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Strength for Today and Bright Hope for Tomorrow

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**MULTIMEDIA AND LANGUAGE TEACHING
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PowerPoint Presentation

Sam Mohanlal, Ph.D.

శ్రీ గిడుగు వేంకట రామమూర్తి జీవితం-రచనలు

Sri Gidugu Venkata Ramamurti's Life and His Works
(On the occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

Collection of National Seminar Papers

Honorary Editor

Prof. S. SARATJYOTSNA RANI

Chief Editor

Dr. PAMMI PAVAN KUMAR

Co-Editor

Dr. BANALA BHUJANGA REDDY



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FNA., FASc., FTWAS.

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Honorary Editor

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విషయసూచిక

- (i) వైస్‌చాన్సలర్‌గారి సందేశం
- (ii) శాఖాధ్యక్షుల సందేశం
- (iii) సంపాదకీయం
- (iv) సదస్సు వివరాల పత్రిక
- (v) కీలకోపన్యాసపాఠం
- (vi) ముఖ్య అతిథి ప్రసంగపాఠం
- (vii) విశిష్ట అతిథి ప్రసంగపాఠం
- (viii) మొదటి సమావేశ అధ్యక్షుల తొలిపలుకులు
- (ix) రెండో సమావేశ అధ్యక్షుల తొలిపలుకులు
- (x) ముగింపు సమావేశంలో ముఖ్యఅతిథి చేసిన ప్రసంగపాఠం

పత్రాలు:

1. గిడుగు వ్యవహారిక భాషోద్యమం-‘తెలుగు’ పత్రిక పాత్ర - ఆచార్య ఎస్. శరత్‌జ్యోత్సనారాణి
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9. భాషాశాస్త్రవేత్తగా ‘గిడుగు’ - డాక్టర్ బి. భుజంగరెడ్డి
10. ‘గిడుగు’ భాషాప్రస్థానం - డాక్టర్ కె. కృష్ణమూర్తి
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University of Hyderabad

Prof. Ramakrishna Ramaswamy,
FNA., FASc., FTWAS.
Vice-chancellor.

Dated: 28 October, 2013

సందేశం

మీ అందరికీ నమస్కారం.

శ్రీ గిడుగు వేంకట రామమూర్తిగారి జీవితం-రచనలు అన్న అంశంమీద వారి 150వ జయంతిని పురస్కరించుకొని మా విశ్వవిద్యాలయం తెలుగుశాఖ జాతీయ సదస్సును నిర్వహించిందిని తెలియజేయడానికి సంతోషిస్తున్నాను. స్వయంగా అనేక భాషలలో పండితులు, ముఖ్యంగా సవర, తెలుగు భాషలకు విశేషమైన సేవలను అందించినవారు శ్రీ గిడుగు వేంకట రామమూర్తిగారు. ఈ సదస్సువిశేషాలను నిర్వాహకులనుండి తెలుసుకొని చాలా సంతోషించాను. సదస్సులో సమర్పించిన పత్రాల సంకలనాన్ని, తొలిసారిగా ఇంటర్నెట్ ద్వారా అందరికీ అందుబాటులోకి తెస్తున్నందుకు సదస్సు నిర్వాహకులను మనసారా అభినందిస్తున్నాను. ఈ సంకలనం విద్యార్థులకు, పరిశోధకులకు, ప్రపంచవ్యాప్తంగా ఉన్న తెలుగు భాషాభిమానులకు ఉపకరిస్తుందని నమ్ముతున్నాను.

కేవలం సదస్సును నిర్వహించడంతో సరిపెట్టకుండా, పత్రాలకు ఇలా సంకలన రూపం ఇస్తున్న తెలుగుశాఖ అధ్యక్షులను, సంపాదకులను, పత్ర సమర్పకులను, శాఖలోని ఆచార్యులను, విద్యార్థులను, పరిశోధక విద్యార్థులను, మనసారా అభినందిస్తున్నాను.

శుభాకాంక్షలతో,

(ఆచార్య రామకృష్ణ రామస్వామి)

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University of Hyderabad

Sanghamitra Awardee

Prof. S. Saratjyotsna Rani,

Professor & Head, Department of Telugu,

Coordinator, Centre for the Study of Classical Telugu.

Dated: 22 October, 2013

నా మాట

ఇది శ్రీ గిడుగు వేంకట రామమూర్తిగారి 150వ జయంతి సంతకం. తెలుగు భాషాభిమానులకు, సాహిత్యానుశీలురకు ఇది గుండెనిండుగా సంతోషాన్నిచ్చే సందర్భం. వాడుక భాషకు మహత్తరమైన దశను కల్పించి, శతాబ్దాల దిశను మార్చిన మహామనీషి అయిన గిడుగువారిపై ఒక జాతీయ సదస్సును నిర్వహించాలని మా శాఖ ఈ సందర్భంలో సంకల్పించింది. చిత్తశాసాహిని సాహిత్య సాంస్కృతిక సంస్థ, సదస్సు నిర్వహణ బాధ్యతలను పంచుకొనేందుకు ముందుకొచ్చింది. మా శాఖలోని సహప్రతుల బృందం బాసటనిచ్చింది. ఫలితంగా, 04 అక్టోబరు 2013న ఈ సదస్సును విజయవంతంగా నిర్వహించగలిగాం.

పొట్టి శ్రీ రాములు తెలుగు విశ్వవిద్యాలయం కులపతులు ఆచార్య ఎల్లారి శివారెడ్డిగారు, తెలుగు అకాడమీ పూర్వ డైరెక్టరు ఆచార్య జె. ప్రతాపరెడ్డిగారు, ప్రస్తుత డైరెక్టరు ఆచార్య కె. యాదగిరిగారు... వంటి పండితులు ఈ సభలో పాల్గొని ప్రసంగించారు. మా శాఖలోని ఆచార్యులు ఈ సదస్సులో పత్రాలు సమర్పించారు. మేం ఆహ్వానించిన ప్రతిఒక్కరు ఈ సదస్సులో పాల్గొన్నారు. ఈ సంకలనానికి మా వైస్ చాన్సలర్ గారు చక్కటి సందేశాన్ని తెలుగులో ఇచ్చారు. ఇవన్నీ ఎంతో సంతోషాన్నిచ్చే అంశాలు.

మా శాఖలో ఏ పని తలపెట్టినా, అది తమదిగా భావించి పాల్గొనే విద్యార్థులను, పరిశోధక విద్యార్థులను ఈ సందర్భంలో అభినందిస్తున్నాను. ఇటువంటి ఉత్సాహభరిత వాతావరణం ఉందికాబట్టి, మా శాఖ ఇప్పటివరకు 30కిపైగా జాతీయ సదస్సులను వివిధ అంశాలపై నిర్వహించగలిగింది. చదువులోనేకాకుండా, ఉన్నత పరిశోధనలు చేయడానికి సాధించే ఫెలోషిప్ల సాధనలో మా శాఖ విద్యార్థులు సాధించింది ఇప్పటికే ఒక రికార్డు. ఆ విజయ పరంపరను ఎప్పటికీ అలా కొనసాగించమని వారికి సూచిస్తున్నాను. ఫలవంతమైన ఇటువంటి సందర్భాలలో ఎంతో చెప్పాలనిపిస్తుంది. ... ఈ నాలుగు మాటలతో ఇక్కడికి ఆపుతూ, సదస్సు ద్విగ్విజయం కావడంలో సహకరించిన ప్రతి ఒక్కరికీ పేరుపేరునా మనస్ఫూర్తిగా కృతజ్ఞతలు తెలుపుతున్నాను. మా శాఖ తలపెట్టే భవిష్యత్ కార్యక్రమాలలోకూడా ఈ స్ఫూర్తిని, సహకారాన్ని కొనసాగించమని కోరుతున్నాను.

మీ,

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(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

సంపాదకీయం

మనమంతా ప్రస్తుతం శ్రీ గిడుగు వేంకట రామమూర్తిగారి 151 జయంతి వత్సరంలో ఉన్నాం. తెలుగు భాషాసాహిత్యాల అధ్యయన, అధ్యాపన రంగాలలో ఉన్నవారికి, భాషాభిమానులకు 'గిడుగు'ను ప్రత్యేకంగా పరిచయం చేయనక్కరలేదు. అదే వారి ప్రత్యేకత! - ఈ సందర్భంలో 'గిడుగు'పై ఒకరోజు జాతీయ సదస్సును నిర్వహించాలని మా శాఖ సంకల్పించింది. శాఖాధ్యక్షుల చొరవకు చిత్తశాసాహిని సాహిత్య, సాంస్కృతిక సంస్థ సౌజన్యం తోడైంది. ఫలితంగా- నిర్వహణ బాధ్యతలు నాకూ, సహ అధ్యాపకుడు డాక్టర్ భుజంగరెడ్డిగారికీ అప్పగించారు. ఒకరోజు సదస్సును నిర్వహించడం ఎంత సులువో, అంత కష్టంకూడా! నిర్వహణకు ఉన్న స్వల్ప సమయంతోపాటు పరిగెడుతూ, కార్యక్రమాలకు రూపునివ్వవలసి వచ్చింది.

'గిడుగు' అనే 'పిడుగు'ను బహుకోణాలనుంచి పట్టి చూప ప్రయత్నించిన పత్రాలన్నీ ఈ సంకలనంలో ఉన్నాయి. ఈ సంపాదకీయం వాటిపై సమీక్షకాదు. పైగా, పత్ర సమర్పకులంతా విద్వత్సంపన్నులు, అధ్యయన, అధ్యాపనాలలో తలబంటి లోతున ఉన్నవారు. నిరంతరం పరిశోధన చేస్తున్నవారు, చేయిస్తున్నవారు. కాబట్టి, శ్రీ గిడుగు వేంకటరామమూర్తిగారి భాషా సాహిత్య పరివస్యను ఆ పత్రాలనుండే నేరుగా గ్రహించమని పాఠక మహాశయులను కోరుతున్నాను. సదస్సుకు ముందు, పత్రాలను సమర్పించడానికి కేవలం 24రోజుల సమయాన్ని మాత్రమే ఇవ్వగలిగాం. సదస్సులో చర్చించిన, చర్చకు వచ్చిన అంశాలను దృష్టిలో ఉంచుకొని, పత్రసమర్పకులు తమ తమ పత్రాలను పునస్సమీక్ష చేసుకొనేందుకు, సదస్సు ముగిసిన తర్వాత మరో మూడు వారాల సమయం తీసికొన్నారు. సదస్సులో వివిధ సందర్భాలలో మా శాఖాధ్యక్షులు 'గిడుగు'ను గూర్చి చేసిన సంక్షిప్త ప్రసంగాలను ఒక పత్రంగా కూర్చమని అడిగాం. చాలా తక్కువ వ్యవధిలో శాఖాధ్యక్షులు కూర్చి ఇచ్చిన ఆ పత్రాన్ని ఈ సంకలనంలో మొదటి పత్రంగా మీకు అందిస్తున్నాం.

పొట్టి శ్రీ రాములు తెలుగు విశ్వవిద్యాలయం కులపతులు ఆచార్య ఎల్లూరి శివారెడ్డిగారు, తెలుగు అకాడమి పూర్వ డైరెక్టరు ఆచార్య జె. ప్రతాపరెడ్డిగారు, ప్రస్తుత డైరెక్టరు ఆచార్య కె. యాదగిరిగారు... వంటి వండితులు ఈ సదస్సులో పాల్గొని ప్రసంగించారు. వీరి ప్రసంగ పాఠాలతోపాటు, రెండు సమావేశాలకు అధ్యక్షత వహించిన ఆచార్యుల తొలిపలుకులనుకూడా ప్రసంగ పాఠాలుగా కూర్చి ఈ సంకలనంలో చేరుస్తున్నాం.

మౌఖిక వాగ్మయవహారంలో విషయపుష్టికి అవకాశం ఉంటుంది. ఉపన్యాసాలను రాతలోకి కుదించేటప్పుడు, పుతి లేని అంశాలకు పరిమితం అయితే, పాఠకులకు ప్రధాన విషయం నేరుగా అందుతుంది. పై ప్రముఖుల ప్రసంగ పాఠాలను రాతలోకి 'కుదించడం'లో ఈ పద్ధతి పాటించాం. ప్రసంగ పాఠాలకు ఆద్యంతాలలో ఉంచిన ఒంటి ఉల్లేఖనాలను దృష్టిలో ఉంచుకొని, వీటినుంచి విషయాన్ని గ్రహించమని పాఠకులకులను కోరుతున్నాం. ఆచార్య ఎల్లూరి శివారెడ్డి, ఆచార్య జె. ప్రతాపరెడ్డిగార్ల ప్రసంగపాఠాల ప్రాథమిక ప్రతులను తయారుచేసిన పరిశోధక విద్యార్థి మిత్రులు, శ్రీ ఎస్. చంద్రయ్య, శ్రీ. జె. చిరంజీవిలకు ఈ సందర్భంలో కృతజ్ఞతలు తెలియజేస్తున్నాను.

సదస్సులు, కార్యశాలలు, వాటిలోని చర్చలు, పరిశోధన ఫలితాలు... మొదలైనవన్నీ ఈ జాతి సంపద. ఆ ఫలాలను పొందడానికి కావల్సినవి ఆయా అంశాల పట్ల అభిరుచి, ఆసక్తి. అందువల్ల ఈ సంకలనాన్ని కేవలం ముద్రణరూపంలో మాత్రమే కాకుండా, ప్రపంచవ్యాప్తంగా ఉన్న భాషాభిమానులందరికీ అందుబాటులోకి తేవాలని సంకల్పించాం. ముద్రణ కాపీలను పరిమిత సంఖ్యలో శాఖలో అందుబాటులో ఉంచాం. అభిరుచి కలవారు, విద్యార్థులు, పరిశోధక మిత్రులు అందరూ ఈ సంకలనాన్ని www.languageinindia.com అనే వెబ్‌సైటునామానుంచి పొందవచ్చు. హైదరాబాదు విశ్వవిద్యాలయం తెలుగుశాఖ చరిత్రలో తొలిసారిగా చేస్తున్న ఈ ప్రయత్నం మీ అందరిలో ఆనందాన్ని కలిగిస్తుందన్న సంగతి మాకు తెలుసు!

అడిగినదే తడవుగా తమ సందేశాన్ని ఇచ్చి ఆశీర్వదించిన మా విశ్వవిద్యాలయం కులపతి ఆచార్య రామకృష్ణ రామస్వామిగారికి మా శాఖ పక్షాన, పత్ర సమర్పకుల పక్షాన, సంపాదక బృందం తరపున నిండు మనసుతో కృతజ్ఞతలు తెలియజేసుకొంటున్నాం. సదస్సు నిర్వహణకు అనుమతిని ఇస్తూ ముందుకు నడిపించిన మానవీయ శాస్త్ర విభాగాధిపతి ఆచార్య అమితాభ దాస్‌గార్లగారికి సాంజలిపూర్వక ప్రణామాలను తెలుపుతున్నాం. సదస్సు నిర్వహణభారాన్ని మాకిచ్చి, తక్కిన సంభార భారాన్ని మోసిన మా శాఖాధ్యక్షురాలు, ప్రాచీన తెలుగు అధ్యయన కేంద్రం కోఆర్డినేటర్ ఆచార్య శరత్‌జ్యోత్సనారాణిగారికి గౌరవ పురస్కారంగా కృతజ్ఞతలు, నమస్సులు తెలియజేస్తున్నాం. సదస్సులో ప్రత్యేక సమర్పించిన సహజతులకు, నిర్వహణలో పాలు పంచుకొన్న ఆచార్యులకూ వినమ్రపూర్వక నమస్సులు.

సదస్సు నిర్వహణలో తమ సేవలనందిస్తూ, విజయవంతం కావడంలో కీలకభూమిక పోషించిన ఎం.వి. విద్యార్థులకు, ఎం.ఫిల్., పిహెచ్. డి. పరిశోధక మిత్రులకు ప్రియ శుభాకాంక్షలను తెలియజేస్తూ, వీరందరి పురోభివృద్ధిని కోరుకొంటున్నాం. ఈ సంకలనంలోని కొన్ని ప్రత్యేక సంగణికరించడంలో సహకరించిన పరిశోధక విద్యార్థి చి. జె. చిరంజీవికి ప్రత్యేకంగా ఆశీర్వాదక కృతజ్ఞతలు.

సదస్సు నిర్వహణలో మాతోపాటు శ్రమిస్తూ, సహకరించిన తెలుగు శాఖ కార్యాలయ సిబ్బంది శ్రీ కె. భవానీ శంకర్‌గారికీ, శ్రీ రాంబాబుగారికీ, శ్రీ గణేశ్‌గారికీ, మానవీయ శాస్త్రాల విభాగం కార్యాలయ సిబ్బంది శ్రీ నాగరాజన్‌గారికీ, శ్రీ ఆనంద్‌గారికీ, శ్రీ వాసుగారికీ మనఃపూర్వక కృతజ్ఞతలు తెలియజేస్తున్నాం.

28-10-2013

- డాక్టర్ పమ్మి పవన్‌కుమార్
ప్రధాన సంపాదకుడు



తెలుగు శాఖ, హైదరాబాదు విశ్వవిద్యాలయం,
చిత్తూర సాహితీ సాంస్కృతిక సంస్థల సంయుక్త ఆధ్వర్యంలో
శ్రీ గిడుగు వేంకట రామమూర్తిగారి 150వ జయంతి సదస్సు.

04 అక్టోబరు, 2013.

తేది: 10-09-2013

పత్ర సమర్పణకు ఆహ్వానం

ఒక వ్యవస్థ చేయవలసిన పనులను, ఒక్కడై చేసి చూపిన తెలుగువారిలో ప్రముఖంగా పేర్కొనదగిన వ్యక్తి, శక్తి గిడుగు వేంకట రామమూర్తిగారు. వ్యవస్థలా పనిచేయడమేకాదు, అనేక వ్యవస్థలు కలిసి నిర్వహించగల పనులెన్నో ఆయన చేశారు. 'ఒట్టి మాటలు కట్టిపెట్టోయ్, గట్టి మేల్ తలపెట్టవోయ్' అన్న గురజాడకు, గిడుగు బాల్యం నుండి స్నేహితుడు కావడం మనకు ఆశ్చర్యాన్ని కలిగించే అంశమైనా, 'పూని యేదైనా మేలును కూర్చి జనులకు చూపవోయ్' అన్న హితుడి మాటను సార్థకం చేసిన మహనీయుడు గిడుగు. తనకోసం కాదు, తానందరికోసం అని ప్రకటించినవాడూ, తర-తమ భేదాలను విడిచి నడిచినవాడూ, అప్పటి భాషావ్యవస్థనూ నడిపించినవాడూ గిడుగు వేంకట రామమూర్తి. వారి 150వ జయంతిని పురస్కరించుకొని, హైదరాబాదు విశ్వవిద్యాలయ తెలుగుశాఖ, చిత్తూర సాహితీ సాంస్కృతిక సంస్థలు 04 అక్టోబరు, 2013న ఒకరోజు సదస్సును నిర్వహించాలని తలపెట్టాయి. ఈ సదస్సుకు మిమ్మల్ని సాదరంగా ఆహ్వానిస్తూ, కింద సూచించిన ఏదైనా అంశంపై సదస్సులో పత్ర సమర్పణ చేయవలసిందిగా కోరుతున్నాం.

పత్ర సమర్పణకు అంశాలు:

- | | |
|--|--|
| 1. తెలుగు భాషకు 'గిడుగు' చేసిన సేవ. | 2. వాడుక భాషగా తెలుగు-'గిడుగు'-వ్యావహారిక భాషావాదం |
| 3. తెలుగు- 'గిడుగు'కుముందూ, ఆ తరువాతా... | 4. గ్రాంథిక, వ్యావహారిక భాషా వాదాలు: 'గిడుగు' |
| 5. 'గిడుగు' వారి బాలకవి శరణ్యం | 6. మాన్యువల్ ఆఫ్ సొర లాంగ్వేజ్ |
| 7. 'గిడుగు'- నిఘంటు నిర్మాణం | 8. 'గిడుగు'- చరిత్ర పరిశోధన |
| 9. సవర జానపద కథల సేకరణ- 'గిడుగు' | 10. 'గిడుగు' పై పాశ్చాత్యుల కృషి |

ఈ అంశాలకు మాత్రమే పరిమితం కాకుండా, సదస్సు లక్ష్యాన్ని ఆవిష్కరించగలిగే అంశాలతో పత్రాలను సమర్పించవచ్చు.

ముఖ్యమైన తేదీలు:

1. సంక్షిప్తి (abstract) పంపడానికి చివరి తేదీ: 20-09-2013
2. పూర్తి పత్రం పంపడానికి చివరి తేదీ: 30-09-2013
3. సదస్సు తేదీ: 04 అక్టోబరు, 2013.

సంక్షిప్తులు/పూర్తి పత్రాలు పంపడానికి సూచనలు, చిరునామా:

1. పత్ర శీర్షిక కింద పత్ర సమర్పకుల పూర్తి చిరునామా, ఫోను, ఇ-మెయిల్ చిరునామాలను రాయాలి.
2. పత్రానికి మొదట “సంక్షిప్తి” చివర “సంప్రదించిన గ్రంథాల/ఆకరాల” వివరాలు చేర్చడం తప్పనిసరి.
3. పత్రం నిడివి- రేఖాచిత్రాలు, పట్టికలు. . . మొ. అన్నిటితో కలిపి ఆరు నుంచి ఎనిమిది A4 సైజు పుటలను మించరాదు.
4. సంక్షిప్తి, పత్రం . . . మొ. అన్నిటిని కంప్యూటరులో టైపుచేయించి సమర్పించాలి, ఫాంటు సైజు చదవడానికి అనుకూలంగా ఉండేట్లు జాగ్రత్త వహించండి.
5. సంక్షిప్తి, పత్రం . . . మొ. అన్నిటిని PDF రూపంలో పంపించడానికి ఇ-మెయిల్ చిరునామాలు:
(1) pavankpammi@gmail.com, (2) bbreddy65@gmail.com

ఇతర వివరాలకు సంప్రదించవలసిన చిరునామాలు:

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Dr. I. VALLI SUBBALAKSHMI,
Chitkala Sahiti Samskritika Samstha, Hyderabad.



Programme:



**Department of Telugu
University of Hyderabad**

In collaboration with

Chitkalaa Vaahini Saahitya Saamskritika Samstha

**One-day National Seminar on
Sri Gidugu Venkata Ramamurti's Life and His Works
(On the occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)**

04 October, 2013.

**Venue: Auditorium, School of Humanities
University of Hyderabad
Andhra Pradesh**

Inaugural Session

04 October, 2013

10:00am

Chair: Prof. S. Saratjyotsna Rani,
Head, Department of Telugu,
Coordinator, Centre for Classical Telugu,
University of Hyderabad.

Chief Guest: Prof. Elluri Sivareddy,
Vice Chancellor, P.S. Telugu University.

Keynote Address: Prof. J. Pratapa Reddy,
Professor of Linguistics (Retd.)
Former Registrar, S. V. University.

Special Guest: Dr. I. Vallisubbalakshmi,
Sub-registrar,
Department of Stamps and Registration,
Government of Andhra Pradesh.

**Theme of the-
Seminar:** Dr. Pammi Pavan Kumar,
Asst. Professor, Dept. of Telugu,
Coordinator of the Seminar, Univ. of Hyd.

Vote of Thanks: Dr. Banala Bhujanga Reddy,
Asst. Professor, Dept. of Telugu,
Co-Coordinator of the Seminar,
Univ. of Hyd.

Tea Break – 11:30am. - 11:45am.

Session – 1
04 October, 2013
11:45am. - 01:00pm.

Session Chair: Prof. Tummala Ramakrishna,
Professor of Telugu,
Dept. of Telugu, Univ. of Hyderabad.

Session Convener: Dr. Darla Venkateswara Rao,
Asst. Professor of Telugu,
Dept. of Telugu, Univ. of Hyderabad.

Paper Presenters:

1. *Vyaavahaarika Telugu praadhanyam gurtinchina laakshnikulu*
- Prof. R. V. R. Krishna Sastry.

2. *Memorandum on Modern Telugu – Gidugu*
- Dr. Pillalamarri Ramulu.

3. *Gidugu Ramamurti bhaasha, Saahityam, Saamaajika Drikpatham*
- Dr. Darla Venkateswara Rao,

4. *Aadhunika bhaashagaa Telugu – Gidugu Aaloochanalu*
- Dr. D. Vijayalakshmi

Lunch Break – 01:00pm. - 02:00pm.

Session – 2
04 October, 2013
02:00pm. - 04:30pm.

Session Chair: Prof. R. V. R. Krishna Sastry,
Professor of Telugu,
Dept. of Telugu, Univ. of Hyderabad.

Session Convener: Dr. D. Vijayalakshmi,
Asst. Professor of Telugu,
Dept. of Telugu, Univ. of Hyderabad.

Paper Presenters:

5. *Gidugu bhaasha drikpatham*

- Dr. M. Sampatkumar

6. *VaaDuka bhaasha: konni vivaadaalu*

- Prof. B. R. Bapuji

7. *VaaDuka bhaashagaa Telugu: Gidugu Aloocanaa sarali.*

- Prof. G. Umamaheswara Rao

8. *Gidugu bhaashaa prasthaanam*

- Dr. K. Krishnamurti

9. *Bhaashaa saastraveettagaa Gidugu*

- Dr. B. Bhujanga Reddy

10. *Gidugu bhaashaa seeva: mana kartavyam*

- Dr. Pammi Pavan Kumar

Tea Break – 04:30pm. - 04:45pm.

Valedictory Session
04 October, 2013
04:45pm. - 05:30pm.

Chair: Prof. S. Saratjyotsna Rani,
Head, Department of Telugu,
Coordinator, Centre for Classical Telugu,
University of Hyderabad.

Chief Guest: Prof. K. Yadagiri,
Director, Telugu Academy.

**Report on the-
Seminar:** Dr. Pammi Pavan Kumar,
Asst. Professor, Dept. of Telugu,
Coordinator of the Seminar, Univ. of Hyd.

Vote of Thanks: Dr. Banala Bhujanga Reddy,
Asst. Professor, Dept. of Telugu,
Co-Coordinator of the Seminar,
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Chief Editor Dr. Pammi Pavan Kumar, Co-editor Dr. Banala Bhujanga Reddy and
Honorary Editor Prof. S. Saratjyotsna Rani: *Sri Gidugu Venkata Ramamurti's Life and His Works*
(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

ముఖ్యఅతిథి ప్రసంగపాఠం

(పొట్టి శ్రీరాములు తెలుగు విశ్వవిద్యాలయం కులపతులు ఆచార్య ఎల్లారి శివారెడ్డిగారు సదస్సు ప్రారంభ సమావేశానికి ముఖ్య అతిథిగా విచ్చేసి ప్రసంగించారు. వారి ప్రసంగ పాఠాన్ని ఇక్కడ ఇస్తున్నాం.)

‘సభాధ్యక్షులు, తెలుగుశాఖ అధ్యక్షులు, కో-ఆర్డినేటర్ ప్రాచీన తెలుగు అధ్యయన కేంద్రం, ఆచార్య శరత్ జ్యోత్సనారాణిగారికీ, కీలకోపన్యాసం ఇవ్వడానికి విచ్చేసిన ఆత్మీయులు, వెంకటేశ్వర విశ్వవిద్యాలయం పూర్వరిజిస్ట్రార్ ఆచార్య ప్రతాపరెడ్డిగారికీ, తెలుగు శాఖకు సౌజన్యాన్ని అందిస్తున్న డిపార్ట్‌మెంట్ ఆఫ్ స్టాంప్స్ అండ్ రిజిస్ట్రేషన్స్ సబ్‌రిజిస్ట్రార్ డాక్టర్ వల్లీసుబ్బలక్ష్మిగారికీ, ఈ సదస్సులో ప్రముఖ పాత్ర పోషిస్తున్న డాక్టర్ పమ్మి పవన్‌కుమార్‌గారికీ, డాక్టర్ బాణాల భుజంగ రెడ్డి గారికీ, సభలో ఉన్న ఆచార్య బేతవోలు రామబ్రహ్మంగారికీ, ఆచార్య రామకృష్ణ గారికీ, సదస్సులో ఆసీనులైన వారందరికీ నమస్కారం.

కేంద్రీయ విశ్వవిద్యాలయానికి వస్తే, రాష్ట్ర ప్రభుత్వంనుండి కేంద్ర ప్రభుత్వానికి వచ్చినట్లు ఉంటుంది. మేమంతా శరత్ జ్యోత్సనారాణిగారికి గురువులని అన్నారు. కాని, గురువులు రాష్ట్రంలో ఉంటే శిష్యులు కేంద్రంలో ఉన్నారు. కాబట్టి, ఎప్పటికైనా ఇలాంటి శిష్యులు పైకొస్తే నిజమైన గురువులు సంతోషిస్తారు. నాకు ఇప్పుడు అలాంటి ఆనందమే కలుగుతోంది. ...

కేంద్రీయ విశ్వవిద్యాలయంలో తెలుగుశాఖ పక్షాన సదస్సు జరుగుతుంటే పాల్గొనడం అనేది మా బాధ్యత. నాలుగు విషయాలు తెలుసుకోవచ్చు. ఎందుకంటే, ఒక పరిశోధకుడికి సాహిత్యంలోని అన్ని ప్రక్రియల మీద సంపూర్ణమైన అవగాహన ఉంటుందని చెప్పలేం. కాబట్టి, మనకు సంబంధించని విషయాన్ని ఇతరులు చెప్పినప్పుడు వినగలగడం అనేది ఒక అదృష్టం. ఈ రోజు, ఇంతమంది సదస్సులో పాల్గొంటున్నారు, మంచి పత్రాలు సమర్పిస్తున్నారు అంటే తెలుసుకోదగ్గ విషయాలు అనేకం ఉన్నాయని అర్థం. సాధారణంగా, నిండైన పరిశోధన పత్రాలు ఐదారు పేజీలకు మించవు. ఆ ఐదారు పేజీల పరిశోధన పత్రం తయారు చేయడానికి నాలుగు నెల్లో, సంవత్సరమో పని చేస్తాడు పరిశోధకుడు. కాబట్టి, ఒక శాస్త్రవేత్తైనా, ఒక సాహిత్య వేత్తయినా, ఒక భాషావేత్తయినా, ప్రతి ఆలోచనా కోణానికీ పని కల్పించాలి. అలాచేసి రాసిన వ్యాసాలే పరిశోధనా పత్రాలు. మా శరత్ జ్యోత్సనారాణిగారి ఆధ్వర్యంలో నడుస్తున్న తెలుగుశాఖలో మంచి యువకులైన అధ్యాపకులు సముచితమైన సదస్సు నిర్వహిస్తున్నారు. ఇందుకు వీరందరినీ అభినందిస్తున్నాను.

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గిడుగు రామమూర్తి పంతులుగారికి 150వ జయంతి వత్సరం పూర్తయింది. 151లోకి అడుగు పెట్టాం. రామమూర్తిగారి గురించి చెప్పేముందు, విద్యార్థులకు నా సూచన ఏమిటంటే, ఎంతో ఎక్కువగా రాయాలనిగానీ, ఎన్నో గ్రంథాలు రాయాలనిగానీ మీలో ఒక విపరీతమైన వాంఛ ఉంటుంది. రచనకు ఉండాల్సిన మొదట లక్షణం ప్రామాణికత. అంతేకానీ, పరిమాణం కాదు. ఈ విషయాన్ని సదా గుర్తుంచుకోమని కోరుతున్నాను. ఒక ఉదాహరణ చెబుతాను. గిడుగు రామమూర్తి పంతులుగారున్నారు; ఎన్ని గ్రంథాలు రాసారు?, జీవితాంతం కష్టపడితే- చాలా తక్కువ! -మనకు నచ్చినా నచ్చకపోయినా- చిన్నయసూరి ఉన్నాడు, ఆయన ఎన్ని రాసాడు? రెండే రెండు! ఒకటి బాలవ్యాకరణం, మరొకటి నీతిచంద్రిక. ఏ భాషావేత్త అయినా, మౌలికంగా పరిశోధన చేసినవాడు ఎక్కువ రాయలేడు. కాని, ఆయన చేసిన పరిశోధన మాత్రం జాతికి ఒక దీపంలాగా, దీప స్థంబంలాగా నిలుస్తుంది. అలాంటి మహానీయుడు గిడుగు రామమూర్తి పంతులుగారు.

గిడుగు రామమూర్తి పంతులుగారంటే మనకు గుర్తొచ్చేది వ్యవహారిక భాషోద్యమం. వ్యవహారిక భాషోద్యమం అంటే గిడుగువారి పేరుతోపాటు గుర్తొచ్చే మరోపేరు గురజాడ. చిన్నయసూరి మద్రాసు యూనివర్సిటీలో ఒక ఆచార్యుడిగా ఉండి ఆయన సాంప్రదాయికమైన తీవ్రాభిలాషతో, పాణినీయ పద్ధతిలో బాలవ్యాకరణం రాశారు. ఆయనకు పదహారు సంవత్సరాల వరకు అక్షరాలు రావు. ఆయన జీవించిన కాలమే యాభైయారో, యాభైయేడో సంవత్సరాలు. దాంట్లో ఎంత నిష్ణత్వం వహించాడంటే- ఈనాడు మనం చిన్నయసూరిగారిని మెచ్చుకోవల్సిన అవసరం లేకున్నా, ఆయన మార్గాన్ని అనుసరించవల్సిన అవసరం లేకున్నా- ఆయన పరిశోధనా దృష్టిని మాత్రం గుర్తుంచుకోవాలి. బహుశః, భవిష్యత్తులో కూడా తెలుగులో బాలవ్యాకరణంలాంటి గ్రంథం రాదు. చిన్నయసూరి వ్యాకరణం రాసింది కేవలం సంప్రదాయ కవిత్వాన్ని నిలబెట్టడానికో, పరిరక్షించడానికో తప్ప, ప్రజలకు పనికొచ్చే వ్యాకరణం కాదు అనేది తర్వాత గుర్తించిన పెద్దల్లో గిడుగు రామమూర్తి పంతులుగారు ఒకరు.

“ఆంధ్ర పండిత భిషక్కుల భాషా భేషజం” లో మీరు తెలుసుకోవలసిన అంశాలు చాలా ఉన్నాయి. వ్యావహారిక భాషే సముచితమైందీ, ప్రజలకు ఉపయోగకరంగా ఉండేదీ, పాఠ్యపుస్తకాలలో మనం వినియోగించదగిందీ అని దృఢమైన విశ్వాసంతో ఆ వాదాన్ని గట్టిగా వినిపించినవారు రామమూర్తి పంతులుగారు. దాన్ని వ్యతిరేకించినవారుకూడా చాలామంది ఉన్నారు. జయంతి రామయ్య పంతులుగారి వంటివారు చాలామంది ఉన్నారు. కాని, చిన్నయసూరికూడా వ్యవహారిక భాషలో చేసిన కొన్ని రచనలున్నాయి. ఆయన భారత ఆదిపర్వాన్ని పరిష్కరించాడు- ఒక మిత్రుడితో కలిసి. పద్యానికి ఎడమ వైపు రాసిన వివరణను వ్యావహారిక భాషలో రాసాడు చిన్నయసూరి. కాని, కృత్రిమమైనటువంటి ఆ భాష తెలుగులో శాస్త్రాలు... మొదలైన రచనలు ప్రచారం చేయడానికి పనికిరాదు- అని విశ్వవిద్యాలయ బోర్డార్డ్ స్టడీస్ లో ఈ నిర్ణయాలన్నింటినీ పునస్సమీక్షించిమరీ, వ్యవహారిక భాషను విశ్వవిద్యాలయంలో ప్రవేశ పెట్టాలనే వాదాన్ని బలంగా వినిపించినాయన రామమూర్తి పంతులుగారు. ఎవరెవరైతే గ్రాంథిక

భాషావాదులుగా, గ్రాంథిక భాషను గట్టిగా బలపరుస్తున్నారో వారి రచనలో ఉన్నటువంటి లోపాలన్నింటినీ సేకరించేవారు గిడుగువారు. ఎవరూ గ్రాంథికభాషను వారు చెబుతున్నట్టుగా, సమగ్రంగా రాయలేరు అని ఉదాహరణలను చూపేవారు. చిన్నయసూరి వాడిన పదాలనే చిన్నయసూరి చెప్పలేదు కొన్నిసార్లు. నావుడు, అసవుడు అన్నమాటలకు బాలవ్యాకరణంలో సమాధానం దొరకదు. అందుకే గిడుగువారు వ్యావహారిక భాషకు లక్ష్య నిర్దేశనం చేయడానికి ప్రయత్నం చేశారు. సవర భాషకు ఆయన చేసిన సేవ చాలాగొప్పది. సదస్సులో పత్రసమర్పణ చేస్తున్న తక్కిన పండితులు ఆ విషయాలు చెబుతారు. ...

