appointed the President of the National Congress thus making her the first Indian women to hold the post.

With the introduction of the Rowlett Act in 1919, Sarojini joined the Non-Cooperation Movement organized and led by Mahatma Gandhi. In the same year, she was appointed the Home Rule League's ambassador to England. In 1924, she became a delegate to the East African Indian Congress.

Sarojini Naidu as poet

The Nightingale of India, Sarojini Naidu was a prolific writer and poet. The first volume of her poetries The Golden Threshold was published in 1905, after which two more collections The Bird of Time and The Broken Wing arrived in 1912 and 1917 respectively. Meanwhile in 1916, she authored and published a biography of Muhammad Ali Jinnah entitled as The Ambassador of Hindu-Muslim Unity. Other acclaimed poems that came following are The Wizard Mask and A Treasury of Poems. Other selected works written by her include The Magic Tree and The Gift of India. She was given the name Bharat Kokila on account of the beautiful and rhythmic words of her poems that could be sung as well.

Later Life & Death

In her last years, Sarojini actively participated in the freedom movement and was a part of the Round Table summit held in 1931. In 1942, she was arrested along with Mahatma Gandhi for her involvement in the Quit India movement and was jailed for almost 2 years. After her release from the jail, she presided over the Steering Committee at the Asian Relations Conference. With the independence of India in 1947, Sarojini Naidu was made the Governor of the Uttar Pradesh in the wake of her contribution to the movement. She was the first woman to become the governor of a state. She died of a heart attack while working in her office on 2 March 1949.

Timeline

1879- Sarojini Naidu was born on 13 February.
1895- She went on to study at King's College in London.
1898- Sarojini married Dr. Muthyala Govindarajulu.
1905- The first volume of her poetries The Golden Threshold was published.

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1916- She published a biography of Muhammad Ali Jinnah entitled as The Ambassador of Hindu-Muslim Unity.

1919- Rowlett Act was introduced.

1924- She became a delegate to the East African Indian Congress.

1925- Naidu was appointed the President of the National Congress.

1942- She was arrested along with Mahatma Gandhi for her involvement in the Quit India movement.

1947- Sarojini Naidu was made the Governor of the Uttar Pradesh.

1949- She died of a heart attack on 2 March.

1961- Her daughter Padma published a collection of poems entitled The Feather of The Dawn.

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Book Review

Historical Linguistics.
Herbert Schendl. Oxford Introductions to Language Study.
Ed. by H. G. Widdowson.
Oxford, New York: Oxford University Press. 2001

Reviewed by Summaira Sarfraz

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A Note by the Review Editor: Reviews of leading books and articles are most welcome. We'll review your reports and decide on the publication of your reviews. Please choose most appropriate and relevant books and articles for review. Ensure that all sources you've used are cited in the text and the citations and references are presented following either MLA or APA style sheet.

G. Baskaran, Ph.D.
Review Editor
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Historical Linguistics is written by Herbert Schendl in the series of Oxford Introduction to Language study. The book is based on comprehensive survey of the crucial issues of historical linguistics. Schendl in this survey has very successfully served the purpose of making people understand the complex ideas related to historical linguistics in the most simplistic way so to make linguistics relevant to people in the wider world.

While reading this book, one realizes that it does not require a particular expertise in the area of linguistics to understand and explore ideas. The survey provides the preliminary

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information for readers and encourages more critical and detailed study. The survey is not only useful for those who want to use the information for academic purposes but also for those people who want to study language " for their own lines of enquiry, or for their own practical purposes, or quite simply for making them aware of something which figures so centrally in their everyday lives."

Schendl in his **first chapter**, (Language change as a matter of fact) explains attitude to language, language state process and aims and scope of Historical Linguistics as introduction to key issues. He has given deep insight into how Linguistic change "is not restricted to particular languages or generations, but a universal fact." (p.5)

Schendl contrasted the conservative linguists of past who regarded language "as growing organism with a stage of growth, brief moment of evolutionary perfection, and subsequent decay," with those of contemporary linguist who have a "neutral or even positive attitude towards change."(p.8)The aims and scope cover the major questions that the historical linguists seek to explain: "*why* languages change, and *how* these changes spread in space and time."(p.9) what makes the survey most interesting is the discussion of social, political and, historical inter-relationships.

The **second chapter** (Reconstructing the past: data and evidence) is quite rich in information. It explains the data of historical linguistics, written evidence, sources of evidence, comparing and reconstructing languages, correspondence between languages, laws of change, and internal reconstruction. Schendl has tried to best explain the evolution process of language with the help of family tree. Any lay man can follow the genetic relationship between languages easily with the help of family tree of Germanic languages (p.17) given in this chapter.

In the following **three chapters (Vocabulary Change; Grammatical Change; Sound Change)** Schendl shifts the focus of discussion to the occurrences of Linguistic changes at all level: phonology, morphology, syntax and semantics, and that " changes on one level may influence another level and trigger off changes there as well."(p.25). There are a lot of linguistic terms used in these chapters and their meanings are explained with examples to make the reading accessible to all. These terms appear in bold, e.g. "**The palatalization** of vowels, i.e. the 'fronting' of the raised part of the tongue towards the palate as in the change from [u]>[y] (the sound in French *une,* or German *Gluck,)* or of [o] >[e], was frequent in the development of pre-Old English."(p.47)

Chapters six and seven (Language Contact; How and why do language changes?) are the most thought provoking chapters of the survey. Schendl in chapter six (Language contact) makes his reader ponders over the phenomena of language contact which according to him is "neither good nor bad" and that, it is speakers attitude towards phenomena which is "frequently not as neutral (ef. Chapter 1)." The chapter addresses the main issues related to language contact which lead to borrowing from other languages, linguistic convergence, language birth and language death. Since there is hardly any nation in the world whose speakers are not bilingual, the topic of 'Language

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death' in this chapter makes a reader question the status of his own mother tongue in the presence of other languages in his speech community, "Since language and speakers in contact are rarely of equal political, economic or social status and power, the less powerful or prestigious group is frequently disadvantaged. This often leads to language conflict between the speech communities." (p.55)

In **chapter seven** (How and why do languages change?) Schendl explains three general types of explanation offered by historical linguists: functional explanation, psycholinguistic explanation and sociolinguistic explanation to how and why do languages change. After a thorough discussion on these explanations, Schendl maintains that the issue still remains inconclusive "in spite of the long tradition of historical linguistics and recent research, there is still no generally accepted answer to the question of how and why languages change." (p.80) this, according to Schendl is due to lack of consensus among schools of linguistics over explanations, "Much of controversy is linked to what we understand by explanation, and how we view language- as an autonomous system, as a psychological or biological fact or as a vehicle of communication which speakers use."(p.80)

The **last chapter** of the book (Postscript: further developments) sheds light on the three prominent developments over the recent years in the area of historical linguistics namely: Socio-historical linguistics and historical pragmatics, Evolutionary linguistics and standardization and language planning. These developments lend further to widen the scope in the study of language.

In conclusion, Schendl emphasizes the study of the history of language as it helps us to "understand better some of the fundamental issues of humanity." (p.85).

Readings at the end of each chapter provides thought provoking questions that a reader can take up for further research. "The book concludes with a graded bibliography for readers who wish to deepen their knowledge and gain an appreciation for current research on the issues discussed by Schendl, and a glossary which, however, fails to include several linguistic terms not commonly familiar to the casual reader (constructional iconicity, memes, majority principle, polysemy, topicalization, etc.)." (K.Albert)

Albert K. Wimmer, in his review of Historical Linguistics very rightly sums up the book by saying " Schendl's volume goes beyond a general survey of historical linguistics. Indeed, it provides readers ranging from advanced undergraduates to graduate students of linguistics with a permanent set of tools and reference with which to approach language change. Especially, students interested in second language acquisition will appreciate the circumcinct way in which Schendl places the study of linguistics within historical contexts."

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Historical Linguistics Reviewed by Albert K. Wimmer University of Notre Dame.

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Struggle and Survival of the Children in Jacqueline Wilson's *The Illustrated Mum*

Selvamani. B., M. Phil. Scholar

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According to the *Encyclopedia of Children and Childhood in History and Society* "Children's literature comprises those texts that have been written specifically for children and those texts that children have selected to read on their own" (Susina 2008). Hunt 91999) says, the boundaries between children's literature and adult literature are fluid.

Literature written specifically for an audience of children began to be published on a wide scale in the 17th century. In 1658, Jan Amos Comenius published the illustrated informational book *Orbis Pictus* in Bohemia. It is considered to be the first picture book published specially for children. Comenius stated that he wanted to attract the reader's attention, "with pictures that amusingly teach the chief things of this world" (Literature for Children in *Encyclopedia of children and childhood in History and Society* 2008).

Children's texts with limited circulation have been located from earlier periods of history. In order for a society to produce a substantial body of children's literature it must recognize the existence of children as an important and distinctive category of readers with separate needs and interests.

As Leonard S. Marcus remarks (www.aaronshep.com), "In every generation, children's books mirror the society from which they arise; children always get the books their parents deserve". Contemporary children's literature continues to be a highly innovative and challenging field.

Jacqueline Wilson and Her Contemporaries

Jacqueline Wilson is well-known for her writing for young readers. She says, "I wrote my first novel when I was nine years old" Wilson once commented (www.jacquelinewilson.co.uk). Contemporary writers during her period were JRR Tolkien, Joanne K. Rowling, Quentin Blake, Irvine Welsh and Rose Tremain.

Jacqueline Wilson's major works include *The Story of Tracy Beaker, The Dare Game, The Bed and Breakfast Star, The Illustrated Mum, Bad Girls, Double Act, The Worry Website, Lola Rose, The Diamond Girls, Clean Break, The Suitcase Kid, The Lottie Project, Best Friends,* and *Dustin Baby*. Her autobiographical works include *My Secret Diary* and *Jacky Daydream*. Though she writes about girls always, she wants to be read by all. "I might write about girls but I want to be read by girls and boys" (www.jacquelinewilson.co.uk).

Wilson visits schools in England regularly and tries to stay with her young readers to have first-hand knowledge about their problems, anxieties, and sense of humour. As she once commented, her inspiration over the years has not really changed her desire to tell a story, to create a pretend life and universe. She received the Guardian Children's Fiction Award in 2000 for *The Illustrated Mum* and she received other awards and honours too.

The Illustrated Mum

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The story is narrated in the first person by Dolphin, the youngest daughter of a manic depressive woman called Marigold, nicknamed *The Illustrated Mum* because of her many tattoos.

The Illustrated Mum is a story set in London. Dolphin and her sister Star live with their mum Marigold in a small flat. Marigold has many tattoos on her body and sometimes gets drunk or goes "crazy", otherwise known as "manic depressive". Dolphin loves her mum while Star is at times ashamed of her. Dolphin has dyslexia and is really unpopular at school and is teased by other girls. Star on the other hand is very popular. Dolphin befriends Oliver, a studious yet unpopular boy, who spends large amount of time in the library to hide from bullies.

Marigold buys tickets to an Emerald city for a reunion concert. She meets Micky, Star's dad and her true love. She takes Micky back to her place and Micky spends time with Star. Dolphin strongly dislikes Micky while Star adores him. Soon, Micky wants Star to come and live with him and his partner because he fears that Marigold isn't the best person to live with. Dolphin stays loyal to her mother and continues to live with Marigold whilst Star goes off with Micky. Star's departure leads to Marigold's mental breakdown. She, in her frustration, colours herself white using toxic paint. She feels that Star has left her because of her dislike to her mother's tattoos.

When Marigold is in hospital, Oliver asks Dolphin to contact Micky about whom she knows nothing except that his name is Micky. She manages to contact her dad and then ends up meeting him. He tells her that maybe one day Dolphin could stay with him, his wife and other two girls but until then she has to stay with a foster family. Dolphin stays with a kind old woman and other foster children. On learning Marigold's hospitalization, Star returns home. She tells Dolphin that Micky's girlfriend, Sian, didn't get along with her and she disliked living there. The story ends with the union of the mother and daughter who are content in each other's company.

Backgrounds of Children

Many children are brought up by single parents whose moral values are different from the earlier generations. They face lots of problems in the society. The kids without the guidance of the elders are not able to tackle the culture conflict and fall a prey to external pressures from their peers. The adults too add problems to the children.

Lack of tolerance leaves the children vulnerable. The misunderstanding between the parents leaves young kids imbalanced. Unable to stand the social pressure the kids become victims of the society. In rare cases the separated families are reunited. When their mother has relationship with other men the children are dejected. It affects them both psychologically and physically. Unable to express their feelings they feel lonely even at home.

> There's no sign of this dad of yours all the time you've been living here. Lots of *uncles*, of course, flitting in and out, but the less said about that the better. I suppose your dad is the one that fancies himself with the pretty-boy hair and silly clothes. I saw you all. Is he the one?'(The Illustrated Mum-165).

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Children of Broken Families

When a family breaks down it undoubtedly causes a great deal of pain, anxiety and distress to children. For some children the level of emotional turbulence and hostility between warring parents, prior to their separation, is even more difficult to bear. Separation leaves the kids as well as the grandparents dejected.

> 'You can stay with me if the social workers think it's suitable and I'll have to discuss it
>   With my family too, of course.'
>   The word family hit me like a pile of bricks.
>   'Family?'
>   'Yes. I've got a wife, Meg, and two daughters, Grace and Alice'.
>   The words struck me on the head. (TIM-188)

Step Mothers and Step Fathers

When a parent remarries, the stepfamilies are formed. The children can't accept the stepfamilies and they struggle to lead a life with them. In some cases there are few children who wouldn't know their father from their birth. They are shocked of their father's second marriage and isn't ready to accept the child within his family and they land up foster homes where the feelings of the children are least bothered. Thus the children lose their childhood due to negligence. Star's plight is also the same.

> Micky was very sweet about it, ever so understanding, but that Sian started saying
> Stuff, forever getting at me. I don't know what Micky sees in her. She just hung
>   around all the time, she'd never leave us on our own. We ended up having this huge
>   row. It was all too much hassle for Micky. (TIM-217)

Standing Up To the Ordeal

But there are a few kids who are able to stand the ordeal. One such character is Dolphin. Her physical and mental strength is evident when she is able to manage both her mother and sister.

> 'Yes. Yes, it's an emergency', I said. 'I think I need an ambulance'.
>   I was connected to someone else who started asking me questions.
>   'This person's covered in paint,' I said. 'It won't come off. No, it's not my little
>   Brother or sister. It's my mum. No, she can't come in herself….. (TIM-161)

Sometimes when the children's father accept them and took them in, the second wife of her father wouldn't allow them to stay with them. If the children are accepted to live with them they have a lot of trouble with their stepmother and step siblings.

> 'I can't ride a bike,' I said.

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'I could teach you. Hey, you could maybe come camping with us sometime.'
'Meg won't like that idea'.
Michael looked me straight in the eyes. (TIM-189)

What Do We Learn from Children?

It is Children who teach us the importance of love and affection and they are the ones who make our earth a living place. They are the life giving force for the human beings and they are ones who makes our life meaningful. Let us cherish them and leave them as children in their world.

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Audiovisual Mass Media Technology and Second Language Acquisition

Taher Bahrani
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Abstract

More recent technological advances have made it possible for teachers to access authentic audiovisual resources directly from the Internet and television. In the same line, the purpose of this paper is to consider the advantages and disadvantages of audiovisual technology for second language acquisition. The application of various audiovisual technologies such as computers and television has become a new trend recently in global second language acquisition instruction. Research findings have proven that the use of audiovisual technology has a positive effect on the attainment of various language skills. Nevertheless, the use of various audiovisual technologies in second language acquisition has its own limitations and weaknesses which should also be considered. By recognizing both the advantages and disadvantages, the maximum effectiveness of technology to enhance second language learning can be achieved.

Key words: Second language acquisition, Audiovisual technology, Advantages, Disadvantages

Introduction

Various audiovisual technologies such as computers and television have long been used in developing SLA (Second Language Acquisition) through providing the necessary language input. More recent technological advances have made it possible for teachers to access authentic audiovisual resources directly from the Internet and television. In fact, the impressive developments in audio, video, and computer-mediated communications programs offer many possibilities for SLA through watching related videos, and holding conversations in real-time (Chinnery, 2005; Salaberry, 2001; Bell, 2003; Ishihara & Chi, 2004; Bedjou, 2006).

The application of audiovisual technology in SLA can be traced back to 1970s with the emergence of audiolingualism. It generally included mandatory use of audio laboratories, where students were required to perform the repetition drills for habit formation. However, the audiolingual method fell into disrepute by the end of 1970s.

Computers and Television in Aid of SLA

Following language laboratories, computers and television became the two audiovisual technologies which allow everyone to have easy access to authentic language input for the enhancement of various language skills (Brinton & Gaskill, 1978; Poon, 1992; Berber, 1997; Bell, 2003; among the others).

Audiovisual technologies have been favored a lot in SLA because they support a cognitive approach to language learning which allows learners maximum opportunity to interact within rich contexts through which they construct and acquire second language competence in the language. For example, computers can provide facilitative functions for both teachers and students through keeping with students' language needs, interests, and current curricula. Teachers can quickly and easily provide the necessary language input through various audiovisual programs which trigger communication.

The application of various audiovisual technologies such as computers and television technology has become a new trend recently in global SLA instruction. Research findings have proven that the use of audiovisual technology has a positive effect on the attainment of various language skills. Nonetheless, the employment of various audiovisual technologies in SLA has its own limitations and weaknesses which should also be considered. By recognizing both the advantages and disadvantages of the application of various audiovisual technologies, the maximum effectiveness of technology to enhance SLA can be achieved.

In a nutshell, the main purpose of this paper is to consider the advantages and disadvantages of the integration of various audiovisual mass media technologies for SLA development.

Audiovisual technology and SLA

Computers have been used systematically in the teaching and learning of foreign languages since the 1960s. In fact, the early employment of computers in language learning both

in informal and formal language environments constituted an expansion and growth of the work done in the audiovisual language labs. The tutorial efficiency of computer assisted language learning in formal and informal settings also began in direct proportion to the improvement of the capacities of computers. In the same line, many studies have focused on the incorporation of computers as desktop technology that offer authentic language input for SLA in formal as well as in informal language learning settings in ESL/EFL contexts.

Computers as a kind of technology can proffer access to authentic language input resources that can be used to engage language learners in language learning process, in both formal as well as informal settings. This can vary from listening to/watching various programs, reading different texts, repeating exercises, sending emails, participating in different chat rooms, communicating in the language via the web, and filling in blanks but not in producing oral language (Clifford, 1998; Phillips, 1998).

Non-Desktop Mass Media Technologies

The use of non-desktop technologies such as audiovisual mass media devices, for example, television, has also been attracting rising interest among researchers in SLA (Milton, 2002; Evans, 2006; Mackenzie, 1997; Pemberton et al., 2004; Poon, 1992).

According to Milton (2002), mass media technologies can grant the teachers as well as the learners a wide range of activities and experiences that can sustain language learning in informal settings as well as the formal settings. Regarding the sort of activities to be used in informal settings, Milton underscored the point that numerous activities which lead to language learning in informal setting are embedded in people's day-to-day lives through interaction with other native speakers in target language country or ESL context. Besides, various activities which are based on digital media in the target language, such as watching different programs on TV, playing different computer games in the target language or searching for authentic material on the Internet can also lead to language learning. This can take place although the focus is not on learning. In other words, language learners learn the language without directly getting involved in any sort of language learning activities.

Learning Potential of Interactive TV

Another study concerning the use of non-desktop technology as a source of authentic language input in informal language learning was conducted by Pemberton et al. (2004). The study was on learning the language through interactive television. The foremost rationale of the study was to focus on the learning potential of interactive television in informal settings. According to Pemberton et al., (2004), interactive television allows some level of user interactivity, providing new facilities for information retrieval and communication. In order to support the great potentiality of iTV for language learning in informal settings, Pemberton et al., (2004) based their claim on a sound pedagogical framework that was derived from learners' interests, motivations, and learning styles. Furthermore, the study considered the possibility of

using iTV in informal settings based on different language learning theories such as constructionist and constructivist.