వ్యావహారిక భాషకు లక్షణం చెప్పినవాడు గిడుగు రామమూర్తి పంతులుగారు. దానికి లక్ష్యాన్ని నిర్మించినవాడు గురజాడ వెంకట అప్పారావుగారు. కన్యాశుల్కం గాని, లేకుంటే గురజాడ రచనలను మొత్తంగా గమనించండి. రామమూర్తిగారు ఏ లక్షణాలైతే చెప్పాడో, ఆ లక్షణాలన్నీ పాటిస్తూ, వ్యావహారిక భాషలో జీవకళ ఉంటుందని నిరూపించాడు గురజాడ అప్పారావు. కాబట్టి, ఒకరు లక్షణం చెబితే, ఇంకొకరు లక్ష్యాన్ని సంతరించారు. అలాంటి వాళ్ళు మనకు పూర్వం ఉన్నారు కాబట్టి, మనది ఈరోజు ఒక ప్రామాణిక భాష అంటున్నాం. లేకపోతే, ఏమయ్యేదో తెలియదు.

ఇప్పుడు ఆంధ్రదేశం రెండుగా చీలిపోయింది. మనకేం అభ్యంతరం లేదు. కానీ భాషా విషయంలో, సాహిత్య విషయంలో మాత్రం ఈ భాష అనేది ఒక చెరుకుగడ. దాన్ని నిట్టనిలువునా చీల్చండి, అడ్డంగా చీల్చండి అది మధురంగానే ఉంటుంది. కాబట్టి సాహితీ వేత్తలమైన మనమేమీ బాధపడవల్సిన అవసరంలేదు. ఇది గిట్టని వాళ్ళకు- వాళ్ళిష్టం, వాళ్ళనెంతైనా బాధపడనివ్వండి, లేదా ఎంతైనా సంతోషించనివ్వండి.

ఈనాడు ఇంగ్లీషునే స్టాండర్డ్ లాంగ్వేజ్ అంటున్నాం. నిజానికి, పర్ ఫెక్ట్ స్టాండర్డ్ లాంగ్వేజ్ అన్నది లేదు. అంటే; నూటికి నూరు శాతం ప్రామాణికభాష అనిపించుకోదగిన భాష లేదు. నిన్న మొన్న గోపలై అనే నవల రాశాడు తమిళనాడులో ఉంటున్న రాజనారాయణ అనే ఒక తెలుగాయన. ఈయన ఆరేడు వందల సంవత్సరాల క్రితం దక్షిణాదికి వెళ్ళిన వాళ్ళద్వారా తమిళం నేర్చుకున్నాడు. తమిళంలో రచనలు చేశాడు. కేంద్ర సాహిత్య అకాడమి అవార్డు కూడా పొందాడు. కాని ఆయన గోపలై నవలలో చిత్రించిన వాతావరణం అంతా తెలుగు వాతావరణమే. దాన్ని, జంధ్యాల నారాయణ రెడ్డి తెలుగులోకి అనువదించారు. అది ఎక్కడో రెండు మూడు చోట్ల ఆవిష్కరణ పొందింది. ఆ పుస్తకం చదివితే మనకు ఆశ్చర్యం వేస్తుంది. ఆరేడు వందలు అంటే, ఇంచుమించు బహుమనీ సుల్తానుల కాలానికి కొంచెం ముందుగా ఇక్కడి నుంచి వలసవెళ్ళిన వారు, తమిళదేశంలో ఉంటూ, ఇంచుమించుగా తమిళులై పోయిన తెలుగువారిగా ఉంటూనే, తమ మాండలిక పదాలను ఎలా పరిరక్షించుకున్నారనేది మనకు ఆ రచనలో తెలుస్తుంది. ...

ఈ రోజు ఒక ఉద్యమం మొదలైంది. మాండలికంలో రచనలు చేయాలి అని. - మాండలికంలో రచనలు చేయడం తప్పేమీ కాదు. ఉదాహరణికి, విశాఖపట్నం నుంచి ఒక వ్యక్తిని తీసుకొద్దాం. ఒక

మహాబూబ్ నగర్ వాసిని తీసుకొద్దాం. ఇద్దరిని కూర్చోబెడదాం. వాళ్ళిద్దరిని మాట్లాడుకోమందాం. వాళ్ళిద్దరికి ఒకరి మాటలు మరొకరికి అర్థం కావు. అర్థమయ్యే పరిస్థితి ఉండదు. ఎందుకంటే కేవలం మాండలిక భేదంవల్ల. మాండలికాలు అనేవి సజీవమైనవి. దానిని ఎవరూ కాదనలేరు. కాని, కేవలం మాండలికాలే నమ్ముకుంటే భాష విస్తృతి పొందదు. కాబట్టి, కథలు, నవలలు ఎవరైనా మాండలికంలో రాసినా, మనకేమీ అభ్యంతరం లేదు. అది వారి ఇష్టం. అలా రాయడానికి అవకాశం ఉంది. కాని, ఒక వ్యాసం గానీ, పరిశోధన గ్రంథంగానీ దేశమంతటా ఉన్నటువంటి తెలుగు సాహిత్య వేత్తలంతా, తెలుగు సాహిత్య అభిలాషులంతా అర్థం చేసుకోవాలంటే- ప్రామాణిక భాష కావాలి.

తెలుగులో ప్రామాణిక భాష గురించి చాలా మంచి వ్యాసాలు రాశారు, విషయాలు చెప్పారు. అయినా, ఈ మాండలిక భేదాలవల్ల తెలుగులో ప్రామాణిక భాషను నిర్మించడం అన్నది ఇంచుమించుగా అసాధ్యమైన పరిస్థితి. ఇప్పుడు మాత్రం మరీ కష్టం. ఎందుకంటే ఇప్పుడు రెండు భాగాలుగా చీలిపోయినం కాబట్టి. నేను తెలంగాణ వాణ్ణి కాబట్టి, 'వచ్చిండు' అంటాను. ఒక మిత్రుడున్నాడు 'వచ్చాడు' అంటాడు. ఏది ప్రామాణికం? అంటే- తెగదు. కాబట్టి, దాని జోలికే వెళ్ళకుండా ఉండడం మంచిది. ... గాయాలన్ని మాయమై, వీళ్ళ మీద వాళ్ళు, వాళ్ళ మీద వీళ్ళు సగౌరవంగా ఉన్న రోజుల్లో మన తెలుగు భాషంతా ఒకటి, మన తెలుగు వాళ్ళంతా ఒకటి అని నమ్మకం కలిగిన రోజుల్లో మళ్ళీ ప్రామాణిక భాషకేమైనా అవకాశం ఉంటుందేమోకాని ఇప్పుడైతే ఆ అవకాశం లేదు.

ఈ సందర్భంగా గిడుగు రామమూర్తిపేరు మీదుగా స్మరించుకోదగింది ఏమిటంటే- వారి శాస్త్ర దృష్టి. సైన్సు చదువుకున్నవాళ్ళకి భాషమీద దృష్టివేరే ఉంటుంది. ఒక విషయాన్ని ఎనాలసిస్ చేసేటప్పుడు మాత్రం, ఎక్స్పరమెంట్, అబ్జర్వేషన్, ఇంప్రషన్- అనిరాస్తాం. అది ఏదన్నాసరే- ఆధారంలేంది సైన్స్ చదువుకున్నవాళ్ళు ఫలితాంశాలు చెప్పాలంటే కొంచెం జంకుతారు. తెలుగు చదువుకున్నా అదే పద్ధతిలో వెళ్ళాలని మనకు నేర్పినవారు గిడుగువారు.

పరిశోధన విషయంలో మనం కొందరు మహానుభావుల్ని స్మరించుకోవాలి. ఒక వేటూరి ప్రభాకరశాస్త్రిగారు, ఒక గిడుగు రామమూర్తిగారు, ఒక గురజాడ అప్పారావుగారు, ఒక మల్లంపల్లి సోమరశేఖరశర్మగారు మొదలైనవారు అరకొర సౌకర్యాలతో, వనరులతో మనకు జ్ఞానభాండాగారాలను అందించారు. ఒక ఆయన అన్నాడు; వేటూరి ప్రభాకరశాస్త్రిగారు, మల్లంపల్లి సోమరశేఖరశర్మగారు మద్రాసు రోడ్లమీద తిరుగుతుంటే, రోడ్లు అరిగాయి కాని, వారి కాళ్ళు అరగలేదు- అని. అంతగా శ్రమించేవారు నాటి పండితులు. కొమ్మరాజు లక్షణరావుగారున్నారు. ఎంత పట్టుదలండి ఆయనకు?! యజ్ఞం అన్న అంశం గురించి విజ్ఞాన సర్వస్వం కోసం ఒక వ్యాసం రాయడానికి ఆయన మూడేళ్ళు శ్రమించారు. అదీ పరిశోధన అంటే! ...

ఈమధ్య వెలువడుతున్న ఎం.ఫిల్, పిహెచ్. డి. థీసెస్ల శీర్షికలుచూస్తే, నాకు బాధకలుగుతోంది. ... విద్యార్థులకు ఈరోజు అవకాశాలు పుష్కలంగా ఉన్నాయి, లైబ్రరీస్ ఉన్నాయి, ల్యాప్ టాప్ లున్నాయి,

కంప్యూటర్లున్నాయి. మీరు ఒకసారి 20వ శతాబ్దంలో కృషిచేసిన తొలితరం భాషావేత్తలను, సాహిత్యవేత్తలను చూడండి. ఎవరికైనా ఇన్ని సౌకర్యాలున్నాయా? లేవు. ఆ సౌకర్యాలు మనకు అందుబాటులో ఉన్నప్పుడు, మనం వినియోగించుకోవాలి. ఆ సౌకర్యాలని మనం ఎలా వినియోగించుకోవాలో అధ్యాపకులు మనకు నేర్పాలి. ఈ అధ్యాపకులను ఎలా తీర్చిదిద్దాలో ప్రభుత్వం వాళ్ళు గమనించాలి. తగిన సౌకర్యాలను సమకూర్చేది ప్రభుత్వం బాధ్యతైతే, విద్యార్థులను ప్రేరేపించి, వాళ్ళలో నూతనోత్తేజాలను కల్పించి స్ఫూర్తిదాయకమైన పరిశోధన చేయించడం అధ్యాపకుల బాధ్యత. మీ అదృష్టం వల్ల, మీ కేంద్రీయ విశ్వవిద్యాలయంలో అలాంటి మంచి పరిశోధక అధ్యాపక మిత్రులున్నారు. చాలా సంతోషం. ...

పరిశోధనలకోసం వస్తున్న ఈ తరం విద్యార్థులు ప్రాచీన సాహిత్యం వైపు వెళ్ళడం లేదు. ప్రాచీన సాహిత్యం వైపు వెళితే, ఆధునిక సాహిత్యానికి వెలి అవుతామని ఎవరూ అనుకోవసరంలేదు. ఒక ఆచార్యుడు, భాషాశాస్త్రవేత్త ఒకసారి ఒక సమావేశంలో నాతో – “ప్రాచీన సాహిత్యం మీద అభిమానమున్న వారికి ఆధునిక సాహిత్యం గురించి ఏం తెలుస్తుంది అని!”. “అసలు ఆధునిక సాహిత్యం మీద అభిమానం ఉంటే ప్రాచీన సాహిత్యం ఏం తెలుస్తుంది?” – అని ఇంకొక డెవడన్న ప్రశ్నిస్తే? కాబట్టి; మీకున్న అవకాశాల్లో ప్రాచీనంలేదు, ఆధునికంలేదు, అంతా ఒకటే!. రెంటికీ సమ ప్రాధాన్యం ఇవ్వాలిందే! కాని, ఆధునిక సాహిత్యం గురించి పరిశోధన చేయాలంటేమాత్రం సంప్రదాయ సాహిత్య పరిజ్ఞానం చాలా అవసరం.

నారాయణరెడ్డిగారు ఒకసారి చెప్పగా విన్నాను – “నేను ప్రబంధాలను విశ్వవిద్యాలయాల్లో పాఠం చెప్పకుండా ఉంటే సినిమా గీతాల్లో ఇంత మంచి భాష వాడేవాణ్ణి కాదు.” అని. కాబట్టి, ఆధునిక సాహిత్యాన్ని మనం కోరుకుండా, ఆ అత్యాధునిక విధానాల్నే పాటిద్దాం, కాని, సంప్రదాయాన్ని గౌరవిద్దాం. సంప్రదాయం తల్లి లాంటిది. ఆధునిక సాహిత్యం భార్య లాంటిది. భార్యతో కాపురం చేస్తున్నాంకదాని, తల్లిని వృద్ధాశ్రమంలో చేర్చిస్తామా? అవసరంలేదు. తల్లిని గౌరవిస్తూ భార్యతో హాయిగా కాపురం చెయ్యవచ్చు. కాబట్టి, విద్యార్థి మిత్రులారా! ఆధునిక జీవితం తెలియాలంటే, అర్థంకావాలంటే, ఆధునిక సాహిత్యం చదవాలి. ఆధునిక జీవితాన్ని జీవిస్తేనే, ఆధునిక సాహిత్యాన్ని కూడా బాగా అనుభవంలోకి తెచ్చుకోవచ్చు. కాని, సంప్రదాయాన్ని పదిసార్లు గౌరవించండి. నేను ఇంటర్వ్యూలు చేయడానికి వెళ్ళినప్పుడల్లా, ఒక పద్యం చెప్పమని అడిగేవాణ్ణి. కొందరు బాగా చెప్పేవారు. వేమనపద్యంలో మూడవపాదం మర్చిపోయిన వాళ్ళున్నారు. –నాల్గవపాదం మర్చిపోలేరులెండి-. ఎందుకంటే అది అందరికీ తెలుసు కాబట్టి. ... బాధాకరమైనా, ఇటువంటి విషయాలను మళ్ళీ మళ్ళీ చెబుతాం – ఎందుకంటే, అధ్యాపకులుగా మేం మీ హితాన్ని కోరుతాం, మీ శ్రేయస్సును కోరుతాం – కాబట్టి, ఆ బాధ ఉంటుంది.

గిడుగు రామమూర్తి పంతులుగారిని గురించిన వివరాలు, విశేషాలు అనేకం మీరు ఈ సదస్సులో తెలుసుకోబోతున్నారు. శ్రద్ధగా గ్రహించి, వాటిని అస్తిగతం చేసుకోమని కోరుతున్నాను. గిడుగువారి ఆశయాలను అస్తిగతం చేసుకుంటే బహుశః, మీలోనుంచే పది, ఇరవైమంది ప్రామాణిక పరిశోధకులు, - రామూర్తి పంతులుగారిని మించినవాళ్ళు తయారవుతారని ఆశిస్తున్నాను. ... నాకు ఈ అవకాశమిచ్చిన మీ అందరికీ మరోసారి ధన్యవాదాలు తెలుపుకుంటున్నాను. -సెలవు’.



కీలకోపన్యాసపాఠం

(శ్రీ వేంకటేశ్వర విశ్వవిద్యాలయం పూర్వాచార్యులు, రిజిస్ట్రార్, తెలుగు అకాడమి పూర్వ డైరెక్టర్ ఆచార్య జె. ప్రతాపరెడ్డి సదస్సు ప్రారంభసమావేశానికి విచ్చేసి కీలకోపన్యాసం ఇచ్చారు. ఆ ఉపన్యాస పాఠాన్ని ఇక్కడ ఇస్తున్నాం.)

‘తెలుగుశాఖ, హైదరాబాదు విశ్వవిద్యాలయం, చిత్తూరువాహిని సాహిత్య సాంస్కృతిక సంస్థలు సంయుక్త ఆధ్వర్యంలో నిర్వహిస్తున్న గిడుగు వేంకటరామమూర్తిగారి 150వ జయంతి సదస్సుకు నన్ను ఆహ్వానించిన సోదరి, సభాధ్యక్షులు ఆచార్య శరత్జ్యోత్స్నారాణిగారికి, చిరకాల మిత్రులు, సోదర సమానులు, తెలుగు విశ్వవిద్యాలయం ఉపాధ్యక్షులు ఆచార్య ఎల్లారి శివారెడ్డిగారికి, ఈ సదస్సు నిర్వహణకు ఆర్థికంగా సహాయాన్నందిస్తున్న డాక్టర్ వల్లీసుబ్బలక్ష్మిగారికీ, చిరంజీవులు డాక్టర్ పవన్కూమార్కు, డాక్టర్ బాణాల భుజంగరెడ్డిగారికీ, నా మొదటితరం శిష్యుడు ఆచార్య రామకృష్ణగారికి, తెలుగు అధ్యయన శాఖలో ఉన్న ఇతర అధ్యాపకులకు, విద్యార్థిని విద్యార్థులకు అందరికీ నా నమస్కారాలు.

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గిడుగు-గురజాడల ప్రస్తావన లేకుండా, ఆధునిక తెలుగు భాష, సాహిత్యాలను గురించి మనం మాట్లాడుకోలేం! భాషలో మార్పు వచ్చినప్పుడల్లా గురజాడ దానికి అనుగుణంగా ఆ భాషలో కావ్యాలను, గేయాలను, నాటకాలను రాయటానికి ప్రయత్నం చేసాడు. ఆయన మహానుభావు డెండుకు అయ్యాడంటే, మనకు భాష వాడకంలో ఒక దారిని చూపించాడు. ఆనాడు అనేక మంది వాడుక భాషకు వ్యతిరేకంగా పనిచేసినవారు ఉన్నారు కనుక, గురజాడకు అంతగా గుర్తింపు రాలేదు. వ్యావహారిక భాషను స్కూల్లో ప్రవేశపెట్టాలని గిడుగు, గురజాడవంటివారు అప్పటి ప్రభుత్వాన్ని వేడుకుంటే జయంతి రామయ్య వంతులు లాంటివారు వ్యతిరేకించారు. కావ్య భాష తప్ప వాడుక భాష వాడటానికి వీలేదు అన్నంత స్థాయిలో ఉద్రిక్తత వాతావరణాన్ని కల్పించారు. ఈ వాతావరణానికి ఎదురు నిలిచి గిడుగు, గురజాడలు వాడుక భాషోద్యమాన్ని నడిపారు. అందుకు వీరిరువురిని సరనారాయణుల్లాగానూ, నన్నయభట్టు-నారాయణ భట్టుల్లాగానూ పోల్చినవారు ఆ రోజుల్లో చాలా మంది ఉన్నారు.

వాడుక భాష అంటే ఏమిటి? దాని భిత్తిక ఏమిటి? తెలుగు భాషను మాట్లాడే సమాజాన్ని తెలుగు భాషా సమాజం అనీ, ఆ వ్యవహారాలను తెలుగు ప్రజలని మనమంటుంటాం. 2000 సంవత్సరాల క్రితం తెలుగు భాష ద్రవస్థితిలో ఉందని చెబుతుంటారు మన భాషా శాస్త్రవేత్తలు. సాహిత్యమని ఒకదాన్నీ, భాషాశాస్త్రమని ఒకదాన్ని పిలిచారు. అసలు శాస్త్రం అంటే ఏమిటి? ఉన్న విషయాలను గమనించి, వాటిని నిరూపణ యోగ్యమైన అంశాలుగా తరచగా వచ్చిన ఫలితాంశాలను సిద్ధాంతంగా ప్రతిపాదించటాన్ని శాస్త్రం అంటారు. శాస్త్రం కేవలం రుజువులు ఉన్న విషయాలను మాత్రమే

అంగీకరిస్తుంది. గిడుగు ఇటువంటి పరిశోధన చేశారు. అది మొత్తం తెలుగు భాషాశాస్త్రానికి సంబంధించినది. ఇప్పుడు మనం Discriptive Grammer అని మాట్లాడుతున్నాం గానీ, ఆ రోజుల్లోనే ఆయన సవర భాషకు Discriptive Grammer రాసాడు. నేను కూడా రాయలసీమ ప్రాంతంలో ఉన్న ఆరెమరారి భాషకు వర్ణనాత్మక వ్యాకరణం రాసాను. రాయలసీమ మరారి భాషకు, సాధారణ మరారి భాషకు మధ్య ఉన్న మార్పుల్ని గుర్తించాను. గ్రియర్సన్- Linguistic Survey of India కూర్పు పనినికూడా స్వీకరించి సవర భాషకు వ్యాకరణాన్ని రాసాడు. ఇది శాస్త్రీయంగా ఉందని విదేశీ పండితులుకూడా మెచ్చుకొన్నారు.

2000 సంవత్సరాలనాటి తెలుగు భాష ద్రవస్థితిలో ఉండటానికి గల కారణాలేవి? ఆనాడు వాడుక భాష లేదా అనే ప్రశ్నల్ని మనం వేసుకుంటే, - విష్ణుకుండినులు, శాలంకాయనులు మొదలైన వారు సంస్కృతాన్ని పోషించారు. కనుక పాలకులచేత పోషింపబడుతున్న భాషకే మన్నన ఉంటుంది. మొదట కలమళ్ళ శాసనం ద్వారానే మనకు తెలుగు కనిపించింది. ఈ మధ్యలో లిఖితమైన ఆధారాలు లేకపోవడం వల్ల కావ్యాలు ఉన్నాయో లేవో? స్పష్టంగా చెప్పలేం. ఆ శాసనాల్లోని భాషను కొద్దిగా మార్పులు చేస్తే ఈనాటి తెలుగుకు దగ్గరగా కనిపిస్తుంది. ఆ తరువాతి కాలంలోని భూస్వామ్య వ్యవస్థను దృష్టిలో పెట్టుకొని వారికి అనుకూలమైన అభిరుచుల్ని, ఆలోచనల్ని, వర్ణ వ్యవస్థను తమ తమ కావ్యాలలో పొందుపరిచారు కవులు. అంతే కాకుండా, ఆ కాలనాటి బౌద్ధ, జైన మతాలు ప్రజల్ని ప్రభావితం చేస్తూ చాలా ఉన్నత స్థానంలో ఉన్నాయి.

మనకు పక్కన కన్నడ దేశంలో కూడా నాడు జైనం విపరీతంగా వ్యాప్తిలో ఉంది. కనుక వైదిక మతాన్ని పునరుద్ధించటానికి నన్నయ తెలుగులో మహాకావ్యం రాసాడు. అప్పటి వరకు ఉన్న సంస్కృత ప్రభావాన్ని కొంత తగ్గించాడు. ప్రజలకు అందుబాటులో లేని విషయం గుర్తింపు పొందదు కనుక తెలుగులో రాసాడు. మరి తెలుగులో రాసాడు కదా సమస్యేమిటి? నన్నయ ఆకావ్యంలో ఉన్నత వర్గాలకు సంబంధించిన సంస్కృత సాహిత్యం నుంచి కొంచెం మలుపు తీసుకొచ్చాడు. కొత్త రూపు రేఖలను తీసుకొచ్చాడు.

తెలుగును వాడుక భాషగా కావ్యాల్లోకి ఎవరెవరు తీసుకొచ్చారని చారిత్రకంగా ఒకసారి చూస్తే, శైవకవులు కనిపిస్తారు. శైవ మత ప్రభావం వల్ల, సామాన్య ప్రజానికానికి దగ్గరగా వెళ్ళాలి కాబట్టి పాల్కురుకిలాంటి వారు ద్వీపదల్లో ఆ కాలం నాటి వాడుక భాషను రాసారు. ఈనాడు మనకు అది కావ్య భాషలా కనిపించవచ్చు గానీ, ఆ కాలం నాటికి అది వాడుక భాషే! అదే విధంగా శైవకవుల తర్వాత తిక్కన తన నుడికారంతో మాండలిక వాక్య స్వభావాన్ని తన రచనల్లోకి తీసుకొచ్చాడు. తిక్కన మీద అపారమైన కృషి చేసిన ఆచార్య ఎల్లూరి శివారెడ్డిగారు ఇక్కడ ఉండగా నేను తిక్కన గురించి మాట్లాడమంటే

హనుమంతుని ముందు కుప్పిగంతులు వేసినట్టుగుంటుంది. తిక్కన ఆనాటి నెల్లూరి మాండలికాన్ని తన కావ్యంలో గ్రహించాడు కాని, ఆ తరువాతి కవులకది అనుసరణీయం కాలేదు. కర్ణ పర్వంలో దుశ్శాసనుడికి, భీమునికి యుద్ధం జరిగినపుడు 'పసరమా' అనే మాటను ప్రయోగించాడు తిక్కన. దుశ్శాసనుణ్ణి చంపినా తరువాత భీమసేనుడు "ప్రైవడి పోయెగాన్ దృతరాష్ట్రుడు" అనే పద్యంలో 'ప్రైవడి' అనే మాటను ప్రయోగించాడు. ఇది నేటికి నెల్లూరు మాండలికంలో వాడుకలో ఉంది. కనుక ఏ కాలంనాటి కవి అయినా తన సమకాలీన సమాజపు వాడుక భాష నుండి తప్పించుకోలేదు.

శ్రీనాథుడు “రసికుడు పోవడు పల్నాడు... ఎసంగగా రంభయైన నూలే వడుకున్” అన్నాడు. అదేవిధంగా “ఓయమ్మా నీ కుమారుడు మా యింట్లను ... పోయెద మెచ్చటి కైనను” – అంటూ చిన్న చిన్న మాటల్ని పోతన వాడాడు. అలాగే అన్నమయ్య “చక్కని తల్లికి చాంగు భళా! నీ చక్కని మోముకు చాంగు భళా!” అంటూ కీర్తనాలపించాడు. ‘చాంగుభళా’ మనకు మహారాష్ట్ర నుంచి వచ్చిన పదం. ఇటువంటి సమకాలీన వాడుక భాషనే తన 32,000 సంకీర్తనల్లో ప్రయోగించాడు కనుకనే, ఆనాడు అన్నమయ్యకు సరైన గుర్తింపు రాలేదు. పరిశోధన పేరుతో మద్రాసులో కాళ్ళరిగేట్టు తిరిగిన వేటూరి ప్రభాకర శాస్త్రి వెలుగులోకి తెచ్చేంత వరకు, మన కర్మ! అన్నమయ్య బయటకు రాలేదు. “చందమామ రావె! జాబిల్లి రావె! ” అంటూ మననోళ్ళలో నానుతున్నా, మనకు ఆ గేయాన్ని అన్నమయ్యే రాసాడన్న విషయం తెలియదు. అన్నమయ్య సాహిత్య సృజనంతా మాండలికంలోనే సాగిందని సభాముఖంగా మీకు తెలియజేస్తున్నాను. వేమన గురించి ప్రత్యక్షంగా నేను చెప్పాల్సిన పనిలేదు. మీరందరూ ఆయననూ చదువుకున్నారు. ఆయన అచ్చమైన తెలుగు కవే గానీ, అచ్చ తెలుగు కవి కాదు. సంస్కృత పదాలకు తెలుగులో సమానార్థకాలు లేకపోయినా, వాటికి కచ్చితంగా తెలుగు పదాలను సృష్టించాలనే ఉద్దేశ్యంలో తెలుగును కొత్తగా పుట్టించిన వాడు కాదు వేమన. నాటి ప్రజల వాడుకలో ఉన్న పదాలను గ్రహించాడు. పద్యలల్లతూ పోయాడు.

ఒక పదానికి సంబంధించిన అర్థం విషయంలో, ఎక్కడైతే, ఒక ప్రాంతంవారికి, ఇంకో ప్రాంతంవారికి Mutual Intelligibility ఉండదో, దాన్ని మాండలికం అంటారు. ఇది మీ అందరికీ తెలుసు. వివిధ ప్రాంతాల మధ్య రాకపోకలు లేకపోవడం వల్ల, ఒక ప్రాంతం భాషలో మార్పులు ఇంకో ప్రాంతానికి అర్థం కాకపోయేది. తెలంగాణ ప్రాంతం ముస్లిం పాలనలో ఉండటం, రాయలసీమ పాలెగాళ్ళ పాలనలో ఉండటం భాషలో వచ్చే మార్పులు పరస్పరం ఇరువురికి తెలిసే అవకాశం లేదు.

నేను 20 సంవత్సరాల క్రితం హైదరాబాదుకు వచ్చినపుడు అడ్రస్ తెలియక ఒకరిని అడిగాను ఆయన షీడీల మీద పో అన్నాడు. ఆ పదం నాకు అర్థం కాలేదు మరొక వ్యక్తిని 'షీడీలు' అంటే ఏమిటని అడిగాను. పక్కన మెట్లను చూపిస్తూ, పక్కనే 'షీడీలు' ఉన్నాయన్నాడు. అంతమాత్రాన అవగాహన

క్షమత్వం పోయినట్లుకాదు. శ్రీకృష్ణదేవరాయలకాలంలో తంజావూర్ వెళ్లి స్థిరపడిన తెలుగువారి భాషను పరిశోధించాలని, నేను Linguistic Minorities in Other States అనే ప్రాజెక్టును తెలుగు అకాడమీలో ఉండగా చేసే ప్రయత్నం చేసాను. సేలం, మదురై ప్రాంతాల్లోని తెలుగు భాషలోని ప్రత్యేకతల్ని, వాడుకలో నేటికీ నిలిచిఉన్న ప్రాచీన తెలుగు రూపాలను వెలికి తీయాలనుకున్నాను. నేను ఒక విషయం చెప్పటానికి బాధపడుతున్నాను. నేటి యువకుల్లో నిబద్ధత పోయింది. మొక్కుబడిగా ఫీల్డువర్క్ కోసం వెళ్లి తెచ్చే సమాచారంతో ఏం విలవలను “రికార్డు” చేయగలం? నేను ప్రాజెక్టు ప్రారంభించి 5 సంవత్సరాలు ఐంది. ఇప్పటికీ మూడులక్షల రూపాయలు ఖర్చయ్యాయి. పని ఏ మాత్రమూ జరగలేదు. తంజావూరు తెలుగువారు మనతో మాట్లాడాలంటే, చాలా న్యూనతగా భావిస్తారు. ఎందుకంటే, వారికి మనకూ 10% కూడా Mutual Intelligibility లేదు. నా ఫ్రెండ్స్ ను 'ఏమయ్యా కాఫీ కొస్తావా?' అని అడిగితే 'సేపు లేదు' అని అన్నాడు. 'సేపు' అనే మాట నాకు అర్థం కాలేదు. చివరకు అర్థమైనదేంటంటే 'సేపు' అనే మాటకు మన దగ్గర వ్యస్త ప్రయోగం లేదు. సమస్త ప్రయోగంగానే అంటే 'చాలా సేపు, కొంచెం సేపు' అనే వాడతాం. అంటే ఒక ప్రాచీన రూపం మధురై దగ్గరలోని రాచ(జ)పాలెంలో ప్రయోగంలో ఉంది. అందుకనే మాతృభాషను మరువలేం. మాట్లాడే భాష ఒకటి, నేర్చుకునే, చదువుకునే భాష ఇంకొకటి ఉండటాన్ని 'Linguistics'లో Diaglossia అంటారు. ఈ నాలుగు ప్రాంతాల్లో రాకపోకలు పెరిగిపోయిన తర్వాత విద్య అందరికీ అందుబాటులోకి వచ్చిన తర్వాత ఒక రకమైన ప్రామాణిక భాష ప్రజల అందరికీ వచ్చేస్తుంది. నేడు అందరూ ప్రామాణిక భాషలోనే మాట్లాడటానికి ప్రయత్నం చేస్తారు. ఎవరూ బయట స్టేజి మీద 'వచ్చిండ్రు, పోయిండ్రు, వచ్చినాడు, పోయినాడు' అని అనరు.

వాడుకభాషను గురించి మాట్లాడేటప్పుడు గానీ, ఆలోచన చేసేటప్పుడు గానీ ఇంగ్లీష్ లో గానీ, గ్రాంథికంలో గానీ ఆలోచించరు. కేవలం వాడుక భాషలోనే ఆలోచిస్తారు. ఇటువంటి దార్శనికుడు కనుకనే గిడుగువారు ఆరోజుల్లోనే వాడుకభాషకోసం పోరాడారు. 1913లో 'A Memorandum on Modern Telugu'ను గిడుగు, 'The Minute of Descent' ను గురజాడ వారు ప్రభుత్వానికి సమర్పించారు. ఏ భాషలో మాట్లాడుతున్నామో అదే భాష విద్యా బోధనలో ఉండాలి. ప్రభుత్వం కానీ, ఉత్తర ప్రత్యుత్తరాలు కానీ, గెజిట్ ని కానీ, విద్య, ఆరోగ్యం... తదితర విషయాలకు సంబంధించినవి కూడా వాడుక భాషలోనే ఉండాలనేది ఆ రెండు రచనల సారాంశం.

మనం ఇన్ని సంవత్సరాల తరువాత ఏర్పాటు చేసుకున్న 'అధికార భాషా సంఘం' ఏయే పనులు చేయాలో ఆనాడే చెప్పినవాడు గిడుగు. భాషాసంఘం స్థాపన ఉద్దేశంమీద నిరంతరం సమీక్ష జరగాలి. ఈ రోజుకు ఉన్న దౌర్భాగ్య మేమిటంటే కోర్టులో పిటిషన్ వేయాలంటే తప్పనిసరిగా ఇంగ్లీషులో రాయాల్సిందే. విద్యార్థులకు నిర్ణయించే పాఠ్య పుస్తకాలు సులువుగా అర్థమయ్యే భాషలో రావాలే తప్ప

పరిచయం లేని కావ్య భాషలో కాదు అని గిడుగు వారు స్పష్టంగా చెప్పారు. ఈ మాటల్ని స్ఫూర్తిగా తీసుకొని తెలుగు అకాడమి నేడు పని చేస్తోంది.

గిడుగువారు వాడుక భాషోద్యమం చేపట్టినపుడు, కొంతమంది వ్యతిరేకంగా గ్రాంథిక ఉద్యమాన్ని నడిపారు. మల్లంపల్లి సోమశేఖర శర్మగారి లాగానే, గిడుగువారు కూడా పర్లాకిమిడిలో ఉద్యోగం చేస్తూ, ఒంటిమీద శాలువ కప్పుకొని మద్రాసు, నెల్లూరు, కాకినాడ, విశాఖపట్నం, విజయవాడ, విజయనగరం మొదలైన ఊర్లు తిరుగుతూ, ఆయా ఊళ్లలో ఉన్న మేధావులందరి దగ్గరికెళ్ళి, వాడుక భాషపై చర్చలు జరిపి, వారిని ఒప్పించే ప్రయత్నం చేశారు. ఈ పని వల్ల తనకు రూపాయికూడా లాభం లేకపోయినా, భావితరాలను దృష్టిలో ఉంచుకొని వాడుక భాషను ఒక ఉద్యమంగా నడిపాడు. శ్రీశ్రీ లాంటివాడు 4000 పద్యాలు రాసిన తర్వాత గురజాడ ప్రభావంతో వాడుక భాషలో, దానికి తగిన ఛందంలో రాసాడు. విరసంలో చేరిన తర్వాత రాసిన జట్కాలాలో కూడా అనేక సంస్కృత పదాలున్నాయి. తదనంతర కాలంలో మాత్రం ప్రజలు ఏంమాట్లాడతారో అదే భాషలో రాయాలనే నిర్ణయించుకొన్నారు శ్రీ శ్రీ. ...

ఈ రకంగా వాడుక భాషోద్యమానికి విశేష కృషి చేసినవాడు గిడుగు రామమూర్తి పంతులుగారు. ఆయన చేసిన పరిశోధనలు, ముఖ్యంగా సవర భాషా పరిశోధన, ఆయన పద్ద తాపత్రయం, ఆయన చేసిన ఉద్యమాలు వీటన్నింటిమీద ఇంత చక్కటి సెమినార్ను నిర్వహిస్తూ, అందరి పత్రాల్ని సమర్పించటానికి అవకాశం కల్పించిన తెలుగు శాఖకు కృతజ్ఞతలు'.



విశిష్ట అతిథి ప్రసంగపాఠం

(హైదరాబాదు విశ్వవిద్యాలయం తెలుగుశాఖ పూర్వ విద్యార్థి, పరిశోధకురాలు, ప్రస్తుతం ఆంధ్ర ప్రదేశ్ ప్రభుత్వంలోని డిపార్ట్‌మెంట్ ఆఫ్ స్టాంప్స్ అండ్ రిజిస్ట్రేషన్స్ శాఖలో సబ్‌రిజిస్ట్రార్‌గా పనిచేస్తున్న డాక్టర్ ఐ. వల్లీ సుబ్బలక్ష్మిగారు సదస్సు ప్రారంభ సమావేశానికి విశిష్ట అతిథిగా విచ్చేసి ప్రసంగించారు. ఆమె ప్రసంగ పాఠాన్ని ఇక్కడ ఇస్తున్నాం.)

‘సభలో ఉన్న పెద్దలందరికీ నా వందనాలు. మిత్రులకు అభినందనలు.

ఈ రోజు సభలో ఎక్కువగా మాట్లాడడానికి రాలేదు. మాట్లాడే పెద్దలందరి వేదిక పునాదులు ఎప్పటికీ గట్టిగా ఉంచాలనే సత్సంకల్పంతో ఇక్కడికి వచ్చాను. ఎందుకంటే, సాహిత్య విలువలు అంతరించిపోతున్న ఈ రోజుల్లో, ఇటువంటి సెమినార్స్ చాలా కీలకమైనపాత్ర పోషిస్తాయని నా అభిప్రాయం. వీటికి ప్రోత్సాహం లేకపోతే, రాబోయే తరాలకు చాలా సమాచారం అందకుండాపోతుంది.

అమ్మకు జేజే, నాన్నకు జేజే, చదువులు నేర్చే గురువుకు జేజే – ఇవే నా జీవితాన్ని నడిపిస్తున్న, నడిపించబోతున్న మాటలు. ...

ఇప్పటి క్షణాలు నాకు అతి అపురూపమైన, అమూల్యమైన క్షణాలు. ఎందుకంటే, మా టీచర్ల ఎదురుగా నిలబడాలంటే భయపడే విద్యార్థినిగాఉండే నేను, ఈరోజు వారి పక్క కూర్చోగలుగుతున్నానంటే, అది నాకు లభించిన అదృష్టంగా భావిస్తున్నాను. విద్యార్థులను ఎంతగా అక్కన చేర్చుకోవచ్చో, అంతా నాకు అనుభవంలోకి తెచ్చిన గురువు మా శరత్‌జ్యోత్సానారాణిగారు. అలాంటి గురువు, గుగ్గురువులముందు మాట్లాడడం అదృష్టంగా భావిస్తున్నాను.

చిత్కళావాహిని సంస్థ అన్నది నా మానస పుత్రిక. Pure consciousness అన్న అర్థంలో నేను దాన్ని సంభావిస్తుంటాను. వాహినిలా, ఎప్పుడూ ప్రవహిస్తూ, ప్రవర్ణమానమౌతూ, ఎప్పటికీ తరిగిపోని, చెదిరిపోని సామాజిక, సాంస్కృతిక కార్యక్రమాలు చేయాలని కోరిక. ...

నా కళ్ళారా చూసిన సంఘటన ఒకటి –వికారాబాద్‌లో జరిగింది– మీతో పంచుకొంటాను. అంబులెన్స్ సౌకర్యంలేక, ఉన్న అంబులెన్స్ లో ఆక్సిజన్ వంటి కనీస సౌకర్యాలు లేక, ఒక చిన్న పాప నా

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(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

కళ్ళముందే చనిపోయింది. అప్పటికి నాకు ఉద్యోగం లేదు. విద్యార్థినిగా ఉన్నాను. ఆ సంఘటన నా మనసులో నాటుకుపోయింది. బాగా బాధించింది. ఇదే విషయాన్ని స్నేహితులతో చర్చించాను. మేం అందరం కలిసి ఒక సేవా సంస్థను స్థాపించాం. అదే చిత్తళావాహిని. దానిద్వారా కొన్ని సాహిత్య, సాంస్కృతిక, సేవా కార్యక్రమాలను చేయగలుగుతున్నాం.

సాహిత్యంకూడా సమాజంకోసమే కాబట్టి, సాహిత్య-సమాజాల అవినాభావ సంబంధాన్ని విడిగా చూడలేం కాబట్టి, అటు, సాహిత్య కార్యక్రమాలను, ఇటు, సామాజిక సేవా కార్యక్రమాలను మా సంస్థద్వారా చేస్తున్నాం. అటువంటి భావాలను నాలో పాదుకొల్పింది ఈ విశ్వవిద్యాలయం. ఆ భావాల మూలాలన్నీ ఈ మట్టిలో ఉన్నాయి. ఈ గాలిలో ఉన్నాయి. ...

మా సంస్థ నిర్వహించిన సాహిత్య కార్యక్రమాలను రెండు పుస్తకాలుగా తీసుకొచ్చాం. కొన్ని సి.డి.ల రూపంలోకి తీసుకొచ్చాం. ఇటువంటివంటి వాటిద్వారా వచ్చే ఆదాయం అంతా- ప్రతిపైసా- మా సంస్థ తలపెట్టే కార్యక్రమాలకే వినియోగిస్తున్నాం. ఇలా చాలాకాలం చేయాలని ఉంది. కొనసాగించగలననే నమ్మకం ఉంది. ...

నాకు ఈ అవకాశం ఇచ్చిన పెద్దలందరికీ నమస్కారాలు’.



మొదటిసమావేశ అధ్యక్షుల తొలిపలుకులు

(మొదటి సమావేశానికి, హైదరాబాదు విశ్వవిద్యాలయం తెలుగు శాఖలో ఆచార్యులుగా ఉన్న తుమ్మల రామకృష్ణగారు అధ్యక్షత వహించారు. ఈ సమావేశానికి ఇదే శాఖలోని సహప్రతులు డాక్టర్ దార్ల వేంకటేశ్వరరావు సమావేశకర్తగా వ్యవహరించారు. మొదటిసమావేశంలో అధ్యక్షులు తొలిపలుకుల రూపంలో చేసిన ప్రసంగపాఠాన్ని ఇక్కడ ఇస్తున్నాం.)

‘గిడుగు వేంకటరామమూర్తిగారి జీవితం, రచనలపై మన తెలుగుశాఖ, మరోసంస్థతో కలిసి నిర్వహిస్తున్న జాతీయ సదస్సుకు విచ్చేసిన మీ అందరికీ నమస్కారాలు.

తెలుగు వారందరూ గుర్తుంచుకోదగ్గ మహనీయులు, దీప స్తంభాలుగా గుర్తుంచుకోదగ్గ మహనీయులు ముగ్గురున్నారు. ఒకరు వీరేశలింగం పంతులు. రెండోవ్యక్తి గురజాడ అప్పారావు. మరోవ్యక్తి గిడుగు వేంకట రామమూర్తిపంతులు. ఈ ముగ్గురి పుట్టుక మరికొంత ఆలస్యమైతే, మనకు ఆధునిక సాహిత్యంకూడా కొంచెం ఆలస్యంగా వెలువడేదేమో! వీరేశలింగం సమాజ సంస్కరణకు పూనుకొంటే, గురజాడ సాహిత్య సంస్కరణకు పూనుకొన్నాడు. గిడుగు భాషా సంస్కరణకు పూనుకొన్నాడు. ఈ ముగ్గురూ తెలుగు సాహిత్యానికి, భాషకు త్రిమూర్తులు.

భాషాశాస్త్రం తెలుగునాట ఒక శాస్త్రంగా పాదుకోడానికిముందే ఆ రంగంవైపు దృష్టిసారించిన మేధావి గిడుగు. ఎక్కడో పర్వతాలపేటలోపుట్టి, గంజాం జిల్లాలో పనిచేసి, గురజాడకు సహపాఠిగాఉన్న గిడుగు వాడుకభాషా ఉద్యమాన్ని ఎందుకు ప్రారంభించాలనుకొన్నాడు? ... ప్రతి మనిషి తన మాతృభాషలోనే చదువుకొంటాడు, వ్యవహారాలను నడుపుతాడు. అన్నీ తన మాతృభాషలోనే చేస్తాడు. కాని, తనదికాని మాతృభాషలో చదువుకోవలసి వచ్చినపుడు ఎన్ని ఇబ్బందులు పడాలో మనకు తెలియనిది కాదు. అందుకే గిడుగు నాటి విద్యావ్యవస్థలో సంస్కరణలు ప్రారంభించాడు. ఈ క్రమంలో హేమాహేమీలైన అనేకమంది పండితులతో తలపడ్డాడు గిడుగు. భారతంవంటి గ్రంథాలను గిడుగు చదివినన్నిసార్లు మరేపండితుడూ చదివి ఉండడు. నన్నయ, తిక్కన, ఎర్రన...వంటి మహాకవుల ప్రయోగాల్లో దోషాలు ఉండకూడదని ఎక్కడలేదు. దోషాలను ఎత్తిచూపడమేకాదు, వాటిని ఎలా సరిచేసి చదువుకోవచ్చో మనకు నేర్పిన మహామనీషి గిడుగు. ...

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(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

ఒకవైపు శాసనాల పరిష్కరణ, మహాగ్రంథాల పరిష్కరణ, మరోవైపు భాషా సంబంధమైన సేవ, మరోవైపు విద్యాలయాల్లో ఏర్పాటువారికి, ఏది, ఎలా, ఎంత, (?) బోధించాలో మొదలైన విషయాలపై నిపుణులతో చర్చలు...వంటి పనులెన్నోచేశారు గిడుగు. ప్రజాస్వామ్యంవైపు సమాజం పయనిస్తున్నప్పుడు, భాషకూడా ప్రజాస్వామ్య బద్ధంగానే ఉండాలన్నారు గిడుగు. ప్రజలువాడే వాడుకభాషను పండితులు తమతమ ప్రమాణాలతో చూడవద్దని కోరేవారు. మనకున్న వ్యాకరణాల ఆధారంగా మనం భాషను నిర్ధారించలేం! ప్రజల వాడుకకు, అవసరాలకు తగినట్టుగా వుట్టుకొచ్చే భాష వారి వ్యవహారభాష. ఆ వ్యవహారభాషే లేకపోతే, ఆధునిక సాహిత్యంలోఉన్న కథాసాహిత్యం, నవలా సాహిత్యం, స్వీయచరిత్రలు, నాటకాలు, నాటికలు... ఇవేవీ మనం చూసి ఉండేవాళ్ళంకాదు.

పిల్లవసుచరిత్రలు, పిల్ల మనుచరిత్రలకాలం ముగిసింది. భాష అనేది మన భావాలను వ్యక్తీకరించే ఒక సాధనం ఐనపుడు, మనం ఏం చెప్తామో ఇతరులకు తెలియాలి. అలా తెలిసినపుడుమాత్రమే విజ్ఞానం పదిమందికీ చేరుతుందని నమ్మిన వ్యక్తి గిడుగు వేంకట రామమూర్తిగారు. అలాంటి మహనీయునిమీద మనం సదస్సు నిర్వహించుకోడం చాలా చాలా చాలా హర్షించదగిన అంశం. సమావేశ అధ్యక్షుడిగా ఈ నాలుగు మాటలు మీతో పంచుకొంటూ మొదటిపత్ర సమర్పకులను తమ పత్రాన్ని సమర్పించవలసిందిగా కోరుతున్నాను. ...'



రెండో సమావేశ అధ్యక్షుల తొలిపలుకులు

(రెండో సమావేశానికి, హైదరాబాదు విశ్వవిద్యాలయం తెలుగు శాఖలో ఆచార్యులుగా ఉన్న ఆర్. వి. ఆర్. కృష్ణశాస్త్రిగారు అధ్యక్షత వహించారు. ఈ సమావేశానికి ఇదే శాఖలోని సహాధ్యక్షులు డాక్టర్ డి. విజయలక్ష్మి సమావేశకర్తగా వ్యవహరించారు. రెండో సమావేశంలో అధ్యక్షులు తొలిపలుకులను ఇక్కడ ఇస్తున్నాం.)

‘ప్రస్తుత సమావేశంలో ఆరుగురు పత్ర సమర్పకులు ఉన్నారు. సమయాన్ని దృష్టిలో ఉంచుకొని తమ తమ పత్రాలను సమర్పించవలసిందిగా పత్ర సమర్పకులందరినీ కోరుతున్నాను. ఈ ఆరు పత్రాలూకూడా గిడుగువారిని గురించి సాక్షాత్తుగా ప్రస్తావించేవే! కాబట్టి ఆ వివరాలజోలికి నేను పోకుండా – డాక్టర్ సంపత్కుమార్ గారిని పత్ర సమర్పణ చేయవలసిందిగా కోరుతున్నాను.



ముగింపు సమావేశంలో ముఖ్యఅతిథి చేసిన ప్రసంగ పాఠం

(సదస్సు ముగింపు సమావేశానికి ఆచార్య వై. యాదగిరిగారు ముఖ్య అతిథిగా విచ్చేసి ప్రసంగించారు. వారి ప్రసంగ పాఠాన్ని ఇక్కడ ఇస్తున్నాం.)

‘అంతర్జాలా సరూపస్య శివస్య బహిరాకృతిం
వందే మనిశతాం, దేవీం విద్యత్ జిహ్వగ్ర నర్తకీం|

ఒక భాషావిప్లవకారుడు, భాషాతపస్వి ఒక శతాబ్దానికి పునాదివేసిన మహానుభావుడుపుట్టి 150 సంవత్సరాలు గడచిన సందర్భంగా, భాషాభిమానులమయిన మనమందరం ఈ ఉత్సవం జరుపుకోవడం మనందరి ప్రథమకర్తవ్యం. యువత, తెలుగుదేశం, తెలుగు ప్రజలు స్మరించి, ఆరాధించి, పూజించ వలసి నటువంటి ఆ మాహానుభావుడికి బాధ్యతగా హైదరాబాద్ విశ్వవిద్యాలయం తెలుగుశాఖ ఒకరోజు భాషాతపస్సుకు ఈ కార్యక్రమాన్ని చేపట్టడం నాకు ఆనందంగాఉంది. ఈ కార్యక్రమ బాధ్యతను చేపట్టిన తెలుగుశాఖ అధ్యక్షులు ఆచార్య ఎస్. శరత్జ్యోత్స్నారాణిగారికీ, వేదికనలంకరించిన డాక్టర్ పవన్ కుమార్, డా. భుజంగరెడ్డిగార్లకు, సభలో ఆసీనులైన పెద్దలు ఆచార్య జి. ఉమామహేశ్వరరావుగారికీ, ఇతర పెద్దలకు, విద్యార్థులకు వందనాలు.

భాషాతపస్సు చేస్తున్న బాలముషులు మీరందరూ, ఋషి బాలికలు మీరందరూ, మీఅందరికీ అభివందనాలు. భాషే జగత్తుకు ప్రాణం. అటువంటి భాషను, ప్రజలందరికీ అందుబాటులోకి తీసుకొనిరావడానికి, గిడుగు రామమూర్తిపంతులుగారు చేసినకృషి తెలుగుజాతి బ్రతికున్నంతవరకు జ్ఞాపకముంటుంది. తెలుగుభాష మనం మాట్లాడినంతకాలం ఆయన తప్పకుండా మనహృదయంలో ఉంటారు. ప్రాచీనకాలంలో తెలుగు వాక్యానికి పునాదులు వేసిన నన్నయ ఎలాగో, ఆధునికకాలంలో తెలుగుభాషకు ఆధునికమైన పరిణామాలతో ప్రజలచెంతకు తీసుకెళ్ళడానికి తపస్సుచేసిన గిడుగు అలనాటి నన్నయవంటివాడు. ఒక శతాబ్దిలో వేలకు వేలకవులు, రచయితలు పుట్టుకొచ్చినారంటే, గిడుగువారు చేపట్టిన వ్యావహారిక భాషోద్యమమే కారణం. అదేలేకపోతే, తెలుగులో ఇంత సాహిత్యం వచ్చిఉండేదేకాదు.

భాషలో మార్పు అనివార్యం. గిడుగు కాలంలో వారి సాటి రచయితలకు ఈ తరం ప్రాతిపదికగా మారింది. భాషమారుతూ ఉంటుందని రాయప్రోలు సుబ్బారావు తన రమ్యాలోకం మొట్టమొదటి పద్యంలోనే చెప్పారు. “కాలధర్మానుగతమై, జగత్ప్రవృత్తి మారునపుడెల్ల, వాఙ్మయముమారు నిజము’ అంటారాయన. కొత్తనీరు తొలగిరియై పొర్లిపార, పాతనీరు తొలంగుట అబ్బురముకాదు” కొత్తనీరు రాగానే, పాతనీరు పోతుంది. కాల ధర్మాన్నిబట్టి భాషలోకూడా మార్పువస్తుందని రాయప్రోలు ఆనాడే

చెప్పారు. కాలధర్మాన్ని విడిచిపెట్టి ఏ రచయిత రచనలు చేయలేరన్నది దాని పరమార్థం. అందుకే, ప్రతివ్యక్తి భాషను పరిశీలించాలి, పరిశోధన చేయాలి, ప్రేమించాలి, ఆరాధించాలి.

శబ్దాన్ని దేవతగా ఆరాధిస్తే అది మనకు సాక్షాత్కారిస్తుంది, ప్రసన్నమవుతుంది అని విశ్వనాథ చెప్పారు. భాషను తపస్సుగా భావించేవారు, ఒక సాధనగా ఎవరైతే భావిస్తారో, వారు తప్పకుండా ఉన్నతులవుతారన్నది గతశతాబ్ది సాహిత్య, భాషాపండితులను గమనిస్తే తెలుస్తుంది.

మనకు చిన్నయసూరి, గిడుగువంటి భాషతస్సంపన్నులు అనేకులున్నారు. కవులున్నారు. భాషను, సాధనంగా చేసుకొని మాత్రమే వీరంతా ప్రపంచాన్ని మార్చదగిన సాహిత్యసృష్టి, రచనలసృష్టి చేశారన్నది గమనించి..... భాషకంటే నవ్యులకు తపస్సులేదు అని నేడు చెప్పుకోగలుగుతున్నామంటే, మనవెనుక ఋషితుల్యుడైన, గిడుగు ఉన్నాడని భావించాలి. తెలుగువారి నాల్కలపై నాట్యమాడే పదజాలాన్ని సృష్టించిన మహానుభావులెందరో మనకున్నారు. ఆర్థ నవనీత మార్దమ మందునుడువు, శ్రవణ శుభగమిచ్చు లలితోచ్చారణమున....' లలితమైన, మార్దవమైన, శబ్దజాలాన్ని సమీకరించుకొని, రచనలుచేయమని కవులు కోరినారంటే కారణం, వెనుక గిడుగు ఉన్నాడని. ఈ కారణంవల్లనే, చాలాకావ్యాలు, చదివి అర్థంచేసుకోగలుగుతున్నాం ఈనాడు. ప్రాచీన సాహిత్యం మనఅందరికీ, దూరంకావడానికి, కారణాలు మనఅందరికీ తెలిసిందే. వ్యవహారానికి భిన్నంగా ఉండడం. ఆ బేధాన్ని పక్కన పెట్టిరచనలు చేశారు గతశతాబ్ది ఆధునిక కవులందరు.

తెలుగుభాషపై జరిగినంత పరిశోధన ఇతర భాషలపై, జరిగిందని నేననుకోను. ఎందరోమహానుభావులు, భాషాశోధనకు, తమజీవితాల్ని, ప్రాణాన్నికూడా, ఫణంగాపెట్టి, భాషను రక్షిస్తూవచ్చారు. భాషను, తల్లిగా భావించారు. ఆరాధించారు. ఆ ఆరాధనాభావం, విద్యార్థిదశనుంచే రావాల్సిన అవసరం ఉంది. అటువంటి ప్రేరణ పొందడానికి ఇటువంటి సదస్సులు ఎంతో ఉపయోగపడతాయి.

నేను రాయప్రోలు సుబ్బారావుగారిమీద పరిశోధనచేసే సమయంలో, గిడుగువారినిగురించి ఎక్కువగా తెలుసుకున్నాను. రాయప్రోలు తన రచనల్లో మార్పుకోరడానికి ప్రేరణఎక్కడిది? -అన్నవిషయ పరిశీలన నుంచి చాలావిషయాలు గ్రహించగలిగాను. పండితవంశంలోవుట్టి, మహానుభావులతోతిరిగి, వ్యవహారభాషకోసం పరితపించడం, భాషలో మార్పును, పరిణామాన్ని సహజలక్షణంగా గుర్తించడంఅన్నది సామాన్యమైన విషయంకాదు- గతశతాబ్దం ప్రారంభంలో. కరడుగట్టిన మహాపండితుల నెదుర్కొన్నాడు గిడుగు. అందుకే, ఆయన్ను పిడుగు అన్నారానాడు. మీలో ప్రతివిద్యార్థి గిడుగును ఆదర్శంగా తీసుకొని అధ్యయనాన్ని, పరిశోధనలను కొనసాగించాలని కోరుతున్నాను.

భాషలో మార్పు అనివార్యం. అన్నవిషయాన్ని గుర్తించి, ఈనాడు రచనలు చేసే రచయితలు కూడా తమ రచనలో కొత్త మాటలకు చోటివ్వాలని అవసరం ఉంది. అప్పుడే ప్రజల హృదయాన్ని ఆకట్టుకోగలుగుతాం. ప్రపంచీకరణ నేపథ్యంలో మన భాషలో అనేకమైన మార్పులు కలుగుతున్నాయి. ఈ కారణాన్ని, చూపుతూ భాష చెడిపోయిందని, చెప్పకూడదు. ఆత్మీకరించుకొని కొన్ని మాటలను, చెప్పడం వల్ల, మన భాషలో పదసంపద పెరుగుతుంది. విస్తృతమౌతుంది. తెలుగు వ్యవహారంలో, ఇంగ్లీష్, ఉర్దూ మొదలైన, భాషలనుంచి పదాల్ని మనం కలుపుకొని ఆ భాషలో వ్యవహరిస్తారు. అది తెలుగువారి విశాలమైన హృదయాన్ని తెలియజేస్తుంది. భాషా వ్యవహారంలో సంకుచితత్వం ఉన్నవారు పైకి రాలేరు. అందుకే; వ్యాకరణాలను కూడా ఎప్పటికప్పుడు మార్చుకోవాలి.

తెలుగు ఎంతో సంపన్నమైన భాష. “తెలుగే తీయనిదంచు పద్యపద రీతి క్రీడలత్యంత మోహనముల్, శోభనముల్...” అన్నారు కవి. తెలుగు చదివినవారు అదృష్టవంతులు. మనం జీవితకాలం చదివినా, భాషాధ్యయనం పూర్తికాదు. భాషే జీవితంగా బ్రతికిన మహానుభావులున్నారు. ఆచార్య భద్రరాజు కృష్ణమూర్తి గారున్నారు. ఆచార్య కొత్తపల్లి వీరభద్రరావు గారు, ఆచార్య G.V.S... లాంటి గొప్ప భాషా తపస్వంపన్నులు, పనిచేసిన విశ్వవిద్యాలయం ఇది. అటువంటి, విశ్వవిద్యాలయంలో మీరంతా చదువుతున్నారనే స్ఫూర్తిని మీరు నిరంతరం గుర్తుంచుకోవాలి. భాషా ప్రేమికుడిగానే నేను ఈరోజు ఇక్కడికి వచ్చాను. భాషే మనకు శాంతినిస్తుంది, డబ్బు పెట్టికొనలేని ఆనందాన్నిస్తుంది. అందుకే, భాషను మనంతల్లి అన్నాం. సరస్వతి అన్నాం... ఒక సందర్భంలో ఆదిశక్తి అన్నాం. మన మనసు మరీ ఆహ్లాదభరితమైన, సందర్భంలో, భాషను ప్రేయసిగా కూడా సంభావించాం మనం. మనకు హృదయ సంస్కారాన్ని నేర్పించేది భాషే. అందుకే ఏ రచన నూతక్కువ చేసి చూడవద్దు. సాధ్యమైనంత ఎక్కువగా అధ్యయనం చేయండి.

ఈనాటి సమాజానికి, అనుగుణమైన పదజాలాన్ని సృష్టించుకొని మనం రచనలు చేస్తే రచనకు ఒక సౌందర్యం ఏర్పడుతుంది. దానికోసం, పరిశోధకులు విద్యార్థులు, అధ్యాపకులు కృషిచేయాలి. పదప్రయోగ సందర్భాలు తెలిస్తేనే, భాషాప్రయోగ ఔచిత్యం తెలిసినట్లు; అందుకే 'భాషలో శిక్షణ అవసరం'. సాహిత్య సృజన ప్రక్రియలన్నిటికీ, మూలం భాషే కాబట్టి. మీరంతా భాషలో ఎక్కువదృష్టి పెట్టాలని కోరుతున్నాను.

తెలుగు అకాడమి సంచాలకుడిగా నేను ఈ సందర్భంలో మీ ముందు ఉన్నాను. గిడుగు, సాహిత్య సర్వస్వాన్ని ఒక నెలలో మీ ముందుకు తెచ్చేందుకు శాయాశక్తుల ప్రయత్నిస్తున్నాం. భాషకు సంబంధించి ఎవరైనా పరిశోధన చేసినా, వ్యాసాలు రాసినా, అకాడమీ తరపున ముద్రిస్తామని తెలియజేస్తున్నాను. సదస్సులో వచ్చిన పత్రాలను అకాడమికి ఇవ్వడానికి మీరు అంగీకరిస్తే, ఒక నెలలో ఆ గ్రంథాన్ని మీకు ముద్రించి అందజేస్తాను.

మరోఅంశం చెప్పి ముగిస్తాను:

1913లో ఆధునిక కవిత్వానికి అంకురార్పణ జరిగిందని పెద్దలు చెబుతున్నారు. ఇది 2013వ సంవత్సరం. అంటే 100 సంవత్సరాల ఆధునిక కవిత్వాన్ని సమీక్షించుకొని, దాని నుంచి ప్రేరణ పొందవలసిన అవసరంఉందిఅని నేను మీదృష్టికి తెస్తున్నాను. ఆ అంశంపై ఒక సెమినార్ను మీరు నిర్వహించదలిస్తే, తెలుగు అకాడమీ తరపున, ఆర్థికంగా పూర్తిబాధ్యత వహిస్తుందని మీకు తెలియజేస్తున్నాను. నాకు ఈ అవకాశాన్ని ఇచ్చిన శరత్జ్యోత్సనారాణిగారికి కృతజ్ఞతలు తెలియజేస్తున్నాను’.



గిడుగు వ్యవహారిక భాషోద్యమం –

‘తెలుగు’ పత్రిక పాత్ర

‘Gidugu’s’ Colloquial Language Movement and the Role of the Periodical ‘Telugu’

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ఆంధ్రదేశానికి, ఆంధ్ర భాషకు సంబంధించినంతవరకు 19వ శతాబ్ది ఉత్తరార్థంనుండి మంచిరోజులు ప్రారంభమయ్యాయి. ఒకరి తరువాత మరొకరు, మొత్తంగా, ముగ్గురు సాహితీ వేత్తలు – ఈ తెలుగు వసుధపై ప్రభవించడం మనందరికి గర్వకారణం. కందుకూరి వీరేశలింగం పంతులు జన్మించిన తరువాత, పాతికేళ్ళకు గురజాడ వెంకట అప్పారావు, గిడుగు వెంకట రామమూర్తిగారు జన్మించారు. ఆధునికాంధ్ర సాహిత్యం మరియు సామాజిక దృక్పథం ఈ ముగ్గురివల్ల ఎంతగానో ప్రభావితమయ్యాయి. ఈ ముగ్గురు, మూడు రకాల మౌలికమైన అభ్యుదయ ఉద్యమాలకు నాయకత్వం వహించారు. అందువల్ల వీరి పేర్లు ఆధునికాంధ్ర సాహిత్య చరిత్రలో సుస్థిరంగా నేటికీ నిలిచిపోయాయి.

సంఘ సంస్కర్త, నవీన యుగ సాహితీ నిర్మాత, ప్రజాహిత సంస్థ నిర్మాత అయిన వీరేశలింగంపంతులు సమాజ దృక్పథంలోనే మౌలికమైన మార్పులు తేవటానికి జీవితాంతం కృషి చేశారు. వీరి ఆశయ సిద్ధి కోసం అచ్చమైన సాంఘిక కృషి చేసినవాడు అప్పారావు అయితే, సాంఘిక దృక్పథంతో భాషా కృషి సాగించినవాడు గిడుగు. ముఖ్యంగా సాహిత్యాన్ని పండితుల గుత్తాధికారం నుంచి తప్పించినవాడు గురజాడైతే, సాంఘిక ప్రయోజనానికి భాష మీద గుత్తాధిపత్యాన్ని పండిత వర్గం నుంచి తప్పించి, ప్రజలకు భాషాస్వాతంత్ర్యం కల్పించిన వాడు గిడుగు. వీరు 1863వ సంవత్సరం ఆగస్టు నెల 29వ తేదిన పర్వతాల పేటలో జన్మించారు. ప్రాథమిక విద్యాభ్యాసం పర్వతాల పేటలోనే జరిగింది. విజయనగరం మహారాజావారి పాఠశాలలో ఇంగ్లీషులో లోయర్ ఫోర్ట్లో చేరారు. ఆయనకు కాళ్ళకూరి విశ్వనాథంగారు ఇంగ్లీషు అక్షరాలు నేర్పి, వ్యాకరణాంశాలు బోధించారని గిడుగు తన జీవిత చరిత్రలో పేర్కొన్నారు. ఆ పాఠశాలలోనే గిడుగు నాలుగేళ్ళు చదివారు. 1879 నాటికి మెట్రిక్యులేషన్ పరీక్షలో

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(On the Occasion of Sri Gidugu Venkata Ramamurti’s 150th Birth Anniversary)

ఉత్తీర్ణులై, ఉన్నత పాఠశాలలో విద్యకోసం చేరినప్పుడు గిడుగుకు, గురజాడ అప్పారావు, ఆదిభట్ల నారాయణదాసు, బుర్రా పార్వతీశం వంటివారు సహపాఠకులుగా ఉండేవారు. గిడుగు పట్టుదల గలవాడు, సరళ హృదయుడు. ఆయన బి. ఎ. లో ర్యాంక్ సాధించి పర్లాకిమిడిలో ఉద్యోగంలో చేరారు.

1910లో గురజాడ రాసిన దిద్దుబాటుతో కథా సాహిత్యం ప్రారంభమైనట్లే, 1910 ప్రాంతంలోనే వ్యవహారిక భాషోద్యమానికి ఒక స్పష్టమైన ఆకృతి కలిగింది. అప్పటి గ్రాంథిక భాషాభిమానులకు ఈ వ్యావహారికోద్యమం పట్ల చాల అపొహలు ఉండేవి. సనాతన సంప్రదాయవాదులు సంఘసంస్కరణోద్యమం పట్ల ఎంత వ్యతిరేకతను కనబర్చారో గ్రాంథికవాదులు వ్యవహారికోద్యమం పట్ల అదే విధానాన్ని అనుసరించారు. వ్యవహారిక భాష అంటే వారి దృష్టిలో గ్రామ్యం. కనీసం మూడు దశాబ్దాలకు కాని ఈ తీవ్ర వ్యతిరేకత వాళ్ళలో సడలలేదు.

‘లక్షణ విరుద్ధమైంది గ్రామ్యం’ కాబట్టి ఇది కేవలం పామరులు వ్యవహరించేదే కాని, శిష్టుల వ్యవహారానికి, కవులు ప్రయోగించే లక్షణానికి విరుద్ధమైనదని గ్రాంథిక వాదులు గట్టిగా వాదించారు. అటువంటి ప్రయోగాలు కావ్యాలకు ఏమాత్రం పనికిరావని వాదించారు. కాని వ్యావహారిక వాదులు తామాశించే ప్రయోజనం వచన రచన విరివిగా కొనసాగడమేననీ వాడుక భాషను వచన రచనలో స్వీకరించడంవల్ల భావాభివ్యక్తికి అనుకూలంగా ఉంటుందని, కావ్య భాషకు —కావాలంటే, మీ నియమ నిబంధనలతోనే నిర్వచించుకోవచ్చునని చెప్పినా —నాటి గ్రాంథిక భాషా వాదులు ఏమాత్రం అంగీకరించలేదు.

వ్యావహారిక భాషోద్యమం ఎందుకు తలెత్తింది? అనే ప్రశ్నకు చక్కని జవాబు కూడా ఉంది. సమాజంలో తలెత్తిన సంఘసంస్కరణోద్యమాల మాదిరిగానే, సాంఘిక ప్రయోజనాన్ని ఆశించి ఈ ఉద్యమం పుట్టింది. ఈ వ్యావహారిక భాషోద్యమం, నూటికి తొంభైకి మించి జనులు విద్యావంతులైనప్పుడు సమాజంలో సుస్థితి ఏర్పడుతుందనీ, సామాజిక, రాజకీయ, ప్రయోజనాలను ప్రజలు అనుభవించగలుగుతారనీ, ప్రజలను విద్యావంతులను చేయడానికి వాళ్ళలో సామాజిక బాధ్యతలను ఉద్బోధం చేయడానికి వాడుకభాష అత్యంత సహకారి అవుతుందని రామమూర్తిపంతులుగారు వాదించారు. ఆ సిద్ధాంతాన్నే ఆయన గట్టిగా బలపర్చారు. ముఖ్యంగా పాఠశాలల్లో చదువుకునే విద్యార్థుల పఠన, పాఠనాదుల్లోసైతం వాడుకభాష ఉండటం మంచిదని ఆనాటి విద్యాశాఖ అభిప్రాయపడింది. వ్యావహారికభాషోద్యమం 1909-10లలో ప్రారంభమై 1919 నాటికి చాలావరకు అంగీకృతమై, సాఫల్యం పొందింది. 1919వ సం.లో గిడుగువారి ఉద్యమాన్ని సమర్థిస్తూ, ఆనాటి కృష్ణాపత్రిక, ఆంధ్రపత్రికలు సంపాదకీయాలు రాశాయి. 1922 నాటికే మాలపల్లివంటి నవల వాడుకభాషలో వెలువడింది. ఆతర్వాత, సాహిత్య పత్రికలెన్నో పుట్టుకొచ్చాయి. వీటిలో ప్రధానమైనది ‘తెలుగు’ పత్రిక. ఒక్క సంవత్సరం మాత్రమే వెలువడిన ఈశతాబ్ది తెలుగుసాహిత్యానికి, ముఖ్యంగా వ్యావహారికభాషోద్యమానికి

ఈపత్రిక తెచ్చిననూర్చి అనుపమానం, భాషాతత్వ వివేచనను శాస్త్రీయంగా నిర్వహించిన తొలితెలుగుపత్రిక ఇదేనని చెప్పాలి. అప్పటికి గిడుగు పర్లాకిమిడి ప్రాంతంలో ఉన్నాడు. ఆ మూలప్రాంతం నుంచి, ఈ తెలుగుపత్రికను వెలువరించడంలో చాలా ఇబ్బందులను ఎదుర్కొన్నారు. కేవలం భాషావిషయకమైన అంశాలే ఈపత్రికలో ఉండేవి. కవిత్వం, సృజనాత్మక సాహిత్యం మొదలైనవేవి ఉండేవికావు. ఈపత్రిక గిడుగు పరమపదం పొందినంతవరకైన వెలువడిఉన్నట్లయితే తెలుగుభాషాసాహిత్యాల నవీకరణం ఎప్పుడోసాధ్యమై ఉండేది. రాజశేఖరుడి కావ్యమీమాంసలోని సూక్తికి గిడుగు పతాక విలువనిస్తూ సూక్తి వాక్యంగా ప్రచురించేవారు. సంస్కృతం గొప్ప భాషే. అందులో ఎటువంటి సందేహం లేదు. అయితే ప్రాకృతానికున్న సౌందర్యం, లాలిత్యం సంస్కృత భాషకెక్కడిది? ప్రాకృతమే మాకు ఇష్టం అని ఆ సూక్తి వాక్యానికి భావం.