A similar study which focused on using TV news to improve listening proficiency was also conducted by Poon (1992). The study investigated the effectiveness of listening to news on listening comprehension in English as a second language (ESL), as compared with the effectiveness of non-news listening materials. The participants of the study were 66 language learners aged 18-22 in diverse disciplines, 34 in the experimental group and 32 in the control group. The experimental group was taught using the recordings from news materials during the study. In contrast, the control group was taught using several non-news listening materials including commercial listening comprehension materials. The research design was pre-post test using two standardized listening proficiency tests. The results of the study indicated that the experimental group participants made more progress in their listening than the control group. In other words, listening to TV news materials seems to be more beneficial than listening to non-news materials.

Pedagogical Value of TV News

In addition to the above mentioned studies, Baker (1996) also focused on the pedagogical value of TV news in EFL classes and listening comprehension. According to Baker, TV news can help EFL students improve their listening comprehension. Baker made some suggestions for incorporating TV news programs into language learning at all levels. The study concluded that, language learners at various proficiency levels approach TV news in the target language with differing objectives; for example, beginning learners concentrate on listening skills and vocabulary building, whereas advanced learners focus on content and accuracy. As a result, some suggestions for the effective exploitation of news broadcasts are given for four levels of student development.

In short, the majority of the aforementioned descriptive and experimental works have been conducted on the pedagogical value and the effect of exposure to TV and radio news genre on promoting different language skills especially listening comprehension but none of them has specifically focused on the relationship between exposure to mass media news genre and EFL learners' speaking proficiency

The advantages of Technology in Second Language Acquisition

The current increasing application of various technologies such as computers in second language acquisition confirms the pedagogical value of this technology for SLA. Computers along with its attached language learning programs could provide second language learners more independence from classrooms and allowing learners the option to work on their learning material at any time anywhere. Once various audiovisual technologies are used in conjunction with traditional second language classroom study, students can study more independently,

leaving the teacher more time to concentrate effort on those parts of second language teaching that are still hard or impossible by the technology such as essay writing and presentation.

Following is a list of some advantages attached to the application of various audio-visual technologies in second language learning:

- Prove practices for students through the experiential learning
- Offer students more the learning motivation
- Enhance student achievement
- Increase authentic materials for study
- Encourage greater interaction between teachers and students and students and peers
- Emphasize the individual needs
- Regard independence from a single source of information
- Enlarge global understanding
- Provide a lot of fun games and communicative activities
- Reduce the learning stresses and anxieties
- Help second language learners strengthen their linguistic skills through various communicative and interactive activities

Authentic Cultural Information, etc.

Several other articles have discussed the potential impact of using videos in foreign language study. Herron, Cole, and Corrie (2000), for example, offer support that showing videos in the classroom allows instructors to expose language learners to authentic cultural information. Moreover, research suggests that internet-based audiovisual materials can be effective language learning tools. Hanson-Smith (2004) describes the pedagogical benefits of using online videos as in-class learning resources. In addition, she underlines the fact that the Internet is increasing access to professional audiovisual resources that are free, authentic, and suitable for language learning development.

Finally, many scholars have noted the benefits of implementing a video production component in language classes. For example, at the college level, Katchen, Morris, and Savova (2005) have explored the possibility of using video production to engage language learners, asking students to produce vocabulary-focused videos. They argue that their approach facilitates the creation of learning resources for future students. There is also research that supports the utilization of video for younger foreign language students. For example, Sharp (2005) describes a class video project suitable for middle school students. Based on his research, Sharp advises starting out with simple, group-based projects when implementing video production in the middle school classroom. This advice can easily be extrapolated to the college-level classroom.

The Disadvantages of Audiovisual Mass Media in Second Language Acquisition

Although there are many advantages associated with the application of various audiovisual technologies such as computers and televisions, they still have some limitations and disadvantages. For example, in relation to the use of computers, it is necessary that both teachers and learners have basic technology knowledge before they apply computer technology to assist SLA. No teacher/student can utilize computer if s/he lacks training in the uses of computer technology. Unfortunately, most teachers today do not have sufficient technological training to guide their students exploring computer and its assisted language learning programs. Therefore, the benefits of computer technology for those teachers/students who are not familiar with computer are inexistent.

Moreover, the software of some computer-assisted language learning programs is still imperfect. Current computer technology mainly deals with reading, listening, and writing skills. Even though some speaking programs have been developed recently, their functions are still limited. More importantly, Computers cannot handle unexpected situations. Second language learners' learning situations are various and ever changing. Due to the limitations of computer's artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' question immediately as teachers do. The reasons for the computer' inability to interact effectively can be traced back to a fundamental difference in the way humans and computers utilize information.

Conclusion

The recent developments in audiovisual mass media technologies have made access to authentic language data (input) easy for language learners/teachers. The initial aim of the present paper was set to consider the benefits and the drawbacks of the utilization of various audiovisual mass media technologies into language learning. Audiovisual mass media technologies are pedagogically valuable source of language input mainly because they;

- Provide the language learners with authentic materials
- Motivate the language learners
- Facilitate interaction which help the development of communicative activities
- Provide opportunities for experiential learning.

The few drawbacks associated to the use of audio-visual mass media technologies were also concluded to be in relation to the basic knowledge of how to work with some technologies such as computer. Lack of insufficient knowledge about the way, for example, computers should be utilized may stop some language learners/teacher to use them. However, it was concluded that the benefits of audio-visual mass media technologies overweight the drawbacks.

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Differences between Second Language Learning and First Language Acquisition

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Abstract

This paper explores the differences between the firstlanguage acquisition and the second language learning and its limitations. According to Krashen, first language (L1) acquisition is the process of natural assimilation, whereas learning a second language (L2) is a conscious one. Acquiring a second language can be a lifelong learning process for many as the second language learners are rarely successful. However, children by around the age of 5 have more or less mastered their first language with the exception of vocabulary and a few grammatical structures. First language can be an impediment or an aid depending on the methodology the teacher uses and the seriousness with which the teacher follows the method to teach the second language.

This paper also discusses a few language teaching methods and techniques that may impart insights to the teachers to adopt various methods in the classroom to enable the learners' master competency in the target language. It suggests that, the language teachers need to break the traditional classroom environment and make the second language teaching very innovative, interactive and interesting for the learners to acquire proficiency in L2 as learning of L2 is the outcome of relentless effort and practice in real context.

Keywords: L1- natural assimilation, L2 - conscious learning

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Acquisition versus Learning

A continuing theme has been whether people acquire a second language in the same way as a first. Second language learning is the process by which people learn a second language in addition to their native language. The term "acquisition" and "learning" are not treated as synonyms, instead used to refer to the subconscious and conscious aspects of learning a language.

Language acquisition is the ability of the brain in its cognitive development & process to conceptualize concepts, structures and semantics in a language, while learning is the active participation and effort to learn a language. Language teachers devise methods as components of language acquisition, while learners use them to learn. Language learning involves receiving information about the language, transforming it into knowledge through intellectual effort and storing it through memorization.

Language acquisition involves developing the skill of interacting with foreigners to understand them and speak their language.

The Defining Difference

According to some researchers, the defining difference between a first language (L1) and a second language (L2) is the age which the person started learning the language. For example, Eric Lenneberg used second language to mean a language consciously acquired or used by its speaker after puberty.

According to second language acquisition (SLA) research, L1 acquisition is completely successful, L2 learning is not. Very few L2 learners appear to be fully successful in the way that native speakers are (Towell & Hawkins 1994: p.14); unfortunately, language mastery is not often the outcome of SLA (Larsen-Freeman & Long 1991: 153). The evidence for this deficiency is held to be the lack of completeness of L2 grammars (Schechter 1988) or the fossilization in L2 learning where the learner cannot progress beyond some particular stage (Selinker 1992).

Many Factors

While there are many similarities between L1 and L2 learning, the variation in situation and other factors also produces many differences. One difficulty is filtering out differences that are accidental rather than inevitable. L1 children mostly acquire language in different settings with different exposure to language than L2 learners and they are at different stages of mental and social maturity (Cook 1969). It may be inherently impossible to compare equivalent L1 and L2 learners. However, this article may provide the language teachers, a clear understanding of the differences between acquisition and learning and to adopt apt methods to teach second language.

Need for Learning a Second Language

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Every member who is aspiring to work in a multicultural society needs to learn a second language. It is very essential because of globalization; connections are becoming inevitable among nations, states and organizations which create a great need for knowing another language. The uses of common languages are in areas such as trade, tourism, international relations between governments, technology, media and science.

Therefore, many countries such as Japan (Kubota, 1998) and China (Kirkpatrick & Zhichang, 2002) create education policies to teach at least one foreign language at primary and secondary school level. However, some countries such as India, Singapore, Malaysia and Philippines use a second official language in their governing system. Today many countries like China are giving enormous importance to foreign language learning, specially learning English Language.

Language Acquisition & Language Learning

Language acquisition is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate. This capacity involves the picking up of diverse capacities including Syntax, Phonetics, and extensive Vocabulary. This language might be vocal as with speech or manual as in sign. Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language, rather than second language learning, which deals with acquisition (in both children and adults) of additional languages.

To be clearer, language acquisition refers to the process of natural assimilation, involving intuition and subconscious learning, which is the product of real interactions between people where the learner is an active participant. It is similar to the way children learn their native tongue, a process that produce functional skill in the spoken language without theoretical knowledge. It develops familiarity with the phonetic characteristics of the language as well as its structure and vocabulary, and is responsible for oral understanding, the capability for creative communication and for the identification of cultural values. Teaching and learning are viewed as activities that happen in a personal psychological plane. The acquisition approach praises the communicative act and develops self-confidence in the learner.

Classic Examples

A classic example of language acquisition involves adolescents and young adults who live abroad for a year in an exchange program, attaining near native fluency, while knowing little about the language in the majority of cases. They have a good pronunciation without a notion of phonology, don't know what the perfect tense is, modal or phrasal verbs are, but they intuitively recognize and know how to use all the structures.

Language Learning

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The concept of language learning is linked to the traditional approach to the study of languages and today is still generally practiced in high schools, colleges worldwide. Attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language through the application of intellect and logical deductive reasoning. The form is of greater importance than communication.

Teaching and learning are technical and governed by a formal instructional plan with a predetermined syllabus. One studies the theory in the absence of the practical. One values the correct and represses the incorrect. There is little room for spontaneity. The teacher is an authority figure and the participation of the student is predominantly passive. The student will be taught how to form interrogative and negative sentences, will memorize irregular verbs, study modal verbs, etc. The student later learns to construct sentences in the perfect tense, but hardly ever masters the use of it. It's a progressive and cumulative process, normally tied to a preset syllabus that includes memorization of vocabulary. It seeks to transmit to the student knowledge about the language, its functioning and grammatical structure and grammatical structure with its irregularities, its contrasts with the student's native language, knowledge that hopefully will produce the practical skills of understanding and speaking the language. This effort of accumulating knowledge becomes frustrating because of the lack of familiarity with the language.

Thousands of graduates with arts degrees in English are classic examples of language learning. They often are trained and theoretically able to teach a language that they can communicate in only with extreme difficulty.

Differences between L1 & L2 Acquisition/Learning

The distinction between acquisition and learning is one of the hypotheses established by the American Stephen Krashen (1988) in his highly regarded theory of foreign language acquisition known as the Natural Approach. There are many differences between first language acquisition and second language learning. According to Krashen, the acquisition of native language is a natural process; whereas learning a second language is a conscious one. In the former, the student needs to partake in natural communicative situations. In the latter, error correction is present, as is the study of grammatical rules isolated from natural language.

It is easier for the child to learn a language that is spoken by his/ her ancestors, parents, relatives, intimates. Another fact is that children simply learn language easier than adults. Children do indeed seem to develop better pronunciation skills than do adults who learn language later in life. In fact, it is nearly impossible for adults to develop completely native-like pronunciation. However, adults are just as capable of learning language as are children. The reasons it seems easier for children has less to do with age than with other factors that go along with age.

Children and Language Learning and Acquisition

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Fortunately, a child is in a very special privileged position in society. Errors which seem cute when made by a child are odd or weird when made by an adult. We are glad to smile and talk "baby-talk" with a child, but reluctant to do this for adults. Children are happy to babble away to themselves, while adults may be more self-conscious. Overcoming some of this reluctance to appear child-like may significantly improve the success of second-language learners.

Differences between First Language and Second language

1st Language	2nd Language
always acquired	usually learned
continual interaction with caregiver	Sporadic interaction
motivation to comprehend	less motivation
no emotional barrier	may be emotional barrier
no "inter-language"	reliance on "interlanguage"
Successful	rarely successful

Second Language Teaching Methods

In learning languages, a distinction is usually made between mother tongues, second languages, and foreign languages. A mother tongue is the first language one acquires as a child. When immigrants come to a new country and learn the language of that country, they are learning a second language. On the other hand, when English-speaking students in the United States learn French or Spanish in school, they are learning a foreign language. The acronyms ESL and EFL stand for the learning of English as a second and as a foreign language.

First language can be an impediment or an aid depending on the methodology the teacher uses and the seriousness with which follows the method. A number of methods and techniques have been evolved for the teaching of second and foreign languages in the recent past. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights.

Principal Views Relating to Second Language Learning

There are three principal views related to Second language learning:

1. The structural view treats language as a system of structurally related elements to code meaning (e.g. grammar).
2. The functional view sees language as a vehicle to express or accomplish a certain function, such as requesting something.

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3. The interactive view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiations and interaction found in conversational exchanges. This view has been fairly dominant since the 1980s.

Examples of Structural Methods

Examples of structural methods are Grammar Translation and the Audio- Lingual Method. The Grammar Translation Method is the oldest method of teaching in India. It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign languages. In this method, while teaching the text book the teacher translates every word, phrase from English into the mother tongue of learners. Further, students are required to translate sentences from their mother tongue into English.

These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar .There is no emphasis on speaking and listening comprehension. This teaching method is still common in many countries and institutions around the world, and still appears to those interested in languages from an intellectual or linguistic perspective. However, it does little to improve your ability to use the language for oral communication. But make the students to have a greater knowledge about the native language, than gaining a good mastery of the target language for communication purpose.

In the Audio Lingual Method, the use of students' native language is totally avoided in the classroom. The emphasis is not on the understanding of words, but rather on the learning of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic.

Examples of Functional Method

An example of functional method is Situational Language Teaching or Oral Approach. The Oral Approach and Situational Language Teaching relied on the functional view of language. Both speech and structure were seen to be the basis of language and, especially, speaking ability. One of the outstanding features of the method is its emphasis on vocabulary and reading skills learning. This leads to the development of principles of vocabulary control. It holds a behaviorist stand to language learning. It deals with the processes rather than the conditions of learning.

These processes enclose three stages:

1. receiving the knowledge or material
2. fixing it in memory by repetition
3. and using it in actual practice until it becomes a personal skill.

Situational Language Teaching aims at the achievement of these objectives:

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- a practical command of the four basic skills of a language, through function
- accuracy in both pronunciation and grammar
- ability to respond quickly and accurately in speech situations
- automatic control of basic structures and sentence patterns.

Interactive Methods

Examples of interactive methods include the Direct and Communicative Language Teaching method. Direct method is also known as the 'oral' or 'natural' method, originated around the 1900s as an alternative to the traditional Grammar Translation Method. This approach is based on the direct involvement of the student when speaking, and listening to the foreign language in common everyday situations. Consequently, there is lot of oral interaction, spontaneous use of the language, no translation and little analysis of grammar rules and syntax. The focus of the lessons is on pronunciation, often introducing learners to phonetic symbols before they see standard writing examples. This method continues to provoke interest and enthusiasm today, but it is not an easy method to use in a classroom situation. It requires small classes and high student motivation from the part of a language teacher.

Some of the characteristics of this method are:

- Lessons are in the target language
- There is focus on everyday vocabulary
- Visual aids are used to teach vocabulary
- Particular attention is placed on the accuracy of pronunciation and grammar
- A systematic approach is developed for comprehension and oral expression

Communicative Language Teaching

In CLT (Communicative Language Teaching) every activity is done with the communicative intent. This method is in reality an umbrella term- a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching. In this approach, students are the centre of learning and authentic materials are used for interaction in the classroom. Students are given an opportunity to share their ideas and opinions on a regular basis. It emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies. Here students work on all 4 skills (LSRW). Judicious use of the students' native language is permitted in CLT.

This method has various characteristics that distinguish it from previous methods:

- Understanding occurs through active student interaction in the foreign language
- Teaching occurs by using authentic English text

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- Students not only learn the second language but they also learn strategies for understanding
- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons
- Using the new language in unrehearsed contexts creates learning opportunities outside the classroom

Different Methods for Different Purposes

A language teacher must always try to adopt different methods observing the learning abilities of the learners. We need to analyze and understand the various learning skills of the students and enable them learning the second language better. If we understand the relation between the language and the thought we will be able to assess the needs of the students in learning a new language. When the learner is the centre of our classroom activity, his goal of learning the target language becomes the goal of the language teacher. However, acquiring a second language can be a lifelong learning process for many.

Thus, a child learns the mother tongue or the first language naturally and able to form the concept and grasps the situation and learns the meaning and use it spontaneously according to the need. Whereas the second language learners acquires the rules systematically, understand the meanings and try to put it in real contexts. As a result success is not guaranteed for a second language learner as in L1. In the first language, children do not respond to systematic correction. Furthermore, children who have limited input still acquire the first language. In L2 correction does not seem to have a direct influence on learning. Acquiring competence in L2 is possible only when the traditional teaching environment changes into more interactive one, where the individuals are involved in more pair and group work. In such environment, the learners feel less anxiety and they get more language practice.

To Conclude

This article discussed the differences between second language learning and first language acquisition. The earlier studies proved that the acquisition of L1 is a natural process; whereas learning L2 is a conscious one and argued that though one may not be fully successful in learning a second language, it is inevitable today to master competency in second language to work in a multicultural society. Therefore, a few approaches and their constraints as well as feasible teaching methods that can be adopted by the ESL teachers are discussed. Using these insights, the language teachers could further explore his/ her innovative methods to teach the second language. Flexibility to the situation is more important than mere following the traditional method of teaching. Suggestions to improve second language include: judicious selection of text books, focus on spoken English, use of Audio-Visual Aids, comfortable classroom atmosphere and extension of vocabulary.

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Simulation in Language Learning Acquisition

Altaf Jameel, TESOL, Ph.D.

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Abstract

Simulation is undoubtedly a valuable tool for applied scientific language learning in a constructive teaching learning process. It has and is enhancing creativity, innovation and applied thinking. Besides it helps in the development and cultivation of creative language within a relatively conducive learning environment. Thus, it helps in building motivation and enthusiasm, compulsory for the quality language-learning to take place.

This paper shall throw light on different approaches relating to the use of simulation techniques and designs behind the process and finally procedure of operation followed by the resulting conclusion.

Key words: *classroom simulations, methodology, approaches, motivation, language learning and communications*

Simulation Theory in Language: An Approach

There are three theoretical approaches to a language (Rodgers & Richards, 1986): Functional, Structural and Interactional. Simulation is viewed under the Interactional approach. Here the language is an instrument for the realization of interpersonal relations and for the social transaction performances between individuals…In the light of this approach "language teaching content, may be specified and organized by patterns of exchange and interaction or may be left

unspecified, to be shaped by the inclinations of learners as interactions." (Rodgers & Richards, 1986)

Simulations very openly promote effective interpersonal relations and social transactions between participants. "In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in a situation in which they find themselves" (Jones, 1982, p. 113). Acting on their individual duties, participants have to utilize effective social skills while communicating to each other in a simulation activity.