గిడుగు, వేదం వారిపై రాసిన 'ఆంధ్ర పండిత భిషక్కుల భాషా భేషజం' ఈ పత్రికలో మొదటిసారిగా ప్రచురించబడింది. సీతాపతి, పంతులుగారి తెలుగు చందస్సులోని విశేషాలు ఈ పత్రికలో వెలువడ్డాయి. కేవలం భాషా శాస్త్రీయమైన పత్రిక కాబట్టి, దీనికి చందాదారులుండేవారు కాదు. గిడుగు తంజావూరు నుంచి చిత్రపురం దాకా తిరిగి సేకరించిన సమస్త వ్యావహారిక భాషోద్యమానుకూల సమాచారం ఈ పత్రికలో ప్రచురించాలనే తపనతో ఈ పత్రికను స్థాపించినట్లు కనబడుతుంది.

ఒకవైపు ఆంధ్ర సాహిత్య పరిషత్తు వ్యవహారిక భాషోద్యమానికి బలమైన వ్యతిరేకత ఏర్పడిందో, అప్పుడు గిడుగు రామమూర్తి పంతులుగారు తెలుగు దేశంలో ప్రచారానికి బయలు దేరారు. ముఖ్యంగా నగరాలలోని కళాశాలలకు వెళ్ళి, అధ్యాపక బృందాలను కలుసుకొని, సభలు చేసి, తమ వాదాన్ని వినిపించి, తనకు లభించిన సాక్షాధారాలన్నిటినీ వాళ్లకు ప్రదర్శించాక పూర్వులు వ్యవహారికాన్ని నిరసించలేదని అంగీకరిస్తారా? లేదా? అని వాళ్ళతో చర్చలు చేసేవారు. ఒప్పుకోకపోతే, ఎందుకు ఒప్పుకోవటంలేదో ఆవిషయాన్ని లిఖిత పూర్వకంగా తమసాక్షంకోసం ఇవ్వాలిందిగా కోరేవారు. ప్రముఖులెదుట ఉపన్యసించేవారు. ఆవిధంగా, బళ్ళారినుంచి బరంపురంవరకు పర్యటించి తను సేకరించిన సాక్షాధారాలన్నిటినీ తెలుగుపత్రికలో ప్రచురించేవారు. గిడుగు అంతేకాకుండా, స్థానికంగా లభ్యమయ్యే తాళపత్రగ్రంథాలనుంచి, గ్రంథాలయంలోని పుస్తకాలనుంచీ, వ్యక్తులనుంచి, సేకరించిన అంశాలను, తనవాదానికి ప్రామాణికంగా ఉపకరించే సమాచారాన్నికూడ సేకరించేవారు. టీకలూ, టిప్పణులు, వ్యాఖ్యానాలుఅన్ని మన పూర్వీకులు వ్యావహారికంలోనే రచించేవారని చూపేవారు. తనవాదాన్ని వ్యతిరేకించినవారి ప్రమాణపత్రాలనుకూడ సేకరించేవారు గిడుగు. ఆకరాలలోనుంచి వాడుక భాషాప్రయోగాలను చూపిస్తే అవిచాలామటుకు లేఖన ప్రమాదాలనీ, విషయ విశదీకరణే ప్రాధాన్యంగాగల టీకలు, టిప్పణులు తాము ప్రామాణికంగా గ్రహించజాలమని అంటే అభిప్రాయాన్ని రాయించి పుచ్చుకొనేవారు పంతులుగారు.

గిడుగువారి మిత్రులు గోపాలయ్య పల్లకిమిడిలో ఇంజనీరుగా పనిచేసేవారు. నన్నయ భారత పద ప్రత్యయ వర్గీకరణలో రామమూర్తికి తోడ్పడేవారు. పండితుల నుండి సేకరించిన ఈ అంశాలన్నింటినీ గిడుగువారు "Tradition regarding Telugu Composition Testimony" 'తెలుగు రచన సంప్రదాయమునకు సాక్షం' అనే శీర్షిక కింద తెలుగు పత్రికలో ప్రచురించేవారు.

కాకినాడలో 1915వ సంవత్సరం మార్చి 20వ తేదిన పండితులను కలుసుకున్నారు గిడుగు రామమూర్తిగారు. "కావ్య గౌరవమున కర్తముగాని, బడిపిల్లల వ్రాతలలో కావ్య నియమముండి తీర వలయుననుట సంప్రదాయ విరుద్ధం" అన్న పండితుల అభిప్రాయాలను తెలుగు పత్రికలో రాసారు.

గ్రంథాలయములలోని పుస్తకాలు అందరూ చూసేవి కాకపోవడంచేత అక్కడివారి సాక్ష్యం కావలసి వచ్చింది. మా వద్దనున్న పుస్తకాలు మీతోతీసుకొని పోయి పాఠశాలల్లో, కాలేజీలలో వున్న పండితులకు, ఉపాధ్యాయులకు చూపించి సంప్రదాయమును గురించి వారి నుంచి నిదర్శన పత్రాలు పుచ్చుకొన్నామని పేర్కొన్నారు. తెలుగు పత్రికలోని ప్రారంభ సంచికలో 'తెలుగు భాషా సాహిత్యాలు ఆధునికం కావటానికి ప్రణాళికలు నిర్ణయించారు. వృత్తి పదకోశాలు వారు ఆనాడే ఊహించారు. మాండలిక పదకోశాలు కావాలన్నారు. ఆకారాది పదనిఘంటువుల మాదిరిగానే ఆకారంత నిఘంటువులు కుడా ఉండాలని సూచించారు. ఇటువంటి ప్రణాళికలు మొదటి సంచికలోని ఆయన పన్నెండుదాకా పేర్కొన్నారు. ప్రతి సంచికలోను భాషా పరిణామం గురించి ఒక వ్యాసాన్ని ప్రచురించేవారు.

శాసన భాషాధారాలు చూపి, ఏ కాలంలోని వారు ఆ కాలం వాడుకనే అనుసరిస్తూ వచ్చారని నిరూపించారు గిడుగు. తమ "మెమోరాండం ఆన్ మాడరన్ తెలుగు" అనే ఇంటర్మీడియేట్ కాంపోజిషన్ కమిటీ వారికి సమర్పించిన అభిప్రాయ నివేదనపై పండితులు ఇచ్చిన అభిప్రాయాలను తెలుగు పత్రికలో ప్రచురించారు. భారతదేశ భాషలన్నింటినీ సర్వే చేసిన గ్రియర్ సన్ పండితుని అభిప్రాయం ఇంగ్లాండులో ఫైజర్ పండితుని అభిప్రాయం ఫారిన్ ప్రాచ్య భాషోపాధ్యాయుడైన యూత్ బ్లాక్ పండితుని అభిప్రాయాన్ని తెలుగు పత్రికలో ప్రచురించారు గిడుగు.

ప్రొ. స్టెన్కోవో 1931వ సంవత్సరం జులై నెలలో రాసిన ఉత్తరాలు తెలుగు పత్రిక ప్రారంభ సంచికలో ప్రచురించారు. గిడుగు ఈ పత్రికను ఎందుకు నడుపుతున్నాడో తెల్పుతూ, భాషా పరిణామం ప్రాథమిక సూత్రాలను తెలియజేయడమే పత్రిక ముఖ్య ఉద్దేశ్యమని పేర్కొన్నారు.

ప్రొ. స్టెన్కోవె ఉత్తరంలోని మొదటి పంక్తులను గమనిద్దాం.

'My dear Rao Sahib,

Many Thanks for your letter of the 3rd ... and for your able pamphlet about modern Telugu. Which i have read with great interest. I entirely agree

with your views. The classical Telugu of the *pandit* cannot remain the vehicle for teaching modern Telugu.'

మద్రాసు లెజిస్లేటివ్ కౌన్సిలులో గ్రాంథిక వాదుల పక్షాన పితాపురం రాజావారు అడిగిన ప్రశ్నలు, అందుకు కౌన్సిలులో జరిగిన చర్చలు, వాటి వివరాలను ప్రభుత్వం వారిచ్చిన సమాధానాలను కూడా సంగ్రహంగా తెలుగు పత్రికలో ప్రచురించేవారు.

తెలుగు పత్రిక సంపాదకీయంలోని గిడుగు తెలుగుభాష వర్తమాన స్థితిగతులను గూర్చి బాధపడుతూ ఆడవాళ్ళు చదువుకోవడానికి, పిల్లలుచదివి ఆనందించటానికి, వివిధస్థాయి పాఠకులు చదివి, లోకవృత్తం తెలుసుకోవటానికి తగినరచనలు తెలుగులో వెలువడకపోవటానికి కారణం తెలుగు వచనరచనను అనావశ్యకమైన నియమ నిబంధనలు బాధించటమే అంటారు. ఏభాష అభివృద్ధి అయినా, ఆ కాలపు విజ్ఞానవ్యాప్తిపైనే ఆధారపడి ఉంటుందనీ, జనసామాన్యంలో విద్యనూ, విజ్ఞానాన్నీ వ్యాపింపజేయాలంటే వాఙ్మయాన్ని మించిన సాధనం మరొక్కటిలేదని, పదేపదే బోధించేవారు గిడుగు రామమూర్తి. ఆయన నడిపిన 'తెలుగు' పత్రిక ఆ రోజుల్లో గొప్ప పత్రికగా వెలుగొందింది. ఈనాటికి, ఏనాటికి ఆ పత్రికను తెలుగు ప్రజలు మర్చిపోలేరు.

రామమూర్తి పంతులుగారి ఆశయాలను ప్రజలకు అందించిన వెలుగు పత్రిక ఈ తెలుగు పత్రికే. ఇది సంవత్సరం మాత్రమే నడిచి ఆగిపోయింది. చివరి రోజుల్లో కూడా, - గిడుగు చనిపోతారనగా - గూడవల్లి రామబ్రహ్మంగారి ప్రజామిత్ర కార్యాలయంలోని పత్రికా రచయితల గోష్టిలో పాల్గొన్నారు. ఏనాటికైనా తమ వాదం విజయవంతమవుతుందనే ఆత్మా విశ్వాసాన్ని ప్రకటించిన భాషాభిమాని, బహుముఖ ప్రజ్ఞాశాలి గిడుగు రామమూర్తి పంతులు. గిడుగు పుట్టిన రోజును మాతృభాషా దినోత్సవంగా తెలుగు వారందరూ జరుపుకోవడం ఆనందదాయకమైన విషయం.

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వ్యావహారిక తెలుగు ప్రాధాన్యం

గుర్తించిన లాక్షణికులు

The importance of colloquial Telugu: Philologists

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లక్షణం అంటే శాస్త్రం. దాని నిర్మాతలు లాక్షణికులు. వీరిని మనవారు లక్ష్యేక చక్కులు అన్నారు. అంటే లక్ష్యంమీద ప్రయోగంమీదమాత్రమే దృష్టి కలవారు అని అర్థం. శాస్త్రంలో సామాన్య విశేష విధి సూత్రీకరణకు ఈ ప్రయోగాలే ఆధారం. అందుకే 'ప్రయోగ శరణం వ్యాకరణం' అన్నారు. ఈ మాట ఒక్కవ్యాకరణానికేకాదు ఏశాస్త్రానికైనా వర్తిస్తుంది. అయితే ఈప్రయోగం ఎవరిది అన్నదానిపై అభిప్రాయభేదాలుండవచ్చు. నిష్కర్షగా చెప్పాలంటే ఆయా భాషావ్యవహారాల ప్రయోగమే ప్రమాణం, అదే శరణం. అందుకే ఎంతటి వ్యాకర్త అయినా జనవ్యవహారానికి దూరంగా ఉండలేడు. కాబట్టి ఏదో ఒకవిధంగా జనవ్యవహారభాషను గుర్తించి తీరాల్సిందే.

వ్యావహారిక భాషాప్రాధాన్యాన్ని లాక్షణికులు గుర్తించిన తీరు రెండు విధాలుగా ఉంది. 1. ప్రతికూలమైన గుర్తింపు, 2. అనుకూలమైన గుర్తింపు. వైరభక్తి-సఖ్యభక్తిలా దీన్ని అనుకోవచ్చు. ప్రతికూలమైనా అనుకూలమైనా వ్యావహారిక ప్రాధాన్యాన్ని గుర్తించడమే మనకు కావలసిన అంశం. ఎలా గుర్తించారో కొంచెం చూద్దాం.

ఆంధ్రశబ్దచింతామణి కర్త 'ప్రవాహినీ దేశ్యా' అని దేశ్యాన్ని నదీప్రవాహంతో పోల్చాడు. నదిలో నీరు నిత్యం ప్రవహిస్తూనే ఉన్నా ఈరోజున్న నీరు రేపుండదు. కాని నీటిప్రవాహం అలాగే ఉంటుంది. దీన్ని ప్రవాహనిత్యత అంటారు. వ్యవహారంలో ఉండే దేశ్యం అటువంటిదన్నమాట. ఇది జీవద్భాషలకుండే లక్షణం. నిత్యపరిణామశీలంగల జీవద్భాషలకు రాసే లక్షణాలుకూడా మారుతుంటాయి, మారుతుండాలి. అందుకే తిరుపతి వేంకటకవులు 'భారతమును చూసి బాలవ్యాకరణమును దిద్దవలె గాని బాలవ్యాకరణమును చూసి భారతమును దిద్దరా'దని చెప్పారు. ఈమాట నన్నయాదుల భాషకున్న

ప్రామాణికతనే కాదు వ్యారణానికున్న పరిమితిని కూడా తెలియజేస్తుంది. దీన్నిబట్టి కాలక్రమంలో భాషలో వస్తున్న మార్పుల్ని అంగీకరించాలని సూచించాడని భావించవచ్చు.

గ్రామ్యాన్ని నిర్వచిస్తూ 'అనియమాద్ గ్రామ్యం హి' అన్నాడు. నియమంలేనిది గ్రామ్యం, అంటే నియమించడానికి సాధ్యంకానిదని తాత్పర్యం. అంతేకాని నియమవిరుద్ధం అనికాదు. కాని చిన్నయసూరి 'లక్షణవిరుద్ధంబగు భాష గ్రామ్యంబు. ఈ భాష ప్రయోగంబునకనర్థంబు' (బాలవ్యా.సంజ్ఞ.సూ.) అని చెప్పాడు. చింతామణి గ్రామ్యం ప్రయోగార్థం కాదని చెప్పలేదు. పదజాలవైవిధ్యాన్ని చెప్పతూ గ్రామ్యాన్ని నిర్వచించాడు. అంటే దానిప్రయోగం కూడా ఇష్టమనే భావించాలి. అందుకే ఇక్కడ అహోబలపండితుడు 'చతుర్విధా భాషేతి గ్రామ్యయా సాకం వికృత్యా శ్చాతుర్విధ్యం వదత శ్శబ్దానుశాసనాచార్యస్య కుత్రచిద్వినియోగ ఇష్ట ఏవ.అన్యథా తత్పరిగణనం ముధా స్యాత్' అని చెప్పాడు. ఈసందర్భంలోనే అధర్వణకారికావళిలో కూడా 'గ్రామ్యం తత్తద్విధౌ సాధు కరకంఠముఖా హితాః' (సంజ్ఞ.29) అని చెప్పాడు.

ఇక్కడ మరోమాట చెప్పాలి. లక్షణవిరుద్ధానికి గ్రామ్యమని పేరు పెట్టడమే సమంజసంకాదు. ఎందుకంటే గ్రామ్యమంతా లక్షణవిరుద్ధంకాదు. గ్రామీణజన వ్యవహారంలో ఉన్నభాషంతా లక్షణవిరుద్ధమనడానికి లేదు. లేదా ఇది కేవలం వ్యాకరణ వ్యవహారంకోసం ఏర్పరుచుకొన్న సంజ్ఞాపదమేకాని అన్వర్థసంజ్ఞ కాదనుకోవాలి.

కేతన 'హాస్యనిందోక్తులలో గ్రామ్యం ప్రయోగార్థం' మన్నాడు. చిన్నయసూరి గ్రామ్యం ప్రయోగార్థం కాదన్నా 'ఆర్యవ్యవహారంబుల దృష్టంబు గ్రామ్యంబు' అని కవిప్రయోగారూఢములైన గ్రామ్యాలు స్వీకరింపదగినవని చెప్పాడు. ప్రౌఢవ్యాకర్త 'గ్రామ్యంబు తత్తజ్ఞాతి వర్ణనంబున ప్రయోగార్థంబు' అని మరికొంత వెసులుబాటు కల్పించాడు. వీరుచెప్పిన లక్షణవిరుద్ధప్రయోగాలన్నీ సూక్ష్మంగా పరిశీలిస్తే ఆయాకాలాల్లోని జనవ్యవహారంలోంచి కావ్యంలో ప్రవేశించినవే. నన్నయ ప్రాణగొడ్డము అన్నా, తిక్కన సెల్లుడు, చేతురు, కోతురుఅన్నా, రామరాజభూషణుడు కూతుర్లు, కూతుర్ని అన్నా— ఇవన్నీ అప్పటి జనవ్యవహారంలోంచి కావ్యాల్లోకి వచ్చినవే. కాబట్టి కవులు వ్యావహారికంనుండి తప్పిచుకోలేనట్టే లాక్షణికులకూడా వ్యావహారికాన్ని గుర్తించకుండా ఉండలేరు. అత్యసంధి విషయంలో, క్రియాపదాల్లోని ఇకారసంధివిషయంలో, క్షార్థకేకారసంధి విషయంలో లాక్షణికులు కాలక్రమంగా ఎలా వెసులుబాటు కల్పించారో అదేవిధంగా వ్యావహారిక (గ్రామ్య)విషయంలోకూడా వెసులుబాటు కల్పించాల్సిన అవసరం ఉంది. పైలాక్షణికుల అభిప్రాయాలు చూస్తే గ్రామ్యాన్ని కాదంటూనే కొంచెంకొంచెంగా వెసులుబాటు కల్పిస్తూనే వచ్చారని గ్రహించవచ్చు. వీరందరిది ప్రతికూలదృష్టితో గ్రామ్యాన్ని గుర్తించడంగా భావించాలి.

ఇక అనుకూలదృష్టితో గ్రామ్యాన్ని స్వాగతించినవారిని చూస్తే, వీరిలో ముందుగా పేర్కొనదగినవాడు మండలక్షీన్మసింహకవి. 1. ఇతడు గ్రామ్యాలను సంస్కృతభవాలుగా చూపాడు. ఉదా. గ్లాని-గిలాని, వ్యాత్యస్తం-వెత్తెస్తం, న్యాయం-నేయం, త్యాగం-తేగంమొ.వి. ఇవి నిస్సంశయంగా కావ్యప్రయోగాలుకాదు. అంటే జనవ్యవహారంలోని ఈమాటలను తద్భవాలుగా గ్రహించాలనేకదా అతని అభిప్రాయం.

2.తెలుగు పదాలమొదట యకారంబు, వువూవోవోలు లేవని బాలవ్యాకర్త (సంజ్ఞా. 17) చెప్పాడు. కాని ఇతడు వు వూ వో వోల పదాదిత్వాన్ని అంగీకరించి దానికి ఉదాహరణంగా జైమిని గామాయణంలోని ప్రయోగం చూపాడు- వువిద యొకర్తు మేనఁ దొడవుల్దగిలించె ముదంబు మీరగా. నవనాథచరిత్ర, ద్విపద భారతం మొదలయినవాటిలో ఇలాంటి ప్రయోగాలున్నాయి. ఉకారానికి ఇటువంటి వకారాది పదాలు పరంగా ఉన్నప్పుడు వకారలోపంచెప్పి (పరిభాష. 26) సంధికార్యాన్ని సుగమం చేసాడు.

3. ఇదేవిధంగా చింతామణి కర్త యెవడు, యేవి, యెగ్గు మున్నగు యకారాది పదాలను అంగీకరించినా, అతడు యొక్కడ వంటి చోట్ల సంధివచ్చే విధానాన్ని చెప్పలేదు. కాని ఇతడు అటువంటి యకారానికి (పరిభాష. 28) లోపంచెప్పి అతడెక్కడవంటి రూపాలు సాధించాడు.

4. జనవ్యవహారంలో ఉన్న రూపాలనుకూడా సాధించడానికి ఇతడు పూనుకున్నాడు. విత్తులు-ఇత్తులు, విడెము-ఇడెము, వేటు-ఏటు మొదలగువాటిలోని పదాదివకారలోపం (సంధి.36) చెప్పి ఆరూపాల్ని సాధించాడు. ఇదేవిధంగా ఒకడు-ఒగడు వంటిచోట్ల కకారానికి గకారంవిధించి (తద్భవ.28) వ్యావహారికానికి మార్గం సుగమంచేసాడు. లాక్షణికులలో జీవద్భాషపట్ల ఉండవలసిన విశాలదృక్పథం ఇతడు కనబరిచాడు. వ్యావహారికాన్ని కాదనకుండా, దానికి సంస్కారంకలిగించే ప్రయత్నం చెయ్యడం మిక్కిలి ప్రశంసింప దగిన విషయం.

ఇక వ్యావహారికభాషోద్యమ పితామహుడు మహామహోపాధ్యాయ గిడుగు రామమూర్తి పంతులుగారి బాలకవిశరణ్యం పరిశీలిస్తే వ్యావహారికాన్ని లక్షణవిరుద్ధమంటూ ప్రయోగానికి దూరంచెయ్యడం ఎంతటి అపచారమో మనకు అవగతమవుతుంది. ఇప్పుడు చిన్నయసూరి బాలవ్యాకరణం ఆధారంగా లక్షణవిరుద్ధాలుగా కనబడుతున్నవన్నీ ఒకప్పుడు జనవ్యవహారంలో ఉన్నవనీ, కవులు వాటినే ప్రయోగించారనీ, గ్రంథపరిష్కర్తలు బాలవ్యాకరణం ఆధారంగా వాటిని సంస్కరించడానికి ప్రయత్నించారని వారు సోపపత్తికంగా నిరూపించారు. వారి బాలకవి శరణ్యం ప్రధానంగా నాలుగు అంశాలకోసం ఉద్దేశింపబడింది. 1. తెలుగుభాషాతత్వాన్ని నిరూపించడం, 2. ప్రాచీనగ్రంథాలలోని వ్యావహారికాన్ని పరిష్కర్తలు మార్చినతీరు, 3. గ్రాథికభాషగా చెప్పబడుతున్నదానికి సార్వత్రికమైన

ఏకరూపతలేదనడం, 4. ప్రాచీన కవుల ప్రయోగాలను సమగ్రంగా పరిశీలన చేయకనే వ్యాకరణరచన చేసి, దానికి లొంగనివాటిని లక్షణవిరుద్ధాలని చెప్పడం దుస్సాహసం, కవులపట్ల అపచారం, వ్యవహారాలను అవమానించడం అని చెప్పడం.

భాషాశాస్త్రదృష్టితో వర్ణ, ఉచ్చారణ, సంధి, సమాస సంబంధములైన అనేకవిషయాలను చర్చించారు. వీరు భాషను మూడు స్వరూపాలుగా చెప్పారు. గ్రాంథికభాష, శిష్టవ్యావహారికము, గ్రామ్యము. ఇందులో శిష్టవ్యావహారికం ప్రయోగార్హమని అభిప్రాయపడ్డారు. గ్రాంథికం కేవలం ప్రాచీన కావ్యాలకే పరిమితం. గ్రామ్యం ఆయాజాతివారికిమాత్రమే తెలుస్తుంది. శిష్టవ్యావహారికం అందరికి తెలుస్తుంది కాబట్టి అది స్వీకరించాలన్నారు. అంతేకాక గ్రామ్యాన్ని లక్షణవిరుద్ధమనడం తప్పు. లక్షణవిరుద్ధమైనదాన్ని చ్యుతసంస్కారమనే కావ్యంలో శబ్దదోషంగా పరిగణించారు. కాబట్టి లక్షణవిరుద్ధం గ్రామ్యం ఒక్కటికావు అన్నారు. భాషకు శిష్టత్వం అది వాడేవారి శిష్టత్వంపై ఆధారపడి ఉంటుంది. అది దాని స్వభావసిద్ధమైన లక్షణం కాదు. గ్రామ్యమనుకొన్నది శిష్టవ్యావహారంలోకి రావచ్చు, శిష్టవ్యావహారంలోది గ్రామ్యంలో చేరవచ్చు. అలాగే ఒకప్రాంతంలో గ్రామ్యం అనుకొన్నది వేరో ప్రాంతంలో శిష్టవ్యావహారంలో ఉండవచ్చు. ఒకే భాషైనా అన్ని ప్రాంతాల్లోని అచ్చుపోసినట్లుగా ఒకేలా ఉండదు. అలా ఉండటం భాషాస్వభావానికి విరుద్ధం. కాబట్టి వ్యావహారికాన్ని లక్షణంపేరుతో దూరంచేయడం తగదు అని నిరూపించారు.

చివరిగా వారన్నమాట— ‘శిష్టానాముక్తౌ సూత్రాణామభావే అనుశాసనకారిణ ఏవ దండనీయాః’, కవులప్రయోగాలు, శిష్టవ్యావహారమంతా వ్యాకరణసూత్రాలలోకి రాకపోతే అది వ్యాకర్తలదోషంకాని, కవులదోషంకాదు. వ్యావహారదూరమైన గ్రాంథికాన్ని రక్షించుకోవడం కోసం వ్యవహారసిద్ధమైన భాషాస్వరూపాన్ని కాదనడం అవివేకమని వారి తాత్పర్యం. వారి ప్రయత్నం కేవలం గ్రాంథికానికి బదులు వ్యావహారికాన్ని తేవడమే కాదు, జనవ్యవహారంలో ఉన్నతెలుగు భాషను రక్షించుకోవడంకూడా.

అంతిమంగా తేలిందేమిటంటే— లక్షణవిరుద్ధం గ్రామ్యం ఒకటికాదని, గ్రామ్యం జనవ్యావహారికమని, అదే కవులప్రయోగాల్లోకి వచ్చిందని, దాన్ని ఏదోరూపంలో లాక్షణికులు అంగీకరించారని, జీవద్భాషకు లక్షణం ఎప్పటికప్పుడు మారుతూ ఉండాలని తెలుస్తోంది.

ఉపయుక్త గ్రంథాలు –

1. ఆంధ్రశబ్దచింతామణి
2. అధర్వణకారికావళి
3. అహోబలపండితీయము
4. బాలవ్యాకరణము
5. ప్రౌఢవ్యాకరణము
6. త్రిలింగశబ్దానుశాసనము
7. బాలకవి శరణ్యము
8. కావ్యాలంకారసంగ్రహము



వాడుక భాషగా తెలుగు : గిడుగు ఆలోచనాసరళి

Telugu as a Colloquial Language: Ideas of 'Gidugu'

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Hyderabad – 500 046

నేటికి సరిగ్గా వంద ఏళ్ల కిందట మద్రాసు ప్రెసిడెన్సీ గవర్నరుకు సమర్పించేందుకు ఇంగ్లీషులో రాసిన "ఎ మెమోరాండం ఆన్ మాడర్న్ తెలుగు" అనే కరపత్రంలో వాడుక భాషా సందర్భంలో ఆయన వెలిబుచ్చిన అభిప్రాయాలు వాడుక భాషను గురించిన ఆయన ఆలోచనా సరళికి నిదర్శనం. ఇలాంటి ఆలోచనా సరళి ఆధునిక భాషాశాస్త్ర పద్ధతిలో సాగిన భాషా ప్రణాళికకు ఆనవాలు. అంతేకాదు వ్యవహారిక భాషా ప్రణాళికా సిద్ధాంతానికి మౌలిక రూపం. ఈ ఆలోచనా సరళిని మీ ముందు ఉంచటమే ఈ వ్యాసం ముఖ్యోద్దేశం.

గిడుగు రామమూర్తి (1913) వ్యవహారిక భాషావాదం –
సిద్ధాంతం - నిరూపణ

1.0 నేపథ్యం

సమాజంలో జనసామాన్యానికి అందుబాటులోలేని చదువులు ఉన్న సమయం.
చదువు జ్ఞానార్జనతో బట్టిప్రాయంగా ఉండేది.
చదువు ఇంటిభాషలో గాక వాడుకలో లేని గ్రాంథిక భాషలో సాగేది.
ఇంగ్లీషు విద్యాభివృద్ధిని సాధించడంలో దేశభాషల నిర్లక్ష్యం.
విజ్ఞానాన్ని ప్రజాసామాన్యానికి అందుబాటులోకి తేవడంలో దేశభాషల పాత్ర
కనుమరుగు జైతోంది.

2.0 లక్ష్యం

2.1 ప్రధాన లక్ష్యం

మాతృభాష మాధ్యమంలో విజ్ఞానం అందించడం.

2.2 ఉపలక్ష్యాలు

పాఠశాలల్లో;

పాలనా రంగంలో ఉత్తర్వులలో, వార్తలలో;

వ్యవసాయ, వాణిజ్య, పారిశుద్ధ్య తదితర రంగాలలో సమాచార వినిమయంలో;

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(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

తెలుగు సమాజంలో చదువుకున్న వర్గాల వారి వాడుకలో ఉన్న నేటి తెలుగు మాండలికాన్ని ప్రామాణిక భాషగా అంగీకరించి ఉపయోగించడానికి;

3.0 పునాది రాళ్లు

గిడుగు రామమూర్తి తన లక్ష్యమూ, లక్ష్య సాధనలోనూ, నిర్దేశానంలోనూ, వాటి వల్ల చేకూరే ప్రయోజనాల పట్ల స్పష్టత ఉంది. లక్ష్య సాధనకు కావలసినవి అన్నీ పునాది రాళ్ళుగా మారాయి.

1. అవగాహన
2. అనుభవం
3. సర్వజనామోదం
4. బోధనానుభవం
5. పాలనానుభవం
6. విద్యావిషయక నిర్వహణానుభవం

4.0 నాటి విద్యావిధానంలో వాడే తెలుగు తత్వ నిరూపణ

1. కృత్రిమ తత్వమ పదజాలంతో కూడిన అనువాద రచనలు;
2. కానరాని వచన రచనలు;
3. ఆశిక్షిత రచయితలు;
4. మొరటు ప్రయోగాలు: తత్వమ ప్రయోగ బాహుళ్యం;
5. జనసామాన్యంతో సాహిత్య సంబంధం తెగిపోవడం;
6. భిన్న ఆధారాల కలగాపులగమైన కృతక భాష;
7. శుద్ధ సంస్కృత పదాలూ, సమాసాలూ;
8. ప్రాకృత పదాలూ;
9. సజాతీయ ద్రావిడ పదాలూ;
10. అన్య దేశ్య పదాలూ;
11. వేయి సంవత్సరాలుగా వాడుతున్న అన్ని తెలుగు పదాలూ;
12. కవి ప్రయోగం ఉంటేనే పదప్రయోగం చేయాలనే బంధం;
13. కృతకమైన అపరిచిత భాష;
14. గ్రాంథిక భాష రూప బాహుళ్యమైనది, అల్ప సంఖ్యాక వర్గం వాడేది;

5.0 వాడుక భాష

1. దైనందిన వాడుకలోని భాష, ఇంటి భాష, తోటి వారితో మాట్లాడే భాష, అందరికీ పరిచయమైనా జీవద్భాషగా గుర్తింపు పొందింది;
2. ఆధునిక అవసరాలైన రాతకోతలకు కావలసిన వచన రచనలు రావడానికి వీలున్న భాష;
3. వచన రచనలోని భాష సర్వోత్తమమూ, శక్తివంతమూ, జాతీయమైన తెలుగనీ వాదన;
4. ప్రసార ప్రభావం అమోఘం;
5. ప్రాచీన భాష నేటి తెలుగు నుంచి అర్థం కానంత దూరం జరిగింది;

6. ఉచ్చారణలో మౌలిక తేడాలు

1. ఇచ్చాను, వచ్చాను మొదలైన చకారయుత అకార ఉచ్చారణ;
2. అనేకానేక పదాలల్ని అంతస్సంది వల్ల ఏర్పడిన అనేక అచ్చుల ఉచ్చారణ (సవర్ణ రూపాలు)
3. ఆగమ యకార లోపం;
4. అజాకర్షణ; ఊనిక మార్పు; పరుష సరళాల మార్పిడి; అర్థానుస్వార లోపం మొదలైనవి;

7. రూప నిష్పత్తిలో మార్పులు

1. బహువచనంలో రూపాంతరాలు;
2. విభక్తి ప్రత్యయాల మార్పు;
3. ప్రాచీన భాషలో క్రియావిశేషణాల కర్తృ ప్రయోగాలలో షష్ఠీ సమాస రూపాలు ఉండగా ఆధునిక తెలుగులో ప్రథమ;
4. భూత, భవిష్యత్కాల నిష్పాదనలో తేడాలు;
5. కర్మణి ప్రయోగాలలో తేడా;
6. సహాయక క్రియల వ్యాకరణ కార్యాలలో తేడాలు;

ఇట్లాంటి విశ్లేషణా పటిమతో సహేతుక, తర్కబద్ధ వాదనా, ఉదాహరణలతో ప్రతిపాదిత సిద్ధాంతమే గిడుగువారి వ్యవహారిక భాషా సిద్ధాంతం. దీన్ని ప్రతిపాదించి వంద సంవత్సరాలు గడిచినా దీని ప్రయోజనమూ, లక్ష్యమూ పూర్తిగా తెలుగు సమాజం సాధించుకోలేక పోవటానికి అనేక సామాజిక రుగ్మతలతోబాటు మన బాధ్యతా రహిత్యమూ కొంత కారణమే.

సంప్రదించిన రచన

1. రాధాకృష్ణ, బూదరాజు. 1991. నేటి తెలుగు - నివేదిక. (ఎ మెమోరాండం ఆన్ తెలుగు) హైదరాబాదు: విశాలాంధ్ర పబ్లిషింగ్ హౌస్.



వాడుక భాష గురించి కొన్ని వివాదాలు

Some Arguments on Colloquial Language

- Prof. B. R. Bapuji,

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University of Hyderabad,

Hyderabad – 500 046.

రోజువారీ సంభాషణలు మినహా, మిగతా సమాజిక సందర్భాలలో గ్రాంథిక భాషని ఉపయోగించాలా, వ్యవహారిక / వాడుక భాషని ఉపయోగించాలా- అనే వివాదం ముగిశాక, వాడుక భాషకి సంబంధించే కొన్ని వివాదాలు తలెత్తాయి. ఆ వివాదాన్ని సంక్షిప్తంగా, సామాజిక భాషా శాస్త్ర దృష్టితో చర్చించడమే ఈ పత్రం ఉద్దేశం.