On the other hand Christopher & Smith, 1990; have very aptly presented a model wherein language teaching content in simulations may be either specified or left unspecified by differentiating them as 'convergent' and 'divergent' models. They are convinced that once a convergent model is used, the simulation patterns of exchange are specified and once the divergent model is used, the simulation patterns of exchange are left unspecified.

Simulation Theory in Language Learning

Simulation according to Scarcella & Crookall, (1990) facilitates second language acquisition. For the reason they put forth three language-learning theories.

1. Learners are exposed to multi-quantities of comprehensive input.
2. Learners are actively involved and
3. Their desires, attitudes and feelings are strongly influenced.

For the comprehensible input, once implied in simulation, students have been found getting engaged in positive communication thus playing their active roles. Learners get the chance to go for new experimentations in an adoptable atmosphere, thereby helping them to develop long term motivation to acquire an additional language. Further it encourages needful communication, active involvement and positive attitude. The simulated (real life) problems help students develop their problem solving skills and critical thinking. By active engagement, indirect participation with results, are observed, thus attracting interaction among participants. It helps to make them forget they are learning a foreign language.

Objectives

Primarily simulation designing is to decide upon the game criteria. Cummings & Genzel, (1990) have explained the concept as a general example: "I want my students to become more comfortable when visiting restaurants or to be more at ease in business situations, such as negotiating a contract." specific objectives, particularly "I want my students to know how to give their orders in fast restaurants", speaks of it very clearly and simply thus highlighting general objectives.

Designing syllabus replica for simulation

The syllabus replica could be a combination of 'procedural and 'process'. Initially in simulations, the student's personal activities are essential to learning but the task has to be chosen under the guidelines of a trainer. Skehan's (1998), defining procedural syllabus, an early ice breaking game e.g. the famous people game described by Ladousse, 1987, can introduce the learners to simple simulation activities. Here a student as a volunteer plays the role of a famous person. Others ask questions to the volunteer in order to guess his or her identity. The activity based on ice breaker would involve more complexity; nevertheless play the game in accordance with the procedural replica.

After that, however, a simulation taking place on several periods might follow the process replica hence involving learners to control the nature of the ongoing interactions (Skehan, 1998). It is pursued by a design competition (Ladousse, 1987). Thus learners prepare a simulation which is very similar to them. They finally decide on the event to be simulated, select a significant issue within an incident to be investigated besides identifying the roles of participants, etc.

Teaching-Learning Activities

The simulation used in case of convergent replica counteracts with Skehan's, (1998) four task-based criteria instructions:

1. Meaning is primary,
2. There is a goal which needs to be worked at,
3. The activity is outcome-evaluated,
4.   There is a real-world relationship,

The activities in class therefore don't hub solely on language itself, but on the goals and activities that may be defined by the trainer in case of procedural syllabus or the learner's process syllabus.

In further elaboration of the concept, examples of a leaner-trainer activity have been put forth by Shadow (1987). Here the functions shall stimulate students to use their imagination and test them to think and speak as well.

Among most intricate simulations, the activities of the trainer may be more comprehensive and learner's activities may be more defined. The trainer might, for example, explain a handout or have the student read a case study explaining the situation and role play cards might be distributed. Such simulations can be applied to teaching language in many areas for instance business and industry (Brammer and Sawyer-Laucanno, (1990), technical English (Hutchinson and Sawyer-Laucanno (1990) and international relations Crookall, (1990).

Role of Learner/ Student

Ever since role of learners have been specially defined as very prominent in simulation replica, either through verbal instructions or role cards. Nevertheless Kaplan, (1997) argues

against role plays that focus solely on prescriptive themes targeting specific fields of vocabulary, as they don't give birth to spontaneous, real-life flow of communication.

Furthermore another quality replica in the simulation method is pinpointed by Scarcella and Oxford's (1992) approach called 'tapestry approach'. Students, here have to be active and possess considerable control over their own learning. The learners help to select themes and tasks and provide their trainer's, the details of learning process. In simulation, this can be done through' the design competitions' or 'divergent simulations'

Learners have fresh assignments in simulation that he might not be used to. Burns & Gentry (1998), spot lighted undergraduate learners scientifically and suggested some haven't been exposed experiences requiring them to be proactive and to make decisions in unfamiliar contexts. They strongly suggested that instructors understand the knowledge which the learners brought during simulation process and give close attention to the introduction of experiential exercises so that the learner is not discouraged. This suggestion seems much relevant for second language learners, who may be a from a culture in which rules pertaining to teacher-oriented classrooms are dictated, who may possess knowledge gaps thereby making simulation difficult and challenging.

Role of Trainer/Teacher

The trainer or a teacher defines the overall structure of the simulation, but generally doesn't actively participate once the structure is set. Jones, 1992; explains the concept as "……the teacher becomes the controller, and controls the event in the same way as a traffic controller, helping the flow of traffic and avoiding bottlenecks, but not telling individuals which way to go." Further this is consistent with Scarcella & Oxford's (1992) principles instead of a traditional, teacher-oriented classrooms structure, the teacher keeps a comparatively low profile and the learners are liberal to communicate each other spontaneously. Thus helps in diminishing learner's anxiety and learning.

The teacher/ trainer, is supposed to enhance surplus responsibilities in simulation methodology especially ought to keep learners motivated by stimulating their curiosity and keeping the material relevant thereby creating a tension to learn (Burns &Gentry, 1998).

Simulation Procedure: Real classroom methods, practices and activities

The simulation activity to be put forth shall be based on Ladousse's, (1987) format applied to 'the island game', as described by Crookall & Oxford (1990). In the light of Ladousse's view there are 11(eleven) factors. These factors are: level, time, aim, language, organization, preparation, warm-up, procedure, follow-up, remarks and variations. Various playing simulation exercises are then explained in terms of the mentioned factors..

Normally **level** shows the minimum and occasionally maximum level at which the activity can be carried out. **Time** depends on whether learners need to read reports, articles etc. A broader

objective of each activity is an indication of **Aim** such as developing confidence or becoming very sensitive to concepts expressed in a **language**. The medium of instruction is indicated by the language to be utilized. Such as structures, functions, different skills, work with register, or intonation patterns. **Organization** describes whether the activity absorbs pair work or group work and in the latter case how many learners ought to be in each group. **Preparation** indicates whatever thing needs to be done before the class activity. **Warm-up** comprises ideas to focus the learner's attention thus create interest within them. **Procedure** involves a gradual guide in an activity. For example Richards (1985), advocates a six step procedure: preliminary activity, a model dialogue, learning to perform the role play with the help of role cards, listening to the recorded voices of the native speakers performing the role play activity, follow-up and finally repeating the sequence. However most of the simulation procedures don't follow these guidelines. **Follow-up** indicates the activities that are performed after the activity may be as homework. **Remarks** may be the general interest or warnings about special difficulties expected to arise. **Variations** can be utilized with different types of experimental classes at different levels.

In order to the implicate whole procedure to be carried out in the class, lets apply Ladousse's 11(eleven) factors to Crookall & Oxford's (1990) ' island game ' this game is equally expanded ice-breaking and collective decision-making activity which can help develop multi skills in a target language. The simulation activity is one in which the group has been standard on an island. Lava is sure to get erupted in 30-55 minutes therefore a run away plan has to be formulated very hastily. All the lifeboats are ready to take everyone to the safety to a nearby station. Nevertheless an agreement has to be made as who shall go where and with whom etc. here is the procedural chart:

Level: Upper Advanced
Time: 12/2 hours allotted for the game, one hour for the follow-up.
Aim: Ice-breaking activity, developing skills at decision making and co-ordination
Language: language skills are openly used to express personal things, expressing agreement and disagreement, persuade, defend a point of view, elicit cooperation, analyze data and make judgments. Different skills are enhanced such as listening, speaking, initiating, understanding directions, reading and writing.
Organization: whole class including micro groups of 5-8 learners.
Preparation and warm-up:
Learners aren't allowed to talk but are provided information on lifeboat numbers and capacities, neighboring places, etc. every participant has to furnish a personal profile with update information on age, sex, background, nationality, employment, practical skills etc.
Procedure: the decision is made by group purposely to come to the conclusion. Meanwhile the teacher ensures that each of them stands up and carries on. Changes can be made with reference to the boats or demarcation of end lines. Once a group looks to have come to a decision with no trouble, the moment the lava explodes is accordingly noted on the board.

| Follow-up: | order is created among the micro groups and five top factors are discussed as well that led to their decision making, islands chosen and escape boats, etc. |
| Variation: | every group finally develops a society on its new place with complete political structure. A set of guidelines, is drawn or constituted for the community. |

Conclusion

Once the simulation technique is employed, it becomes obligatory to integrate it with other language learning activities. A real language learning methodology demands systematic preparations and due care besides accept compatibility in relation to the learner's requirements and appropriate level. As long as the mentioned guidelines are implied and accordingly followed, it would certainly give birth to rewarding results and experience for both, the trainer as well as the trainee.

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Mabhyani, a Lesser Known Mother Tongue of Western Hindi Group

Somana Fatima, Ph.D.
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Noida District

The total population of Noida (CT) is 305058 in which total male population is 168958 and total population of female is 136100 according to Census of India 2001. All the villages of Noida (CT) come under Ward No. 1, district Gautam Buddha Nagar. Noida was formed on April 19, 1976. The city is a separate district, called Gautam Budh Nagar, with its administrative HQ at Surajpur town. Noida is situated towards the north, close to Delhi. It is bound on the west and south-west by the river Yamuna, on the north and north-west by Delhi, on the north-east by Delhi and Ghaziabad and on the north-east, east and south-east by the river Hindon. Noida falls under the catchment area of the Yamuna River and is based on the old river bed.

Collection of Mabhyani Data

The field data (linguistic and extra-linguistic parameters) was collected from two informants Shri Rakesh Kumar (59 years) and his wife Shrimati Sudha Devi (54 years) of

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village Mamura, Sector 66 of Noida (CT). The mother tongue 'Mabhyani' was returned approximately by 18175 speakers in Census 2001. According to Table 10 of Census 2001 Guidelines, i.e. "janpad mein matra bhasha ke anusar jansankhiya 2001," it is stated that Hindi, Urdu, Punjabi, Bengali and other languages are used by the speakers of Noida. Mabhyani comes under the Khadi Boli Hindi. Noida has an average literacy rate of 68%.

Identification of the Mabhyani Community and the Region

This mother tongue is linguistically close to Haryanvi and Khadi Boli in which R (retroflex, flap), Rh (aspirated retroflex and flap) and N (retroflex, Nasal) are used very frequently. For example, gaRa 'song' and laRi 'bring' bARh rAhe 'making'. Mabhyani is spoken in some villages of Sector 66 of Noida (CT), Gautam Buddha Nagar.

The people and their social life

The Mabhyani people are settled in the region for about three to four generations. They essentially live on agricultural avocation and have low socio-economic status. Although the general literacy rate of the community is not very high, a few literate persons are reported to be settled in some government and private jobs, in legal profession and in teaching in the educational institutions. The people prefer marriages by way of negotiation within the community although a few cases of inter-community marriages with the Warelas have been socially accepted which is but a recent development. The Mabhyanis are the followers of Hinduism and are very conservative.

Language used in household and outside the home domain

The household language of the Mabhyanis is their mother tongue, which they have been using for generations. Outside their home, in the bazaar, in religious ceremonies, in group meeting and in neighbourhood, Mabhyani is used and in formal setting Hindi is used which functions as the super-imposed official medium of instruction. English is also used by the younger generation of Mabhyani.

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Multilingual situation of the speech-region

The literate section of the community demonstrates proficiency to interact in 'Workable Hindi' besides their mother tongue. Majority understands Hindi but communicates their messages only through mother tongue.

Demography of Noida (CT): (2001 census)

 Total Population : 293,908

 Total literate : 68%

 Male : 1,61,649   Female : 1,32,258

 Area :. 203.16 km²

Mother Tongue Name Given: Mabhyani (variety of Hindi)

Location of Mother Tongue: Village Mamura of sector 66 in Noida (CT)

Informants: Shri Rakesh Kumar (59 years) and his wife Shrimati Sudha Devi (54 years)

Linguistic sketch of Mabhyani

1. Phonology

Given below are all the consonants and vowels which are finding in the field with the manner of articulation and point of articulation:

p	voiceless bilabial stop
ph	aspirated voiceless bilabial stop
b	voiced bilabial stop
bh	aspirated voiced bilabial stop
t	voiceless alveolar stop

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th	aspirated voiceless alveolar stop
d	voiced alveolar stop
dh	aspirated voiced alveolar stop
T	voiceless retroflex stop
Th	aspirated voiceless retroflex stop
D	voiced retroflex stop
Dh	aspirated voiced retroflex
c	voiceless palatal stop
ch	aspirated voiceless palatal stop
j	voiced palatal stop
jh	aspirated voiced palatal
k	voiceless velar stop
kh	aspirated voiceless velar stop
g	voiced velar stop
gh	aspirated voiced velar stop
m	bilabial nasal
n	alveolar nasal
N	retroflex nasal
l	alveolar lateral
r	alveolar trill
R	retroflex flap

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Rh	aspirated retroflex flap
f	voiceless labio-dental fricative
s	voiceless alveolar fricative
z	voiced alveolar fricative
š	voiceless palato-alveolar fricative
h	voiceless glottal fricative
v	labio-dental semi-vowel
y	palatal semi-vowel
I	high front short vowel
i	high front long vowel
A	mid central vowel (short)
a	low central vowel (long)
U	high back short vowel
u	high back long vowel
E	open-mid front short vowel
e	mid front long vowel
O	open-mid back short vowel
o	mid back long vowel
æ	front low
ai	diphthong
au	diphthong

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~	nasalization (written above the vowel symbol)
//	phonemic writing
[ ]	phonetic symbol
< >	graphemes

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	bilabial	labio-dental	dental	alveolar	retroflex	palato alveolar	palatal	velar	post velar	uvular	glottal
Stops	p, ph b, bh		t, th d, dh		T, Th D, Dh		c, ch j, jh	k, kh g, gh			
Fricative		F		s, z		š					h
Laterals											
Nasals	M			l, n	N						
Trill & Flap				r	R, Rh						
Frictionless		V									
Semi-Vowel							y				

A. Mabhyani Consonants

Total 34

Other Phonemes: Nasalization

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Part of the tongue	Front	Central	Back
Height of the tongue			
High	i		u
Low-high	I		U
High-mid	e		o
Mean-mid	E	A	O
Low			a

B. Mabhyani Vowels

The Nasalized vowel phonemes

In the language spoken by the people of Noida (CT), all the ten vowels are nasalized

Ĩ	Ũ
ĩ	ũ
ẽ	õ
Ẽ	Õ
ã	

Total number of Vowels: 10

Distribution of vowels

Vowel	initial	medial	final

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I	Itte	calIs	gOlI
i		bic	sAhi
A	AndhERa	bArf	cIRIyA
a	admi	hati	kũa
U	UNko	pURana	
u	u	dur	
E	Ek	SAhEli	gaE
O	OdhAr	mORa	
E	ENAk	pEr	hE
o	orAt	kon	

Consonant distribution

Consonant	initial	medial	final
p	per	TOpi	sãp
ph	phEphRa	sAphEd	
b	bAndAr	sAbji	sAb
bh	bhai	nabhi	jibh
t	tal	pAtta	chAt
th	thORa	kAtthAi	hath
d	dIwar	gAnda	sAphEd
dh	dhArti	AndhEra	dudh
T	TOpi	lATAk	
Th	ThAnd		piTh
D	DOr	hADDi	sEkAnD
Dh	DhAkkAn	mEDhAk	

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c	cIRIya	bAcca	pãnc
ch	chAt	kAchUa	chach
j	jaRa	rOjana	laj
jh	jhArna	mUjhe	bajh
k	kUtta	Uska	Ek
kh	khuN	bUkhar	Rakh
g	gae	uŋgli	pAlAŋg
gh	ghAr	mEgha	bagh
m	mEra	mAmma	am
n	nak	Andha	dhan
N	Nak		dhaN
l	lal	nila	lal
r	rOjana	sArir	bahAr
R		kARwa	pER
Rh		cARhna	pARh
s	sAkra	rAssi	pas
h	hAwa	bAhAn	bAh
w	wo	dArwaja	
y		bITIya	

Consonant clusters

'rd'   as in   sArdi, gArd   "cold weather, dust"

'ndh'   as in   Andhera,   "darkness"

'rt'   as in   dhArti, bhArti   "earth, entry"

'gr'   as in   grahaN, gram   "eclipse"

'hr'   as in   kOhRa   "fog"

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'rf'	as in	bArf	"ice"
'lh'	as in	dUlhAN	"bride"
'dm'	as in	admi	"man"
'nj'	as in	pAnja	"claws"
'rg'	as in	mUrga	"cock"
'tt'	as in	kUtta	"dog"
'nkh'	as in	pAnkh	"feather"
'kkh'	as in	mAkkhi	"fly"
'mR'	as in	lomRi	"fox"
'phR'	as in	phEphRa	"lever"
'Rk'	as in	khIRki	"window"
'mr'	as in	Amrud	"guava"
'tn'	as in	jOtna	"to plough"
'bj'	as in	sAbji	"vegetable"
'Rw'	as in	kARwa	"sour"
'mk'	as in	cAmkila	"bright"
'tth'	as in	kAtthAi	"brown"
'dn'	as in	kudna	"t o jump"
'lT'	as in	ulTI	"vomiting"
'khn'	as in	lIkhna	"to write"
'khN	as in	dIkhNa	"to see"
'mb'	as in	lAmba	"long"
'kr'	as in	sAkra	"narrow"
'khR'	as in	nAkhRa	
'hl'	as in	pAhle	"first"

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Gemination

tt,	'UttAr'	"north"
ss,	'rAssi'	"rope"
DD,	'hADDi'	"bone"
cc	'kAcca'	"raw"

Vowel sequences

'ai'	as in	lUgai	'wife'
'ua'	as in	hua	'had'
'ae'	as in	gae	"cow"
'AI'	as in	gAIya	"cow"
'au'	as in	blauz, blauj	"blouse"
'eo'	as in	geo	"to go"
'oA'	as in	hoAt	"lips"
'ao'	as in	ao, lao	"to come, to bring"

Syllable Structure

Words may consist of one or more syllables. A syllable is characterized as sequence of phoneme with one peak. In each syllable the vowel has the peak. A vowel may be preceded or followed by one or more consonants. The syllable is open when the vowel is the final segment and it is closed when final segment is a consonant.

In the language under study we found following syllabic structure:

Monosyllabic

cvc	rakh
vcv	ag

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Bisyllabic

cvcv	hAwa
cvccv	bIdhwa
cvcvc	mArAd
vccv	admi
cvccv	mUrga

Morphology

It is a usual practice in linguistics to divide the grammar into morphology and syntax.

Noun Morphology

The kinds of suffixes which occur with the stem define the class of stem.

Nouns in the language spoken by its speakers may thus be defined on the basis of the suffixes with which they occur. In the present study they are distinguished by two-tier numbers (sg. & pl.) and two-tier genders, i.e., Masculine & Feminine. A noun in Mabhyani is two tier number (singular and plural) and two tier genders (masculine and feminine).

Numbers

Mabhyani has two numbers, i.e., singular and plural and the plural suffix markers are -e, -yã, and prefix markers are 'bhaut sara' and 'bhaut sare' for masculine plural, 'bhaut sari' for feminine plural.

Word-sg	Gloss	Word-pl	Gloss
tota	'parrot'	tote	'parrots'
chIRa	'bird'	chIRyã	'birds'

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lAkRi	'Wood'	lAkRiyã	'Woods'
bIlli	'cat'	bhaut sari bIlli	'cats'
bAndAr	'monkey'	bhaut sare bAndAr	'monkeys'

Gender

Gender of the nominal is determined by —a in masculine and

—i, —iya and —Ika in femine.