20వ శతాబ్దంలో దేశంలోని ఇతర అన్ని భాషా ప్రాంతాలలో లాగే, తెలుగు మాట్లాడే ప్రాంతంలో కూడా సాంప్రదాయిక మేధావులూ, ఆధునిక మేధావులూ రెండు ప్రధాన శిబిరాలుగా ఉన్నారు. సంస్కృతంలోనూ, తెలుగులోనూ కూడా నిష్ణాతులై, ఆ భాషలతో సాంప్రదాయికమైన మమేకత్వం పొందినవారు ఒక పక్కా; సంస్కృతమూ, తెలుగునూ మాత్రమే కాక, ఇంగ్లీషుతో కూడా తగినంత పరిచయం కలిగి, సాంప్రదాయాన్ని కొన్ని విషయాల్లో ప్రశ్నించే ఆధునికులు ఇంకో పక్కా కనిపిస్తారు. ఈ రెండు శిబిరాల వాళ్ళనీ, ఒకరిని 'సాంప్రదాయ వాదులు' అనీ, ఇంకోరిని 'ఆధునిక వాదులు' అనీ అందాం. భాషపట్ల వారికున్న దృక్పథాలని బట్టి మనం వారిని అలా అందాం. భాషేతర అంశాలలో (అంటే ఆర్థిక, రాజకీయ, సాంస్కృతిక విషయాలలో) వారి దృక్పథాల గురించి మనం ఇక్కడ చర్చించడం లేదు.

సాంప్రదాయిక వాదులకూ, ఆధునిక వాదులకూ మధ్య తలెత్తిన మొట్ట మొదటి వివాదమే గ్రాంథిక, వ్యవహారిక భాషా వివాదం. గిడుగు రామమూర్తి లాంటి ఆధునిక వాదుల కృషి ఫలితంగా వ్యవహారిక భాష/వాడుక భాష అనే దానికి ప్రాధాన్యత వచ్చింది.

ప్రతీ వివాదానికీ ఉన్నట్టే, ఈ మొట్ట మొదటి భాషా వివాదానికి కూడా సామాజిక (అంటే- ఆర్థిక, రాజకీయ, సాంస్కృతిక) కారణాలు ఉన్నాయి. వాటిల్లో ముఖ్యమైనది; ఆధునిక ఉత్పత్తి విధానాలు ప్రవేశించేటప్పుడు, రకరకాల స్థాయిల్లో జనాలకు చదువులు రావాలి. చదువులు రావాలంటే, అందరికీ అర్థమయ్యే వ్యవహారిక భాషలోనే సాగాలి గానీ, ప్రత్యేకంగా నేర్చుకుంటే గానీ ఉపయోగించడం సాధ్యం

కాని గ్రాంథిక భాషలో కాదు. కాబట్టి, వ్యవహారిక భాషలోనే చదువులు సాగాలి- అనే వాదన మొదలై, గ్రాంథిక భాషావాదులకూ వ్యవహారిక భాషా వాదులకూ మధ్య పెద్ద వివాదమే చెలరేగింది.

వ్యవహారంలో వున్న దానిని వ్యవహారిక భాష అన్నారు. వ్యవహారంలో -అంటే, 'వాడుకలో' అనే అర్థంలో, దాన్ని మనం వాడుక భాష అంటున్నాం. 'వాడుక భాష' అనేదికూడా ప్రాంతాల వారీగా (ప్రాంతీయ మాండలికాలుగా), సామాజిక బృందాల వారీగా (విద్య, సామాజిక హోదా మొదలైన వాటిని బట్టి సామాజిక మాండలికాలుగా) రకరకాలుగా (వెర్నెటీస్ ఆఫ్ లాంగ్వేజ్ గా) వుంది.

ఆర్థిక, రాజకీయ, సాంస్కృతిక ప్రయోజనాలను బట్టి రకరకాల ప్రాంతాలకూ, సామాజిక బృందాలకూ చెందిన భాషా వ్యవహారాలు భిన్న దృక్పథాలతో వుంటారు. ఆ భిన్నత్వం భాషా పరమైన కొన్ని వివాదాలకు కారణం అవుతుంది. అలాంటి వివాదాలను- సదస్సు నిడివి కారణంగా కొన్నిటిని మాత్రమే, అది కూడా సంక్షిప్తంగా మాత్రమే ఇక్కడ చర్చించగలం. ఆ వివాదాలు ఇవీ: (1) మాట్లాడే భాషలో పాటించే నియమాల్ని రాసే భాషలో కూడా పాటించాలా, వద్దా? (2) 'తెలంగాణా భాష' అనీ, 'ఆంధ్రా భాష' అనీ జనం అంటున్నది వేర్వేరు భాషలా, ఒకే భాషలో రెండు ప్రాంతీయ మాండలికాలా? (3) సినిమాలలో ప్రాంతీయ మాండలికాన్ని ఉపయోగించడంలో ప్రత్యేకించి ఒక ప్రాంతం వారిని కించపరిచే ఉద్దేశం వుందా? 'వైవిధ్యం'తో (వెర్నెటీ పేరుతో) వ్యాపారం చేసే ఉద్దేశం ఉందా? (4) పాఠ్యపుస్తకాల్లో ప్రాంతీయ మాండలికాలను ఉపయోగించాలా?, ప్రామాణిక భాషని ఉపయోగించాలా?

ఇప్పుడు ఒక్కో వివాదాన్నే చూద్దాం.

మాట్లాడే భాషలో పాటించే నియమాల్ని రాసే భాషలో కూడా పాటించాలా, వద్దా? -ఇదొక వివాదాంశం.

'మాట్లాడే భాషా, రాసే భాషా ఒకటికావు కాబట్టి, మాట్లాడే లాగే, ఆ నియమాల ప్రకారమే, రాయాలనేమీ లేదు. రాసే భాష లక్షణాలు వేరుగా ఉంటాయి' -అని ఒక వాదం.

మాట్లాడే భాష మొదటగా వచ్చింది. ఆ తర్వాతే రాసే భాష వచ్చింది. రాసే భాషకి, మాట్లాడే భాషే ఆధారం. కాబట్టి, మాట్లాడే భాషలో పాటించే నియమాలే, రాసే భాషలోనూ కనిపిస్తాయి, కనిపించాలి. అలా కనిపించకపోతే, చదివేవాళ్ళకి తేలిగ్గా అర్థం కాదు. (రాసిన దాన్ని చదివినపుడు, అది వినేవాళ్ళకి తేలిగ్గా అర్థంకాదు). నియమాలు అంటే ఎవరో పైనించీ మనమీద విధించేవికావు. ఒకేభాష మాట్లాడే- వాళ్ళందరమూ ఒక అలవాటుగా పాటించేసూత్రాలు.

మాట్లాడే భాషలో వుండి రాసే భాషలో కనిపించని కొన్ని నియమాల్ని చూద్దాం.

(1) మాట్లాడేటప్పుడు దీర్ఘంపలికి, రాసేటప్పుడు దాన్ని చూపక పోవడం.

ఉదా. "అప్పటికి యువకులు వెనుకంజ వెయ్యలేదు." దీన్ని మాట్లాడేప్పుడు, "అప్పటికీ..." అని వుంటుంది. ఈ దీర్ఘం లేకపోతే, వాక్యం అసలు అర్థంకాకుండా పోతుందని కాదు. వెంటనేనూ, తేలిగ్గానూ అర్థంకాదన్నమాట! మొదటిసారి చదవగానే, 'యువకులు, అప్పటిదాకా వెనుకంజ వెయ్యలేదు గానీ, ఆ పని అప్పుడు చేశారు' అనుకుందాం. కానీ, మొత్తం వార్తలో సందర్భం ప్రకారం, ఎన్ని అవాంతరాలు వచ్చినప్పటికీ యువకులు వెనుకంజ వెయ్యలేదన్నమాట!

(2) రెండూ, అంతకంటే ఎక్కువ విషయాల్ని (వ్యక్తులు గానీ, వస్తువులు గానీ, సంఘటనలు గానీ) చెప్పేటప్పుడు ప్రతీ చోటాదీర్ఘాలు పెట్టకపోవడం. (వీటిని 'సముచ్చయ చిహ్నాలు' అంటారు.)

ఉదా. "పెండే కంటి, అంజయ్య నేడు నగరానికి రాక" అని రాస్తే, దాన్ని చదివినప్పుడు గానీ, విన్నప్పుడు గానీ, ఇద్దరు వ్యక్తుల గురించి చెబుతున్నారని వెంటనే అర్థం కాదు. 'పెండే కంటి అంజయ్య' అనే ఒకాయన రాక గురించిన వార్త అనుకుంటారు. పెండేకంటి, అంజయ్య నేడు నగరానికి రాక 'అంటే తేలిగ్గా లేదూ!. అలాగే, ఒక తల్లి పిల్లల్ని గురించి రాసేటప్పుడు "సావిత్రీ పిల్లలూ బాగున్నారు" అని 2 చోట్లా దీర్ఘాలు రాసినప్పుడు స్ఫురించే అర్థం, 'సావిత్రీ, పిల్లలు బాగున్నారు' అని రాసినప్పుడు స్ఫురిస్తుందా?

(3) అవసరమైన చోట్ల విభక్తి చిహ్నాలు పెట్టక పోవడం.

ఉదా. "సువార్తమ్మ, చంద్రయ్యను చూశా. సువార్తమ్మ కత్తి చంద్రయ్యను కొడుతున్న సమయంలో, చెరువు సమీపంలో తేళ్ళ జడ్జన్ కూడా వున్నారని పేర్కొన్నారు." ఈ ఉదాహరణలో, రెండు చోట్ల 'నూ' అనే సముచ్చయంతో కలిసిన విభక్తి చిహ్నం లేకపోవడం వల్లా, రెండు చోట్ల సముచ్చయ చిహ్నం లేకుండా, కేవలం 'ను' అనే విభక్తి ప్రత్యయం పొట్టిగా వుండడం వల్లా ఎవరు ఎవర్ని కొట్టారో తెలీదు. అసలు జరిగింది, 'సువార్తమ్మనూ, చంద్రయ్యనూ అగ్ర కులస్తులు కొట్టారు.'

అలాగే, బహువచనంలేని విభక్తి చిహ్నాల తప్పులు కొన్ని. ఉదా. "సోనియా, పవార్ కి పరోక్ష హెచ్చరిక." దీన్ని బట్టి, సోనియాయే పవార్ ని హెచ్చరించినదని అర్థం వస్తుంది. కానీ వాళ్ళిద్దర్నీ ఇతరులు హెచ్చరించారన్నది అక్కడి సందర్భం.

విభక్తులకు సంబంధించే ఇంకో రకపు లోపం:

షష్ఠి విభక్తి చిహ్నాలు రాయకపోవడం. ఉదా. "లెక్కరర్లు, టీచర్ల భర్తీలను పూర్తి చెయ్యాలి: ఎబివిపి డిమాండ్." 'లెక్కరర్లు, టీచర్లు' అని ఉంటే ఎంత స్పష్టంగా వుండేది! ఇంకో ఘోరమైన ఉదా. "జైల్ సింగ్, రాజీవ్ హత్యకై బెదిరింపు." ఇందిరాగాంధీకి నమ్మినబంటునని ప్రకటించుకున్న వ్యక్తి, ఆమె కొడుకుని

హత్య చేస్తానని బెదిరిస్తాడా? ఎవరో వాళ్ళిద్దర్నీ బెదిరించారన్నమాట! అలాంటప్పుడు, 'జైల్ సింగూ, రాజీవుల హత్య కై బెదిరింపు' అని రావాలి.

(4) 'బడు' వాక్యాలు రాయడం

వాడుక భాషా పద్ధతికి వ్యతిరేకంగా వున్న లక్షణాలలో బడు ప్రయోగాన్ని తీవ్రంగా వ్యతిరేకించిన వ్యక్తి గిడుగు రామ్మూర్తి గారు. ఆయన నించే నేర్చుకుని, నిలకడగా ఆచరించ వలసిన అంశం ఇది. పత్రికా రచనలో భాషా ప్రయోగాల గురించి ఒక భాషా వేత్త రాసిన వాక్యం చూడండి. "అటువంటి పద్ధతులు కొన్ని, ఈ వ్యాసంలో పరిశీలించబడతై. "...ఈ వ్యాసంలో పరిశీలిస్తాను"- అంటే ఏం బోయింది? పోనీ, బాధ్యతనంతా తన మీద వేసుకోడం ఇష్టం లేకపోతే, "... ఈ వ్యాసంలో పరిశీలిస్తాము" అనవచ్చును గదా? అలాగే, "ఈ విషయం పూర్వాధ్యాయంలో వివరించబడింది" అట! 'వివరించాను' లేదా 'వివరించాము'- అంటే ఎంత తేలిగ్గా వుంటుంది?

ఈ ఉదాహరణల్ని బట్టి, వెంటనేనూ, వేగంగానూ, తేలిగ్గానూ వారికీ/అర్థం అయ్యేలా రాయాలంటే, మాట్లాడే భాషలో పాటించే నియమాల్ని/సూత్రాల్ని పాటించాలనేది రుజువు కావడం లేదూ?

ఇప్పుడు ఇంకో వాదం

"తెలంగాణా భాష" అనీ, "ఆంధ్రా భాష" అనీ జనం గానీ, ఉద్యమ నాయకులు గానీ అంటున్నవి వేర్వేరు భాషలా, ఒకే భాషలో రెండు ప్రాంతీయ మాండలికాలా?- అవి ప్రాంతీయ మాండలికాలే అనేది స్పష్టం. శాస్త్ర దృష్టి లేని వాళ్ళూ, తమ ఉద్యమానికి సమర్థనగా కొత్త వాదనలు సమకూర్చుకుందామనుకునే రాజకీయ నాయకులూ మాత్రమే మాండలికాలను పట్టుకుని వేర్వేరు భాషలుగా నినదిస్తారు. అవి నిజంగా వేరే భాషలైతే, ఒకరితో ఒకరు మాట్లాడుకోవడమే సాధ్యం కాదు. ఉచ్చారణలో కొన్ని చోట్లా, కాలాన్ని సూచించే కొన్ని ప్రత్యయాల దగ్గిరా, ఒకే అర్థానికి ప్రాంతీయంగావేరు పదాలూ -ఇలాంటి కొన్ని తేడాలని పట్టుకుని, వేరే భాషలనడం అర్థరహితం. అలాంటి నినాదానికి జవాబు: "వేరే రాష్ట్రం అడగండి! వేరే భాష అనకండి!"

మరో వివాదం

సినిమాలలో ప్రాంతీయ మాండలికాల్ని ఉపయోగించడంలో- ప్రత్యేకించి; ఒక ప్రాంతం వారిని కించ పరిచే వుద్దేశం ఉందా? 'వైవిధ్యం'తో (వైరైటీ కోసం) వ్యాపారం చేసే ఉద్దేశం ఉందా?- ఈ రకం వివాదం, ప్రధానంగా ప్రత్యేక తెలంగాణా ఉద్యమం సందర్భంగా మొదలైంది. గత 10 ఏళ్ళుగా అప్పుడప్పుడూ ఉద్యమకారులు అంటున్న దాన్నే ఇటీవల ఒక నాయకుడు కూడా అన్నట్లు వార్తల్లో వచ్చింది. ఆ వార్త చూడండి: ఈ సందర్భంగా కె. సి. ఆర్. మాట్లాడుతూ, ఆంధ్రోళ్ళు తెలంగాణా భాషను కూడా తక్కువ చేసి మాట్లాడుతున్నారనీ, సినిమాల్లో హిరోహీరోయిన్లకు ఆంధ్రభాషనూ, జోకర్లకూ విలస్లకూ తెలంగాణా

భాషనూ వాడుతుండడం అంటే వారిని కించపరచడమేననీ ఆయన అన్నారు." (ఆంధ్రప్రభ. 22-09-2013)

ఎవరైనా ఇక్కడ గమనించవలసిన విషయం ఏమిటంటే: కొంత పెట్టుబడి పెట్టి, దానికి ఎన్నో రెట్లు సంపాదించాలనే ఏకైక లక్ష్యంతో నడిచే సినిమా వ్యాపారస్తులెవరూ, ఒక ప్రాంత యాసనీ, వాడుకనీ కించపరచడంకోసం లక్షలూ, కోట్లూ ఖర్చు పెట్టరు. సినిమా వ్యాపారంలో- అన్ని వ్యాపారాలకంటే కూడా- వెరైటీకి (మార్పుకీ, కొత్తదనానికీ, వైవిధ్యానికీ) ఎక్కువ ప్రాధాన్యత ఇస్తారు. అందుకే, సాంఘిక సినిమాలలో, తొలినాళ్ళలో, 1950ల తర్వాత కృష్ణా, గుంటూరు మాండలికాల్నీ; గోదావరీ, విశాఖల మాండలికాల్నీ; ఆ తర్వాత తెలంగాణా మాండలికాల్నీ; చివరికి ఫ్యాక్షనిజం మీద తీసిన సినిమాలలో కడపా, కర్నూలూ ప్రాంత మాండలికాల్నీ విలన్లకూ, జోకర్లకూ, వెరైటీ కోసం (అంటే కొత్త రకం పద్ధతుల్లో లాభాలు సంపాదించటం కోసం) వాడుతూ వచ్చారు. తొలినాళ్ళ నుంచే తెలంగాణా మాండలికాల్నీ వాడలేదు. పైగా, హీరోహీరోయిన్లకు వాడింది ఆంధ్ర మాండలికం కాదు. ప్రామాణిక భాషని వాడారు. ఆ ప్రామాణిక భాష ఆంధ్ర మాండలికం కాదు.

సినిమా పెట్టుబడి దారులు ఏదిచేసినా, ఒక ఫార్ములా ప్రకారం, పక్కా వ్యాపార దృష్టితోనే చేస్తారు. వ్యక్తిగతంగా, ఒక నిర్మాతకి లేదా రచయితకి ఇతర మాండలికాల పట్ల (ఉదా || ఆంధ్ర మాండలికం మాట్లాడే సినిమా వ్యక్తికి, తెలంగాణా మాండలికం పట్ల) చిన్నచూపు ఉండదని కాదు. కానీ, కోట్లతో వ్యాపారం చేసేవాళ్ళు ఇంకో మాండలికాన్ని కించపరచడానికి కోట్లు ఖర్చు పెడతారని వాదించడం ఆర్థికశాస్త్ర రీత్యా అర్థరహితం.

చివరిగా, చాలా ముఖ్యమైన వివాదం

పాఠ్య పుస్తకాలలో ప్రాంతీయ మాండలికాలను ఉపయోగించాలా, ప్రామాణిక భాషని ఉపయోగించాలా? ప్రత్యేక తెలంగాణా ఉద్యమ క్రమంలో 9వేళ్ళ క్రితం(2004లో) ఈ విషయం పై 'ఇంటి భాష పేరుతో చర్చ ప్రారంభమైంది. ఇటీవల (22-09-2013న) జరిగిన 'అఖిల భారత తెలంగాణా రచయితల మహాసభల్లో చేసిన తీర్మానంలో "తెలంగాణా భాషను మన పాఠ్య పుస్తకాల్లో ప్రవేశపెట్టాలన్నారు." (ఆంధ్రజ్యోతి. 23-09-2013).

ఈ అంశం గురించి, నేను వేరేచోట చెప్పినదాన్ని, తిరిగి ఇక్కడ చెప్పడం అసందర్భం కాదు. ఈ వివాదానికి అదే చెప్పవలసి వస్తుంది. 'ఇంటి భాష' లో విద్యాబోధన గురించి రామయ్యగారూ, ఇతరులు చేసిన చర్చను గమనించాక, రెండు ప్రశ్నలు తలెత్తుతాయి. (1) మాండలికాల్లో విద్యాబోధన వల్ల కలిగే ప్రయోజనాలు ఏమిటి? (2) ప్రామాణిక భాషలో విద్యాబోధన వాళ్ళ కలిగే ప్రయోజనాలు ఏమిటి?

మాండలికాల ద్వారా అయితే విషయాలు తేలిగ్గా అర్థం అవుతాయి. పరాయితనం ఉండదు. ఇప్పటికే ఏర్పడి, కొనసాగుతున్న ప్రామాణిక భాషద్వారా అయితే వర్ణ విస్తృతి - మాండలికాలకే పరిమితం కాని వర్ణాలతో - ఫోనెమిక్ ఇన్వెంటరీతో - పరిచయమూ, వినియోగమూ సాధ్యం. అలాగే, మాండలికాల మధ్య క్రమంగా ఒక రకమైన ఏకత్వం (భాషాపరంగా) ఏర్పడడానికి మార్గం ఏర్పడుతుంది.

మాండలిక ప్రయోగాలను కించపరచకుండానూ, వాటిని బట్టి భాషా నైపుణ్యాన్ని అంచనా కట్టకుండానూ, ప్రామాణిక భాషలో విద్యాబోధన జరిగితే కొన్నాళ్ళకి 'ప్రామాణిక భాష' అనే మాట పోయి 'ఉమ్మడి భాషా ప్రయోగం' అనేది ఏర్పడుతుంది. ఇది జరగాలంటే ప్రామాణిక భాషను గురించిన దురభిప్రాయాలు తొలగాలి.

తెలుగులో ప్రామాణిక భాష - లేదా ఇంకా ఖచ్చితంగా చెప్పాలంటే ప్రామాణిక మాండలికం - ఏ ఒక్క మాండలికానికి చెందినది కాదు. మధ్య కోస్తా ఆంధ్ర ప్రాంతంలో, పట్టణవాసులైన, ఎగువ మధ్యతరగతికి చెందిన విద్యావంతులు కుటుంబ సభ్యులతో కాక, బహిరంగ వేదికలలో (ఉపన్యాసాలలో, రేడియోలో, టీవీలో, సినిమాలలో, పత్రికల్లో, సాహిత్య రచనలలో) వాడే భాషగా ప్రామాణిక భాషని సామాజిక భాషా శాస్త్రవేత్తలు గుర్తించారు. దీనర్థం, మధ్య కోస్తా ప్రాంతం వాళ్ళంతా ప్రామాణిక భాష మాట్లాడరు. ఉదా || 'చ' బదులు కొన్నిచోట్ల 'స' (చాప/సాప) ఉచ్చరించడం; పద ప్రారంభంలో 'వె'ని ఉచ్చరించకపోవడం (వెళ్ళు/ఎళ్ళు), ఒత్తులు పలకకపోవడం (భయం/బయం), మూర్ఛనాలను పలకకపోవడం (వీణ/వీన), సంయుక్తాక్షరాలున్న శబ్దాల్ని పూర్తిగా/సరిగా పలకకపోవడం పలకకపోవడం (సత్యనారాయణ/సచ్చనారాయణ)- ఇవి ప్రాంతాలకు అతీతంగా భాషా వ్యవహారాల్లో కనిపించే లక్షణాలు. అలాగే, కాల సూచికల్లో (టెన్స్ మార్కర్స్ లో) కూడా (వస్తున్నాడు, వస్తన్నాడు, వత్తన్నాడు, అత్తన్నాడు).

ప్రామాణిక భాషలో విద్యాబోధనకి వ్యతిరేకంగా, మాండలికంలోనే జరగాలనే వాదనకి మూలం ప్రామాణిక భాష గురించి, ఆంధ్రప్రదేశ్ లో ఉన్న వివిధ ప్రాంతాలవారికున్న అవగాహన లోపమే. ప్రామాణిక భాష అనేది కోస్తాంధ్ర భాష అని ఇటు తెలంగాణా ప్రాంతంలోనూ, అటు కోస్తాంధ్ర ప్రాంతంలోనూ కొందరు మేధావులు దురభిప్రాయపడడం ఒక కారణం. ఈ దురభిప్రాయానికి అంతర్లీనంగా ఉన్న కారణం రెండు ప్రాంతాల మధ్య ఉన్న 'అసమానతలూ', తద్వారా ఏర్పడిన వైరుధ్యాలే. కాబట్టి, ఈ వైరుధ్యాలు సమసే వరకూ, భాషకి సంబంధించిన ఈ వివాదం సాగుతూనే ఉంటుంది.



గిడుగు రామమూర్తిపంతులుగారి

‘నేటితెలుగు-నివేదిక’

Memorandum on Modern Telugu of Gidugu Ramamurti Pantulu

– Dr. P. Ramulu,
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University of Hyderabad,
Hyderabad – 500 046.

తెలుగు సాహిత్యంలో వచ్చిన అపూర్వ చైతన్యానికి ప్రాతినిధ్యం వహించిన రచయితలు 19వ శతాబ్దంలో సాహిత్యానికి కొత్త సౌభగులు అద్దినట్లే, సాధారణప్రజలు సహితం అర్థంచేసుకోవడానికి, అత్యంత సులభంగా తమభావాలను వ్యక్తీకరించడానికి, ఆధునికభాష ఉపకరించాలని ఉద్యమించిన ప్రజాభాషా వ్యావహారికుడు గిడుగు. భావవ్యక్తీకరణ సాధనలో భాషను ఎంత సమర్థవంతంగా, అర్థవంతంగా అత్యాధిక ప్రజలకు చేరువయ్యే విధంగా బోధించాలో, రాయాలో విశదపరిచే కృషిని ఉద్యమస్థాయిలో నిర్వహించిన భాషాపరిశోధకుడు గిడుగు. భాషావ్యవహార స్వరూపాన్ని ప్రాచీనాధునిక దశల లక్షణాలను విశ్లేషించిన గొప్పచారిత్రక విశ్లేషకులు గిడుగు.

ఆయన ఇంగ్లీష్ లో రూపొందించిన Memorandum on Modern Telugu కు తెనుగీకరణే 'నేటితెలుగు - నివేదిక'. విద్యాలయాల్లో నేర్పుతున్న అంశాలనుగూర్చి ముఖ్యంగా భాషాశిక్షణగూర్చి 1901లో లార్డ్ కర్జన్ అధ్యక్షతన ఒక కమిటీ ఏర్పడి విద్యాభివృద్ధి స్థితిగతులను సమీక్షించింది. "అది ప్రాథమికస్థాయి నుండి విశ్వవిద్యాలయాల స్థాయివరకు విద్యావ్యవస్థ తీరుతెన్నులు పరిశీలించింది. అది సమర్పించిన నివేదికలో విద్యాధికులు తాము సంపాదించిన జ్ఞానాన్ని మాతృభాషలో ప్రజలకు అందజేయడంలేదని, విద్యావిధానమంతా ఇంగ్లీష్ నేర్చుకోవడానికే ఉపయోగపడుతుందనీ, అంచేత, తామునేర్చిన దానిని, వారు తమ ప్రజల్లో వ్యాప్తిచేసే పద్ధతిలేదని, అటువంటి సామర్థ్యం వారు సంపాదించలేకపోతున్నారనీ, దానిని సరిదిద్ది అనేక ఉన్నత పాఠశాలలోనూ, కాలేజిలలోనూ, మాతృభాషలో వ్యాసరచన ఇంగ్లీషునుండి మాతృభాషలోకి అనువాదం నిర్బంధాంశాలను పెట్టాలని సూచించింది. ఈ విద్యావిధానం జయప్రదం కావడానికి తెలుగు బోధనను సులభం చెయ్యడం తప్పనిసరి"(గురజాడ అసమ్మతి పత్రం పేజి - XIV). అందువల్ల, విద్యావిధానంలో మార్పులు తీసుకురావాలని భావిస్తున్న బ్రిటీష్ అధికారవర్గ అభిప్రాయాలను అమలుజరిపే కృషిలో భాగంగా

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(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

W. A. ఏట్స్ విశాఖపట్నంలో తెలుగు నేర్చుకోవాలని సంకల్పించినప్పుడు సామాన్య ప్రజలు వ్యవహారభాషకు, కళాశాలల్లో బోధించే తెలుగుకు మధ్య విపరీతమైన అంతరం ఉండడం గమనించారు. తనమిత్రుడైన శ్రీనివాసయ్యంగారితో జరిపిన చర్చల ఫలితంగా గురజాడ, గిడుగుల భాషా సాహిత్యకృషిని గూర్చి ఆయన అనేక విషయాలు తెలుసుకున్నారు.

ఆనాటి ప్రజాసామాన్యంలో నూటికి 92 మంది నిరక్షరాస్యులుగా ఉన్న సమాజంలో ప్రజలకు ఎటువంటి తెలుగును నేర్పాలనే విచికిత్స బయలుదేరింది. కొంతమంది పండితులు ప్రజలతో ఏమాత్రం సంబంధంలేకుండా క్లిష్టమైన కావ్యభాషలో రాస్తూ ఉండడం, అటువంటి భాషని పాఠశాలల్లో నేర్పడం వల్ల ప్రజలకు మేలు కలగడంలేదని ఆనాటి బ్రిటీష్ పాలకులు, సంస్కరణాభిలషులైన గిడుగు, గురజాడ, శ్రీనివాసయ్యంగార్ లాంటి కొద్దిమంది భావించారు. ఈ సమస్యను అధ్యయనం చేయడానికి ఏర్పడిన కమిటీలో గురజాడ, గిడుగు, వేదం వెంకటరాయశాస్త్రి, కొక్కొండ వేంకటరత్నంపంతులు, కొమ్మరాజు లక్ష్మణరావుగారు సభ్యులు. అధ్యయన, అధ్యాపనాల్లో సామాన్యభాషను ఉపయోగించాలని చేసిన వాదానికి వివిధసందర్భాలలో మెజారిటీ సమ్మతి లభించలేదు. గిడుగు వెంకటరామమూర్తి, గురజాడ వెంకట అప్పారావులలోని 'GV'ని గ్రామ్యవాదులుగా నాటి పండితులు అవహేళన చేశారు. అయినా, తమవాదంలోని హేతుబద్ధతను గుర్తించిన గిడుగు, గురజాడలు తమతమ వాదాలను బలంగా వినిపించడానికి తమ భావనలోని సహేతుకతను అర్థం అయ్యేట్లు వివరించడానికి విశేషంగా కృషిజరిపారు.

నేటి తెలుగునివేదికలో గిడుగు అనేక ఆధునిక భావాలకు అంకురార్పణ చేశాడు. భాష ఎవరికోసం ఉపయోగపడాలనే మౌలిక ప్రశ్ననుండి, సమాజంలో అత్యధిక ప్రజలు సులభంగా నేర్చుకోగలిగిందీ, దానివల్ల ప్రయోజనం పొందాల్సిందీ ఎవరనే విషయాలనూ గిడుగు రూపొందించిన నివేదికలో చూడవచ్చు. ఈనాటికీ విశ్వవిద్యాలయస్థాయిలో భాషాసాహిత్య ప్రయోజనాలపట్ల, వాటిని నేర్పడంలో తీసుకోవలసిన మెళుకువలపట్ల ఒకస్పష్టత కనిపించదు. ఆనాడు ప్రజాబాహుళ్యానికి విస్తృతస్థాయిలో విద్యను అందించాలని బ్రిటీష్ ప్రభుత్వం సంకల్పించినప్పుడు, ఎటువంటి తెలుగు నేర్పాలనే అంశంపై నాటి ఉద్దండపండితులైన పండితులలో తీవ్రంగా వాదించి, సులభ అవగాహనకు సాధ్యమైన భాషను నేర్పాలని పండితులను ఒప్పించడానికి గిడుగు, గురజాడలు నిర్వహించిన కృషి నిరుపమానమైనది.

సమాజంలో అన్నిరంగాల్లో కొత్తచైతన్యం, కొత్త మానవ సంబంధాలు, వివిధ ప్రదేశాలతో అనుసంధానాలు అవసరమవుతున్న సందర్భంలో, ప్రాచీన కావ్యభాషను నేర్పడంవల్ల, తామునేర్చిన చదువు నిత్యవ్యవహారానికి ఉపకరించకుండాపోతుందని గిడుగు వాదించాడు. రైల్వేసౌకర్యం వృద్ధిచెందుతున్న

సమయంలో సామాన్య రైతులు ఇతర ప్రాంతాలతోనూ, ప్రజలతోనూ సంబంధాలను, వృద్ధిచేసుకోవాల్సిన అవసరాన్ని ఆయన గుర్తించారు." (నేటి తెలుగు నివేదిక. పేజీ-24). అంతేకాదు, ఆనాడే దళితవర్గాలకు విద్యాబోధన అందించే సమయంలో సహితం ఎటువంటి భాషవల్ల ప్రయోజన ముంటుందో గుర్తింపజేశాడు. "ఒకహరిజనుడు(?) ఉన్నత వర్గాలవారితో వారిమాండలికంలోనే మాట్లాడటం నేర్చుకుని, ఆ మాండలికంలోనే ఉత్తర ప్రత్యుత్తరాలు నిర్వహించగలిగి ఆ మాండలికంలోనే చదవడంకూడా నేర్వడంకన్నా ఎంత అత్యాశాపరుడైన సంఘ సంస్కర్త అయినా అపేక్షించేదేముంది? (p-21). ప్రభుత్వంవారి ఆశా, నిరీక్షణలన్నీ నెరవేరతాయి. అప్పుడే, తెలుగుజాతికి చెందినా ప్రజాబాహుళ్యం చిట్టచివరకు ఒకఅస్తిత్వం సంపాదించుకో గలుగుతుంది. అందుకోసం పాఠ్యగ్రంథాలు సులభంగా అర్థమయ్యే రీతిలో రచించినపుడే ఈ లక్ష్యంనెరవేరుతుందని గిడుగు విస్పష్టంగా విశదపరిచాడు.

తన లక్ష్యాలు నెరవేరాలంటే, ఆధునిక విద్యాబోధన పద్ధతులు అనుసరించినపుడే భాషాగ్రహణ శక్తి అమితంగా వృద్ధిచెందుతుందని గిడుగు గుర్తించగలగడం, ఆయనలోని హేతుబద్ధ దృక్పథాన్ని విశదపరుస్తుంది. ఆ క్రమంలోనే, జ్ఞాపకశక్తిపై ఆధారపడిన విద్యనూ నిరసించాడు. భారతీయ విద్యావిధానం జ్ఞాపకశక్తిపై ఆధారపడి ఉండడమే దాని ప్రధానబలహీనత. చదువుకోవడానికి, రాయడానికి కావల్సిన ఉపకరణాలు అపరిమితంగా ఉండటంవల్ల జ్ఞాపక సంప్రదాయంపై ఆధారపడ్డారని, ఎంతగా సమర్థించుకున్నా వాస్తవ అవగాహనకు, విషయ గ్రహణానికి, తర్కబద్ధపరిశీలనకు అనేకపరిమితులను, విధించిందన్న అంశాన్ని గిడుగు, గురజాడలు గుర్తించారు. దళితవిద్యార్థులకు సహితం, బ్రాహ్మణులతో సమానమైన పరిసరాలు వృద్ధిచెందినట్లయితే వారు భాషాసామర్థ్యాన్ని సులభంగా పొందగలుగుతారని ఉన్నతవర్గాలతో సమానమైన నాగరికత సంస్కృతులు సామాన్యప్రజలకు వెంటనే అందకపోయినా, కనీసం, భాష అవరోధాలు ఏర్పడకుండా చూడవలసిన బాధ్యత సంస్కర్తలపై ఉందని గిడుగు విశదపరిచాడు. అందుకు అధ్యయనం ఎలాఉండాలనే అంశంపై గిడుగు ఒక స్పష్టతను అందించాడు. "చదవడమనే ఒక కేవల విద్యను, నేర్పడానికి వినియోగించిన మొత్తం సమయాన్ని అతడు వస్తువులను పరిశీలించి తెలుసుకోగల సామర్థ్యాన్ని ప్రోత్సహించడంద్వారా, అతడి వాస్తవిక జ్ఞానాన్ని విస్తరించడానికి వినియోగించినట్లయితే, సంభాషణలద్వారా తెలియజేసినట్లయితే, తానిప్పటికే తెలుసుకో గలిగినదానికన్నా ఎన్నోవిషయాలను సంవత్సరకాలంలో విద్యార్థి జీవితంలోనేర్చుకోగలడు." (p-20). జ్ఞానం సామాన్య ప్రజలకోసం అయినపుడువారికి అర్థంకాని భాషలో ఎందుకు రాయడం, నేర్పడం? అని ప్రశ్నించాడు.