Word-mas	Gloss	Word-fem	Gloss
baRAk	'male baby'	baRIka	'female baby'
lARka	'boy'	lARki	'girl'
kUtta	'dog'	kUttIya	'bitch'
lonDa	'boy'	lonDiya	'girl'

In Mabhyani language, the masculine and feminine may have two separate words. For example:

Word-mas	Gloss	Word-fem	Gloss
admi	'man'	aurAt	'woman'
sAsur	'father-in-law''	sas	'mother-in-law''
Raja	'king'	Rani	'queen'
pIta	'father'	mata	'mother'

Cases

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The language has a five-tier case system: nom., acc., abl., gen. and loc. have the markers as follows:

Nom.-Φ admi 'man', orAt 'woman', papa 'father', bITIya 'daughter', ghAr 'house'

loc.–pe khet pe 'to the field'

Acc. –te (masc), -ti (fem)

    u te 'to him' u ti 'to her'.

Abl. –se admi se 'from the man', orAt se ' from the woman'

Pronouns

The pronouns are of three types

 i) Personal pronoun

 ii) Demonstrative pronoun

 iii) Interrogative pronoun

Of these, the personal pronouns are categorized by three-tier persons (1st ,2nd& 3rd) and two tier numbers (sg. & pl.) and the demonstrative pronouns by remote and proximate-types with two-tier number(sg. & pl.) Systems. The Interrogatives don't distinguish in numbers.

Personal Pronouns

Person	Singular	Gloss	Plural	Gloss
1st Person	mAnne	'I'	hAmne, hAmar	'we'
2nd Person	tAnne, tu	'thou'	ap, tAm	'You'
3rd person	vo, u	'he/she'	u, ve, u sAb	'they'

Demonstrative

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Gloss	Word	Gloss	Word
This	yo, nu	That	Ba, wa
These	ye, u	Here	Itte, IhAr, EhAr
Those	ve	there	Utte, UhAr

Interrogatives

Gloss	Word	Gloss	Word
Why	Kay	How	kaisa, ki tarAh
What	Kay, ka, ki, ku	Whose	kiko
Who	kon	Where	kIhAr, kAha

The declensional patters of the personal pronouns are:

		1st P.	2nd P.	3rd P.
Nom.	Sg.	mE 'I'	tAm 'you'	u, nu 'he/she'
	Pl.	hAm 'we'	tAm 'you'	u sAb 'he/she'
Acc.	Sg.	mUjhe 'to me'	tUme 'to thou'	u hã 'to him'
	Pl.	hAmara 'to us'	tume 'to you'	u hã 'to them'
Gen.	Sg.	mera 'my'	torA 'thine'	u 'his/her'
	Pl.	hAmara 'our'	torA 'your'	u ko 'their'
Abl.	Sg.	mujh se 'from me'	tE se 'from thou'	u se 'from his/her'
	Pl.	hAm se 'from us'	tE se 'from you'	u sAb Se 'from them'

The Articles

The articles are of two types indefinite and definite.

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Indefinite article

        ek kUtta 'one dog/ a dog'; ek kUttIya 'one bitch/ a bitch'.

        ek lARka 'one boy/ a boy'; ek lARki 'one girl/ a girl'.

        ek beTa 'one son/ a son'; ek bITIya 'one daughter/ a daughter'.

Adjectives of Comparison

The adjectives are semantically classified into qualitative and quantitative types. Grammatically, the qualitative have three degrees of comparison as Nominative, Comparative and Superlative, but in the given language there are only two types.

    i) Nominative &

    ii) Superlative

The examples are as follows:

Accha	"good"	bAhot Accha	"best"
uca	"high"	bAhot uca	"highest"
bUra	"bad"	bAhot bUra	"worst"

Verbs

The verbs are categorical into three types

    i) Auxiliary types

    ii) Finite types

    iii) Non-finite types

Auxiliary types are distinguished by two-numbers Sg. & Pl. in the present, past and future tense, the finite types by three-tier tenses i.e present, past and future tense and Non-finite types by Infinitive and two-tier participles, i.e., present and past participle.

Auxiliary type

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Person	Present	past	future
1st P	hũ	tha/thi	Future auxiliary is missing
2nd P	he /ho	the	
3rd P	hĕ	thĕ	

Finite Type

Tense	Person	Mabhyani
Present	1st Person	hu (sin, mas & fem)
		ho (sin, mas & fem)
	2nd Person	ho (plural, mas, fem)
		he (sin, mas & fem)
	3rd Person	hĕ (plural, mas, fem)
Past	1st , 2nd, 3rd	thi (sin & fem)/ tha (sin & mas)
		thi(plural & fem)/ thĕ (plural & fem)
Future	1st Person	ga (sin, mas)/ gi (sin, fem)
		gĕ (plural, mas, fem)
	2nd Person	ge (sin, mas)/ gi (sin, fem)
		gĕ/ gi (plural, mas, fem)
	3rd Person	gĕ (plural, mas, fem)

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The conjugational system is thus √ (root) +tense-person-number (TPN) terminations.

Below are presented the conjugational formations in different tenses:

Present Tense

-ao 1st sg. mE khati hu [√kha "to eat"+TPN marker- hu] 'I eat'.

2nd sg. tAm khate ho [√kha "to eat"+TPN marker-ho] 'you eat'.

3rd sg. u khate hE [√kha "to eat"+TPN marker-hE] 'he eats'.

1st Pl. hAm khate hE [√kha "to eat"+TPN marker-hE] 'we eat'.

2nd Pl. ap log khate hE [√kha "to eat"+TPN marker-hE] 'you eat'.

3rd Pl. u:sAb khaAo [√kha "to eat"+TPN marker-Ao] 'They eat'.

Past tense

1st sg. mEne kha lIya tha [√kha "to eat"+TPN marker-tha] 'I ate'.

2nd sg. tUmne kha lIya tha [√kha "to eat"+TPN marker-tha] 'you ate'.

3rd sg. Usne khaya tha [√kha "to eat"+TPN marker-tha] 'he/she ate'.

1st Pl. hAmne khaya tha [√kha "to eat"+TPN marker-tha] 'We ate'.

2nd Pl. tUm logõ ne khaya tha [√kha "to eat"+TPN marker-tha] 'You ate'

3rd Pl. u sAb ne khaya tha [√kha "to eat"+TPN marker-tha] 'They ate'

Future tense

1st sg. mE khaõ ga [√kha "to eat"+TPN marker-ga] 'I shall eat'

2nd sg. tAm khao ge [√kha "to eat"+TPN marker-ge] 'You will eat'

3rd sg. ba khay ga [√kha "to eat"+TPN marker-ga] 'He will eat'

1st Pl. hAm khã ge [√kha "to eat"+TPN marker-ge] 'We shall eat'

2nd Pl. tAm khao ge [√kha "to eat"+TPN marker-ge] 'We shall eat'

3rd Pl. hAm khae ge [√kha "to eat"+TPN marker-ge] 'We shall eat'

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Moods

Mood is part of the three-tier modal system. Indicative is any simple sentence in construction while the imperative and optative are marked as follows:

Indicative mood: chIRIya peR pAr hE 'The bird is on the tree'

Utte cha:r tote hE 'There are four parrots'.

ba bAndAr hE. 'That is a monkey'.

kUtta bhõ:k rAha hE. 'The dogs bark'.

Imperative mood: -a

tUmne peR khud kaTa hE 'You cut the tree yourself'.

dhire bolo 'Speak slowly'.

Itte bETh jao 'Sit down'.

khARe ho jao ' stand up'.

Optative mood:

chAlo aj hAm Apna kam khAtAm kAR lete hE 'Let us finish our work today'.

Non-finite

The non-finite types as available in the data Mabhyani are infinitives ans participles (present) and their respective markers are –na (infinitive) –ta (present participle).

Infinite: eg pina 'to drink', jana 'to go' khata 'to eat', lata 'to bring', kArta 'to do'

Present participle -te, -t jate 'while going'; khelte khelte 'while playing';

The particles

The particles are of two types: Affirmative and Negative. Of these, the former preceeds the construction while the latter occurs immediately before the verb. The examples are given below:

Affirmative Particle: hã 'yes' hã u: mAndIr ja rAha tha 'yes he was going to the temple'.

Negative particle: na/ nae 'no' u me pani nae hE 'Nothing is there in the pot to drink'.

Syntax

Word order

The word order is subject, object and verb (SOV). Subject occurs in the initial position of the verb, object follows the subject but preceeds the verb.

The syntax structure of Mabhyani is like the **URDU** and **HINDI** word order system, i.e., SOV (subject ,object and verb).

Example: wo admi ghAr mE he

NP – wo admi

VP - he

S= NP+VP

S= wo admi + he

For example:

1. me (sub) lAkRi (dir. Obj.) kUlhaRi (indir. Obj.) te katti hu (verb).
2. me ApRe kApRe ApRe ap dhoti hu.

   (sub)   (obj)   (verb)

Types of Sentences

1. Mabhyani have three tenses same as Hindi and Urdu i.e. Past, Present and Future.
2. Mabhyani have simple, complex and compound sentences.

(a) Types of Tenses
   i.   Present Tense
   ii.   Future Tense
   iii.   Past Tense

Present Tense

   I am in my house.
   me ghAr mE hũ.

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Pr+n+pp+aux

Past tense

- I went to the temple.
  me mAndIr gAji thi
  pr+n+v+aux(pst)

Future tense

- I will go to the field tomorrow.
  me kAl khet pe jãoga
  pr+n+pp+v

(b) Types of Sentences

There are 3 types of sentences are found in the given languages

- i) simple
- ii) compound
- iii) complex

Simple

1. cuha INge tINge doR rAha tha

   Mouse was running here and there.

Complex

1. tAb u bajar sAbjiyã khAridne jar rAha tha to Use wAha Uska pUrane dost mIle.

   He went to market to purchase vegetables where he met his old frinds.

Compound

1. me rApti aur gIR paRi

   My foot slipped and I fell down.

Conclusion

Mabhyani is an -a ending dialect of Western Hindi, same as Haryanvi and Khari Boli, because in these dialects the nouns, pronouns, verbs, adjectives end with vowel -a (as reported in Grierson's *Linguistic Survey of India*). For example:

1. Noun: lARka, ghoRa

2. Pronouns: mEra, tEra and tUmhara

3. Verb: aya, gAya

4. Adjective: Accha, bUra and bARa.

Person	Mabhyani	Gloss	Haryanvi
1st Person	mAnne	'I'	mAnne
2nd Person	tAnne, tUssi	'thou'	tAnne, tUssi

Mabhyani is close to Haryanvi in which R (retroflex, flap) Rh (aspirated, retroflex and flap) and N (retroflex, Nasal) are used very frequently. For example:

S.No	Gloss	Mabhyani	Haryanvi
1	'male baby'	baRAk	baRAk
2	'king'	Raja	Raja
3	'song'	gaRa	gaRa
4	'bring'	laRi	laRi

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5	'making'	bARh rAhe	bARh rAhe

On the basis of structural and lexical similarity of this language with Haryanvi and Khari Boli, the mother tongue of Noida (CT), Mabhyani, seems to be classifiable as a variety of Western Hindi.

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A Study of Strong Women in Amitav Ghosh's
The Glass Palace

Sridevi, G., M.A., M.Phil. Scholar
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Women in *The Glass Palace*

Amitav Ghosh in *The Glass Palace* explains how the three generations of women show their uniqueness among the men. The first generation women are Ma Cho, Dolly and Uma Dey. These women characters in the beginning are dependent upon men. But later they realized the type of life they are leading. Then these three characters began to depend upon their own strength. At last they prove that they are not inferior to men. These women show progress in both the family and the society. Through their achievement, subsequent two generations are able to rely on their own strength.

The women in the novel seek their liberation in several ways.

As Life Givers

Amitav Ghosh's fictions portray women as a life-giver. Both Dolly and Uma Dey contributed to the welfare of others in their lives.

An important incident that occurs early in the novel sets the tone of the women characters. The first female character introduced in the novel is Ma Cho. She stands as a preserver of cultural

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and spiritual essence. Her character gives the woman strength of leading life alone without a family.

Struggle Faced by Single Women

The character of Ma Cho reveals the struggle of a single woman who suffers to main a status in life. Amitav Ghosh mentions the details of Ma Cho only in the first part of *The Glass Palace* novel. Moreover, Ma Cho being a woman shows that her strength is superior to men in the novel. Ma Cho is a half-Indian. She has no family, so she leads her life alone. She has her own small food-stall. The power of woman is depicted by her character in the novel. She was in her mid - thirties, more Burmese than Indian in appearance. Ma Cho leads her life very independently without depending on others. Even though she suffers from society's manacles, she never underestimates herself and leads an independent life.

> Ma Cho's stall consisted of a couple of benches, sheltered beneath the stilts of a bamboo-walled hut. She did her cooking sitting by an open fire, perched on a small stool (6).

This explains her gratitude towards her customers who visits her stall regularly. It mentions that she is very sincere towards her work. Here her strength is revealed. Even though she is alone, she is very strong in her attitude. In such conditions also she gives a job to Rajkumar. Rajkumar is an orphaned eleven year old boy. Here the feminism in her is shown towards Rajkumar as a care-taker.

Dolly in *The Glass Palace*

The central character in *The Glass Palace* novel is Dolly. She is the only one character whose entire generation is mentioned in the novel. She strives hard to live up to her family to maintain the good name the family has earned in the community.

Dolly is the heroine of the novel. In this novel she isintroduced from childhood. Dolly a nine-year old girl who look after the younger princess. Gradually from a child she grows into an attractive young girl. A local man named Sawant takes charge of the servants. Dolly loses her virginity to Sawant. Then she attains mental and physical maturity. Uma her friend coaxes her to marry Rajkumar.

Dolly gives birth to Neel and Dinu. Dolly nurses Dinu perceiving her role as a mother more important than that of a wife. But the suffering changed her attitude and she feels, "I couldn't go back to the life I'd led before" (239). A feeling of emptiness spreads. When her elder son Neel dies. But she gracefully accepts the pain and suffering. A visit to the Buddhist nunnery reveals her strong desire for renunciation. She proves her indomitable spirit and strength of convictions in entering the monastery and withdrawing from the world. Her weakness is her source of strength. She stands for courage, honour, hope compassion and sacrifice. Her spirit lifts other characters.

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Dolly, as a daughter, as a wife and as a mother shows that women can fulfill herself in a loving relationship with others. Her way of life reveals her affection towards her family.

Uma Dey – A Truly Modern Individual

Then, there is the case of Uma Dey, wife of Beni Prasad Dey. She is a woman with the courage to break free from the chains of limiting beliefs, patterns and religious conditions that have traditionally kept women suppressed and unable to realize their true beauty and power. After her husband's death, she becomes a leader of the movement to free India.

Uma Dey is the first truly modern individual in Ghosh's narrative. Uma Dey's character can be interpreted by socialist feminism. She seeks to change social structures by redefining how women's work is rewarded and valued. She attempts to transform relationships between women and men and among workers.

Amitav Ghosh introduced Uma Dey from the second part of the novel. She plays a vital role in giving shape to the novel. Her original name was Uma Debi but after her marriage it changed to Uma Dey. Uma's family home is in Calcutta. Her house was named as Lankasuka. One of her aunts introduces Beni Prasad Dey to her family. Uma's marriage to him was as unlike as any other. The Governor and many English civil servants and army officers attended her marriage. In 1905, the nineteenth year of the King's exile, a new District Collector arrived in Ratnagiri. The Collector's name was Beni Prasad Dey. His wife was Uma Dey. She was fifteen years junior to him. She is very attractive and charming. She was a tall and vigorous looking woman with thick, curly hair. Uma Dey wears sari in a new way with odds and ends borrowed from European costume. Here it clearly depicts how Uma Dey differs from other women in Ratnagiri. Because of this she got comments from Queen Supalayat:

> The Queen had seen many Collectors come and go, Indian and English; she thought of them as her enemies and gaolers, upstarts to be held in scant regard. But in this instance she was intrigued. 'I hope 'll bring his wife when he comes to call. It'll be interesting to see how this kind of sari is worn' (105).

Queen Supalayat and Uma Dey

Queen Supalayat was attracted by Uma Dey's way of dressing. The Queen had seen many Collectors in Ratnagiri. But she was never disturbed like this before. She was very eager to invite Beni Prasad Dey to her Outram House. So that she can once again see the way of dressing of Uma Dey. Here importance is given more to Uma Dey than her husband. This depicts the power of woman in the novel.

Women and Self-realization

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Amitav Ghosh's *The Glass Palace* from the beginning to the end revolves around the role played by women characters. Throughout this novel women continued their journey of self-realization. Hence Amitav Ghosh successfully populates strong women in *The Glass Palace.*

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Taslima Nasrin's *Lajja*: A Critique

Varun Gulati, M.A., M. Phil. Ph.D. (Thesis Submitted)

Taslima Nasrin

Men admire the tea a woman makes for them, not their poems or literary works […] No man is good enough for me in this city.

Taslima Nasrin

Taslima's Life Story

A young, prolific but often labeled as a controversial writer of forty-nine, Taslima Nasrin a writer of Bangladesh, known around the world. Nasrin is readily known as a doctor by profession and an author and activist-writer. She portrays the persecution of rural women, their harassment and discrimination in Bangladesh. This trait is vividly seen in her novel *Lajja*.

Moving from Bangladesh to West and other countries, she presently stays in New Delhi (India). Published in 1993 and banned in the same year, the novel *Lajja* (Shame) is based on the repercussions of the demolition of Babri Masjid (Ayodhya) in 1992. Surprisingly, Nasrin finished the script of this novel in a week. The novel alienated her from a variety of sections of people. The novel depicts the plight of minority Hindu characters in Bangladesh.

The Dilemma of a Minority – To Flee Or Not To Flee
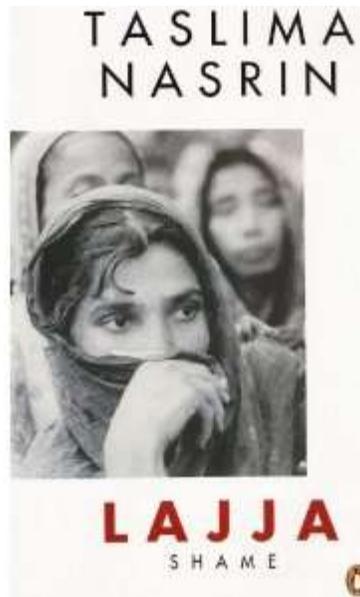
The ethnic dilemma of Hindu community is centred on the four members of the family: father Sudhamoy, mother Kironmoyee, son Suranjan and daughter Maya. A slow and seething sensation grips the reader from the very outset. Suranjan's rebellious mood that he should not flee his home simply because his name was Suranjan Dutta marks the subterranean tension that lies beneath the hearts of the entire Hindu family at a time when communal passions were running high in Bangladesh. The writer brings out the tension vividly in the followings words:

There had been no lack of hospitality in Kamal's house. They had had eggs and toast for breakfast, fish and rice for lunch and spent long, lazy evenings on the lawns. They had slept peacefully and comfortably on thick dunlopillo mattresses and had a glorious time! But no matter how pleasant […] Why had it all been necessary to take refuge in Kamal's house. (*Lajja* 1)

Seeking Scapecoats to Inflict Harm

Suranjan's insistence to stay put in his own residence shows that he still has some faith in the sanity of the system. He cannot conceive and calculate the potential gravity of the situation, when communal passions would burst forth over the entire land like volcanic fire. His thinking only betrays the innocence of a layman who always underestimates the impact and magnitude of the dangers that are created out of the horrible communal passions.