గిడుగు అద్భుత పరిశోధకుడు. ఆయాభాషావ్యవహారాలు, అత్యంత సన్నిహితంగా భాషలో ఎలా నైపుణ్యం సంపాదించాలో ఆయన చక్కగా విశదపరిచాడు. సవరభాషను నేర్చుకునేపుడు, వారిభాషకు, వ్యాకరణం రచించినపుడు సవరలతో ఏర్పడిన గాఢమైన అనుబంధంతో ఎన్నోవిశేషాలను నేర్చుకోగాలిగాడు. భాషను నేర్చుకునేశక్తి, తిరిగి వ్యక్తీకరించే నైపుణ్యం ఎలా సహజంగా అలవాడుతాయో,

ఆధునిక భాషాశాస్త్రజ్ఞులలో అగ్రగణ్యుడైన Noam Chomsky వెలువరించిన అభిప్రాయాలతో సమానంగా ఉంటాయి గిడుగు ఆలోచనలు. "చిన్నపిల్లలు దేశభాషలో మాట్లాడడం నేర్చుకునేది సహజపద్ధతిలో పొందే శిక్షణవల్ల. పసివాడితోబాటు, అతడి భాషాశక్తి ప్రవర్ధమానమవుతుంది. అది మేధ పరివర్తనలో భాగం. బహుశ, అతడి శరీర వ్యవస్థలో కూడాకావచ్చు. అతడి అస్తిత్వ లక్షణంలోనే అది భాగమైపోతుంది." (p-17). అటువంటి గ్రహణశక్తిగల విద్యార్థులకు భాషలో నైపుణ్యం కలిగించడానికి ఆధునిక విద్యాబోధన పద్ధతులను అనుసరించాలని గిడుగు ఉద్బోధించాడు.

గిడుగు ఈ నివేదిక రూపొందించిన సమయంలోనే శ్రీ శ్రీనివాసంయ్యంగార్ Life or Death- A Plea for vernaculars అనే పత్రాన్ని తయారుచేశారు. అందులోనూ, వ్యావహారిక భాషకు జీవం పోయాలని, కావ్య భాషను నేర్పడంకాకుండా, విద్యార్థులకు నిత్యజీవితంలో ఉపయుక్తమైన భాషను నేర్పాలని విశదపరిచారు. వీరిద్దరి భావాలకు మరింత సమగ్రత్వం ఇస్తూ గురజాడ The minute of Dissent to the report of the Telugu composition commission అన్న నివేదికను సమర్పించారు. ఇందులో పరీక్షలలో ఇంటర్మీడియేట్ విద్యార్థులురాసే సమాధానాలు ఎటువంటి భాషలో ఉండాలనే విషయంగురించి తన అభిప్రాయాలను విపులంగా చర్చించారు.

ఈ సంస్కర్తల అభిప్రాయాలకు నాటి సమాజంలో వెంఠనే ఆమోదం లభించకపోయినా, ఉత్తరోత్తరా, వారి వాదంలోని సామంజస్యాన్ని లోకమంతా గుర్తించి, పఠన పాఠనాదుల్లో ఉపయోగించడంవల్ల వారి కృషి నిరంతర స్మరణీయమైనది.

ఆకర గ్రంథాలు

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2. వేంకట రామమూర్తి, గిడుగు, 1879(ప్ర.ము). ఆంధ్ర పండిత భిషక్కులభాషాభేషజం, విజయవాడ: విశాలాంధ్ర...



గిడుగు భాషాదృక్పథం

'Gidugu's' Perception on Language

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0. పరిచయం

గిడుగు రామమూర్తిది బహుముఖ వ్యక్తిత్వం. ఆయన పేరు చెప్పగానే అందరికీ స్ఫురించేది వాడుక భాషా ఉద్యమం. సవర భాషతో ప్రారంభించిన ఆయన సేవ నేటి వాడుక భాషా వరకు సాగింది. ఈ మొత్తం పరిణామాలని గమనిస్తే ఆయన భాషాదృక్పథాన్ని భాషకు సంబంధించిన ఆయన నిశిత పరిశీలనను భాషా శాస్త్ర రీత్యా ఒక భాషను ఏవిధంగా విశ్లేషించాలన్న విషయాన్ని, భాషను సామాన్య ప్రజలకు ఉపయోగపడేటట్లు ఏవిధంగా చేయాలనే తపనను గమనించవచ్చు. ఈ విషయాలు ఆయనకున్న భాషా దృక్పథానికి సంబంధించినవి.

1. సవరలు - భాష, సేవ

గిడుగు రామమూర్తి తెలుగులో మొట్టమొదటి భాషా శాస్త్రవేత్త. భాషను ఆధునిక కాలానికి ఏవిధంగా ఉపయోగించుకోవాలన్న విషయంపై ఆయనకు స్పష్టమైన అవగాహన ఉంది. అంతకు మించి ఆయన మానవతావాదం, ఆయన భాషాదృక్పథాన్ని మరింత పటిష్టం చేయడానికి ఉపయోగపడింది. అందువల్లే, ఆయన సవర భాషకు, ప్రజలకు తన జీవితాన్ని అంకితం చేసాడు. భాషను కూడా ఆయన మానవతా దృక్పథంతో ఆలోచించారు. ఆయన బి. ఎ. ముగించేనాటికి ఆయనకు పర్లాకమిడి చుట్టూ ఉన్న కొండలలో నివసించే సవరలపై దృష్టి మళ్ళింది. విద్యా గంధం లేకుండా కొండలలో నివసిస్తూ దుర్భర దారిద్ర్యాన్ని అనుభవిస్తూ ఆకలితో, అనారోగ్యంతో, జీవన్మరణాల మధ్య బతుకీడుస్తున్న సవరలపై ఆయనకు విపరీతమైన జాలి కలిగింది. వాళ్ళను చైతన్యపంతుల్ని చేయడానికి కంకణం కట్టుకొన్నాడు. వాళ్ళ భాషలోనే సవరలకు చదువు నేర్పించాలని సంకల్పించాడు. అందుకు గాను తాను ముందుగా సవర భాషను నేర్చుకోవాలనుకున్నాడు.

1892లో సవర భాష నేర్చుకోవడం ప్రారంభించాడు. సవర భాష నేర్చుకోవడం కోసం సవరలతో కలిసి జీవించడం ప్రారంభించాడు. సవరలు ఇతర ప్రజలను తమతో చేర్చుకోవడానికి అంత సులభంగా అంగీకరించరు. గిడుగు రామమూర్తి ఎంతో కష్టపడి వాళ్ళలో ఒక్కడిగా మారి సవర భాషను

నేర్చుకొన్నాడు. వాళ్లకు వాళ్ళ భాషలోనే విద్య నేర్పడం మొదలుపెట్టాడు. ఆ తరువాత తెలుగు - సవర నిఘంటువులను తయారు చేసాడు. సవర పాటలు, సవర కథలు సేకరించాడు. సవర వ్యాకరణం రచించాడు. సవరలు ఉన్నప్రాంతంలో వాళ్ళ కోసం బడులు పెట్టించాలని ప్రభుత్వానికి ఎన్నో ఉత్తరాలు రాశాడు. తనే సొంత డబ్బుతో సవర పిల్లల కోసం బడులు కట్టించి, బట్టలు ఇప్పించి చదువు చెప్పించేవాడు. ఈయన ప్రయత్నం వల్ల ప్రభుత్వంలో కొంత కదలిక ఏర్పడింది. ఈయన రాసిన సవర వాచకాలు, నిఘంటువులు, కథలు, సామెతలు, వ్యాకరణం అన్నీ ప్రభుత్వం అచ్చువేసింది. లింగ్విస్టిక్ సర్వే ఆఫ్ ఇండియా అనే గ్రంథంలో సవర భాషను గురించి రాస్తూ "దీనికి సంబంధించిన నిఘంటువు, కథలు, పాటలు రావుసాహెబ్ జి. వి. రామమూర్తిపంతులుగారు రచించారు. ప్రభుత్వం వారు అచ్చువేసి ప్రకటించారు. కాని ఇవి తెలుగు లిపిలో, తెలుగు తర్జుమాలో ఉన్నందున తెలుగు తెలిసిన వారికేగాని ఇతరులకు ఉపకరించదు. ఆంగ్ల భాషలో రచితములై ఉండినయెడల భాషాతత్వ వేత్తల కుపకరించి ఉండును"(మరోసారి గిడుగు రామమూర్తి, వ్యాసాలూ లేఖలు పేజి. 3)అని గ్రియర్సన్ రాశారు. 1928లో మిస్ మస్రో అనే ఇంగ్లిష్ మిషనరీ సవరలున్న కొండల్లో పనిచేయాల్సివచ్చింది. ఆమె సవర భాషను నేర్చుకోవడానికి గిడుగును ఆశ్రయించారు. అప్పటికి ప్రభుత్వానికి సవర భాషకున్న ప్రాముఖ్యం అందుకోసం శ్రమించిన గిడుగు రామమూర్తి ప్రాధాన్యం తెలిసి వచ్చింది. ఇంగ్లిష్ లో సవర - ఇంగ్లిష్, ఇంగ్లిష్ - సవర నిఘంటువుల్ని, సవర వ్యాకరణాన్ని సవర కథల్ని రాయాల్సిందిగా ప్రభుత్వం గిడుగును కోరింది. దానికి ఫలితంగా గిడుగుకి ఏమి కావాలని ప్రభుత్వం అడిగింది. దానికి గిడుగు సమాధానం - "చదువురాక, లోకజ్ఞానం లేక అడవి మృగములవలె కొండల మీద తిరుగుతున్నా సవరుల కోసం నా సొంత డబ్బుతో, కొద్దిపాటి గవర్నమెంటు గ్రాంటుతో నాకు అందుబాటులో ఉన్న గ్రామాలలో పాఠశాలలు నడుపుతున్నాను. వారి అభివృద్ధికి సహాయపడమని" కొరారు.(మరోసారి గిడుగు రామమూర్తి వ్యాసాలూ, లేఖలు పేజి. 103)

దీనిని బట్టి ఆయన భాషాదృక్పథాన్ని అర్థం చేసుకోవచ్చు. ఆయన సవరభాషకు అంకితమైంది డబ్బు కోసం, కీర్తి ప్రతిష్టల కోసం కాదు. ఆ ప్రజల్ని చైతన్యవంతుల్ని చెయ్యడానికి వాళ్ళను దారిద్ర్యం నుంచి విముక్తుల్ని కావించడానికి మాత్రమే. "సంఘంలో నిరక్షర కుక్షులు ఎక్కువగా ఉన్నంత కాలం సంఘం అభివృద్ధికి రాదు. సౌఖ్య మన్నది సంఘంలోని భాగ్యవంతులు, పెద్దలు, సామాన్య ప్రజలతో పాటు సమానులుగా అనుభవించాల్సిందే గాని తామొక్కరే అనుభవించ వలసినది కాదు. ప్రజలలో విద్య వ్యాపిస్తేగాని సంఘం వృద్ధిలోకి రాదు". (మరోసారి గిడుగు రామమూర్తి వ్యాసాలూ - లేఖలు, పేజి. 103).

ఆవిధంగా ఆయన భాషకు, సంఘానికి ఉన్న అవినాభావ సంబంధాన్ని అర్థం చేసుకొని ఆ దిశలో తన ఆలోచనా ధోరణిని పెంపొందించుకున్నారు. 1919లో తెలుగు మాస పత్రికను ప్రారంభిస్తూ - "we

believe in the uplift of the masses. Is there not here this reform of language the surest means of spreading light among the poor and needy? Is not our beautiful living tongue a true vehicle for message? Our little ones are starved for good literature. Our women hunger for pure imaginative books". (మరోసారి గిడుగు రామమూర్తి వ్యాసాలూ - లేఖలు, పేజి. 103) అన్నారు. అంటే విద్యాపరంగాను, భాషాపరంగాను సమాజం అభివృద్ధి చెందాలంటే ప్రజలకు అర్థమయ్యే భాషా రచనా వ్యాసంగంలో ఉండాలన్నది ఆయన ఉద్దేశం. అందుకే సవరణకు సవరణ భాషలోనే విద్యాబుద్ధులు చెప్పించాలని వాళ్ళ దగ్గర ఆ భాషను నేర్చుకొని అందులో పుస్తకాలు తయారుచేసి వాళ్ళకి ఆ భాషను నేర్పించాడానికి ప్రయత్నం చేశాడు. మాతృభాషలో విద్యాబోధన గురించి ఇప్పుడు పండితులు చేస్తున్నవన్నీ గిడుగు అప్పుడే ఆచరించి, తన భాషా దృక్పథాన్ని ప్రకటించుకున్నాడు.

2. శాస్త్రీయత - స్పష్టత

గిడుగు రామమూర్తి భాషకు సంబంధించి శాస్త్రీయమైన దృక్పథం ఉంది. మానవాతావాదంతోనో, ప్రజాభివృద్ధి కోసమో, అందరికీ అర్థం కావాలనే ఉద్దేశ్యంతోనో మాత్రమే కాకుండా, భాష పరిణామాన్ని కూడా ఆయన గుర్తించారు, అవగాహన చేసుకున్నారు. ఆయనకు భాషకు సంబంధించి మొదటి నుండి ప్రత్యేకమైన అభిమానం ఉంది. అందువల్ల ఆయన భాషా విషయాన్ని శాస్త్రీయ దృష్టితో అవగాహన చేసుకోవడానికి ప్రయత్నించారు. 1912లో డిసెంబర్ లో బ్రిటీష్ ధ్వని శాస్త్రవేత్త డేనియల్ జోన్స్ మద్రాసు విశ్వవిద్యాలయంలో ధ్వనిశాస్త్రంమీద ఉపన్యాసాలు ఇవ్వడానికి వచ్చినపుడు గిడుగు రామమూర్తి ఆయనతో తెలుగు ధ్వనులకు సంబంధించిన చర్చలు చేశాడు. తెలుగు భాషను గురించి ఆధునిక పద్ధతులలో ఆలోచించిన తొలి భాషా శాస్త్రజ్ఞుడు ఆయనే. 1914లోనే గిడుగు రామమూర్తి ఆధునిక బోధనా పద్ధతులను అనుసరించి తెలుగు భాష నేర్పడానికి ఒక పుస్తకాన్ని తయారు చేశాడు. అయితే ఆ పుస్తకం ఇప్పుడు దొరకడం లేదు. ఆ పుస్తకాన్ని ఆక్స్ ఫర్డ్ యూనివర్సిటీలో డ్రావిడ భాషలను బోధించిన ఫిర్ ఉపయోగించినట్లు తెలుస్తుంది. సవరణ భాషకు పరివర్తన వ్యాకరణాన్ని రాసిన Starosta ఈ గ్రంథాన్ని గిడుగుకి అంకితం చేశాడు.

గిడుగు రామమూర్తి శాస్త్రీయమైన దృక్పథాన్ని మెచ్చుకొని Starosta ఈ గ్రంథాన్ని ఆయనకు అంకితం చేశాడు. ఆధునిక భాషావాదాన్ని నొక్కి చెబుతూ గిడుగు అనేక వ్యాసాలూ శాస్త్రీయ దృష్టితో రాశాడు. 1914లో ప్రచురితమైన "A Memorandum on Modern Telugu" అనే గ్రంథాన్ని పరిశీలిస్తే ఆ కాలానికే ఆయన భాషాశాస్త్రాన్ని ఎంత నిశితంగా పరిశీలించారో అవగాహన చేసుకోవచ్చు. 1911 - 1913 సంవత్సరంలో విశాఖపట్టణంలో జరిగిన ఉపాధ్యాయ పరిషత్తు సభలో భాషల పుట్టుక అభివృద్ధి గురించి ఆయన చేసిన ఉపన్యాసాలు ఆయన భాషాశాస్త్ర దృష్టికి నిదర్శనాలు. భాషకి,

సమాజానికి, సాహిత్యానికి ఉన్న సంబంధాన్ని ఆయన నిశితంగా పరిశీలించి వాటిని ఒక దానితో మరొకదాన్ని అనుసంధంచడానికి ప్రయత్నం చేశాడు. దీనికోసం ఆయన శాస్త్రీయ దృష్టిని అలవర్చుకొన్నాడు. సవరులకు ఏదో మొక్కుబడిగా అక్షరజ్ఞానం కల్పించే ప్రయత్నం కాకుండా ఆ భాషకు వ్యాకరణం, నిఘంటువు తయారు చేయడం ఆయనకు ఉన్న శాస్త్రీయ దృష్టిని తెలియజేస్తుంది.

గిడుగు రామమూర్తి ప్రచురించిన "A Memorandum on Modern Telugu" అనే గ్రంథంలో కేవలం బడి పిల్లల పుస్తకాల్లోనే కాకుండా ప్రభుత్వం, ప్రభుత్వాధికారులు పంపే వర్తమానాల్లో, పుస్తకాల్లో, కరపత్రాల్లో, వ్యవసాయం, వాణిజ్యం, పారిశుధ్యం మొదలైన విషయాలు సామాన్య ప్రజలకు తెలియాలంటే వాటన్నిటిని వాడుకభాషలోనే రాయాలని చెప్పారు. 1903 మార్చి 11న గవర్నర్ జనరల్ కౌన్సిల్ తీర్మానంలో దేశభాషల్ని ఉపేక్షిస్తున్నట్లు పేర్కొన్నారు. దాన్ని ఉటంకిస్తూ "ఈ దుస్థితికి మూల కారణం ప్రజలు మాట్లాడే అసలు భాషను - మాతృభాషను ఉపేక్షించడమేనని చెప్పారు. పండితులనిపించుకున్న వాళ్ళంతా సంస్కృతం మీదే మోజు చూపిస్తున్నారని తెలుగును పెంపొందింప చేయాలన్న ఆసక్తి వాళ్ళలో లేదని అన్నారు. ప్రాచీన సాహిత్యంలో చెప్పుకోదగ్గ వచన రచనలేవీ లేవు. బ్రిటీష్ ప్రభుత్వం సార్వజనిక విద్యావిధానం ప్రవేశ పెట్టిన కొంతకాలానికి తెలుగులో వచన రచనలు చేసే ప్రయత్నం జరిగింది. కాని దురదృష్టవశాత్తు అది భాషాభేషజం ప్రదర్శించే పండితుల చేతులో పడింది. అయితే పాశ్చాత్య సాహిత్య గ్రంథాలవల్ల ప్రభావితమైన రచయితలు కొందరు అప్పుడప్పుడు ప్రాచీనము, కృతకము అయిన కావ్యభాషను ఆధునిక అవసరాలకు అనుగుణంగా సరళీకరించడంలో ఆధునికం చెయ్యడంలో కొన్ని ప్రయోగాలు చేసిన మాట వాస్తవం.

వీరేశలింగం వంటివారు కొద్ది మంది తప్ప తక్కిన వాళ్ళు దీన్ని సాధించలేక పోయారు. అయితే వీరేశలింగం కూడా భాషను ఎంత సులభం చేసినప్పటికీ వాక్య నిర్మాణం వ్యాకరణం పాత పండితుల కృతక పద్ధతిలోనే ఉండిపోయింది అన్నారు. భారతీయ భాషల్ని గురించి ఇంగ్లీష్ వారి అభిప్రాయాలను సేకరించి అవి భారతీయ భాషాభివృద్ధికి ఏవిధంగా తోడ్పడుతాయో గిడుగు తెలుగు పండితుల దృష్టికి తీసుకువచ్చారు. అంటే శాస్త్రీయమైన దృష్టి ఎక్కడున్నా, ఎవరు చెప్పినా- దాన్ని స్వీకరించాలన్నది ఆయన ఉద్దేశ్యం. అందుకే ఆయన గ్రియర్సన్ "The vernacular has been split into two sections - the tongue which is understood by the people and the literary dialect, known only through the press and not intelligible to these who do not know Sanskrit. Literature has thus been divorced from the great masses of the population and the literary classes" అన్న మాటల్ని ఈ సందర్భంలో ఉదహరించారు. అదే విధంగా - "న్యూ ఇంగ్లీష్ గ్రామర్" రచయిత స్వీట్ వ్యాకరణ శాస్త్ర అధ్యయన లక్ష్యాన్ని గురించి చెప్పినవి కూడా ప్రస్తావించారు. సర్ థామస్ మస్రో 1822లో మద్రాస్ ప్రెసిడెన్సీలో అమలులో ఉన్న భాషాబోధన సామగ్రి

గురించి చెప్పిన మాటలు ఇప్పటికీ వర్తిస్తాయనీ, అప్పటికీ ఇప్పటికీ దేశీయ భాషాబోధన ఏమీ మెరుగు కాలేదనీ అన్నారు.

1. విద్యార్థి తాను సులువుగానూ, బలంగానూ, సరిగానూ ఏదైనా చెప్పడానికీ రాయడానికీ భాషాబోధన తోడ్పడాలి.
2. మనస్సులో అనుకున్నది సొంతంగా చెప్పగలిగేలా చేయాలి.
3. నిర్దిష్టశ్రేణులకు నిర్దిష్ట లక్ష్యంతో చెప్పగలిగేటట్లు చెయ్యాలి.
4. క్రమబద్ధమైన ఆలోచనకు విద్యార్థి అలవాటుపడేటట్లు చెయ్యాలి.
5. వాస్తవ విషయాల గురించి ఊహించగల శక్తి, లోకజ్ఞానం విద్యార్థిలో పెరగాలి.
6. ఒక విషయం మీది నుంచి దృష్టి మళ్ళకుండా నిలకడగా కొనసాగే అలవాటు కావాలి.
7. మనస్సుకు విషయ గ్రహణ శక్తి భాగా అలవడాలి. ఈ విధంగా విద్యార్థిలో సమగ్ర వికాసం కలగడానికి భాషాబోధన తోడ్పడుతుందని ఆంగ్ల భాషావేత్త చెప్పిన అంశాలు తెలుగు పండితుల దృష్టికి తీసుకువచ్చారు రామూర్తి పంతులుగారు.

"విద్యార్థులకు నిర్ణయించే పాఠ్యపుస్తకాలుసులువుగా అర్థమయ్యే భాషలో రాసినవే కావాలి కాని పరిచయంలేని కావ్యభాషా శైలిలో రాసినవికాదు. అంటూ "ది ఇండియన్ ఎడ్యుకేషనల్ పాలసీ"లో స్పష్టం చేశారు. సులువుగా అర్థమయ్యే భాష, ప్రజలకు పరిచితమైన భాష వాడుకభాషేనని అంగీకరించినప్పటికీ దేశంలో వివిధ వర్గాలవారి పిల్లలు, వివిధ మాండలికాలు మాట్లాడుతుంటారు కాబట్టి ఏకరూపత, ప్రామాణికత కోరవడతాయనిచెప్పి వాడుక భాషనూ నిరసించేవాళ్ళకి రామూర్తి సహేతుకమైన సమాధానమిచ్చారు. ఇంగ్లాండులో కూడా కింది వర్గాలవాళ్ళ పిల్లలు తమతమ మాండలికాల్లో మాట్లాడుకుంటారు. కాని, వాళ్ళందరికీ ప్రామాణిక భాష బోధిస్తున్నారు. అలాగే తెలుగు దేశంలోకూడా ఆ మాదిరి ప్రామాణిక భాష - వాడుక భాష - బోధించవచ్చు. ఉన్నత వర్గాల వారి వాడుకలో ఏకరూపత లేదని కొందరి వాదం. కాని కావ్య భాషలో ఉన్నంత రూప బేధం వాడుక భాషలో లేదని చెప్తూ, గిడుగు వారు 'ఒకరై' అన్న మాటకు 52 రూపాంతరాలూ, 'ఒకడు'కు కనీసం 16రూపాంతరాలూ ఉన్నాయని ఉదహరించారు. నిజం చెప్పాలంటే ప్రామాణికమైన తెలుగు (వాడుక) భాషలో ఉన్నపాటి వైవిధ్యం ప్రామాణికమైన ఇంగ్లిష్ భాషలో కూడా ఉందన్నారు. "పండితుడి నిరంకుశత్వం వల్లనే తెలుగులోకి విజ్ఞానం రాకుండా పోయింది", అని బాధపడ్డారు.

చివరికి, తెలుగుబోధన సామాన్యమూ, ఐచ్ఛికమూఅంటూ రెండు విధాలుగా ఉండాలనీ, 'ఐచ్ఛికం' కేవలం ప్రాచీన సాహిత్యాన్ని అధ్యయనం చెయ్యదలుచుకున్న వాళ్ళకి చాలుననీ 'సామాన్యం' విద్యార్థులందరికీ నిర్బంధంగా బోధించాలనీ సూచించారు. 'సామాన్యం' ఆధునిక భాషలోనే ఉండాలి. చరిత్ర, పౌరశాస్త్రం, భూగోళశాస్త్రం మొదలైనవి ఈ కోవలోకి వస్తాయి. ఈ శాస్త్రాలు నేర్పే ఉపాధ్యాయుడే

వివిధ విషయాలమీద తెలుగులో కాంపోజిషన్ రాయిస్తాడు. ఆ విధంగా ఆధునిక భాషకు అర్థమైన స్థానం ఇచ్చినవాళ్ళమవుతామని రామమూర్తి తమ వాదం ముగిస్తూ చివర రెండు అనుబంధాలు చేర్చారు.

తెలుగువారి ఉచ్చారణలో వచ్చిన ధ్వని విపరిణామాల తీరు తెన్నులు, పద స్వరూప నిర్ణయంలో కావ్యభాషావాదుల్లో కనిపిస్తున్న గందరగోళం, కాలగతిలో ప్రాచీన, ఆధునిక రూపాలమధ్యా, అర్థాల మధ్యా ఏర్పడ్డ అంతరం ఉదాహరణలతో వివరించడం జరిగింది.

ఈ అనుబంధంలోనే 'పడు' అనుయోగ క్రియతో ఛాందస పండితులు ఒక్క పేజిలోనే డజనుకు పైగా కృతమైన 'పాసివ్ ఫామ్స్' ఎలా ప్రయోగిస్తూ ఉంటారో గిడుగువారు చూపించారు. అవి నిజానికి 'పాసివ్ ఫామ్స్' కావు. పూర్వ కవులు అలాంటివి చాల అరుదుగానే ప్రయోగించారు. కేతన 'దశకుమార చరిత్రం' మొత్తంలో ఒకే ఒక్క రూపముంది. తెలుగు భారతంలో పర్వానికొకటి తప్ప ఉండదు. "It is grammatically wrong to call such forms 'Passive'. Genuine Telugu has no passive voice. It does not require it. It employs other devices which serve the same purpose for which the passive is used in other languages, e.g. Sans, శ్రుతాయం; Tel. విను(ము); భగ్నం; Tel. విరిగినది, 'It is torn' అది చిరిగినది", అంటూ స్పష్టం చేశారు.

రెండో అనుబంధంలో మద్రాసులో ఆంధ్ర సాహిత్య పరిషత్తు సమావేశంలో పండితులు చేసిన తీర్మానాలు (1912లో కృష్ణా పత్రికలో అచ్చయినవి) తీసుకొని ఒక్కొక్క తీర్మానాన్నే సహేతుకంగా ఖండిస్తూ వచ్చారు గిడుగువారు. ముఖ్యంగా విద్యార్థుల వాచక పుస్తకాల్లో శృంగార రస ప్రధానమైన కావ్య భాగాలు ఎంపికచేసే విషయమై పండితులు వెల్లడించిన అభిప్రాయాన్ని గట్టిగా విమర్శించారు." (మరోసారి గిడుగు రామమూర్తి వ్యాసాలూ - లేఖలు. పేజి. 129 - 130)

పై అంశాలన్నీ గిడుగుకు భాష విషయంలో ఉన్న స్పష్టతను శాస్త్రీయ దృష్టిని తెలియజేస్తాయి.

3. వాడుక భాషా ఉద్యమం - వాదం, వివాదం

1857లో బ్రిటీష్ ప్రభుత్వం భారతీయుల్లో విద్యావ్యాప్తిని పెంపొందించడానికి కలకత్తా, ముంబాయి, మద్రాసు నగరాల్లో మూడు విశ్వవిద్యాలయాలను స్థాపించింది. చదువుకోవడం ద్వారా ప్రజల దృక్పథంలో మార్పు తీసుకుకోని రాగలమని బ్రిటీషువారు భావించారు. అర్థ శతాబ్దం గడచిన తరువాత వెనక్కి తిరిగి చూసుకుంటే, ప్రజల జీవన ప్రమాణంలోకాని, సామాజిక దృక్పథంలో కాని, ఎలాంటి మార్పు కనిపించడంలేదు. ఈ విశ్వవిద్యాలయాల్లో చదువుకున్న పట్టభద్రులకు దేశ భాషల విషయంలో ఏ మాత్రం శ్రద్ధ లేదనే విషయాన్ని బ్రిటీష్ వారు గ్రహించారు. ప్రజల్లో అక్షరాస్యత పెరగకపోవడానికి విద్య సామాన్య

జనానికి అందుబాటులో రాలేదన్న విషయాన్ని గ్రహించారు. ఇందుకు కారణాలను అన్వేషించడానికి, కర్జన్ సిమ్లాలో ఒక విద్యావిషయక సమావేశాన్ని ఏర్పాటుచేశాడు. ఈ సమావేశంలో ప్రాథమిక పాఠశాలనుంచి విశ్వవిద్యాలయ స్థాయివరకు భారతీయ విద్యావిధానం ఎలావుందనే విషయంపై పదిహేను రోజులపాటు చర్చించారు.

పై సమావేశంలో 150 ప్రతిపాదనలు వచ్చాయి. "the government resolutions of 1904 said, if the educated classes neglect in cultivation of their own languages these will assuredly sink to the level of mere colloquial dialects...and no progress will be possible in giving effect to the principles affirmed in the despatch of 1854 that European knowledge should gradually be brought by means of Indian vernaculars with in the reach of all classes of the people" (గిడుగు రామమూర్తి జీవితం ఉద్యమం, పుట. 52)

అంటే; ఈ విశ్వవిద్యాలయాల నుంచి పట్టభద్రులనవారు తమ భావాలను ఇంగ్లీష్ లో సులభంగా వ్యక్తం చేయగలరేమోకాని, వాళ్ళ మాతృభాషల్లో మాత్రం చెయ్యలేరని తెలిసిపోయింది. అందువల్ల విశ్వవిద్యాలయ స్థాపనోద్దేశమే దెబ్బతిన్నది అన్నది ఈ తీర్మానాల్లో ఒకటి. దేశ భాషల్లో ఆధునిక విజ్ఞానం విస్తరించకపోవడానికి ఆ భావాలను తెలియజేసే శక్తి, పదాలు ఆ భాషల్లో లేవు. అలాంటి పదజాలాన్ని విద్యావంతులు సృష్టించలేకపోయారు. దానికి కారణం దేశ భాషలను విద్యావంతులు నిర్లక్ష్యం చేయడమే. దీనిని నివారించాలి అంటే, దేశ భాషలపట్లా శ్రద్ధ వహించాలని శాస్త్రీయ విజ్ఞానాన్ని ఆధునిక భావాలను దేశ భాషల్లో రాయగలిగిన వాళ్ళను ప్రోత్సహించాలని అలాంటి పుస్తకాలను రాయించాలని ఈ సమావేశం తీర్మానించింది. ఈ సందర్భంలో ఆ గ్రంథాలు రాయడానికి ఉపయోగించాల్సిన శైలిని గురించిన ప్రస్తావన వచ్చింది. అలా ఆధునిక ప్రామాణిక భాషను రచనా రంగంలోకి తీసుకురావడానికి ప్రాతిపదిక ఏర్పడింది. ఇది జరిగిన ఏడాదికే 1906లో గంజాం, విశాఖపట్నం గోదావరి జిల్లాల పాఠశాల పరీక్షాధికారిగా జె. ఎ. ఏట్సు నియమితులయ్యారు. పాఠశాలలో బోధించే తెలుగుకు, ప్రజలు ఉపయోగించే తెలుగుకు భేదం ఉన్నట్లు ఆయన గ్రహించాడు. ఈ భేదానికి కారణం ఏమిటి? అన్న విషయాన్ని ఆయన విశాఖపట్నం ఎ. వి. యన్. కళాశాల ప్రిన్సిపల్ పి. టి. శ్రీనివాస అయ్యంగార్ ని అడిగారు. ఆయన ఈ విషయంపై సరియైన అవగాహన ఉన్నవాళ్ళలో విజయనగరంలోని గురజాడ అప్పారావు, పర్లాకిమిడిలోని గిడుగు రామమూర్తి అని వాళ్ళ పేర్లు చెప్పారు.

ఏట్సు విజయనగరం వెళ్ళినప్పుడు గురజాడ అప్పారావును ఈ విషయం గురించి అడిగారు. గురజాడకు ఈ విషయం తెలిసినా మరింత స్పష్టత కోసం గిడుగు పేరును సూచించారు. ఏట్సు గిడుగుతో

ఈ విషయాన్ని ప్రస్తావించగా, దీనిని గురించి వివరించడానికి తనకు కొంత సమయం అవసరమని గిడుగు చెప్పారు. ఏట్లు ప్రతి సంవత్సరం ఉపాధ్యాయ వార్షిక సమావేశం ఏర్పాటుజేసి, బోధనా పద్ధతులను గురించి ఉపన్యాసాలిప్పించడం చర్చలు చేయడం మొదలు పెట్టారు. దీంతో గురజాడ, గిడుగు లాంటి వాళ్ళలో అప్పటికే వాడుక భాషపైన, దాని ప్రయోజనం పైన ఉన్న అవగాహనకు మరింత పదును పెట్టినట్టయ్యింది. 1907 నుంచి 1910 వరకు ఉపాధ్యాయ వార్షిక సమావేశాల్లో పాల్గొన్న గిడుగు జీవద్భాష ప్రాశస్త్యాన్ని తెలియజెప్పుతూ వచ్చారు. అయితే, పండితులు మాత్రం దాన్ని అంగీకరించలేదు. 1911లో సూల్ పైనల్ పరీక్షకు శెట్టి లక్ష్మీనరసింహం రాసిన గ్రీకు పురాణ గాథలు అన్న గ్రంథాన్ని పాఠ్య గ్రంథంగా నిర్ణయించారు. అప్పటికే బ్రిటీష్ ప్రభుత్వం వల్ల సంస్కృతీ సంప్రదాయాలు మట్టి కలిసి పోయాయని ఆందోళన పడుతున్న పండితులు వాడుక భాష పేరుతో భాషను కూడా భ్రష్టు పట్టిస్తున్నారని ధ్వజమెత్తారు.

గ్రాంథిక వాదం రోజు రోజుకు ఉద్భృతమై చివరకు వాడుక భాషలో రాయడానికి విద్యాశాఖ ఇచ్చిన అనుమతి ఉపసంహరించుకోవలసి వచ్చింది. ఈ పరిస్థితులలో గిడుగు రామమూర్తి వ్యవహారిక భాషను, దాని నిర్మాణాన్ని, శైలిని బాగా అధ్యయనం చేసి, దానివల్ల కలిగే లాభాలను ప్రజలకు తెలియజేయడం మొదలు పెట్టారు. అదే సమయంలో గ్రాంథిక భాష వల్ల కలిగే నష్టాలకు, పండితులు కూడా గ్రాంథిక భాషను సరిగా రాయలేకపోవడాన్ని ఆయన ఎత్తి చూపారు. గ్రాంథిక-వ్యవహారిక వాదుల వాదనలు తీవ్ర స్థాయికి చేరి, చివరకు వ్యావహారికవాదం ఒక ఉద్యమంగా మారింది. ఆ ఉద్యమానికి నాయకుడు గిడుగు రామమూర్తి. 1909-10లో మొదలైన ఈ ఉద్యమాన్ని గిడుగు అస్తమించే వరకు కొనసాగించాడు. గిడుగు ఉద్యమానికి రెండు పక్కలా పదునే. ఆయన ఒక పక్క వ్యవహారిక భాష అవసరాన్ని చెబుతూ వ్యవహారిక భాషన్నది భ్రష్టు పట్టిన భాష కాదని శిష్టుల మాట్లాడే భాషే వ్యవహారికమని, వ్యాకరణానికి అనుగుణంగా లేనంత మాత్రాన అది గ్రామ్యం కాదని తన వాదనను ఉపపత్తులతో సహా నిరూపించేవాడు. అదే సమయంలో మహా మహా పండితులు రాసిన గ్రాంథిక భాషలో ఎన్ని వ్యాకరణ విరుద్ధ ప్రయోగాలున్నాయో చూపించేవాడు.