Moreover, it also reflects the helplessness of the minority, be they in India, Pakistan, Bangladesh, Sri Lanka, Nepal, or Myanmar. As the graph of tension rises high, so do the calculations of the Hindu minority. The writer seems to suggest that the demolition of Babri Masjid was the causative agent for the rising communal antagonism and for the strong reaction of the majority in Bangladesh. Nasrin observes:

> Suranjan had never been to Ayodhya, nor had he seen the Babri Masjid. How could he have, when he had not even stepped out of Bangladesh? Whether the demolished structure was the birthplace of Rama or a sacred mosque was a matter of little significance to Suranjan. But it was evident to him that the demolition of the sixteenth-century edifice had struck a savage blow to the sentiments of the Muslims in India and elsewhere. (*Lajja* 3)

Destruction of the Social Fabric

Suranjan was aware of the disruption of harmony between Hindus and Muslims. But he could not visualize the forthcoming destruction of the social fabric that was looming large over the horizon. He merely thought that a whirlwind had arrived and that it would just blow over without doing much harm to the lives of the minority. Suranjan had never learnt to differentiate among his friends on a communal basis. When he was a child he had known that he was a Hindu but had not quite known what it really meant. The writer depicts the psychology of this innocent person in the following words:

> He would say to his friends and his family that Bengalis as a race must not subject themselves to any communal distinctions whatsoever, so that the term 'Bengali' would always be considered indivisible in character. Unfortunately, however, Suranjan's idealistic views did not find many takers in Bangladesh. (*Lajja* 25)

Idealism and Patriotic Feelings

Suranjan betrays both his idealism and patriotic feelings. His firm faith in the roots of his soil and nativity convinces that he believes in the higher ideals of Humanism. The chill of dread and fear raises high along with the ominous winter's chill. Life still goes on its normal pace and an unwary citizen would not sense much fear in the air. Despite the traumatic experiences and alienation, especially the loss of his beloved home on the bank of Brahmputra, he had overcome his racial inferiority and keeps the flames of idealism and patriotic feelings alive.

Mayhem and Second Independence in Bangladesh

As the events advance, one is shocked to learn that on the morning of 21st March, 1992, in the village of Bageshata, the daughter of Kalindra Haider, Putul Rani, was kidnapped by Mokhlesur Rahman and Chand Mia Talukdar. In another incident, a person named Brien, in the village of Raj Nagar, was imprisoned and deprived of his property. No body knew anything of the whereabouts of this victim. Sudhir was tortured and a plot of land was forcibly occupied. Sudhir left his place out of sheer fear. The situation intensifies. Suranjan notices that the Hindu shops, which were still intact, were closed. However, a feeling can be registered that not only the shops had been closed but the minds of the people had also been shut down.

> He had been walking around aimlessly for something now but he did not really know where to go. Whom could he call his own in the city of Dakha? With whom he could talk for a while? (*Lajja* 132)

Erosion of Trust

People have started losing trust in everything, even in their own government. The efforts of the government to create a harmony among different communities were only a hypocritical act, Suranjan feels. In fact, there was a gang rape of Hindu women. The police, the District Magistrate and the Deputy Commissioner turned their eyes away when temples in Bhola city were destroyed and the jewelry of the temple were openly looted. A Hindu colony of washermen caste was burnt to ashes. Suranjan's depression increases further. The writer expresses her concern through these words:

> Suranjan had tossed and turned all night, his depression driving away sleep. Kironmoyee had come once to his room in the morning. Perhaps she had wanted to ask if he had any news of Maya. Would they live the rest of their lives without Maya? In the past few days, Kironmoyee had become more and more listless. There were dark circles under her eyes, her face was drawn, and she never seemed to speak or smile. Suranjan had pretended to be asleep. (*Lajja* 193)

Victory Day, Whose Victory?

There is a note of irony. It was the day to celebrate the Victory Day, the day on which Bangladesh had finally attained independence. The feelings in the minds of the majority

and in the minds of Hindu minority present a picture of sad contrast. The word *independence* itself seemed to sound and feel like a sting from a poisonous ant. The whole country was exuberant with excitement and a military parade passed through the streets, while the crowds cheered their march. Suranjan was unhappy at heart. He reflected that he had gained nothing from the independence of his country. Closer to the end, Suranjan's tension becomes substantial and the writer says:

> Suranjan's grip stiffened on the toothbrush. A swift shudder passed through his body and he felt terribly, awfully alone. He could hear nothing from the other parts of the house, no crying, nothing. (204)

Strange Dreams in Midnight

Suranjan has become the victim of insomnia. Even when he snatched a little sleep, he had a strange dream. He was walking all by himself beside a river. A wild wave came and swept him into the depths. Such a mental agony has shown how every individual has been cut off from the strings of society and how ghastly and terrified his loneliness has become. The writer has probed deep into the minds of her characters and she has made it explicitly clear that communal passions can rob a person belonging to the minority community of the sense of security, freedom and even the personal identity, which are so sacred to him in his humble existence.

Conclusion

Through this Nasrin throws light on Bangladeshi fundamentalist politics and how this inequality in society influences the human mind – both on the individual and the universal level. Social difference also proves to be a reason for oppression and discrimination. His father's decision to migrate to India, now, after Partition, a foreign land, with his family might seem as a defeat of his religious community at the moment; yet it also suggests an attempt to re-assert their identity.

Nasrin's success lies in her faithful portrayal of her characters suffering form the pangs of religious-ethnic crisis. The demolition of Babri Masjid was not the prologue to this crisis.

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Innovative Methods for Communicative Language Teaching

B. Zulaiha, M. Phil.

The aim of this paper is to discuss and introduce methods to enable the students to communicate well through English and to make the class a student-centered one. Teacher's main role in language classrooms is to help students to become able and efficient communicators. Teachers' role is to direct them towards the mastery of all the four skills. The paper also describes the viewpoints of learners and instructors.

From my personal experience I suggest the following allotment of time in the class:

- Teacher Talking Time (TTT) - 20%

- Student Talking Time (STT) - 80%

Minute to Minute Programme in Classroom Teaching

(i) Introducing the subject – [10 minutes] with the following idea:

- From particular to general
- From concrete to abstract
- From personal to general

(ii) Textual Reading and Explanation and Talking on the Topic – [20 minutes]
which may include:

- Reading the text: Students should be encouraged to read the text aloud.
- Explain the meaning of words including technical word terms with respect to the content of the lesson.
- Students' involvement in reading
- Teachers' Repetition in explaining
- Questions presented to the students and answers provided by them.
- Finding spelling and pronunciation errors

(iii) Interaction – [10 minutes]:

- drills in Pair
- debate
- role Play

The following important tasks should be pursued to encourage the students.

- Though the students may be poor in linguistic knowledge, we need to provide adequate information and repeat the information with examples.
- Allow them to use native language
- Errors need to be tolerated at least in the beginning of the course.

(iv) Conclusion [10 minutes]:

- Teachers' evaluation must be based also on fluency.

Group Work or Group Discussion

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- observe
- analyze and
- discuss their methods of teaching.

Re-examining the performance by watching the recorded video helps to respond to both strong and weak aspects of teaching. Video recording method will help in self-viewing for the pre-service teachers to reduce anxiety. If students are also encouraged and trained to follow this method, it will make the process a regular part of their future reflective process.

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- sadness
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To capture an image or to shoot an incident and save the same in the gallery will help the students to view and describe the still pictures. For motion picture, they can be asked to write a script based on the situation or to translate the language of the clip from native language to English.

Free Programme Software

Installation of programme software will help to recognize words in picture. Handwritten copy can be sent as text and shared with all.

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Problems in Adopting these Techniques

- lack of access
- cost of mobile and network services
- noise and disruption
- privacy consideration
- increased teacher's workload

All the above ideas help us to offer numerous opportunities to learn language by using the tools which the students are intimately familiar with. And these are welcome additions to the language teaching method.

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Innovative Methods for Communicative Language Teaching

B. Zulaiha, M. Phil.

The aim of this paper is to discuss and introduce methods to enable the students to communicate well through English and to make the class a student-centered one. Teacher's main role in language classrooms is to help students to become able and efficient communicators. Teachers' role is to direct them towards the mastery of all the four skills. The paper also describes the viewpoints of learners and instructors.

From my personal experience I suggest the following allotment of time in the class:

- Teacher Talking Time (TTT) - 20%

- Student Talking Time (STT) - 80%

Minute to Minute Programme in Classroom Teaching

(i) Introducing the subject – [10 minutes] with the following idea:

- From particular to general
- From concrete to abstract
- From personal to general

(ii) Textual Reading and Explanation and Talking on the Topic – [20 minutes]

which may include:

- Reading the text: Students should be encouraged to read the text aloud.
- Explain the meaning of words including technical word terms with respect to the content of the lesson.
- Students' involvement in reading
- Teachers' Repetition in explaining
- Questions presented to the students and answers provided by them.
- Finding spelling and pronunciation errors

(iii) Interaction – [10 minutes]:

- drills in Pair
- debate
- role Play

The following important tasks should be pursued to encourage the students.

- Though the students may be poor in linguistic knowledge, we need to provide adequate information and repeat the information with examples.
- Allow them to use native language
- Errors need to be tolerated at least in the beginning of the course.

(iv) Conclusion [10 minutes]:

- Teachers' evaluation must be based also on fluency.

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The Acoustic Analysis of Pashto Vowels

Riaz-ud-Din, Ph.D. (Linguistics) Scholar
Ghani Rahman, Ph.D. (Linguistics) Scholar

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Abstract

The study investigates the acoustic analysis of Pashto vowels. The materials included carrier minimal pairs which were produced by a group of ten Pashto native speakers of Yuzafzi dialect. The recorded vowel sounds, 9 in number, were acoustically analyzed. The durations of those vowels were recorded and tabulated along with their respective F1 and F2 frequencies. These vowel sounds were then mapped on a quadrilateral giving us the idiosyncratic quality of Pashto vowels.

Introduction

Pashto is an Eastern Indo-Iranian language. It has forty to fifty million speakers. Pashto is a dominant language in Southern Afghanistan and most parts of Balochistan and NWFP in Pakistan. It is also one of the two national languages of Afghanistan. Pashto is also taught up to secondary level in NWFP. It has five major dialects (Rahman (2009). The dialect under research is the Yusafzi dialect..

Many impressionistic studies have been done on the Pashto vowels; but none of them are based on the scientific speech processing research. These studies are more phonologically based than phonetic in nature. The main reason behind the present study is to check the

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phonetic (acoustic) structure of those vocalic sounds and provide a sound base for further phonetic research on scientific grounds.

Literature Review

Various inventories of Pashto vowels have been proposed in previous studies. These inventories relate to the different dialects of Pashto. For example, the study of Tegey and Robson (1996) is based on the central dialect of Pashto spoken in the main areas of Afghanistan. According to this inventory, there are nine vowel sounds in central dialect of Pashto. Another such proposed inventory (Yusafzi dialect) is by Hallberg (1992) wherein eleven vowels inventory has been proposed. A third inventory based on the combination of Kandahar and Kabul dialect consisting of seven vowels has been proposed by Lavi Susannah (2004).

The inventory used in the present study is based on the inventory proposed by Hallberg (1992) and Rahman (2009) with the modification that here the researchers have taken nine vowels instead of eleven, the reason for this being the absence of minimal pairs for the two of the vowels in the dialect under research. It is also worth mentioning that all the above inventories have never been tested acoustically.

This paper is written with the expressed purpose of testing the phonetic validity of the above mentioned inventory.

Methodology

The target population for the present study is Pashto speakers of Yusafzi dialect. A sample of ten subjects was chosen for this study.

Sample

The sample consists of ten native speakers of Yusafzi dialect of Pashto. All the speakers (male) belonged to Malakand Division. Their ages ranged from 20 to 37 years.

Materials

The list of minimal pairs used in this study for recording and the subsequent analysis of the targeted vowel sounds is given in table 1 below. All the sounds occurred in stressed syllables.

Data Collection

The recording was done with a microphone which had a frequency response of 50 Hz to 18 kHz. An Acer laptop and high quality head phone were used for recording. The software used for the recording and processing of the data was Praat. The materials

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(minimal pairs) were administered individually to the participants under sound proof conditions. The pairs were administered randomly.

Results

The recorded data was retrieved from the laptop using the above mentioned tools and tabulated. The data included F1 and F2 values of each sound and their respective durations. Since each speaker had uttered each sound three times, mean values of F1, F2 and durations were calculated individually. After this we calculated the means values of all the speakers for each sound and the resultant data was tabulated (see table 1).

Pashto Vowels	Words	Meaning	F1 (Hz)	F2 (Hz)	Duration (ms)
/ i /	سری	Men	412	2131	.142
/ I /	بین	Smell	423	2113	.10
/ e /	میز	Table	498	2051	.16
/ ə /	خر	Donkey	652	1535	.097
/ u /	شونډه	Lip	448	1314	.117
/ ʊ /	کُوزه	Lower	458	1439	.073
/ æ /	قے	Vomiting	551	2055	.188
/ ɑ /	ښار	City	702	1422	.163
/ O /	مور	Mother	556	1086	.166

Table 1 showing Pashto vowels with their F1, F2 and Durations.

Using the quadrilateral, all the nine vowel sounds under investigation were mapped using their F1 and F2 frequencies in the light of table 1. Table 1 also gives the exact durations of the individual vowels.
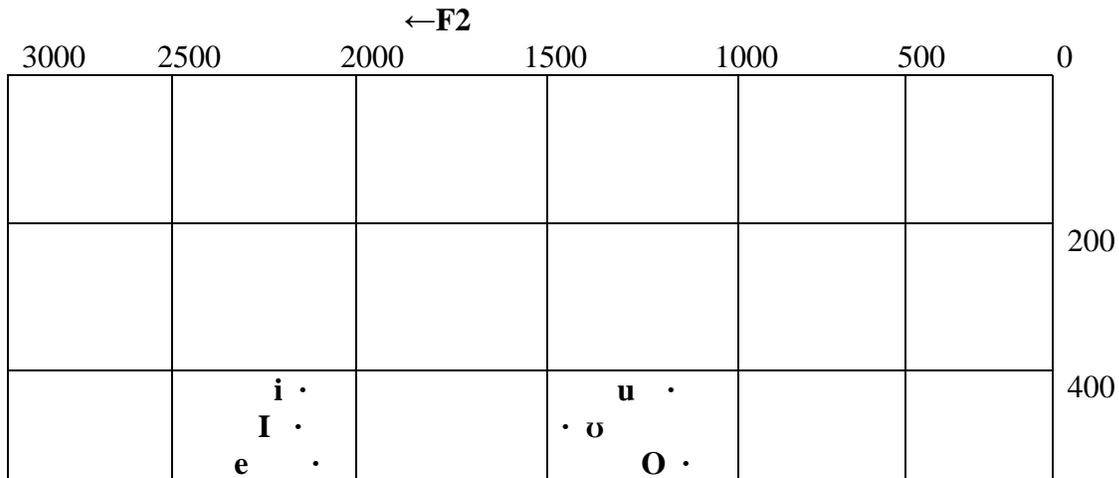
←F2

3000	2500	2000	1500	1000	500	0

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	æ ·					
			ə ·				600 **F1** ↓
			· **ɑ**			
						800
						1000
						1200
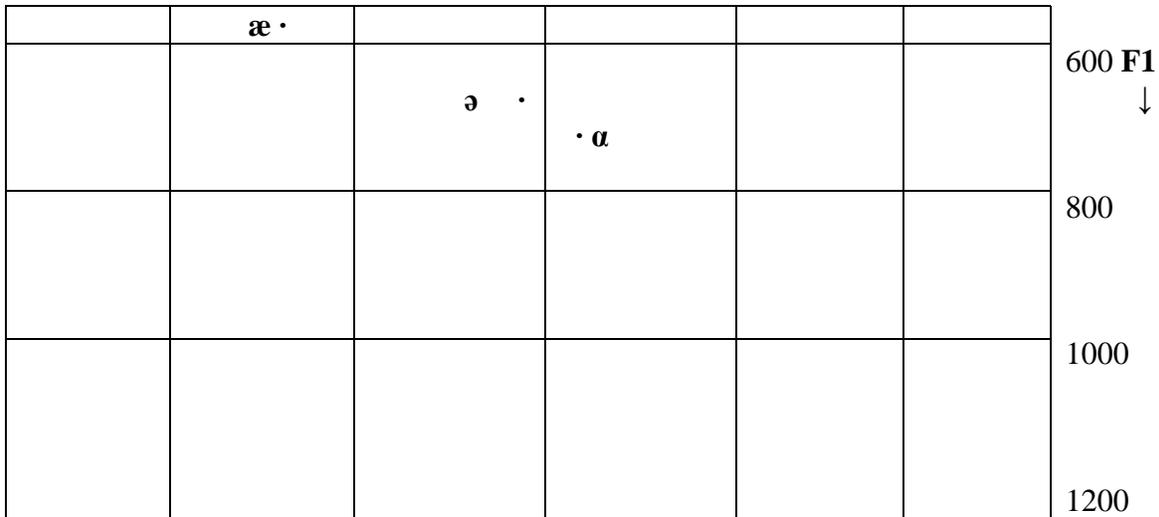
Figure 1 Quadrilateral of Pashto Vowels

Discussion

This study went into the acoustic analysis of Pashto vowels. The acoustic mapping of Pashto vowels is interesting and idiosyncratic when compared with other languages. Here the first idiosyncrasy is that, the central vowels / **I /, / æ /, / ə /, / ʊ** / and / **ɑ /** exceed the number of peripheral vowels / **i /**, / **O /** and / **u /.**

According to Yallop and Clark (1999), "the smaller the number of vowels the lesser is their space from each other". In our case, i.e. Pashto vowels, there is also lesser space quality-wise as is clear from the quadrilateral mapping and the number of vowels i.e. 9 compared to other languages such as Urdu and English.

Insofar as symmetry in Pashto vowel system is concerned, we can look for it in different ways. First, the high front / **i** / has a shorter / **I /** and the high back / u / has a shorter counterpart **/ ʊ** /. Again the front and back vowels are asymmetrical i.e. there are only two front vowel / **I** / and / **æ** / and two back vowels / **u** / and / **o /.**

Conclusion

In conclusion, it can be said that this study, on the one hand, confirmed previous findings and, on the other, raises further questions. First, it confirms that due to lesser number of vowels the articulatory space between vowels is less. Second, it raises the question why the number of central vowels exceeds those of peripherals. Finally, Pashto vowels confirm the issue of symmetry in its vowel system as well as defy it. This defiance (asymmetry) is termed by Abbercrombie (1967) as "holes in the pattern".

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The Nahuatl Language

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The Nahuatl Language
George Bedell
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[The following is the English version of a six-part serial entitled 'Nawatorugo no susume', which appeared in *Gekkan Gengo*, published by Taishûkan, Tokyo, between November 1988 and April 1989. The material has been rearranged, errors corrected, and some things primarily of interest to Japanese readers removed or replaced. Essentially, it is the same as the Japanese publication.]

1 Historical and Linguistic Background

When the Spanish expedition led by Hernán Cortés arrived on the Gulf Coast of Mexico near the modern city of Vera Cruz in 1519, The Aztec Empire was at the height of its power in the Valley of Mexico. Within a few years, that empire had been overthrown and the foundations of colonial New Spain established. The Spanish capital Mexico City was built on the ruins of the Aztec capital Mexico, with its two cities Tenochtitlan and Tlatelolco. The population was decimated by war, disease and the effective slavery of the encomienda system. The religious and political institutions which antedated the empire were swept away.

The dominant language spoken in the Aztec Empire at the time of the Spanish conquest was Nahuatl. There were many other languages spoken both within the Empire and beyond its complex borders, as is still the situation there at the present time. The fact that Nahuatl is the southernmost member of the language family to which it belongs suggests that it is a relative newcomer to the region. Which of the many archaeological cultures bought Nahuatl to the Valley of Mexico is not clear, but it cannot have been the Aztecs themselves. Rather, they must have adopted it as they adopted the religion and culture of the groups which preceded them.

The destruction of the religious and political systems of the empire did not extend to Nahuatl, although it became subordinate politically to Spanish. It was studied and used by Spanish missionaries as the principal language of contact with native peoples throughout the colonial period in both Mexico and Central America. To what extent the codices kept by the native peoples in Mexico represent a writing system is controversial, but there is no doubt that literacy in Nahuatl using the Roman alphabet was quickly established. A body of literature which preserves pre-conquest historical, ethnographical and poetic material, together with post-conquest religious and social material came into existence.

Nahuatl is spoken today by over a million people in scattered rural areas surrounding the Valley of Mexico. As Mexico develops economically, Nahuatl is losing ground in favor of Spanish in many areas, but in a few it remains vigorous and even expanding. The policies of the government have been supportive at times, but indigenous languages have not yet been able to establish a place for themselves in Mexican society. As is to be expected of a language which has served mainly local purposes in the course of almost 500 years, Nahuatl today consists of a variety of divergent dialects. The modern dialects are usually called 'Mexicano', and it is convenient to call the recorded 'classical' form of the language 'Nahuatl'. In spite of the natural divergence of the various dialects, the primary difference between Mexicano and Nahuatl is the heavy influence from Spanish on the former.

Nahuatl is the best studied member of a large family of American Indian languages, called Uto-Aztecan, scattered over Northern Mexico and the western part of the United States. Other members of the family include Ute and Paiute, spoken in Colorado and Utah; Tübatulabal and Lu-

iseño, spoken in California; Hopi and Pima, spoken in Arizona; Yaqui and Mayo, spoken in Sonora; Tarahumara, spoken in Chihuahua; and Huichol, spoken in Jalisco and Nayarit.

The major sources of our knowledge of Nahuatl are the compilations of Spanish missionaries. The Spanish-Nahuatl and Nahuatl-Spanish dictionary of Alonso de Molina is the most valuable of the linguistic materials. There are several Nahuatl grammars, among which that of Horacio Carochi is the best. The most extensive Nahuatl texts are the manuscripts collected by Bernardino de Sahagún as the basis of his ethnographic work. (See the appendices below for details.) There are two major modern textbooks which summarize and organize this body of material.

J. Richard Andrews, *Introduction to Classical Nahuatl*, Austin: University of Texas Press, 1975.

Michel Launey, *Introduction à la langue et à la littérature aztèques*, Paris: L'Harmattan, 1979-80.

Aside from its importance as a historical and cultural medium, Nahuatl is of considerable interest as a language, very different in its structure from European languages like English.

2 Phonetics, Phonology and Orthography

The sounds of Nahuatl may be represented by the following phonemic symbols, in IPA notation.

Consonants (C)

/p/	/t/		/k/	/kʷ/	/ʔ/
	/ᵗs/	/ᵗl/	/ᵗʃ/		
	/s/		/ʃ/		
/m/	/n/	/l/	/j/	/w/	

Vowels (V)

| | /i/ | /i:/ | | /o/ | /o:/ |
| | /e/ | /e:/ | | /a/ | /a:/ |

A Nahuatl word may be analyzed into syllables of four basic types.

V   CV   VC   CVC

The first and third types (which lack an initial consonant) do not occur following the third or fourth (which have a final consonant). That is, in a sequence VCV, the consonant syllabifies with the second vowel (with the exception of /ʔ/).

Syllable structure plays an important role in Nahuatl; the following distributional restrictions and phonological processes may be noted.

(a) /ʔ/ does not occur in syllable initial position.

(b) /j/ does not occur in syllable final position.

(c) /l/ and /w/ are voiceless in syllable final position either before a voiceless consonant or word finally.

(d) /l/ does not occur in word initial position.

(e) /m/ and /n/ contrast only in syllable initial position; in syllable final position the single nasal (which we take to be /n/) assimilates to a following consonant or is realized as nasalization of the preceding vowel.

(f) /j/ does not occur before /i/ or /i:/.

(g) /kʷ/ and /w/ do not occur before /o/ or /o:/.

(h) /j/ occurs after /i/ or /i:/, but is not phonetically distinct from its absence.

(i) /w/ occurs after /o/ or /o:/, but is not phonetically distinct from its absence.

(j) /i/ or /o/ is often inserted to eliminate impermissable consonant clusters.

(k) Long vowels become short before /ʔ/ or word finally.

(l) Assimilations across a syllable boundary include the following cases.

     (i)   /lᵗl/ and /lj/ become /ll/.
     (ii)   /ᵗsj/, /ᵗsw/,/ᵗʃs/, /sᵗs/ and /ʃᵗs/ become /tᵗs/.
     (iii)   /sj/, /ns/, /ᵗss/, /ᵗʃs/ and /ʃs/ become /ss/.
     (iv)   /ᵗʃj/, /ᵗʃw/, /ᵗsᵗʃ/, /sᵗʃ/ and /ʃᵗʃ/ become /tᵗʃ/.
     (v)   /ʃj/, /nʃ/, /ᵗsʃ/, /ᵗʃʃ/ and /sʃ/ become /ʃʃ/.
     (vi)   /wp/ becomes /pp/ .
     (vii) /wm/ becomes /mm/ .

Our transcription system is due to Andrews, and is based on the romanization used by Spanish missionaries in colonial Mexico.

/p/	**p**	/i/	**i**
/t/	**t**	/i:/	**î**
/k/	**c/qu**	/o/	**o**
/kʷ/	**cu/uc**	/o:/	**ô**
/ʔ/	**h**	/e/	**e**
/ᵗs/	**tz**	/e:/	**ê**
/ᵗl/	**tl**	/a/	**a**
/ᵗʃ/	**ch**	/a:/	**â**
/s/	**c/z**		
/ʃ/	**x**	/tᵗs/	**ttz**

/m/	**m**	/tʃ/	**cch**
/n/	**n**		
/l/	**l**		
/j/	**y**		
/w/	**hu/uh**		

As in Spanish, the letter **c** represents /s/ before a front vowel (/i/, /iː/, /e/ or /eː/) and /k/ before a back vowel (/o/, /oː/, /a/ or /aː/) or syllable finally. **qu** represents /k/ before a front vowel and **z** represents /s/ before a back vowel or syllable finally. **cu** and **hu** represent /kʷ/ and /w/ syllable initially, and **uc** and **uh** represent the same sounds syllable finally. In this system the letter **u** is always part of a digraph consonant, and never represents a vowel. The letters b, d, f, g, j, k, r, s, v and w are not used at all.

Since Nahuatl as spoken in the classical period cannot be studied at first hand, our account of its phonology is based on three primary sources. One of these is the descriptions of Nahuatl pronunciation in the early grammars. A second is the variation in spelling in early manuscripts and published literature. The third is the pronunciation of various forms of Mexicano. The Spanish missionaries had particular difficulty with two aspects of Nahuatl phonology: most materials do not distinguish between long and short vowels, and do not indicate the sound /ʔ/. Both phenomena are lacking in Spanish. Carochi's famous description of /ʔ/, called saltillo ('little jump'), is quoted below; its pronunciation as [h] in some Mexicano dialects is responsible for the choice of the letter h to represent it. As we will see, both vowel length and /ʔ/ are important in Nahuatl grammar.

3 Basic Nouns

As in most languages, there is a fundamental distinction among Nahuatl words between nouns and verbs. One manifestation of this distinction is a difference in morphological structure. Recognizing the various forms which nouns can take is important in understanding the meaning of a Nahuatl sentence. We examine first the structure and subclassification of nouns, and then we consider the structure and subclassification of verbs.

A Nahuatl noun is either an absolutive or a possessed form. The following examples are absolutive forms.

        âtl 'water'   **oquichtli** 'man, husband'   **calli** 'house'

Each of these nouns consists of a stem followed by the absolutive suffix **-tl**. The stems are thus **â-**, **oquich-** and **cal-**. Adding **-tl** to **oquich-** or **cal-** would result in a cluster of two consonants at the end of the word, and violate the permitted syllable structure. Process (j) applies to insert the final vowel **i**. In addition process (l-i) applies to assimilate **-tli** to **-li** when it is suffixed to **cal-**. A few nouns, mostly animal names, take the suffix **-in** instead of **-tl**. Other nouns take no absolutive suffix.

        tôchin 'rabbit'   **chichi** 'dog'

For basic nouns, the suffix **-tl** (with its variations **-tli** and **-li**) is clearly the regular case, with **tôchin** and **chichi** being exceptional. In fact **tôchtli** is also found as a variant of **tôchin**. With some derived nouns, however, no suffix is the regular case. Examples appear later on.

The possessed forms of **âtl**, **oquichtli** and **calli** are as follows.

nocihuâhuân	**nochichihuân**
mocihuâhuân	**mochichihuân**
îcihuâhuân	**îchichihuân**
tocihuâhuân	**tochichihuân**
amocihuâhuân	**amochichihuân**
îzcihuâhuân	**închichihuân**

The possessor prefixes are the same as with singulars, but there is a single invariable possessed suffix **-huân**, which might be analyzed as **–uh** plus a plural suffix **-ân**. The plurality of the noun itself is distinct from the plurality of the possessor prefix. Thus **amocihuâhuân** 'your wives' differs from both **mocihuâhuân** 'your wives' and **amocihuâuh** 'your wife'. The two latter must be taken as indicating serial marriage or polyandry. Note also the application of process (l-iii) in **îzcihuâhuân** 'their wives'.

4 Adverbial Nouns

The examples given so far illustrate the basic patterns of Nahuatl noun morphology, but there are many special types of nouns which can be defined either on morphological or syntactic grounds, or both. We will mention here two types of nouns which function adverbially. Nouns which refer primarily to places belong to the type of locative nouns. Morphologically, these are formed by attaching a locative suffix to a noun stem.

> **calco** 'in the house'
> **calpan** 'at the house'
>
> **nocalco** 'in my house'
> **nocalpan** 'at my house'

The locative suffixes illustrated are **-c** (**o** is inserted via process (j) when **-c** is suffixed to a stem which ends in a consonant) and **-pan**. Nouns with locative suffixes (and there are several others) may be absolute or possessed, but they are predictably never plural, nor do they take either **-tl** or **-uh**. The difference in meaning between **-c** and **-pan** is very indirectly rendered by the difference between the prepositions 'in' and 'at'. **-c** determines a more specific location than **-pan**, but other translations are possible: **calco** might mean 'to the house' or 'from the house' , and **nocalpan** might mean 'to my house' or 'from my house', depending on the situation. **-c** and **-pan** are suffixes rather than prepositions, and say nothing about motion or direction. There are several other locative suffixes, and such suffixes are frequently used to form place names in Nahuatl.

> **mexihco** 'Mexico'
> **xôchimîlco** 'Xochimilco'
> **tlâlpan** 'Tlalpan'

The meaning of the noun stem **mexih-** is obscure, since it occurs only in this place name, but in the other two examples, the meanings are quite transparent. **xôchitl** is 'flower', **mîlli** is 'field', and **tlâlli** is 'ground' or 'land'. Both are the names of suburbs in modern Mexico City.

A second type of adverbial nouns might be called relational nouns.

> **nohuân** 'in my company'

mopampa 'on your behalf'

The noun stems here are **-huân** 'company' and **-pampa** 'behalf'. Like locative nouns, relational nouns lack plural forms, and do not take the suffix **-uh**; in addition they occur only in possessed forms, and never in absolute forms. Even though the meaning of the Nahuatl noun stems might be expressed without using the corresponding nouns, translating **nohuân** as 'with me' or **mo-pampa** as 'for you', in Nahuatl there is no structural equivalent of the prepositions 'in/with' or 'on/for', and the noun stem must appear. It is also common that the possessor of a relational noun be an abstraction: thus relational nouns like the following have several uses.

      îhuân 'with him/it'
      îca 'because of him/it'

If the possessor of these relational nouns is a sentence, then they become equivalent to conjunctions like 'and' or 'because'.

5 Derived Nouns

      Nahuatl has numerous ways to derive nouns, either from basic noun stems or from verb stems. We illustrate this with two types of derivation which involve a suffix **-c**.

      caleh 'having a house, house owner'
      cihuâhuah 'having a wife, married man'

The suffixes **-eh** and **-huah** (where the former attaches to noun stems ending in a consonant and the latter to those ending in a vowel), derive nouns meaning 'possessor of X', where X is the meaning of the noun stem they attach to. These nouns do not take the suffix **-tl**, but their absolute plural is formed with **-queh**.

      calehqueh 'house owners'
      cihuâhuahqueh 'married men'

Their possessed forms show a suffix **-câ** in addition to **-uh** or **-huân**.

      nocalehcâuh 'my landlord'
      amocalehcâhuân 'your landlords'

The suffix **-c** would be expected to become **-qui** in the absolute singular via process (j), but instead it disappears. **-queh** may be analysed as **-c** plus the plural **-h**.

      A similar pattern is observed in so-called agentive nouns.

      micqui 'dead person, corpse'
      catzâhuac 'dirty thing, filth'

      tlamatqui 'clever person'
      tlahcuiloh 'artist, scribe'

These are derived from verb stems, which we have not yet examined. In these cases, the relevant stems are **miqui-** 'die', **catzâhua-** 'be dirty', **mati-** 'know' and **ihcuiloâ-** 'draw/write'. The prefix **tla-** in the last two nouns is an object prefix, which will be discussed as part of the structure of

verbs. These nouns also do not take the absolute singular suffix **-tl**, but some of them do appear to have a suffix **-c** which may appear as **-qui** after the application of process (j), unless the verb stem happens to end in **h**. Their plural and possessed forms are as above.

> **micqueh** 'corpses'
> **tlahcuilohqueh** 'artists, scribes'
>
> **momiccâuh** 'your corpse'
> **totlahcuilohcâhuân** 'our artists, scribes'

In this formation also, the suffix **-c** may be identified with the first consonant in the suffixes **-queh** and **-câ**, and analyzed as a derivational suffix distinct from either the absolute or possessed suffixes.

6 Intransitive Verbs

The morphological structure of verbs in Nahuatl is very much more complex than is the structure of nouns. Therefore our discussion of verbs will necessarily be less complete and comprehensive than was our account of nouns. On the other hand, because a verb is the core of the sentence it belongs to, an examination of verb structure will lead naturally into the following discussion of the syntax of simple sentences.

Like nouns, Nahuatl verbs consist of a stem preceded by prefixes and followed by suffixes. The following forms are the present tense paradigms of the intransitive verbs meaning 'leave' (stem **êhua**) and 'cry' (stem **chôca**).

> **nêhua**   **têhuah**   **nichôca**   **tichôcah**
> **têhua**   **amêhuah**   **tichôca**   **anchôcah**
> **êhua**   **êhuah**   **chôca**   **chôcah**

Three of the prefixes here resemble the possessor prefixes which occur with noun stems, but lack a final vowel.

> **n-** 'I'   **t-** 'we'   **am-** 'you'

They are subject to process (j), which inserts the **i** in **nichôca** 'I am crying', and to process (e), which assimilates **m** to **n** in **anchôcah** 'you are crying'. The plural suffix appears to be the same as one of the noun plural suffixes: **-h**. The prefixes and suffix are not independent, and refer to the subject of the verb. Thus **n-** can never appear with **-h**, and **am-** can never appear without **-h**. **t-** is not so restricted, but is second person ('you') when occurring as part of a singular verb form and first person ('we') in a plural verb form. There are no corresponding prefixes for the third person, and no suffixes in the singular.

Various tenses, aspects and moods may be formed by adding other prefixes or suffixes, or by changing those given above. The imperfect tense is formed by suffixing **-ya** to the stem.

> **êhuaya**   'she was leaving'
> **tichôcayah**   'we were crying'

The habitual present tense is similarly formed by suffixing **-ni**.

| **nêhuani** | 'I leave' |
| **anchôcanih** | 'you cry' |

The future tense is formed by suffixing **-z**, but with the additional presence of the suffix **-c**, introduced in our discussion of derived nouns.

| **têhuaz** | 'you will leave' |
| **chôcazqueh** | 'they will cry' |

The perfect tense is still more complicated, with three characteristics: an initial prefix **ô-**, loss of the stem final vowel, and the suffix **-c**.

| **ôêuh** | 'he left' |
| **ôamêuhqueh** | 'you left' |

However, none of the three is uniquely associated with the perfect tense; **ô-** is optional (and can be used, though less commonly, in the imperfect), **-c** is dropped in the singular after a consonant (and of course also appears in noun forms as well as the future), and some verbs do not lose their stem final vowel.

| **ôtichôcac** | 'you cried' |
| **ôtichôcaqueh** | 'we cried' |

The pluperfect tense is similar, except in place of **-c**, a suffix **-ca** appears.

| **ônêuhca** | 'I had left' |
| **ôchôcacah** | 'they had cried' |

The optative mood is formed by replacing the second person prefixes **t-** and **am-** by **x-**, and the plural suffix **-h** by **-cân**. The second person forms are used as commands.

| **xêhua** | 'leave' |
| **chôcacân** | 'let them cry' |

The past optative has in addition the suffix **-ni**.

| **têhuanicân** | 'if only we had left' |
| **xichôcani** | 'if only you had cried' |

Finally, the admonitive mood has vowel loss, or the suffix **-h** after a vowel, and the plural suffix **-tin**.

| **amêuhtin** | 'beware of leaving' |
| **tichôcah** | 'beware of crying' |

The non-indicative mood forms are generally used with mood particles, to be discussed as a part of sentence structure.

The above forms illustrate two classes of Nahuatl verbs, those like **êhua**, which lose their final vowel in the perfect, pluperfect and admonitive, and those like **chôca**, which do not. There is

a third class of verbs with stems which end in **iâ** or **oâ**, and use the suffix **-h** in addition to vowel loss. The forms of **choloâ** 'run away' are as follows.

ticholoah	'we are running away'
ticholoâyah	'we were running away'
ticholoânih	'we run away'
ticholôzqueh	'we will run away'
ôticholohqueh	'we ran away'
ôticholohcah	'we had run away'
ticholôcân	'let us run away'
ticholoânih	'if only we had run away'
ticholohtin	'let us beware of running away'

Note that with these verbs there is vowel loss also in the future and optative forms, as well as lengthening of the preceding vowel. The stem final long vowels are frequently shortened by process (k). In addition to the three regular verb classes, there are irregular verbs and special formations which there is not space to list.

7 Transitive verbs

All the verb forms given so far are intransitive; that is, they are accompanied syntactically by a single argument, the subject (although, due to the person and number affixes, there need be no overt subject noun phrase). Transitive verbs differ in being syntactically accompanied by one or more objects in addition to the subject. The following forms are part of the present tense paradigm of the transitive verb meaning 'see' (stem **itta**).

nêchitta	**têchitta**	**nêchittah**	**têchittah**
mitzitta	**amêchitta**	**mitzittah**	**amêchittah**
quitta	**quimitta**	**quittah**	**quimittah**

These forms all have third person subjects, so that there are no subject prefixes. All the prefixes illustrated represent the single object of this verb.

nêch-	'me'	**têch-**		'us'
mitz-	'you'	**amêch-**	'you'	
c-	'him, her, it, them'	**m-**	third person plural	

The object prefix **c-** is subject to process (j), which inserts the **i** in **quimitta** 'she sees them', and the spelling changes to **qu-** when a front vowel follows. The object prefix **m-** co-occurs with **c-**; as in the case of noun plural suffixes, it is used only to indicate the plurality of animate objects.

The object prefixes may co-occur with subject prefixes, as in the following forms.

nimitzitta	'I see you'
antêchittah	'you see us'

However, the first and second person object prefixes do not co-occur with subject prefixes of the same person and number; they are then replaced by the appropriate reflexive object prefixes.

no-	'myself'	**to-**	'ourselves'
mo-	'yourself, yourselves, himself, herself, itself, themselves'		

That is, a form like *titêchittah is impossible; instead there is titottah 'we see ourselves'. In third person forms, both quitta 'he sees him', and motta 'he sees himself' exist. As with the noun possessor prefixes, the vowel **o** of the reflexive object prefixes drops before a verb stem that begins in a vowel; the behavior of **itta** here suggests that its initial **i** is a result of process (j) rather than a part of the stem.

Unlike intransitive verbs, which sometimes have no overt prefix or suffix, a transitive verb must have an object prefix. If the object is non-specific or indefinite, there are two additional prefixes which may be used.