ప్రాచీన కావ్యాల్లో కవులు వాడుక భాషా పదాల్ని ఏవిధంగా తమ రచనల్లో ఉపయోగించారో కూడా ఉదాహరణలతో చూపించేవాడు. గ్రాంథిక వాదాన్ని సమర్థించే పండితుల రచనల్లోని శాబ్దిక దోషాలను ఎత్తిచూపి వాళ్ళ కంటిని వాళ్ళ వేలితోనే పొడిచాడు. "పూర్వ అర్వాచీన లాక్షణికులు, పండితులు తప్పులున్న పద ప్రయోగాలెన్నిటిలో రామమూర్తి పంతులుగారు పూర్వకవి ప్రయోగాల ద్వారానే సమర్థించి చూపారు. ముఖ్యంగా భారత కవుల ప్రయోగాలను ఎవరు కాదనలేరు కదా! యతిప్రాస స్థానాల్లో నిర్దారితమైనవే మనకు కావాలని పండితులు మొండిపట్టు పట్టుకుని కూచుంటారు. కాబట్టి సాధ్యమైనంత వరకు అటువంటి ప్రయోగాలే చూపారు. తమ బాలకవి శరణ్యంలో సుమారు నూట అరవై పూర్వ కావ్యాల నుంచి భారతం మొదలుకొని గోపినాథ వేంకటకవి రచనల వరకు ఆయా ప్రయోగాలను చూపి లక్షణ

గ్రంథాల అసమగ్రతను వివరించారు. ఆధునిక కవుల ప్రయోగాలను బట్టి భాష ఎటువంటి మార్పులకు లోనవుతూ వచ్చిందో శాస్త్రీయంగా నిరూపించారు." (గిడుగు రామమూర్తి జీవితం - ఉద్యమం. పుట. 71. పొట్టి శ్రీరాములు తెలుగు విశ్వవిద్యాలయం, 2006)

భాషను గురించి గిడుగుకి నిర్దిష్టమైన అభిప్రాయం ఉంది. అందుకే ఆయన వాడుక భాష ఉద్యమాన్ని అర్థం చేసుకోలేని గ్రాంథిక వాదులు గురించి ఇలా అన్నారు. "భాషాతత్వ జిజ్ఞాస, భాషా చరిత్ర జిజ్ఞాస మన ఆంధ్ర పండితులకు లేనే లేదు. లోకములోని శిష్టల వాడుకను బట్టి, లౌకిక భాషకు అనుశాసనమేర్పడవలేనని అనేకులకు తెలియదు. కనుక మన తెలుగు భాషకు తెలుగు గ్రంథములకు ఇట్టి దౌర్భాగ్యము పట్టినది. ఉపదేశకులు, మార్గదర్శకులు, ఆచార్యులు, తత్త్వదూరులయినప్పుడు లోకమునకు అపరిమితమైన హానికలుగునని మనము జ్ఞప్తియందుంచుకోవలెను. భాషా తత్త్వ మెరుగని వారు భాషా పండితుల కాజాలరు. అట్టివారు తాము మోసపోయి ఇతరులను మోసపుచ్చి లోకమునకు చాలా కీడు చేస్తున్నారు. దుర్బుద్ధి చేత కాదు, అజ్ఞానము చేత".(ఆంధ్రపండితుల భిషక్కుల భాషా భేషజం, పుట. 121)

ఈ శతాబ్దంలో తెలుగు భాష విషయమై తెలుగు సాహిత్య విషయమై స్వరతత్వ, శబ్దతత్వ నిరూపణ పూర్వకంగా కృషి చేసిన పండితులలో ఆయన అగ్రగణ్యుడు. సుమారు ముప్పై సంవత్సరాలు ఆయన ఈ ఉద్యమానికి నాయకత్వం వహించారు. ముప్పై సంవత్సరాల కాలం అపండితులతో సిద్ధాంత చర్చలు చేస్తూ, ఆయన సమాధానాలు చెప్పవలసి వచ్చింది. (గిడుగు రామమూర్తి జీవితం - ఉద్యమం, పుట. 72)

ప్రజలను చైతన్య వంతుల్ని చేయడమే భాషకున్న ప్రధాన లక్ష్యమని గిడుగు భావించారు. "అందువల్లే బలాత్కారముగానయినా ప్రజలందరికి చదువు వచ్చేటట్లు చేస్తేనే కాని, స్వరాజ్య వ్యవహారము సాగదు. ప్రజలందరూ గ్రాంథికాంధ్ర భాషా పండితులు కాలేరు. వాడుక భాష వారికి నేర్పితేచాలును. వాడుక భాషలోనే అన్ని విషయములను గురించి కావలసినంత జ్ఞానము సంపాదించ వచ్చును." (గిడుగు రామమూర్తి జీవితం - ఉద్యమం, పుట. 74)

ఆంధ్రులను విద్యావంతులను చేయడానికి నా మతము అంగీకరించేట్లయితే ఒక మాసము రోజులలో సాధ్యమవుతుంది. ముందుగా వ్యవహారిక భాషలో మీ కర పత్రాలన్నింటిని అచ్చొత్తించండి. ఆ తరువాత తెలుగు అక్షరాలూ, గుణింతములు ప్రతివారికి నేర్పడానికి గ్రామానికొక ప్రచారకుణ్ణి ఏర్పాటు చెయ్యండి. అక్షరాలూ గుణింతములు మామూలు తెలివితేటలుగలవాడు నేర్చుకోవడానికి వారము పది రోజుల కన్నా ఎక్కువ పట్టదు. ఎప్పుడైతే అక్షరాలూ గుణింతములు వచ్చాయో ఆ క్షణము నుండి మీ కర

పత్రాలు మొదలైనవి చదువుకోగల్గుతారు. ఇంతకన్నా, దేశములో విద్య వ్యాపింపజేయడానికి సులభ మార్గం లేదు. మీరీ పనికి పూనుకోనవలెను. ఈ విధముగా బాల్యము రాష్ట్రాలలో యుద్ధము అయిపోయిన తర్వాత చేసినారు. నేను ఈ విషయమంతా చదివాను. బాల్యము రాష్ట్రాలలో ఆరు మాసాలలో విద్యా శూన్యత అంటా తొలిగిపోయింది." (గిడుగు రామమూర్తి జీవితం - ఉద్యమం. పుట. 74-75)

దీనిని బట్టి గిడుగు భాష దృక్పథం ఎంత ప్రజాసామ్యమైందో, ఎంత ప్రజాహితమైందో అర్థం చేసుకోవచ్చు. ఆయన భాష ద్వారా సామాజిక విప్లవాన్ని తీసుకురావాలని ప్రయత్నం చేశాడు. ఇప్పటికీ మనం అందుకోలేని ఎత్తుకు ఆయన అప్పుడే ఎదిగిపోయాడు. ఆయన నడిపిన భాషా ఉద్యమం వల్ల, మహా మహా గ్రాంథిక పండితులైన వేదం వెంకటరాయ శాస్త్రి, చెళ్ళ పిళ్ళ, వేటూరి ప్రభాకర శాస్త్రి, పంచాగ్నుల ఆదినారాయణ శాస్త్రి, అక్కిరాజు ఉమాకాంతం, మల్లాది, వేలూరి, శ్రీపాద, వీరేశలింగం మొదలైన వాళ్ళంతా వ్యవహారిక భాష వైపు మొగ్గారు. ఆయన అహర్నిశలు పడిన శ్రమకు ఫలితంగా ఈ రోజు రచనా వ్యాసంగమంతా వాడుక భాషలో నడుస్తోంది. అది ఆయన సాధించిన విజయం.

4. గిడుగు - రచనా వ్యాసంగం

గిడుగు రామమూర్తి భాషా దృక్పథాన్ని ఆయన రచనల ద్వారా కూడా గ్రహించవచ్చు. గిడుగు రామమూర్తి సృజనాత్మక సాహిత్యానికన్న విమర్శనాత్మక సాహిత్యాన్ని ఎక్కువగా సృష్టించారు. ఆయన రచనలన్నీ భాషా పరమైనవే! సవరణకు భాష నేర్పించడానికి వాచకాలు, నిఘంటువులు తయారుచేస్తే, వ్యవహారిక భాషా ఉద్యమం ప్రారంభమైన తరువాత ఆయన రచనా వ్యాసంగం పూర్తిగా భాషకే పరిమితమైపోయింది.

తెలుగు పత్రికలో ఆయన ప్రచురించిన పెద్ద పెద్ద వ్యాసాలు, ఆంధ్ర పండిత భిషక్కుల భాషా భేషజం పేరుతో గ్రంథ రూపంలో వచ్చాయి. ఇది ఆద్యంతం భాషా విషయాలతో కూడుకున్నదే. ఆయన రాసిన బాలకవి శరణ్యం లక్షణ గ్రంథం. గ్రాంథిక వాదులు అపప్రయోగాలని నిరసించిన ప్రయోగాలకు ప్రాచీన కావ్యాల నుంచి ఉపపత్తులు చూపిస్తూ, ఆ ప్రయోగాలు ఎందుకు సరైనవో నిరూపించే లక్షణ గ్రంథం అది. గిడుగు వాడుక భాషావాదాన్ని సమర్థిస్తూ రాసిన వివిధ వ్యాసాలూ వ్యాసావళిగా ప్రచురితమైంది. అది కూడా భాషకు సంబంధించినదే. ఇంకా సూర్యరాయాంధ్ర నిఘంటువు, విమర్శనా గద్య చింతామణి, ఆయన భాషా దృక్పథానికి నిలువుటద్దంగా నిలుస్తాయి.

ఆయన జీవితాంతం భాషా దృక్పథంతో కృషి చేసారు తప్ప, వేరే వ్యాసంగాలకు దిగలేదు. టేకుమళ్ళ కామేశ్వరరావు కథల సంపుటి 'రోజానూ' గిడుగు రామమూర్తికి అంకితం ఇచ్చారు. ఆ కథలను చదివిన తర్వాత "చూడు కామేశ్వరరావు! నేను ఏది చదివినా, ఆఖరుకు వార్తా పత్రిక చదివినా రంగు

పెన్నిలుతో గుర్తులు పెట్టుకోందే ముందుకుపోను. అదినాకు బాగా అలవాటైపోయింది. విలక్షణమైన ప్రయోగాలు, శాబ్దిక దోషాలు ముందుగా నాకంట పడుతాయి. అటువంటిది నీ కథ చదువుతుంటే అలాగ్రీగీట్లు పెట్టటమనేమాట మరచిపోయాను. పూర్తిగా లీనమైపోయాను. నేను ఇన్నేళ్ళ నుంచి భాషా రంగంలో ఇంత పని చేస్తున్నాను కదా! ఇలాంటి కథ ఒకటి రాయగలిగినా, రాయగలిగితే ఎంత బాగుండేది. ధన్యుణ్ణిగా ఎంచుకునే వాణ్ణి కదా-" అన్నారట. (గిడుగు రామమూర్తి జీవితం - ఉద్యమం, పుట. 119- 120).

దీన్ని బట్టి చూస్తే, ఆయన సృజనాత్మక రచయితగా పేరు తెచ్చుకోవడం కన్నా, ప్రజోపయోగకరమైన భాషోద్ధరణ ఆయనకు ముఖ్యంగా తోచినట్టు కనిపిస్తుంది. భాష కోసమే పుట్టి, భాషలోనే తిరిగి, భాష కోసమే జీవించి భాషా యుద్ధంలోనే మరణించిన గిడుగు భాషా దృక్పథమే అందరికీ శిరోధార్యం.



గిడుగు రామమూర్తి భాష, సాహిత్యం,

సామాజిక దృక్పథం

'Gidugu's' perception on Language, Literature and Society

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0. ప్రస్తావన

గిడుగు వేంకట రామమూర్తి పేరు చెప్పగానే తెలుగు వ్యావహారిక భాషోధ్యమాన్ని నడిపిన వాళ్ళలో ఆయన ఒక ప్రముఖుడిగా, సవర భాషా సంస్కృతులపై విశేషమైన కృషి చేసిన వ్యక్తిగా గుర్తుకొస్తాడు. అయితే, ఆనాడు గ్రాంథిక భాష ప్రాచుర్యంలో ఉండగా వ్యావహారిక భాష కావాలని వాదించడంలో గల సామాజిక పరిస్థితులు, ఆయనపై చూపిన ప్రభావాలను గుర్తించాల్సి ఉంది. అలాగే ఆయన బ్రాహ్మణ కులంలో పుట్టి పెరిగినా, సవరల గురించి పరిశోధనలు కొనసాగించడంలో గల ఆంతర్యాన్నీ తెలుసుకోవాలనిపిస్తుంది. అసలు ఆయన ప్రాపంచిక దృక్పథం ఏమిటి? ఆయన భాషకే పరిమితమైయ్యారా? లేక సృజనాత్మక సాహిత్యం కూడా రాశారా? సాహిత్యం పట్ల ఆయన అభిప్రాయలేమిటి? ఆయన రాసిన సాహిత్యంలో కనిపించే సమాజం ఎవరిది? మొదలైన ప్రశ్నలకు కొన్ని సమాధానాల్ని అన్వేషించేదిశగా ఈ పత్రం కొనసాగుతోంది.

1. గిడుగు జీవితం – దృక్పథం

గిడుగు రామమూర్తిగారి కొడుకు (గిడుగు సీతాపతి) రాసుకున్న 'స్వీయ చరిత్ర' (1962), ఆయనే రాసిన 'గతకాలపు స్మృతులు' వ్యాసం(1964), గిడుగు వారి స్మారక సంచిక 'ప్రతిభ' (1940), భారతి, కృష్ణాపత్రిక తదితర పత్రికల్లో వచ్చిన వ్యాసాలు, సవర భాషపైనా, వ్యావహారిక వాదాల సందర్భంగా రాసిన వ్యాసాలు, వీటిపైనే ఆధారపడి ఇతరులు రాసిన మరొకొన్ని వ్యాసాలు, ఉత్తరాలు, చేకూరి రామారావు, నడుపల్లి శ్రీరామరాజులు సంకలనం చేసి సంపాదకత్వం వహించి డెట్రాయిట్ తెలుగు లిటరరీ క్లబ్ (2005) ప్రచురించిన "మరోసారి గిడుగు రామమూర్తి" (వ్యాసాలు, లేఖలు) పుస్తకం ప్రధానంగా గిడుగు వారి జీవితాన్ని, ఆయన దృక్పథాన్ని తెలుసుకోవడానికి ఆధారాలుగా కనిపిస్తున్నాయి.

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(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

గిడుగు రామమూర్తి గారి పూర్వీకులు నేటి తూర్పు గోదావరి జిల్లా అమలాపురం దగ్గర్లోని 'ఇందుపల్లి' వాస్తవ్యులు. తర్వాత కాలంలో విజయనగరం దగ్గర్లోని పర్వతాల పేటకు వలస వెళ్ళారు. అక్కడే వెంకమ్మ, వీరాజులకు ఆగస్టు 29, 1863లో రామమూర్తి జన్మించారు.ⁱ నేటికీ ఇందుపల్లి ప్రాంతంలో వీరి కొబ్బరితోటలు ఉన్నాయని రామమూర్తిగారి కొడుకు సీతాపతి ఒక వ్యాసంలో ప్రకటించారుⁱⁱ. ఆయన పుట్టి పెరిగింది బ్రాహ్మణ కుటుంబంలోనే. అంతేకాకుండా ఆయనకు దైవం పట్ల నమ్మకం ఉందని వీరేశలింగంగారికి రాసిన లేఖను బట్టి తెలుస్తుంది.ⁱⁱⁱ కాబట్టి భావవాదమే ఆయన ప్రాపంచిక దృక్పథమైనా భాషా వ్యవహారంలో మాత్రం సామాజిక వాస్తవాన్ని గుర్తించగలిగిన వ్యక్తిగా కనిపిస్తున్నారు. ఎందుకంటే, ఉద్యోగరీత్యా సవరలు అధికంగా నివసించే పల్లకిమిడి ప్రాంతంలో తన జీవితాన్ని అంతటినీ గడిపారు. ఆ అవసరాలు, అప్పటికే సంస్కరణవాది అయిన గురజాడ అప్పారావుగారితో పరిచయం ఉండటం వంటివన్నీ భాష పట్ల ఆయనకు ఒక సామాజిక దృక్పథాన్ని కలిగించి ఉండొచ్చు.

ప్రాచీన కావ్యాల్లో కూడా వ్యావహారిక భాషను చూపించే ప్రయత్నం చేసి, ప్రజల వాడుకలో ఉంటేనే భాష నిలుస్తుందనేది ఆయన వాదం. మనం మాట్లాడుకునే భాషలోనే రచనలు కూడా వస్తే బాగుంటుందనీ, ఎక్కువమందికి విజ్ఞానం అందుబాటులోకి వస్తుందనేది ఆయన ఆశయం. అందుకోసం ఆయన చాలా ప్రయత్నాలు చేశారు. ఆ ప్రయత్నాలను అతిశయోక్తితో పొగిడేసినవాళ్ళున్నారు. “గిడుగు రామమూర్తి వ్యావహారిక భాషావాదం లేవనెత్తడంతో తెలుగు కావ్యభాషాస్వరూపం మారిపోయింది” అని శ్రీశ్రీ అన్నారు. నిజానికి గిడుగు వారు వ్యావహారిక భాషావాదానికి కృషి చేసినా, ఆయన జీవించిన కాలంలోనే అది సంపూర్ణంగా విజయవంతం కాలేదు.^{iv} ఆ విషయాన్ని గిడుగు వారే స్వయంగా చెప్పుకున్నారు కూడా. కానీ, ఆ ప్రయత్నాలు తర్వాత కాలంలో విజయవంతం కావడానికి తోడ్పడ్డాయనుకోవచ్చు. ఇవన్నీ పరిశీలించినప్పుడు ఆధునిక వ్యావహారిక భాషను పరీక్షల్లో రాయగలిగే అవకాశం ఉంటే సామాన్య, మధ్యతరగతి వారికి కూడా విద్యావకాశాలకు అవకాశం కలుగుతుందనేది భాషా వ్యవహారానికి సంబంధించిన ఆయన దృక్పథమని గుర్తించవచ్చు.

సవరలను అత్యంత దగ్గరగా పరిశీలించడంతో వారి గురించి లోకానికి తాను గమనించిన వాస్తవాల్ని తెలపాలనే జిజ్ఞాసే ఆయనను సవరలపై పరిశోధనకు పురిగొల్పి ఉంటుంది. అయితే, సవరలపై పరిశోధన చేయడానికి ఆయనకున్న మానవతాదృష్టి ప్రధానకారణంగా చేకూరి రామారావు వ్యాఖ్యానించారు.^v సవర భాష నేర్చుకుంటేనే, వారితో బాగా కలిసిపోవచ్చు అనుకున్నారు^{vi}. ‘హరిజనోద్ధరణ జరగడానికి 40 సంవత్సరాల ముందే 1894 ప్రాంతంలోనే గిరిజనులైన సవరలు (శబరులు) వాళ్ళలో మళ్ళీ అంటరానివాళ్ళని తన ఇంటి దగ్గర పెట్టుకొని, దగ్గరగా కూర్చొని సవరభాష నేర్చుకున్నారు’^{vii} అని సంస్కర్తగా గిడుగువారిని

అడపా రామకృష్ణారావు అంచెనా వేశారు. ఇవన్నీ పరిశీలించినప్పుడు గిడుగు రామమూర్తి అగ్రస్థానంలో సామాజిక గౌరవానికి నోచుకున్న వర్గం నుండి వచ్చినప్పటికీ, తన జీవితావసరాల రీత్యా సమాజంలో అట్టడుగు వర్గాల వారితో జీవించాల్సిన పరిస్థితుల్లో ఆయన జీవిత దృక్పథంలో మార్పు వచ్చిందని అనుకోవచ్చు. అదే ఆయన భాషాదృక్పథాన్నీ ప్రభావితం చేసి ఉంటుంది. “వేదవాళ్ళకి, పసిపిల్లలకు, స్త్రీలకు వాళ్ళకు అర్థమైన భాషలో విజ్ఞాన బోధ రామమూర్తిగారికి వ్యావహారిక భాషా వాదానికి లక్ష్యం. అదే ఆయన జీవితాశయం” ఆయన భాషా దృక్పథం ప్రధానంగా “ A memorandum on Modern Telugu” (1913) లో కనిపిస్తుంది. గురజాడ వారు మద్రాసు విశ్వవిద్యాలయం వారికి సమర్పించిన ‘డిసెంటు పత్రం’ (అసమ్మతి పత్రం)లో ఉన్నటు వంటి వాదనే గిడుగు వారి వాదనలోనూ కనిపిస్తుందని భాషావేత్తల అభిప్రాయం^{viii}

2. సాహిత్య, సామాజిక దృక్పథాలు

కవిత్రయమహాభారతం అంటే గిడుగు వారికి చాలా ఇష్టం. కథలు కూడా చదివే వారు. వాటి గురించి నిర్మోహమాటంగా మాట్లాడేవారు. యీసఫ్ కథలను సవరభాషలోకి అనువాదం చేశారు.^{ix} 1919లో ‘తెలుగు’ పత్రికను స్థాపించి, కేవలం భాషకు సంబంధించినవే కాకుండా సృజనాత్మక సాహిత్యానికి కూడా ప్రాధాన్యాన్నిచ్చేవారు. గ్రాంథిక వాదుల ఆక్షేపణలను తిప్పికొట్టాలని ఈ పత్రికను నడిపారు. 1914లో ‘నిజమైన సంప్రదాయం’ పేరుతో చిన్న పుస్తకాన్ని రాశారు. వచన సాహిత్యం వ్యావహారిక భాషలో రాయడమే నిజమైన సంప్రదాయం’ అని వాదించడమే ఈ రచన లక్ష్యం.

1932లో ‘అప్పకవీయ విమర్శనము’ తాళపత్రకావ్యాలను పరిశీలించి రాసిన గ్రంథాన్ని బట్టి సాహిత్యాధ్యయనం విస్తృతంగానే చేసేవారని తెలుస్తుంది. చిన్నయసూరి ‘నీతిచంద్రిక’ రెండవ ముద్రణను రామమూర్తిగారే ప్రచురించడం వల్ల సాహిత్యం ద్వారా భాషావ్యాప్తి కలుగుతుందని భావించారు. ‘ఆంధ్రపండిత భిషక్కులు భాషాభేషజం’; బాల కవిశరణ్యం’ పుస్తకాల్లోని భావాలను ముందుగా ‘తెలుగు’ పత్రికలోనే ప్రచురించారు. “వ్యావహారిక భాషలో వ్రాసినప్పుడు కావ్యమెంత రసవంతంగా వుంటుందో నీకు అనుభవం మీద కాని తెలియదు. ఏదీ నీ కలాన్ని ఒక్కసారి అటువైపు తిప్పు” అని పర్లాకిమిడి పాఠశాలలో పనిచేసేటప్పుడు యల్లాపంతుల జగన్నాథం గారితో చెప్పడం వంటివన్నీ చూస్తే, సాహిత్యం వ్యాప్తికి కూడా వ్యావహారిక భాషను ఒక సాధనంగా వాడుకున్నారని తెలుస్తుంది. ఆ తర్వాత జగన్నాథం రాసిన “ గాదెల గండడు” అనే బొబ్బిలిపాట వరుసలో రాసిన గేయప్రబంధానికి ‘పీఠిక’ కూడా రాశారు. ‘ముఖలింగ క్షేత్రమాహాత్మ్యం’ కావ్యం ఆధారంగాను, శాసనాల ఆధారంగాను ‘ముఖలింగనగర ప్రాచీనత’ను గుర్తించారు. ముఖలింగక్షేత్రం ‘బెనారస్’ లాంటిదని క్షేత్రమాహాత్మ్యం వర్ణించిందని, ఆ ఆధారంతో పరిశోధించి దీన్నే ప్రాచీనకాలంలో

“జయంతి పురం” అని పిలిచేవారని నిరూపించారు. నేటి తూర్పుగోదావరి జిల్లా రామచంద్రాపురం దగ్గర్లోని కొంకుదురు గ్రామంలో కొన్ని శాసనాలు దొరికాయి. దానిలో ఒకటి కొంకుదురు శాసనం. అది 1887 లో దొరికింది. దాన్ని మద్రాసు మ్యూజియంలో భద్రపరిచారు. వాటిని పరిష్కరించడానికి రామమూర్తిగారికి పంపితే, దానిలో పేర్కొన్న అంశాలను శ్రీనాథుని ‘భీమఖండం’ ఆధారంగా పరిశీలించారు. అందులోని అంశాలు అమలాపురం దగ్గర్లోని వెదిరేశ్వరం, పలివెల, ముమ్మిడివరం అనే గ్రామాలకు చెందినవని గుర్తించారు. నాటి సామాజిక స్థితిని, దానవిశేషాల్ని కావ్యవిశేషాలతో పోల్చి చెప్పారు.

సవరలకు సంబంధించిన ‘సవరపాటలు’ సేకరించారు. దీనిలో 32 పాటలున్నాయి. వాటిలో 30 పాటల్ని సేకరించారు. 20 స్వయంగా రాశారు^x. సవరల పాటల సేకరణకు చాలా కష్టం వాళ్ళ సంస్కృతిని రక్షించే ప్రయత్నం చేశారంటే, కింది వర్గాల సంస్కృతి పట్ల ఆయనకున్న గౌరవం వ్యక్తమవుతుంది. సవరలపై పరిశోధన చేయాలనుకోవడమే ఆయన సామాజిక దృక్పథాన్ని తెలుపుతుంది. ఆయన రాయాల్సిన విషయాలన్నీ ఆయన కుమారుడు సీతాపతి వ్యాసంగా రాశారు. సవరలను నేడు గిరిజనులుగా గుర్తిస్తున్నారు. వారి గురించి ఐతరేయబ్రాహ్మణం నుండి అనేక కావ్యాల్లో పేర్కొన్న అంశాలను, సమాజంలో ఉన్న వాస్తవస్థితిగతుల్ని వివరిస్తూ గొప్ప పరిశోధన చేశారు. సవరలు గంజాం, విశాఖజిల్లాల్లోను, ఒరిస్సా, బెంగాల్, సంబల్ పూర్ మొదలైన ప్రాంతాల్లో ఉండేవారని పేర్కొన్నారు. మహాభారతం, శాంతిపర్వంలో వీరి ప్రస్తావన కనిపిస్తుంది. విశ్వామిత్రుడు శపించిన వారిలో ఒకరిగా పేర్కొన్నారు. రామాయణంలో శబరి నేటి సవరలకు సంబంధించిందే అన్నారు. భారతం, హరివంశం మొదలైన కావ్యాల్లో వీరి గురించి ఉన్న విషయాల్ని పేర్కొన్నారు. యజ్ఞంలో నరబలి ఉండేదట. రామాయణం (బాల 62 సర్గ) లో...అంబరీషుడు యజ్ఞం చేయడం- పశువు పారిపోవడం, దాన్ని వెతుక్కొంటూ రుచీకుడనే మునిదగ్గరకు వెళతాడు. యజ్ఞ పశువుగా రుచీకుని రెండవ కొడుకుని కొనడం, అప్పుడు ఆ రుచీకుడు విశ్వామిత్రుడి దగ్గరకు వెళ్ళి శరణుకోరతాడు. విశ్వామిత్రుడు తన కొడుకుల్ని యజ్ఞ పశువులుగా వెళ్ళమంటే వాళ్ళు నిరాకరించడం, అప్పుడు శపించడం వంటివన్నీ సవరలను ఆర్యులుగా తెలిపే కథనాలు. శబరులు వేటలో ప్రవీణులనీ, స్వతంత్రజీవనాన్ని కొనసాగించారని తెలిపారు. ఇలా అనేక అంశాలను పరిశోధించారు.

గిడుగు వారి పరిశోధనను నడుపల్లి శ్రీరామరాజుగారి అభిప్రాయంతో ముగించడం సముచితంగా ఉంటుందనిపిస్తుంది. “తెలుగు సవర భాషల మీద ఆయన చేసిన అద్భుతమైన పరిశోధనల కంటే, వారు చేసిన అమూల్యమైన శాసన పరిశోధనల కంటే, రచనలలో వాడుక భాషా వ్యాప్తికి వారు చేసిన కృషి కంటే, వారి వ్యక్తిత్వం గొప్పది”.^{xi} మొత్తం మీద కింది వర్గాల పట్ల, వారి సంస్కృతి-చరిత్రల పట్ల గౌరవభావాన్ని ప్రకటించిన విశిష్ట వ్యక్తిత్వం గిడుగు వారిదని సవరలపై ఆయన చేసిన మొత్తం పరిశోధన కృషి తెలుపుతుంది.

వ్యావహారిక భాషోద్భవంలో ఆయన చేసిన వాదాలు, ఉద్యమాలు భాషలోని శక్తిని అందరికీ అందేలా చేసిన ప్రయత్నంగా స్పష్టమవుతుంది. ఇవన్నీ ఆయన సామాజిక దృక్పథాన్నీ తెలియజేస్తున్నాయి.

ప్రతాంత సూచికలు

ⁱ గిడుగు రామమూర్తి పుట్టిన తేదీ విషయంలో వివాదాలు ఉన్నాయి. 1862లో పుట్టినట్లు ఆరుద్ర (శాసన పరిశోధకుడుగా గిడుగు - గురజాడ)'' (వ్యాసం)లో చెప్పగా జి.వి.రామమూర్తి 1863 ఆగస్టు 29 అని రాశారు. గిడుగు సీతాపతి ఒకచోట 1862 గాను, మరో చోట 1863గానూ పేర్కొన్నారు. వీటన్నింటినీ పరిశీలించి ఆగస్టు 29, 1863 అని గిడుగు రామమూర్తి జీవితం-రచనలపై పరిశోధన చేసిన డా.దాశరథుల నర్సయ్య (2009: 2) నిరూపించారు.

ⁱⁱ సీతాపతి, గిడుగు. ' రామమూర్తి పంతులుగారి జీవిత చరిత్రలోని చిత్ర విచిత్ర ఘట్టాలు' (వ్యాసం), మరోసారి గిడుగు రామమూర్తి, సంపాదకులు: చేకూరి రామారావు, నడుపల్లి శ్రీరామరాజు, డెట్రాయిట్ తెలుగు లిటరరీ క్లబ్ బుక్స్ ఫీల్డ్ హిల్స్ , మిషిగన్ ప్రచురణ: 2005 : 2

ⁱⁱⁱ వీరేశలింగంగారికి 10-4-1917లో రాసిన లేఖలో “ తమకు పరమేశ్వరుడాయుస్సు ఆరోగ్యముతో కూడా ఇచ్చుగాక అని త్రికరణశుద్ధిగా నేను ప్రార్థించుచున్నాను” అని గిడుగు వారు కోరుకున్నారు.

^{iv} చిలుకూరి నారాయణరావు ' నాగురువుగారు' (వ్యాసం, ప్రతిభ, సంపుటి, 4. 1940) లో“ ప్రభుత్వ విద్యాశాఖలలోను, యూనివర్సిటీలలోను ఆయన ఉద్దేశము సరిగా కొనసాగడానికి ఆయన జీవిత కాలములో అవకాశము చిక్కలేదు” అని రాశారు.

^v రామారావు, చేకూరి. 'రామమూర్తిగారు వ్యావహారిక భాషావాది ఎందుకయ్యారు?' (వ్యాసం), మరోసారి గిడుగు రామమూర్తి, పుట: 103.

^{vi} నర్సయ్య, డి. గిడుగు రామమూర్తి జీవితం-రచనలు, పుట: 12

^{vii} రామకృష్ణారావు, అడపా. సంఘసంస్కర్తగా గిడుగు' పుట:112

^{viii} దక్షిణామూర్తి, పోరంకి. గిడుగు మెమోరాండం: గురజాడ డిసెంటు పత్రం (వ్యాసం), మరోసారి గిడుగు రామమూర్తి, పుటలు: 129, 133.

^{ix} నర్సయ్య, డి. గిడుగు రామమూర్తి జీవితం-రచనలు, పుట: 15

^x పైదే: . పు: 63

^{xi} శ్రీరామరాజు, నడుపల్లి. 'బహుముఖ ప్రతిభాశాలి, మానవతావాది గిడుగు రామమూర్తి' (వ్యాసం), మరోసారి గిడుగు రామమూర్తి, పుట: 282



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Telugu as a Modern Language – 'Gidugu's' Views

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మహాకవి తిక్కన అనువదించిన శ్రీ మదాంధ్ర మహాభారతం నాటి తెలుగు వాడుకకు ఊపిరై నిలిచింది. వేమన పద్యాలు ప్రజలభాషగా ఆనాటి తెలుగుకు పట్టంకట్టాయి. తర్వాతి కాలంలో భావసంకెళ్ళను బిగించిన పూడల్ (పండిత)వ్యవస్థలో తెలుగు భాష మగ్గసాగింది. గిడుగురామమూర్తి పంతులుగారు వ్యావహారిక భాషోద్యమం జరిపి భాషను ప్రజాస్వామ్య బద్ధమైన ఆధునికవైపు పరుగులు తీయించాలనుకున్నారు. శాస్త్రబద్ధమైన శాస్త్రజ్ఞులదగ్గర భాషాశాస్త్రం అధ్యయనంచేసి భాషాతత్వాన్ని సమగ్రంగా ఆకళింపు చేసుకున్న మహనీయులు గిడుగు. అధ్యాపక వృత్తిలోని అధ్యయన రీతుల్లో అనువర్తిత విధానాన్ని అనుసరించాలనుకునే తపనగల వ్యక్తి గిడుగు. మూసపోసిన విద్యకన్నా లౌకికసంప్రదాయాలను అనుసరించి అనువర్తన చేసి విద్య బోధించడంద్వారా విద్యార్థి పొందే జ్ఞానం ఆధునికమని నమ్మిన సిద్ధాంతి గిడుగు. ఈ సిద్ధాంతాన్ని అర్థం చేసుకోలేని అనుసరణ శాస్త్రజ్ఞులకు పిడుగైయాడు గిడుగు.

అనుసరణశాస్త్ర పండితుల అధ్యయన విధానాల ఫలితాలకి, సహజస్థితితో భాషను అధ్యయనం చేసే ఉపాధ్యాయుల అధ్యయన విధానాల ఫలితాలకి, మధ్య గల తేడాలను ఎన్నోసార్లు ఎన్నో ఉదాహరణలతో ఉటంకించి చెప్పినా అనుసరణ అధ్యయనాభిలాషా ప్రియులకు గిడుగు చెప్పిన సహజ భాషాతత్వఫలితం బోధపడలేదు. ఏది ఏమైనా తెలుగుభాషకు గ్రాంథికవాదం పేరుతో బిగించిన దాస్యశృంఖలాల ఉచ్చు భాషకు తీరనినష్టం చేకూర్చిందన్నది గిడుగురామమూర్తిపంతులుగారి వాదన. నూటికిపైగా కృతక గ్రాంథికాంధ్ర రచయితలు తమ రచనల్లో కృతకంగా సృష్టించి తెలుగు భాషపై రుద్దిన రూపాలను ఎత్తిచూపారు. చిన్నయసూరి మొదలుకొని చిలకమర్తి లక్ష్మీనరసింహంవరకున్న రచయితలలో వేదంవెంకటరాయశాస్త్రి, పురాణపండ మల్లయశాస్త్రి, నేతి సుబ్బరాయశాస్త్రి, మల్లాది సూర్యనారాయణ శాస్త్రివంటి పేరెన్నికగన్న పండితోత్తములు, వడ్డాది సుబ్బరాయకవివంటి కవులు, కొమర్రాజు లక్ష్మణరావు, వంగూరిసుబ్బారావు, చెలికాని లచ్చారావు, జయంతిరామయ్య, చిలుకూరి వీరభద్రరావువంటి విమర్శకులు, పానుగంటి లక్ష్మీనరసింహంవంటి నాటక నిర్మాతలు రచించిన గ్రంథాలను గిడుగు పరిశీలించారు. వారి రచనల్లోని

అపశబ్దాల కింద గీట్లుగీసి వాటన్నింటిని ఉటంకించి వ్యాసరూపంలో ప్రకటించారు. వాడుకభాషను దూషిస్తూ అపరిచితమైన ప్రాచీనాంధ్రంలో రచించేవారిలో చాలామంది భాషాతత్వం బోధపడని వారేనని నిరూపించారు.