> **tê-** 'someone, people' **tla-** 'something, things'

These replace the other object prefixes in forms like **nitêitta** 'I see someone' or **antlattah** 'you see things', and there are no such forms as *nitta or *amittah. Note that the vowel **i** of **itta** appears after the prefix **tê-** even though it ends in a vowel. **tê-** and **tla-** are not specified for number, and never co-occur with **m-**.

In addition to transitive verbs like **itta**, which have a single object, there exist verbs with two or more objects. The following forms are part of the present tense paradigm of the transitive verb meaning 'give' (stem **maca**).

> quimaca   nêchmaca   quimomaca
> quitêmaca   nêchtlamaca
> quitlamaca   têtlamaca   motlamaca

These forms all have third person subjects, so that there are no subject prefixes. In general, the same object prefixes are used for both objects of a verb like **maca**. But there is a morphological restriction which complicates the situation: the definite object prefixes **nêch-**, **têch-**, **mitz-**, **amêch-** and **c-** do not co-occur with one another. If the verb is accompanied by two objects which would normally be represented by two of these prefixes, then only the indirect object prefix appears, and the direct object is not represented by a prefix. Excepting the effects of this restriction, a verb like **maca** must have two object prefixes. Since the indirect object of **maca** is normally human, and the direct object normally non-human, the meaning of the above forms is determined. For example, **nêchmaca** 'he is giving it to me'; **quitêmaca** 'he is giving it to someone'; **quitlamaca** 'he is giving something to him'; **quimomaca** 'he is giving it to himself'.

The order of object prefixes is determined not by meaning, but by form:

> nêch-
> têch-   no-
> mitz- / m- / to- / tê- / tla- / stem
> amêch-   mo-
> c-

The third person plural prefix **m-** may co-occur with prefixes other than **c-** when it represents another object, as in:

> mitzimmaca   'he is giving them to you'
> quintêmaca   'he is giving them to someone'

Only one **m-** may occur, but it may represent the plurality of either direct or indirect object, or both.

niquimmaca   'I am giving them to him'
                     'I am giving it to them'
                     'I am giving them to them'

The indefinite prefixes **tê-** and **tla-**, unlike the rest, may co-occur with themselves: **têtê-** and **tlatla-** are possible prefix combinations with verb stems of the appropriate meaning. The complexity of object prefixes is unrelated to the tense, aspect or mood of the verb. The forms given above are present tense, but the tense, aspect or mood prefixes and suffixes listed in the previous section all occur with all of them.

8   Transitivity

So far we have seen examples of intransitive verbs, which have a subject but no objects, and transitive verbs, which have a subject plus one or two objects. Due to their morphological structure, these verb types are distinct and easily recognizable. There are also verbs which take no subject or objects, like **quiyahui** 'rain'. A verb like this can appear in any of the tenses, aspects or moods, but takes neither the subject or object prefixes nor the plural suffix, and appears to be invariably third person singular. Such verbs are called impersonal.

A final characteristic of Nahuatl verb morphology is the existence of derivational processes which create related verb forms of different transitivity. One such process creates causative verbs.

chôca 'cry'   **chôctiâ** 'make cry'
itta 'see'   **ittitiâ** 'show'
maca 'give'   **maquiltiâ** 'make give'

Causative verbs usually have the suffix **-tiâ**, but there are other causative suffixes, as well as irregular changes which affect the stem. A causative verb has one more argument than the verb from which it is derived; the added argument is the subject, and the subject of the source verb becomes an object of the causative.

A second process creates applicative verbs.

quiyahui 'rain'   **quiyahuiâ** 'rain on'
chôca 'cry'   **chôquiliâ** 'cry about'
itta 'see'   **ittiliâ** 'see for'

Applicative verbs usually have the suffix **-liâ**, but as with causatives there are other applicative suffixes and irregular stem changes. An applicative verb resembles causatives also in having one more argument than the verb from which it is derived, but the added argument in this case becomes an object, which may be translated into English in any of several ways, often by means of a preposition. Some verbs have more than one causative or applicative derivative, with distinct meanings.

A third process creates impersonal or passive verbs.

chôca 'cry'   **chôcôhua** 'cry'
itta 'see'   **ittalô** 'be seen'

maca 'give' **macô** 'be given'

Impersonal or passive verbs usually have one of the suffixes **-ô**, **-lô** or **-hua**, and there may be irregular stem changes in this case also. Unlike causative or applicative verbs, an impersonal or passive verb has one less argument than the verb it is derived from. If the source verb is intransitive, the resulting verb has no arguments, and is impersonal. If the source verb is transitive, the resulting verb will be passive; the original subject will be suppressed and one of the objects will become the subject of the passive verb. If the source verb had one object, the passive verb will be intransitive; otherwise it remains transitive. A general constraint on this derivational process is that both the suppressed subject of the source verb and the derived subject of a resulting passive verb must be human.

9   Predicates

Each of the various verb forms that have been presented is not only a word, but also a potential sentence.

Têhuah.	'We are leaving.'
Ôtichôcac.	'You cried.'

Moreover, in Nahuatl, nouns have the same potential to become sentences.

Xôchitl.	'It is a flower.'
Tinocihuâuh.	'You are my wife.'

If the subject of such a nominal sentence is first or second person, the noun will take the same subject prefixes as verb forms do. In these examples, there is no copula corresponding to English 'be'.

Locative nouns behave in a similar way.

Mexihco.	'That is Mexico.'
***Timexihco.**	
Mexihco ticah.	'You are in Mexico.'

Locative nouns cannot take first or second person prefixes, because locations are necessarily third person. But locative nouns do occur with the Nahuatl verb of location, which has an irregular paradigm (**ticah** is the second person singular present tense), and corresponds to English locative 'be'. Some other tense forms are the following.

Mexihco ôticatca.	'You were in Mexico.'
Mexihco tiyez.	'You will be in Mexico.'
Mexihco xiye!	'Be in Mexico!'

The location verb has two different stems, **cat** and **ye**, which appear in distinct tenses, aspects or moods, and **cat** shows anomalous stem variations. It doesn't distinguish the imperfect, perfect and pluperfect: **ôticatca** is a general past tense. As a verb, it is morphologically intransitive, and the locative noun is not its subject. Perhaps the best way to categorize it is as a kind of copula, with the locative noun as a predicate nominal.

Some support for this analysis comes from the behavior of ordinary copula sentences like those above. As we saw, a predicate nominal can be marked for the person and number of its sub-

ject, but it cannot take any of the tense, aspect or mood affixes. To express such a sentence in any tense, aspect or mood other than simple present, a form of the location verb is used to support these affixes.

Xôchitl ôcatca.	'It was a flower.'
Tinocihuâuh tiyez.	'You will be my wife.'
Tinocihuâuh xiye!	'Be my wife!'

If the predicate nominal is plural or has a first or second person subject, then the plural suffix and person prefixes appear both on the noun and on the copula.

10   Sentence particles

A characteristic of Nahuatl sentence structure is the use of sentence particles, which are found in initial position. One of the most common is **ca**.

Ca têhuah.	'We are leaving.'
Ca ôtichôcac.	'You cried.'
Ca xôchitl.	'It is a flower.'
Ca tinocihuâuh.	'You are my wife.'
Ca mexihco.	'That is Mexico.'
Ca mexihco ticah.	'You are in Mexico.'

The meaning of **ca** is to emphasize the predication, and its use indicates that the word or phrase following it is to be taken as a predicate. As is clear from comparing these examples with those given earlier, the presence of **ca** is never obligatory, strictly speaking. Since verbs are normally predicates, with verbal predicates **ca** is used primarily in its semantic function of indicating emphasis on the predicate; with predicate nominals, it is more common, but its syntactic function of marking the predicate predominates, and it may have little emphatic effect.

Another common sentence particle is **cuix**, which occurs in yes-no questions.

Cuix têhuah?	'Are we leaving?'
Cuix ôtichôcac?	'Did you cry?'
Cuix xôchitl?	'Is it a flower?'
Cuix tinocihuâuh?	'Are you my wife?'
Cuix mexihco?	'Is that Mexico?'
Cuix mexihco ticah?	'Are you in Mexico?'

Like **ca**, **cuix** is not obligatory; questions can be indicated by intonation alone; but **ca** and **cuix** do not co-occur. In some subordinate clauses where it cannot be taken as marking a question, **cuix** has the meaning 'perhaps'.

Verbs in the imperative, optative or admonitive moods do not occur with **ca**, and since they cannot be used as questions, do not occur with **cuix** either. Characteristic of these moods is a third example of sentence particles: **mâ**.

Xêhua!	'Leave!'
Têhuanicân!	'If only we had left!'
Tichôcah!	'Beware of crying!'

Mâ xêhua!	'Leave!'
Mâ têhuanicân!	'If only we had left!'
Mâ tichôcah!	'Beware of crying!'

The meaning of **mâ** is whatever is common to these non-indicative moods, but it also serves to show that verb forms which might be ambiguous belong to one of them. It is not obligatory, but will usually appear in the third example above. With imperatives and present optatives, it also serves to soften the effect; **mâ xêhua** is more polite than **xêhua**. A more deferential imperative uses **tlâ** 'if' in place of **mâ**.

Tlâ xêhua.	'Please leave.'

11   Arguments

The Nahuatl sentences we have seen so far are all intransitive, with the subject indicated only morphologically. It is of course possible to specify the subject of such a sentence further using a noun phrase.

Ôchôcac in cihuâtl.	'The woman cried.'
Têhuah in toquichmeh.	'We men are leaving.'
Mexihco cah in calli.	'The house is in Mexico.'

These examples show the typical verb initial word order of Nahuatl. They also illustrate the nominal particle **in**. This nominal particle does some of the work done by the English definite article 'the', but it is different in nature. If we remove it from the above examples, the effect is distinct in each case.

Ôchôcac cihuâtl.	'A woman cried.'
Têhuah toquichmeh.	'We men are leaving.'
Mexihco cah calli.	'There are houses in Mexico.'

In the first example, **in cihuâtl** is understood as definite in contrast to the indefinite **cihuâtl**. But in the second example **toquichmeh** is understood as definite whether or not **in** is there. In the third example, the variant without **in** has an existential meaning.

If the verb is transitive, noun phrases may be used to further specify each object which corresponds to a definite prefix, whether or not that prefix actually appears in the verb.

Ôquitta in oquichtli in chichi.	
'The man saw the dog.'	
Quimacaz in oquichtli in xôchitl in îcihuâuh.	
'The man will give the flowers to his wife.'	
Quimacaz xôchitl in oquichtli in îcihuâuh.	
'The man will give flowers to his wife.'	

Objects which appear as reflexive or indefinite prefixes may not be related to any noun phrase. In the above examples, an indefinite object (if any) will appear directly after the verb, followed by the subject, in the normal word order. Thus these sentences are not ambiguous.

But there is no indication in a noun phrase of what its relation to the predicate (its case) may be. Nahuatl noun phrases lack both morphological case and case particles. Aside from word or-

der, the only constraint on the interpretation of a noun phrase as a subject or object is whether it agrees in person and number with an affix present on the verb. This can lead to ambiguity if word order information is insufficient.

Ôquitta in oquichtli.
'The man saw it.' or 'She saw the man.'
Quimacaz xôchitl in oquichtli.
'The man will give flowers to her.' or
'She will give flowers to the man.'

Noun phrases such as those illustrated above, which serve to indicate the subject or objects of a verb are called arguments, and their number and meaning are strictly limited by the transitivity and meaning of the verb whose arguments they are.

12   Adverbials

In addition to the verb and its arguments, a Nahuatl sentence may contain adverbials, which include adverbs as well as noun phrases which are independent of the morphology of the verb. Some examples are as follows.

Nocalco niyauh.   'I am going home.'
Mexihco huîtz.   'She is coming to/from Mexico.'
Anhuetzcah noca.   'You are laughing at me.'
Ticchîhuah mocihuâuh îpampa.
'We are doing it for your wife.'

The verbs **yauh** 'go' and **huîtz** 'come' are irregular in their tense, aspect and mood morphology, but clearly intransitive. The noun phrases **nocalco** 'to my house' and **mexihco** 'to/from Mexico' are semantically and syntactically independent of the subject of either verb (the choice of 'to' or 'from' as an appropriate translation of the second phrase will depend on whether or not the speaker is in Mexico). The verbs **huetzca** 'laugh' and **chîhua** 'do' are regular (**chîhua** loses its final vowel in the perfect); **huetzca** is intransitive, and the noun phrase **noca** 'because of me' is independent of its subject. **chîhua** is transitive, and the noun phrase **mocihuâuh îpampa** '(on) your wife's account' is independent of both its subject and object. **mocihuâuh** here illustrates the genitive argument of a noun; like other arguments, it has no internal case indication, and is syntactically relatable to the possessor prefix **î-** 'his/ her/its' of **îpampa** '(on) his/ her/its account' via person and number agreement.

Nahuatl morphologically distinguishes nouns which function as heads of adverbial noun phrases from those which function as heads of argument noun phrases; this is part of the basis for the subclassification of adverbial nouns mentioned earlier. Thus it is possible to say:

Ôniquittac in mocihuâuh.   'I saw your wife.'

but not:

*__Ôniquittac in mexihco.__   'I saw Mexico.'

To convey the intended meaning of the latter sentence, **mexihco** must be used adverbially.

Ônitlattac in mexihco.   (lit) 'I saw things in Mexico.'

Mexihco ônitlattac.

That is, the object of **itta** 'see' must be taken as independent of the noun phrase **mexihco**, and represented as the indefinite prefix **tla-**. Locative adverbials such as **mexihco** may appear postverbally accompanied by **in**, but they normally appear before the verb as in the second example above. Alternatively, an additional noun may be supplied.

> **Ôniquittac in âltepêtl mexihco.**
> > (lit) 'I saw the city of Mexico.'
> **Mexihco ôniquittac in âltepêtl.**
> > (lit) 'I saw the city in Mexico.'

Here **âltepêtl** 'town, city' is not a locative noun. It is unclear whether the noun phrase **mexihco** modifies the sentence adverbially or the object noun phrase adjectivally. The first example seems to suggest adjectival modification and the second example adverbial. See the discussion of adjectival modification below.

13   Topic and Focus

The Nahuatl sentences exemplified to this point have maintained as neutral as possible a word order, and the function of word order in clarifying the relationship between predicates and their arguments has been noted. But Nahuatl word order is also exploited for at least two other purposes.

> **Ôchôcac in cihuâtl.**   'The woman cried.'
> **In cihuâtl ôchôcac.**   'The woman cried.'
>
> **Ôquittac in oquichtli in chichi.**
> > 'The man saw the dog.'
> **In oquichtli ôquittac in chichi.**
> > 'The man saw the dog.' / 'The dog saw the man.'
> **In chichi ôquittac in oquichtli.**
> > 'The man saw the dog.' / 'The dog saw the man.'

A noun phrase accompanied by **in** may appear in front of the verb, as in some of the examples above. Such a noun phrase is understood as a topic of the sentence. In transitive sentences such topicalization applied to the subject or object may have the effect of introducing ambiguity, since the basic word order is no longer apparent.

A superficially similar distortion of word order appears in the following sentences.

> **Ôchôcac in cihuâtl.**   'The woman cried.'
> **Ca cihuâtl in ôchôcac.**   'It was a woman that cried.'
>
> **Ôquittac in oquichtli in chichi.**
> > 'The man saw the dog.'
> **Ca oquichtli in ôquittac in chichi.**
> > 'It was a man that saw the dog.' / 'It was a man that the dog saw.'
> **Ca chichi in ôquittac in oquichtli.**
> > 'It was a dog that the man saw.' / 'It was a dog that saw the man.'

As indicated by the sentence particle **ca** in some of the examples above, this type of order change involves making a noun phrase into the predicate of the sentence. This noun phrase is called the focus. The remainder of the sentence becomes the subject of this predicate, often shown by explicit nominalization with **in**. As before, ambiguity may be caused by the absence of one noun phrase from its neutral position. A constraint on focus constructions is that noun phrases with **in** cannot appear in focus position. In that case a pronoun copy is used. In the following examples, **yehhuâtl** is the third person singular pronoun.

> **Ca yehhuâtl in ôchôcac in cihuâtl.**
>   'It was the woman that cried.'

> **Ca yehhuâtl ôquittac in oquichtli in chichi.**
>   'It was the man that saw the dog.' / 'It was the dog man that the man saw.'

Since in the second example above the noun phrases remain in their neutral positions, the ambiguity of subject and object is eliminated, but since **yehhuâtl** can refer to either, ambiguity of the focus appears.

The set of Nahuatl pronouns to which **yehhuâtl** belongs is as follows.

nehhuâtl	'I, me'	**tehhuân**(**tin**)	'we, us'
tehhuâtl	'you'	**amehhuân**(**tin**)	'you'
yehhuâtl	'he, she, it, him, her'	**yehhuân**(**tin**)	'they, them'

In addition to their function in allowing a focus construction with definite noun phrases, they also allow for a topic construction for arguments represented only by prefixes.

> **Ôchôcac.**   'She cried.'
> **In yehhuâtl ôchôcac.** 'She cried.'

> **Ôquittac.**   'He saw it.'
> **In yehhuâtl ôquittac.** 'He saw it.'

These represent the primary uses of pronouns. In particular they may not be used as non-focussed and non-topicalized noun phrases.

> ***Ôchôcac in yehhuâtl.**
> ***Ôquittac in yehhuâtl.**
> ***Ôquittac in yehhuâtl in yehhuâtl.**

14   Negation, Interrogatives and Indefinites

Any Nahuatl sentence may be negated with a negative particle, which follows, or combines with, the sentence particle.

> **Ahmô têhuah.**   'We are not leaving.'
> **Ahôtichôcac.**   'You didn't cry.'
> **Ca ahxôchitl.**   'It isn't a flower.'
> **Cuix ahmô tinocihuâuh?** 'Are you not my wife?'

Mâca xêhua!	'Don't leave!'
Mâcamô têhuanicân!	'If only we had not left!'
Mânên ahtichôcah!	'Be sure to cry!'

In declarative and interrogative sentences, the negative particle is either **ahmô** or **ah-**, the latter appearing prefixed to the predicate. In optative sentences, the negative particle **-ca** or **-camô** is suffixed to **mâ**, and in admonitive sentences, the negative particle **-nên** is suffixed to **mâ** and **ah-** is prefixed to the predicate. **Mâ** is obligatory in such sentences.

Nahuatl has a set of interrogative pronouns, of which some examples are the following.

âc	'who?'
tleh	'what?'
cân	'where?'
îc	'when?'

They are nouns, but appear only as predicates.

âc?	'Who is it?
Cân in chichi?	'Where is the dog?
Tleh in ôtiquittac?	'What was it that you saw? / What did you see?'

That is, in order to question the argument of a verb, a focus construction must be used, as in the third sentence above. Because this is the most common usage of the interrogative pronouns, they are often combined with **in**, and written as a single word. Thus the same sentence will become:

Tlein ôtiquittac?

Similarly, the other interrogatives will become:

âquin	**cânin**	**îquin**

Negative pronouns are formed by combining the interrogative pronouns with the negative prefix **ah-**, which appears as **ay-** before a pronoun which begins with a vowel.

ayâc	'no one'
ahtleh	'nothing'
ahcân	'nowhere'
ayîc	'never'

These appear sentence initially following the sentence particle, but do not combine with **in**.

Ayâc ôchôcac.	'No one cried.'
Cuix ahtleh ôquittac?	'Did he see nothing? / Didn't he see anything?'
Ayîc cân niyauh.	'I am never going anywhere.'
	/'I'm not ever going anywhere.'
Ca ahcân îc niyauh.	'I am going nowhere ever.'
	/'I'm not going anywhere ever.'

As shown in the last two examples, if there is more than one negative pronoun in a sentence, both will be sentence initial but the negative prefix will appear only on the first.

Also morphologically related to interrogative pronouns are the Nahuatl indefinite pronouns.

acah	'someone'
itlah	'something'
canah	'somewhere'
icah	'sometime'

Like the negative pronouns, these too appear sentence initially and do not combine with **in**.

Acah ôchôcac.	'No one cried.'
Cuix itlah ôquittac?	'Did he see something?'
Canah niyauh.	'I am going somewhere.'
Ca icah nêhuaz.	'I will leave sometime.'

The interrogative, negative and indefinite pronouns share the semantic property of lacking definite reference. Nevertheless, when representing an object, they must co-occur with a definite object prefix, never with **tê-** or **tla-**.

    *Tleh in ôtitlattac?
    *Tlein ôtitlattac?
    *Cuix ahtleh ôtlattac?
    *Cuix itlah ôtlattac?

15   Subordination

    Nahuatl has a single, simple mechanism for creating subordinate clauses, which in fact we have already encountered. A clause may be nominalized by the addition of **in**, and used as the argument of a verb or noun, or as an adverbial or adjectival modifier. In the examples which follow, subordinate clauses are marked with brackets ([ ]).

    Ahmô quinequi in oquichtli [in quittaz in chichi].
        'The man doesn't want to see the dog.'
    Cuix monequi [in chôcaz in cihuâtl]?
        'Does the woman have to cry?'

The verb stem **nequi** (which loses its final vowel in the perfect) is equivalent to 'want' when transitive, and to 'be necessary' with the reflexive object prefix **mo-**. The object of **nequi** in the first sentence, represented morphologically by the object prefix **qui-**, is the clause **in quittaz in chichi** 'that he will see the dog'. The subject of **monequi** in the second sentence is the clause **in chôcaz in cihuâtl** 'that the woman will cry'. Clauses which serve as complements to the verb **nequi** are in the future tense. As in other cases, the use of **in** is not strictly obligatory. The second sentence can have the following variant.

    Cuix monequi [chôcaz in cihuâtl]?

    In the following sentence, a clause appears as the argument of the relational noun **îca** 'because of it'. Since there are are two clauses, **chôcaya** 'she was crying' and **ahtleh ôquittac** 'she saw nothing', and no clear indication of which is the main clause, the sentence is ambiguous.

    Chôcaya îca ahtleh ôquittac.

'She was crying because she saw nothing.'
/'She saw nothing because she was crying.'

If desired, it can be disambiguated either by using **in** to mark the intended subordinate clause, or by using **ca** to mark the intended main clause (or both).

Chôcaya îca [in ahtleh ôquittac].
Ca chôcaya îca [ahtleh ôquittac].
'She was crying because she saw nothing.'

[In chôcaya] îca ahtleh ôquittac.
[Chôcaya] îca ca ahtleh ôquittac.
'She saw nothing because she was crying.'

The sentence particles **ca**, **cuix**, **mâ** or **tlâ**, and the interrogative pronouns **âc**, **tleh**, **cân** or **îc**, may appear in subordinate clauses when their meaning is appropriate.

Momati [in chôcaya in cihuâtl].
'He thinks that the woman was crying.'
Momati [in ca chôcaya in cihuâtl].
'He thinks that the woman was indeed crying.'

Ahquimati [in cuix chôcaya].
'He doesn't know whether she was crying.'
Ahmô quimati [in âquin chôcaya].
'He doesn't know who was crying.'
Ahmô quimati [in cânin chôcaya].
'He doesn't know where she was crying.'

The verb stem **mati** 'know' may take a question clause as its object, represented by the object prefix **qui-**. Similar to **nequi**, when **mati** occurs with the reflexive object **mo-**, its meaning changes (to 'think'); the clause is not in this case an argument of the verb, but an adverbial. **In** is optional in all these examples.

Chôca in cihuâtl [in quittaz in chichi].
'The woman is crying so that the dog will see her.
Chôca in cihuâtl [in mâ quitta in chichi].
'The woman is crying so that the dog may see her.

Chôcaz in cihuâtl [in tlâ quittaz chichi].
'The woman will cry if she sees a dog.'
Chôcazquiya in cihuâtl [in tlâ quitta chichi].
'The woman would cry if she saw a dog.'

Purpose clauses may appear in the future tense, or in the optative mood with **mâ**; conditional clauses also may appear in the future or the optative, but they always have **tlâ**. An optative conditional clause is understood as hypothetical, and the main clause verb is in the conditional form.

Exactly the same kinds of clauses may be used as relative clauses, either with or without a head noun.

      Chôcaya in cihuâtl [in ahtleh ôquittac].
          'The woman who saw nothing was crying.'
      Chôcaya [in ahtleh ôquittac].
          'The one who saw nothing was crying.'
      Ahtleh ôquittac in cihuâtl [in chôcaya].
          'The woman who was crying saw nothing.'
      Ahtleh ôquittac [in chôcaya].
          'The one who was crying saw nothing.'

The sentences discussed previously as focus constructions are no more than a special case of relative clauses.

      Ca cihuâtl [in ahtleh ôquittac].
          'It was a woman that saw nothing.'
      Ca cihuâtl [in chôcaya].
          'It was a woman that was crying.'

Since nouns in Nahuatl, as we have seen, can be used as predicates, it is possible to regard them as fundamentally predicates; in that case, all noun phrases become nominalized clauses, with or without **in**.

      [in cihuâtl]   'the one who is a woman'

16   Appendices

a) Nahuatl dictionaries

In 1555, Alonso de Molina published the first edition of his Spanish-Nahuatl Dictionary (*Vocabulario en lengua castellana y mexicana*) in Mexico City; a revised and expanded version of this dictionary, together with his Nahuatl-Spanish Dictionary (*Vocabulario en lengua mexicana y castellana*) appeared in the same city in 1571. These have been the standard work in Nahuatl lexicography ever since. Details of Molina's life are scarce, but he is reported to have arrived in Mexico with his parents as a young child not long after the conquest. He became a fluent if not native speaker of Nahuatl and served as interpreter and language teacher for the first group of Franciscan missionaries to arrive in Mexico in 1524. He later joined the order himself and devoted his life to missionary activities. In addition to the dictionaries, he wrote a Nahuatl grammar and a catechism and confessional in Nahuatl.

The Nahuatl-Spanish Dictionary contains roughly 25,000 Nahuatl entries, and runs over 300 pages in the 1970 edition (see below). Though he took the 1492 Latin-Spanish and 1495 Spanish-Latin dictionaries of Antonio de Nebrija as models, Molina was obliged to work out an original method to accommodate the elaborate morphology of Nahuatl. For example, he gives full information on the transitivity and perfect tense forms of verbs. He fails to indicate long vowels or the saltillo in his orthography, and there are some inconsistencies as well. A fair number of Nahuatl words which appear in the definitions of the Spanish-Nahuatl Dictionary are not listed in the Nahuatl-Spanish Dictionary. But in spite of these problems, Molina's work is an astonishing accomplishment for its time and place.

After the original edition of 1571, Molina's work was reset and published in Leipzig in 1880, and once more in Puebla in 1910. A facsimile of the original was published in Madrid in 1944. A facsimile of the Leipzig edition is currently the most accessible version.

Fray Alonso de Molina, *Vocabulario en lengua castellana y mexicana y mexicana y castellana*, estudio preliminar de Miguel de Leon-Portilla, México: Editorial Porrua, 1970.

The other major Nahuatl dictionary is based on Molina.

Rémi Siméon, *Dictionnaire de la langue nahuatl ou mexicaine*, Paris, 1885 (reprint Graz: Akademische Druck und Verlagsanstalt, 1963; Spanish version: *Diccionario de la lengua nahuatl o mexicana* (tr. Josefina Oliva de Coll), México: Siglo Veinteuno, 1977.

There is also the following English version of Molina.

R. Joe Campbell, *A Morphological Dictionary of Classical Nahuatl: a morpheme index to the Vocabulario en lengua mexicana y castellana of Fray Alonso de Molina*, Madison: Hispanic Seminary of Medieval Studies, 1985.

b) Nahuatl grammars

There were many Nahuatl grammars compiled in the years following the Spanish conquest of Mexico, but none achieved the definitive position of Molina's dictionary. Several of these were published in a collection issued in the late nineteenth century by the National Museum of Mexico.

Colleción de gramáticas de la lengua mexicana, Anales del Museo Nacional, primera época, tomos 3, 4, 5, Mexico: 1885-92.

The first five grammars in the collection are as follows.

Andrés de Olmos, *Arte para aprender la lengua mexicana* (1547), pp. 1-126.

Alonso de Molina, *Arte de la lengua mexicana y castellana* (1571), pp. 127-224.

Antonio del Rincón, *Arte mexicana* (1595), pp. 225-280.

Diego de Galdo Guzmán, *Arte mexicana* (1642), pp. 281-394.

Horacio Carochi, *Arte de la lengua mexicana con la declaración de los adverbios della* (1645), pp. 395-538.

The dates given are of the original publication, except for Olmos, which was not published during the colonial period.

These grammars describe the complex morphology of Nahuatl in the framework of traditional Latin grammar with increasing accuracy and completeness. Carochi represents the culmination of this development, but his work is most remarkable for its attempt to develop a consistent transcription for long vowels and the saltillo. For long vowels, he uses a macron (e. g. ā), which is the source of our representation (**â**). He distinguishes between a word internal saltillo, which he represents with a grave accent on the preceding vowel (e. g. à), and a word final saltillo, which he represents with a circumflex accent (e. g. â). His descriptions of them are as follows.

(à)   Se pronuncia como con salto, o singulto, o reparo, y suspensión. (It is pronounced as if with a jump, or a hiccup, or a stop, and a suspension.)

(â)   Se pronuncia con fuerza, como quien va a pronunciar la aspiración h, aunque no es aspiración; la cual no se puede dar a entender por escrito, sino que es menester oírla pronunciar a los indios. (It is pronounced forcefully, as if one were going to pronounce the aspiration h, although it is not an aspiration; the sound cannot be explained in writing but must be heard pronounced by the Indians.)

Our transcription represents both as **h** (e. g. **ah**).

Unfortunately for sectarian reasons (Carochi was a Jesuit, and the Franciscans following Olmos and Molina had been established first) this more accurate transcription was not widely adopted for general purposes. In particular, Molina's dictionary was not revised to give full information for the entire vocabulary. Until modern times, the most accessible Nahuatl grammar was a shortened version of Carochi in which many of the transcriptions are garbled.

Ignacio de Paredes, *Compendio del arte de la lengua mexicana del P. Horacio Carochi*, Mexico: 1759.

Recently a facsimile of the original 1645 version of Carochi has been published in Mexico.

Horacio Carochi, *Arte de la lengua mexicana con la declaración de los adverbios della*, edición facsimilar de la publicada por Juan Ruyz en la ciudad de México 1645 con un estudio introductorio de Miguel León-Portilla, México: Universidad Nacional Autónoma de México, 1983.

c) The Nahuatl world

Aside from the linguistic materials surveyed in previous appendices, the Spanish missionaries primarily produced Christian literature in Nahuatl. An outstanding exception to this is the work of Bernardino de Sahagún. A Franciscan educated at the University of Salamanca, Sahagún came to Mexico in 1529 at about the age of thirty. Among other missionary activities, he taught Latin at the Colegio de Santa Cruz in Tlatelolco, a school founded to educate the children of the native upper classes. During the 1550s and 1560s, he directed an investigation of the pre-conquest culture of Mexico. The purpose of this effort, at least in the eyes of the colonial authorities, was to make possible a more efficient and complete conversion of the population to Christianity. His method was to interrogate people, of advanced age by that time, who had direct experience and memory of Mexican life before the Spanish arrived. Their oral responses were recorded in romanized Nahuatl and later translated into Spanish.

The result is a kind of ethnographic encyclopedia of Mexico, which covers religion, mythology, history, politics, economics, the human and natural environment: everything which Sahagún could gather information about. The Spanish version was used in manuscript form by later scholars and historians, but was not published until the 19th century. The most accessible edition is the following.

Bernardino de Sahagún, *Historia General de las Cosas de Nueva España*, 4 vols, Mexico: Editorial Porrúa, 1956-69.

What are apparently the original transcripts of the Nahuatl version (codices matritenses) are in the Royal Library in Madrid, and a complete copy of both the Nahuatl and Spanish texts with illustrations (codex florentinus) is in the Laurenzian Library in Florence. Arguably the most important single work in Nahuatl literature, these materials have been translated into German, French and

English as well as Spanish. The most useful edition is the following, which contains the Nahuatl text.

Arthur J. O. Anderson and Charles E. Dibble, ed. and trans., *The Florentine Codex: general history of the things of New Spain*, 13 vols, Santa Fe: the School of American Research and the University of Utah, 1950-69.

d) Nahuatl poetry

A substantial amount of poetry in Nahuatl exists in various forms. Most of it was not written at the instigation of the Spanish missionaries, but was apparently collected and preserved by them, Sahagún among others. From the beginning it was obscure, not only to the missionaries but to ordinary Nahuatl speakers as well. One problem is the vocabulary, which seems to be highly symbolic, but for which no interpretation has been preserved. Molina's dictionary, in particular, provides little help. The most important collection is usually called the *Cantares mexicanos*, of which there is a single manuscript in the National Library in Mexico City. It consists of 91 songs in Nahuatl, with titles and some commentary appended. A facsimile edition of the manuscript was published in Mexico early in this century.

Antonio Peñafiel, *Cantares en idioma mexicana: reproducción facsimilaria del manuscrito original existente en la Biblioteca Nacional*, México: Secretaría de Fomento, 1904.

Serious attempts to translate and interpret the Cantares have been made by German and Mexican scholars.

Leonhard Schultze-Jena, *Alt-Aztekische Gesânge*, Stuttgart: Kohlhammer, 1957.

Angel María Garibay Kintana, *Poesía Náhuatl*, México: Universidad Nacional Autónoma de México, 1964-68.

Both of these remained incomplete due to the death of their authors, and the translations given are of dubious value. A new English translation and interpretation has recently appeared which is based on the idea that the Cantares are post-conquest, and the legacy of an anti-Spanish movement which expected supernatural assistance from the spirit world.

John Bierhorst, *Cantares Mexicanos: songs of the Aztecs*, Stanford: Stanford University Press, 1985.

John Bierhorst, *A Nahuatl-English Dictionary and Concordance to the Cantares Mexicanos*, Stanford: Stanford University Press, 1985.

Bierhorst's interpretation has proved controversial, but his scholarship is unquestionable.

e) Mexican history

The Aztec Empire was the last of a long series of polities located in central Mexico, and the heir of the civilization developed there over many centuries, only to be destroyed by the Spanish conquest. Our knowledge of what happened in this part of the world before the Spanish came is derived from archaelogical study and from the remains of Aztec literature. Much of the written material is preserved only in Spanish, but historical works in Nahuatl should not be neglected.

One major source, the manuscripts assembled by Sahagún, has already been mentioned. Modern editions of the following works dating from the sixteenth and seventeenth centuries are available.

E. Mengin ed., "Unos anales históricos de la nación mexicana: die Manuscrits mexicains nr. 22 und 22 bis der Bibliothèque Nationale de Paris", *Bâssler Archiv* 22: 2-3, Berlin, 1939.

P. F. Velázquez ed., *Códice Chimalpopoca: Anales de Cuauhtitlán y Leyenda de los Soles*, México: Universidad Nacional Autónoma de México, 1945, 1975.

Fernando Alvarado Tezozomoc, *Crónica mexicáyotl*, ed. Adrián León, México: Universidad Nacional Autónoma de México, 1949, 1975.

Domingo Francisco de San Antón Muñón Chimalpahin Quauhtlehuanitzin, *Die Relationen Chimalpahins zur Geschichte Mexicos*, ed. G. Zimmermann, Hamburg: Universitât Hamburg, 1965.

f) Colonial Nahuatl

During the colonial period, Nahuatl gradually ceased to function as a language of culture and a literary medium. But large communities of monolingual speakers remained, and among them Nahuatl continued to be used in written form for political and religious purposes. Recently historians have rediscovered and begun to publish documents in Nahuatl from throughout the period. The following collections which contain English translations may be consulted.

Arthur J. O. Anderson, Frances Berdan and James Lockhart, *Beyond the Codices: the Nahua view of colonial Mexico*, Los Angeles: UCLA Latin American Studies Series 27, 1976.

S. L. Cline and Miguel León-Portilla, *The Testaments of Culhuacan*, Los Angeles: UCLA Latin American Center Publications, 1984.

A linguistic study of such documents is also available.

Frances Karttunen and James Lockhart, *Nahuatl in the Middle Years: language contact phenomena in texts of the colonial period*, Berkeley: University of California Publications in Linguistics 85, 1976.

17   References

In the preceding appendices, some important works in and about Nahuatl have been introduced, together with information about modern editions and translations. There is a substantial literature in Spanish, English, French and German dealing with the Nahuatl language, and much more with the historical, archaeological and anthropological study of the people who spoke, and still speak it. Without repeating items from the appendices, the following also deserve the attention of anyone interested in the language and its literature. On the classical language:

Stanley Newman, 'Classical Nahuatl' in N. McQuown, ed., *Handbook of Middle American Indians*, vol. 5, Austin: University of Texas Press, 1967.

Frances Karttunen, *An Analytical Dictionary of Nahuatl*, Austin: University of Texas Press, 1983.

On historical questions:

Ronald W. Langacker, *Studies in Uto-Aztecan Grammar I: an overview of Uto-Aztecan grammar*, Dallas: Summer Institute of Linguistics, 1977.

Una Canger, *Five Studies inspired by Nahuatl Verbs in -oa*, Copenhagen: Reitzel, 1980.

Karen Dakin, *La evolución fonológica del proto-nahuatl*, México: Instituto de Investigaciones Filológicas, UNAM, 1982.

On modern Nahuatl:

Benjamin Lee Whorf, 'The Milpa Alta dialect of Aztec' in H. Hoijer, ed., *Linguistic Structures of Native America*, New York: Viking Fund Publications in Anthropology, 1946.

Dow Robinson, ed., *Aztec Studies I*, Norman: Summer Institute of Linguistics, 1969.

Dow Robinson, *Aztec Studies II: Sierra Nahuat word structure*, Norman: Summer Institute of Linguistics, 1970.

Ronald W. Langacker, ed., *Studies in Uto-Aztecan Grammar II: Modern Aztec grammatical sketches*, Dallas: Summer Institute of Linguistics, 1979.

Lyle Campbell, *The Pipil Language of El Salvador*, Berlin: Mouton, 1985.

Harold and Mary Key, *Vocabulario mexicano de la Sierra de Zacapoaxtla*, Puebla, México: Summer Institute of Linguistics, 1953.

Forrest and Jean Brewer, *Vocabulario mexicano de Tetelcingo*, Morelos, México: Summer Institute of Linguistics, 1962.

Richard and Patricia Beller, *Curso de nahuatl moderno*, México: Summer Institute of Linguistics, vol. 1, 1976; vol. 2, 1979.

Jane and Kenneth Hill, *Speaking Mexicano*, Tucson: University of Arizona Press. 1986.

Modern linguistic studies:

Frances Karttunen, ed., *Nahuatl Studies in memory of Fernando Horcasitas*, Austin: University of Texas, 1981.

On Nahuatl literature:

Angel María Garibay Kintana, *Historia de la literatura nahuatl*, 2 vols., México: Editorial Porrúa, 1953-54.

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18   Conclusion

In the foregoing, I have tried to give as complete a survey of the Nahuatl language as the space available would allow. No doubt many readers would have preferred to see some real Nahuatl instead of simple examples with a strictly limited vocabulary; others would have preferred more information about things which have been mentioned only briefly: the religion and culture of Nahuatl speakers, their literature, or the forms of the language in current use in rural Mexico. Unfortunately, there has not been space to cover everything, so perhaps I may be forgiven for concentrating on those areas where my interests lie: the grammatical structure of Nahuatl and the materials which contribute to our knowledge of it. The language itself is after all an indispensable prerequisite for cultural or literary studies. And it is not difficult to master modern Nahuatl on the basis of a knowledge of the classical language; but the reverse is certainly not the case.

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