అంతేకాదు కవిప్రయోగాలకే ప్రాధాన్యతనిచ్చి తయారుచేసిన శబ్దరత్నాకరం నిఘంటువులో కూర్చిన శబ్దార్థాల వ్యుత్పత్తులలో దోషాలు వేయికి పైబడి ఉన్నాయని వివరించి చూపారు. ఇది చెప్పి వందసంవత్సరాలు అయింది. శబ్దరత్నాకరం నిఘంటువు అనేక పునర్ముద్రణలు పొందిందిగానీ దోషనివృత్తి జరగలేదు. బహుజనపల్లి సీతారామాచార్యులకు ముందున్న నిఘంటునిర్మాతలు ప్రాచీనాంధ్ర శబ్దాలకు వర్తమాన వ్యావహారికాంధ్రంలో అర్థం చెప్పారు. పరవస్తు శ్రీనివాసాచార్యులుగారి సర్వశబ్దసంబోధినిలో సంస్కృత పదాలకు తెలుగు వాడుక మాటలతో అర్థం చెప్పారు. మామిడివెంకయ్యగారి ఆంధ్రదీపికకూడా అట్లే కూర్చారు. సంస్కృత కావ్యాలకు టీకలు రచించిన పండితులు వ్యావహారికమే వాడారు. బ్రౌణ్య నిఘంటువుకూడా ఆ సంప్రదాయాన్ని అనుసరించింది. 1950లో చిన్నయసూరి బాలవ్యాకరణం రచించిన తర్వాతనే తెలుగుసమాజంలో భాష విషయంలో గందరగోళం ప్రారంభమయింది. 20వ శతాబ్దంలోని పండితులలో చాలామందికి అటు సంస్కృతం మీదా ఇటు ప్రాచీనాంధ్రం మీదా పట్టులేదు. "వాడుక మాటలు మార్చి, మసిపూసి మారేడుకాయ చేసినట్లు, గ్రాంథికీకరణం చేసేశారు" అన్నారు గిడుగు తమ లేఖల్లో.

ఆధునికం అంటే ప్రస్తుతం అని అర్థం తీసుకుంటే అది ఏ కాలానికైనా వర్తిస్తుంది. తెలుగు సాహిత్య సృజనలో 20వ శతాబ్దంలోని ఏడుపదుల కాలంవరకు భాష విషయంలో చాలామంది కవులు రచయితలు ఆధునికతను సాధించలేదు. ప్రాచీనానికి ప్రాధాన్యమిస్తూ చాలామంది ప్రాచీన అర్వాచీన కవులు ప్రథములతో పోటీపడ్డారే తప్ప నిజస్థితిని గ్రహించలేకపోయారు. ఆధునికతను గ్రహించి రచనలు చేసిన కొంతమందిని దేశికవులుగాను, అపండితులుగాను, భాషమీద పట్టులేని వారుగాను ముద్ర వేశారే తప్ప వారు చూపిన వాస్తవిక మార్గాన్ని అనుసరించలేదు. ఇది అనుసరణీయ విధానాన్ని అనుశ్రుతం చేసుకున్న లక్షణంలోని పొరపాటే తప్ప ఆధునికత్వంలోని లోపంకాదు. నేటికీ మన విద్యావిధానంలో భాష విషయంలో అదే పోకడ కన్పిస్తుంది. నూతనత్వాన్ని అంగీకరించే గుణంలోకి విద్యార్థుల్ని తీసుకెళ్లడంలేదు. ఎక్కడో ఒకరిద్దరు అధ్యాపకులు ఇలా ప్రయోగాత్మక అనువర్తిత విధానాలను విద్యార్థులకు బోధనలో భాగం చేస్తుంటే పనిగట్టుకుని ఆక్షేపణలు చేస్తున్న సహవ్రతుల ఆధిక్యం అంతా ఇంతాకాదు.

గిడుగు రామమూర్తిపంతులు 1906లో ఏట్స్ తో పంచుకున్న ఆలోచనల పర్యవసానమే వ్యావహారికోద్యమం. సామ దాన భేద దండోపాయాలతో సాగిన ఈ ఉద్యమం నేటికీ నిశ్శబ్దంగా కొనసాగుతూనే ఉంది. వ్యవహారికం, దేశ్యం, వాడుకభాష, మాండలికం ఇవన్నీ ఒకదానితో ఒకటి ముడిపడిన అంశాలే. ఇవన్నీ ఒక భాషా సమాజంలో అంతర్లీనంగా ముడిపడిన సహజాలు. వీటిలో ఏదైనా

ఫరవాలేదు. రచనలో అధికాధికంగా వినియోగింపబడితే చాలు. అదే వ్యవహారికోద్యమ ఫలితం. దీనిని సాధించాలనే గిడుగు ఆశించారు. సృజనాత్మక రచనల్లో అందులోనూ వచనరచనల్లో వ్యావహారికాన్ని సాధించారు. అందుకే ప్రస్తుతయుగంలో తెలుగు మాతృభాషా వర్గీయులకి వచన సాహిత్యం చేరువయ్యింది. కథ నవల నాటకం పాట వ్యాసం వార్త ఇవన్నీ నేడు ప్రజల వ్యవహారశైలికి దగ్గరగా వచ్చాయి. భాషలో సాధించిన నవ్యత సమాజాన్ని ఆధునికంవైపు పయనింపచేసింది. ప్రజాస్వామ్యయుతమైన భాష ఆధునిక అవసరాలకు అనుగుణంగా ఎదగడం అభివృద్ధి సూచకం. ఆధునికతను అందించే రచనల్లోని పదాలు, ప్రత్యయాలు, పదబంధాలు, వాక్యనిర్మాణాలపై శాస్త్రీయ దృక్పథంతో అధ్యయనాలు రావలసిఉంది. సహజ భాషలోని పదప్రత్యయ సంయోజనాలను, సంధిస్వరూపాన్నీ, సమాసవిస్తృతిని అర్థంచేసుకోవడంలో శాస్త్రీయత చేకూర్చవలసిన అవసరమూ ఉంది. భాషాశాస్త్ర దృక్పథంతో భాషకు శాస్త్రీయతను చేకూర్చగలిగే చేవగల్గిన శాస్త్రజ్ఞులు అరుదుగా ఉన్నారు. వీరు విద్యార్థులకి శాస్త్రదృష్టితో జీవద్భాషను అధ్యయనం చేసే అనువర్తిత విధానాలపై శిక్షణ ఇస్తున్నారు. ఇప్పుడిప్పుడే విద్యార్థుల్లో కొందరు ఆ విషయాలను ఆకళింపు చేసుకుంటున్నారు. వారిని మనస్ఫూర్తిగా ఆహ్వానించే గుణం అధ్యాపక వర్గంలో రావాలి. భాష విస్తృత పరిధి కలది. భాషపై పరిశోధనలకు ఊతమివ్వాలి. అప్పుడే జీవద్భాషలోని లక్ష్యానికి లక్షణాలు వెలుగులోకి వస్తాయి. జీవద్భాష అంటే ఆయా కాలాలలోని వాడుక భాష.

వ్యావహారిక భాష ప్రయోజనం విస్తృతం. గ్రాంథికభాష ప్రయోజనం పరిమితం అని ఎలిగెత్తి గిడుగు అరిచినా గ్రాంథికభాష ప్రమాణపూరితమని నమ్మపలికిన ఊకదంపుడు ధోరణివల్ల చాలామంది సాధారణీకుల్లో భాష భయోత్పాతాన్ని సృష్టించినదనడం వాస్తవం. ఆధునిక అవసరాలకు అనుగుణంగా మలచుకోగలిగిన చేవగల వ్యావహారికాన్ని పనిగట్టుకుని నిరసించేవాళ్లు ఎద్దేవా చేసేవాళ్లు నాడు అధికం. నేటికీ తక్కువేమీకాదు. సహజ భాషలో విద్యాబోధన సాగించడం ద్వారా విషయగ్రహణ శక్తి విద్యార్థుల్లో తనంత తానుగా పెరుగుతుంది. అంతేకాక తెలుగు వినియోగం సాహిత్య సృజనకి, తెలుగు పాఠాలు బోధించడానికి పరిమితం అన్న దశనుండి చాలా దూరం పయనించింది. గత అర్థశతాబ్దకాలంగా తెలుగు వినియోగం శాఖోపశాఖలుగా అనేక రంగాలకు విస్తరించింది. విస్తరించిన రంగాలకు అవసరమైన తెలుగు పదసంపదను అందుకోడానికి కావలసిన పరికరాలు తెలుగులో వెలువడకపోవడం పెద్దవెలితి. ఈ వెలితినే గిడుగుగారు పదేపదే వివరించిచెప్పారు. పై వెలితిని పూడ్చుకోడానికి వ్యవహార స్వరూపంలో ఉన్న భాష అనేక రీతులుగా ఉపయోగపడుతుందని చెప్పారు. మనసుకి ఎక్కించుకున్నవారు తమ మతం మార్చుకుని వ్యావహారిక భాషలో రచనలు చేశారు. చేసిన రచనల్లోని పదసంపదను నిఘంటువులకు ఎక్కించడంలో నిఘంటుకారులు వెనకబడ్డారు. వ్యావహారిక భాషలో వచ్చిన రచనలలోని వ్యాకరణాంశాలపై సమగ్ర చర్చచేసి వ్యాకరణం రచించడంలో లాక్షణికులు ఉత్సుకత చూపలేదు. అందుచేత ఆధునిక తెలుగు రచనలకు మాత్రమే పరిమితం

అయిందే తప్ప నిఘంటువులకు, వ్యాకరణ సూత్రాలకు నోచుకోలేదు. ఒకటి రెండు ప్రమాణ గ్రంథాలు వచ్చినా అవి ఆంగ్లంలో ఉన్నాయేగాని తెలుగులో రాలేదు.

ప్రాచీన భాషపట్ల మక్కువ ప్రదర్శించే వాళ్లు వ్యవహారికభాషను ఎందుకు నిరసిస్తున్నారో అర్థంకాదు. ఎందుకు నిరసిస్తున్నారు అని ప్రశ్నిస్తే వ్యవహార స్వరూపానికి ప్రమాణత్వం చూపే సూత్రీకరణలు ఎక్కడ? అని ఎదురాడుతారు. భాషకు వైయక్తికతను, ప్రాదేశికతను, ప్రాంతీయతను, సాంఘికతను జోడించి మరీ ప్రశ్నిస్తారు. ప్రశ్నించిన వాళ్లకు సమాధానాలు తయారుచేసే సత్తా ఉంటుంది. సహజ భాషలో జరిగే ప్రతి పరిణామానికీ నిబద్ధత ఉంటుంది. ఎటుపడితే అటు భాష చెదరదు. ఉచ్చారణా సౌలభ్యమే మాతృభాషీయులకి ప్రధానం. అందుచేత ఉచ్చారణకోసం జరిగిన పరిణామం లక్షణ బద్ధంగానే ఉంటుంది. మార్పు జరిగిన పరిణామిని అందిపుచ్చుకునే లాఘవం లాక్షణికులకు అరచేతిలో వెన్నముద్ద. కానీ ప్రాచీన సంప్రదాయ విధానాలకు అంటగాగిన తనంతో మూసపోసిన పాతపద్ధతులకి ప్రాధాన్యత ఇస్తూ ఆధునిక వ్యవహార స్వరూపాలపట్ల సరైన దృష్టి పెట్టడంలేదు. కొత్తదానిని ప్రాముఖ్యత చేకూర్చడానికి, సూత్రీకరించడానికి మనస్ఫూర్తిగా పూనుకొనడంలేదు.

కావ్య ప్రయోగాలను చూపి ఇవే సాధురూపాలని పండితులు రాసిన లక్ష్యమే లక్షణ ప్రమాణమని జనవ్యవహార రూపాలు చాలామటుకు గ్రామ్యాలని ఇష్టమొచ్చినట్లు భాషను విభజించేశారు. గ్రాంథికమని గ్రామ్యమని, సాధురూపాలని అసాధు రూపాలని, సిద్ధరూపాలని సాధ్యరూపాలని విభజించేశారు. "పండితులు తాము రాసింది ఇతర పండితులకు అర్థం కావాలనుకోగూడదనే నిబంధన పెట్టుకున్నారనిపిస్తుంది. చివరకు పనిగట్టుకొని పసిపిల్లలకోసమని రాసిన పుస్తకాల్లో కూడా ఒకే వాక్యంలో పాతకాలపు మాటల సరసనే నేటి కాలపు మాటలు దొర్లుతుంటే వాటిమధ్య సమన్వయం లేక అవి కర్ణకఠోరంగా ఉంటున్నాయి. చిన్నపిల్లలకు ఉద్దేశించిన తమ "ఈసప్ కథ" ల్లో రావ్ బహదూర్ కె. వీరేశలింగం పంతులుగారు కూడా ప్రాచీన ప్రయోగాలను పరిహరించాలని భావించలేదు. వాస్తవంలో గిడుగు వారు చాలా తెలుగు పుస్తకాలను కళ్ళలో వత్తులు పెట్టుకొని చూసి, ఎనిమిదేళ్ళ పిల్లవాడు ఉపాధ్యాయుడి సహాయం లేకుండా చదివి అర్థం చేసుకోగల కథల పుస్తకం ఒక్కటి లేదనీ" నేటి తెలుగు నివేదికలో వాపోయారు.

విద్యార్థులను తికమక పెట్టి అయోమయానికి గురిచేస్తున్న విషయాలను ఎన్నింటినో గిడుగు రామమూర్తి పంతులుగారు తమ బాలకవి శరణ్యంలో విస్తృతంగా చర్చించారు. అంతేగాదు వ్యవహారంలోని వాడుకభాషను జీవద్భాషగా వివరించారు. ఉదాహరణకి కూతురిని, కూతురికి, (కూతుండు), కూతుళ్లు అనే అంశంపై చేసిన చర్చలో ఇలా అంటారు. "ఎవరి యిష్టము వచ్చినట్లు వారు కావ్యభాషను తారుమారు

చేస్తే అదే సాధుభాష అని భ్రమపడుతున్నారు. పండితులు పుస్తకాలు ఏ భాషలో వ్రాసినా శాస్త్రాలు ఏలాగు కల్పించుకొన్నా లౌకిక భాషను నిర్మూలనం చేయలేరు. అది వారి నోట్లోనే కాపురముంటుంది, నాలుకలమీద నాట్యమాడుతూ ఉంటుంది, సలక్షణముగా వృద్ధి పొందుతుంది ' 'అని బాలకవిశరణ్యం లో వివరించారు. లౌకిక భాష అంటే జన వ్యవహార భాషఅని పదేపదే వివరించారు.

వ్యావహారిక భాషలోని మాటలన్నీ సిద్ధరూపాలుగా గ్రహించి వాటికి లక్షణం చేకూర్చాలేగాని వాటిని అసాధు రూపాలుగా భావించరాదు. వ్యావహారిక భాషలోని మాటలు లోకుల వ్యవహారం నుండి పుట్టిన సహజాలు. కవులు పనిగట్టుకుని రాసిన కృతకాలు కావు. లోకవ్యవహారంలోని సిద్ధ రూపాలే శబ్దానుశాసనాలు కావాలి గాని కవి ఛందస్సుకోసం చేసిన కృతకరూపాలకు శబ్దానుశాసనాలు తయారుచేసి వాటిని విద్యార్థులకు ఆధునికయుగంలో వంటపట్టించడంకోసం మూర్ఖంగా ప్రవర్తించడం అవివేకమని తెలిపారు. లోకవ్యవహారంలో లేని కవి ప్రయోగాలకు ప్రాధాన్యమిచ్చి చేసే భాషాశాసనం శాసనంగా చిరకాలం నిలవదని గిడుగు రామమూర్తి పంతులుగారు ఎడనెడ తమ రచనల్లో ఉపన్యాసాలలో పత్రికల్లో నొక్కి నొక్కి చెప్పారు.

తెలుగు భాషలోని దేశ్య రూపాలను కాదని వాటి స్థానంలో పాండిత్య ప్రకర్షకోసం ఔచిత్యానౌచిత్యాలు ఆలోచించకుండా ఇతరేతర భాషారూపాలకు అధిక ప్రాధాన్యతను ఇవ్వడంవల్ల తెలుగు భాషకు పట్టిన చీడను వదిలించడానికి గిడుగు చేసిన ప్రయత్నం అంతా ఇంతా కాదు. ఎన్నో సార్లు తమ ఉత్తరాలద్వారా నివేదన చేసి ప్రభుత్వ దృష్టికి తీసుకువచ్చారు. సాహిత్య సృజనలో ప్రాచీన పోకడలను పోగొట్టి ఆధునికతను పంచాలని బ్రిటీష్ విద్యావేత్తలైన అధికారులు ఎందరో ఆశించారు. వారి ఆశయాలను అందిపుచ్చుకున్న స్వదేశీయులు ఆధునిక పోకడలతో సాహిత్య సృజన చేయసాగారు. వీరిలో కొంత మంది సాహిత్య వస్తువులో సమకాలీన సమాజ స్థితిగతులు, రచనా భాషలో ప్రజల వాడుక భాష, రూపనిర్మాణశిల్పంలో పాశ్చాత్యుల అనుకరణను స్వదేశీ పండితులు పాటించారు. ఇలా కొత్తపోకడలతో ఆధునిక రచనలు చేసిన వారిని సంప్రదాయులు సొంత భూమిలో ప్రవేశించిన దొంగలతో సమానంగా పరిగణించారు. అప్పటినుండి ప్రాచీన అర్వాచీనుల మధ్య సాహిత్య భాషపై చిచ్చురేగింది.

ఈ విషయాన్నే నేటి తెలుగు-నివేదికలో గిడుగు "పాతకాలపు పండితులుకూ ఆధునిక విద్యావేత్తలకూ మధ్యగల వివాదాంశాలు తీసిపారేయదగినవి కావు. అవి కీలక ప్రాధాన్యం కలవి. మొట్టమొదటగా పాతకాలపు పండితులు తమ సమస్త సాహిత్యాదర్శాలనూ వ్యక్తీకరించటానికి వాడాలని పట్టుబట్టే భాష తామే రాయలేని, తమకు పూర్తిగా అర్థంకాని భాష. ప్రస్తుతం వాడుకలో లేని భాష సాహిత్య ప్రయోజనాలకు పనికిరాదని ఆధునిక రచయితలంటారు. అటువంటి భాషలో రాసిన సాహిత్య గ్రంథం ప్రజలను ఆకర్షించలేదు కాబట్టి

ప్రాచీన కవుల రూపాంతరాలను నిఘంటుకారులు ఛందస్సు అవసరాలతో సరిపోల్చి సహజ రూపాలు కాని వాటిని పరిహరించి తక్కినవాటికి నిఘంటువుల్లో స్థానం కల్పించాలి. అలాంటివాటినే వ్యాకరణాంశాలుగా చర్చించాలి. ఆ రీతుల్లో భాషను అధ్యయనం చేసినప్పుడే భాషలో ఆధునికతను సాధించి సహజభాషకు న్యాయం చేకూర్చగలం అంటారు గిడుగు.

నేటి ప్రజల వ్యవహార భాషలోని వ్యాకరణాంశాలను, ఆధునిక యుగంలో వ్యావహారిక భాషలో వెలిసిన రచనల్లోని వ్యాకరణాంశాలనూ లక్షణీకరించడంలో లాక్షణికులు ముందుకు రావాలి. అప్పుడే తిరుపతి వెంకట కవులు చెప్పిన "తెలుగుకు వ్యాకరణ దీపం చిన్నది" అన్న అపవాదు తీరగలదు. లాక్షణికులు తమ గిరులను దాటి భాషా శాస్త్ర రీతులను అనుసరించాల్సిన అవసరం ఎంతో ఉంది. అంతేకాదు ఇక్కడ గమనించాల్సిన విషయం మరొకటి ఏమిటంటే తెలుగు భాషనుగురించి ఆలోచించే వారికి ద్రావిడ భాషల్లోని పదవిజ్ఞానంపైన, పదప్రత్యయ నిర్మాణాలపైన తప్పనిసరి అవగాహన ఉండాలి. అప్పుడే తెలుగుమాటలకు వ్యాకరణాంశాల నిర్మాణ రీతులు సంపూర్ణంగా అర్థం కాగలవు. అప్పుడే జీవద్భాషకు సహజ వ్యాకరణం రచించగలరు. ఎప్పుడో రాసిన భాషకు రచించిన వర్ణనాత్మక వ్యాకరణాన్నే ఎప్పటికీ ప్రమాణమనుకుని తెలుగు భాషకంతటికీ భాషకు అదే శాసనం అని ప్రవర్తిల్లడం ఆధునిక లక్షణం అనిపించుకోదు. భాషలో వస్తున్న మార్పులను చేర్పులను వార్పులను కూర్పులను సహేతుకంగా వివరించి చూపేలా ఎప్పటి కప్పుడు లాక్షణికులు వ్యాకరణ గ్రంథాలను నవీకరిస్తూ ఉండాలి. అప్పుడే భాషలో సహజంగా మారుతున్న మార్పులను సూత్రీకరించగలం.

ఈ విషయాలనే గిడుగురామమూర్తి పంతులుగారు "ఉచ్చరిత ధ్వనుల ఉచ్చారణలోని మార్పుకు ఆ సహజ వ్యవహార ప్రవృత్తిలోని మార్పు కారణం. ఈ మార్పు సమీకరణలో, సంధిలో, నియతిలో, అస్పష్టికరణలో, కొన్ని అక్షరాలు లోపించటంలో ప్రాచీనాధునాతన విధానాల మధ్యగల భేదాన్ని తెలుపుతుంది. ఉదా: వలవదు-వలదు-వడ్డు;వలయును-వలెను; ముదుసలి-ముసలి; ఇచ్చినవాడను-ఇచ్చినాను; అనియెడునవి-అనేవి; ఉనిచికొనుము-ఉంచుకో, మండ్రె-మనుదురె" అని తెలిపారు.

"ఊనిక పదమధ్యం నుంచి పదాదికి మారినందువల్ల అనేక పదాల ఉచ్చారణతో బాటు రూపాలు కూడా ప్రభావితమైనాయి. ప్రాచీనాంధ్రంలోని "గుణ్ణమ్మునకు" అనేది "గుర్రానికి" అని మారింది. ప్రాచీనాంధ్రంలో ఊనిక పదాంతానికి దగ్గరలో ఉండేది బహుశా ఈ గుణమే పదాద్యచ్చులు విచిత్రంగా లోపించటం, పదమధ్యాచ్చులు గాని తరవాతి హల్లుగాని దీర్ఘం కావటం అనే పర్యవసానాలకు దారితీసింది. ఉదా: ఆనక - అనక ...కానీ ఈ స్వభావం ఊనిక మార్పుతో లోపించింది. చాదస్తపు రచయితలు

"ఎండనాక, వాననాక" వంటి పాత పదబంధాలంటే ఇష్టపడతారు.....పండితులు తెలుగులో పరుష సరళధ్వనుల ప్రయోగ విషయంలో ఉన్న అయోమయం తక్కువదేమీ కాదు.

ధ్వనిశాస్త్రంతో భాషాతత్వంతో ఏపాటి పరిచయమున్నా అటు ప్రాచీన భాషలోగాని ఇటు నవీన భాషలోగాని వాటిని స్పష్టంగా గుర్తించి చెప్పవచ్చు. కానీ పండిత ప్రయోగాలు మాత్రం వ్యాఖ్యానాలకు అందవు. "చితుకు, చిదుగు, చిదుకు, చితుగు" వంటి పదాలు వేలసంఖ్యలో ఉన్నాయి. ఈ రహస్యం తేలక పాపం బ్రౌన్ గందరగోళంలో పడటం అతడి తప్పుకాదు. "కడప, గడప; వెతకు, వెదకు" ఏది ...శుద్ధశబ్దం. ఏ పండితుడయినా "తురపిల్లు" ఎందుకు తప్పో "దురపిల్లు" ఎందుకు ఒప్పో చెప్పగలడా? "కంపు - గబ్బు, ఇంపు - ఇంబు" లు భేదంలేని మాటల్ని తెలుసుకొంటే తమిళంలోని "కుత్తు", తెలుగులోని "గుడ్డు" అలాగే ఒకే పదమని తెలుసుకొంటే, నేటి తెలుగు శబ్దాల ఉచ్చారణలోని మార్పులను గురించి వాదులాటే ఉండదు" అంటారు గిడుగు.

అనునిత్యం ఎదిగే భవిష్యత్ గల భాషను మృత్యు ఒడిలోకి చేర్చడం ఎంతవరకు సమంజసం? తనదిగాని తనాన్ని తనకు ఆపాదించుకుంటూ ఎంతకాలం మనుతుంది? సహజ భాషకు సజీవభాషకు ఒకరు శాసిస్తే శాసింపబడే గుణం ఎంతో కాలం ఉండదు. సమయం సందర్భం తనకు అనుకూలంగా వచ్చినప్పుడు తనదైన విశ్వరూపాన్ని చూపుతుంది. ఆ విశ్వరూపమే ఆయాకాలాలలో ఆధునికం అవుతుంది. ఈ విషయాన్ని గిడుగురామమూర్తి పంతులుగారు తమ సాహిత్యవ్యాసాలలో, బాలకవిశరణ్యంలోనూ, గిడుగులేఖల్లోనూ, నేటితెలుగు నివేదికలోనూ, ఆంధ్రపండితభిషక్కుల భాషా భేషజంలోనూ, తన సంపాదకత్వంలో వచ్చిన తెలుగు పత్రికలోనూ అనేకానేకసార్లు ప్రస్తావించారు.

ప్రజల భాష సాంస్కృతిక ప్రసరణల చిహ్నమని అది గతించిన తరాల విలువలను, ఆచార వ్యవహారాలను, జీవన శైలిని భవిష్యత్ తరాలకు అందించే వాహిక అనీ గ్రహించిన గిడుగు 1936లో ఆంధ్ర విశ్వకళాపరిషత్ ప్రకటించిన కళాప్రపూర్ణ బిరుదుని ప్రజల భాషని గౌరవించే వ్యావహారిక భాషా వాదులందరికీ అంకితమిస్తున్నట్లు ప్రకటించి వ్యావహారిక భాషకు ఆధునిక గౌరవం చేకూర్చారు.

21 వ శతాబ్దంలోకి అడుగుపెట్టి 13 సంవత్సరాలు గడిచిపోతున్నా ఇంకా మనం భాషకు సాధుఅసాధు రూపాలు అని సంకెళ్లు వేసుకుంటూ పోవడం వల్ల, భాషాభివృద్ధి కుంటుపడి భాషకు తీరని నష్టం వాటిల్లిందన్న విషయంపై, మనకునరైన అవగాహన కలగలేదంటే గిడుగు ఆత్మ ఎంత క్షోభిస్తుందో అర్థం చేసుకోవాలి. గిడుగు కోరిన ఆధునికంవైపు మన అడుగులు పడాలంటే నేటి తెలుగును మనం మనదైన రీతుల్లోకాకుండా భాషాశాస్త్రదృక్పథంతో భాషలోని వర్ణనిర్మాణం, రూపనిర్మాణం, సంధిస్వరూపం, పదబంధస్వరూపం, సమాసగతి, వాక్య నిర్మాణ రీతి మొదలైన వాటిని అధ్యయనం చేస్తూ ఆయా

కాలాలలోని రచనల నుండి నేటి వరకూ ఉన్న జీవద్భాషా స్వరూపాన్ని వర్ణనాత్మక వ్యాకరణ దృష్టితో పరిశీలించి తెలుగు భాషా స్వరూప విస్తృతిని అటు నిఘంటువుల రూపంలోగానీ వ్యాకరణగ్రంథాలరూపంలోగానీ వెలుగులోకి తీసుకురావాలి. అదే గిడుగుకు తెలుగువారు అర్పించే నివాళి.

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భాషాశాస్త్రవేత్తగా 'గిడుగు'

'Gidugu' as a Linguist

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“వాడిక గద మాట ప్రాణంబు మానంబు
వాడనట్టి మాట పాడు పడును
చెల్లుబడినిబట్టి చేకొండ్లు లోకులు
మాడలైనఁ గవుల మాటలైన”

–గిడుగు రామమూర్తి (బాలకవి శరణ్యము:14)

మహామహోపాధ్యాయ, రావుసాహెబ్, కళాప్రపూర్ణ గిడుగు రామమూర్తి పంతులుగారు (12.08.1863 – 22.01.1940) బహు భాషా వేత్త (తెలుగు, ఇంగ్లీషు, సంస్కృతం, సవర, ఒరియా మొదలైన భాషలు బాగా తెలిసినవారు.), భాషాశాస్త్రవేత్త. బహు భాషలు మాట్లాడడం తెలియడం వేరు. బహు భాషల స్వరూప స్వభావాలు, వాటి నిర్మాణం, వాటి చరిత్ర, వాటి పరిణామ క్రమం తెలియడం వేరు. బహు భాషలు తెలిసినవారందరూ భాషాశాస్త్రవేత్తలు కాలేరు. కాని, గిడుగువారు మాత్రం బహు భాషావేత్త. భాషాశాస్త్రవేత్త కూడా. అయితే, అనేకమంది విమర్శకులు రామమూర్తిగారిని కేవలం వ్యావహారిక భాషా వాదిగానే గుర్తించారు. కొందరు ఆయనను భాషాశాస్త్రవేత్తగా గుర్తించినా దానికి తగినన్ని ఆధారాలు చూపించలేదు.

“భాషాశాస్త్ర అవసరాలు మాకు తెలిసినంతవరకు మొదటిసారిగా గుర్తించిన వారు గిడుగు రామమూర్తి పంతులుగారు. సవరభాషా వ్యాకరణ నిర్మాణం కోసం ఆయన తన కాలానికి అందుబాటులో ఉన్న శాస్త్ర విషయాల్ని అధ్యయనం చేశారు. తెలుగు భాషను గురించి కూడా ఆయన శాస్త్రపద్ధతిలో ఆలోచించారనడానికి ఆధారాలున్నాయి.... పై సంఘటనలవల్ల ఆయన్ని ప్రథమాంధ్ర భాషావిజ్ఞానిగా గుర్తించవలసి ఉంటుంది” అని చేకూరి రామారావుగారు అన్నారు(రామారావు, 1972; 33). “వ్యాకరణశాస్త్రకారుడు భాషా ప్రయోగంలో సాధు- అసాధు రూపాల్ని నిర్ధారిస్తాడు. భాషా విజ్ఞాని అలా

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(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

కాకుండా సాధు- అసాధు రూపాల వెనుకనున్న భాషా నిర్మాణ వైవిధ్యాన్ని, చారిత్రక పరిణామాన్ని వివరించే ప్రయత్నం చేస్తాడు. ఈ అర్థంలో గిడుగు రామమూర్తిగారు తొలి తెలుగు భాషా విజ్ఞాని” (బ్రహ్మానంద 1965;46) అని హెచ్.ఎస్. బ్రహ్మానందగారు అన్నారు. ఎస్సీ. సత్యనారాయణగారు “ తొలి తెలుగు భాషాశాస్త్రవేత్త గిడుగు రామమూర్తి” (సత్యనారాయణ, 2008; 11-14) అనే వ్యాసంలో రామమూర్తిగారిని తొలి తెలుగు భాషాశాస్త్రవేత్తగా పేర్కొన్నారుగాని, అందుకు సరైన ప్రమాణాలు చూపించలేదు. గిడుగు రామమూర్తిగారిని తెలుగువాడైన తొలి భాషాశాస్త్రవేత్తగా సప్రమాణంగా నిరూపించడం ఈ ప్రతం ఉద్దేశం. గిడుగు వారు సవరభాషకు వ్యాకరణం, వాచకాలు, నిఘంటువులు రాయడానికీ, తన వ్యవహారిక భాషావాదాన్ని నెగ్గించుకోవడానికీ భాషాశాస్త్ర శాఖలైన ధ్వనిశాస్త్రం, పదనిర్మాణ శాస్త్రం, మాండలికశాస్త్రం, చారిత్రక భాషాశాస్త్రం, తులనాత్మక భాషాశాస్త్రం, నిఘంటు నిర్మాణశాస్త్రం మొదలైనవాటిని ఆధారం చేసుకున్నారు. వాటిని ఈ పత్రంలో మచ్చుకు కొన్ని చూపించడం జరుగుతుంది.

1. ధ్వనిశాస్త్రం (Phonetics)

1913 లో డేనియల్ జోన్స్ అనే ప్రఖ్యాత ధ్వనిశాస్త్రజ్ఞుడు మద్రాసులో కొన్ని ఉపన్యాసాలివ్వడానికి వచ్చినప్పుడు తెలుగు భాషలోని ‘మేకు- మేక’, ‘గోడు-గోడ’ లాంటి జంట పదాల్లోని మొదటి అచ్చుకూ, రెండో అచ్చుకూ ఉచ్చారణ భేదం ఉందన్న అంశాన్ని రామమూర్తిగారు ఆయనతో చర్చించగా రామమూర్తిగారి పరిశీలన సరైనదేనని జోన్స్ అంగీకరించారట (రామారావు, 1972; 33). కొద్ది కాలం తరువాత విజయనగరంలో జరిగిన సదస్సులో రామమూర్తిగారు విలియం జోన్స్ పద్ధతిలో Telugu Phonetics పై ఉపన్యాసాలిచ్చారట (Shehagirirao, డిసెంబర్ 1986;227). తాటాకు, మట్టాకు (చూ. ఇత్యసంధి) శబ్దములలో మధ్యవర్ణముపై నున్న అచ్చు కేవలము అకారము కాదు. ఆ, ఏ లకు మధ్యస్థమైన స్వరము. తాలవ్యము. ఇంగ్లీషు భాషలో (manమాన్ అనే పదములోని అచ్చువంటిది....తెలుగు వారందరూ తరుచుగా ఉచ్చరిస్తూ ఉన్న ఈ స్వరము, దీనికి సరియైన అక్షరములేదని, విడిచిపెట్టుకోవడము వివేకము కాదు....గనుక కొత్త చిహ్నం ఒకటి కావలెను. పైని సూచించినట్లు తాటాకు అని టాపైని ఒక చుక్క పెడితే చాలును” (రామమూర్తి, 1969; 250) అని తాలవ్య వివ తాచ్చును గుర్తించడమే గాక, దానికి ఒక లిఖిత చిహ్నాన్ని కూడా సూచించారు. తెలుగు భాషలోని ఈ ధ్వనిని గుర్తించిన మొదటి వ్యక్తి బహుశా గిడుగువారే కావచ్చు.

అలాగే, “A Manual of Sora Language” (1931) అనే ఈ వర్ణనాత్మక వ్యాకరణంలో సవర భాషలోని ధ్వనులనూ, సంధులనూ, సమాసాలనూ, వాక్యాలనూ భాషాశాస్త్ర పద్ధతిలో విశ్లేషించడం గమనించవచ్చు “సవర భాషాపరంగానే కాక భాషాశాస్త్ర పరంగానూ రామమూర్తిగారు ఇందులో ఎన్నో

విశేషాంశాలను చర్చించియున్నారు. కాబట్టి ఆస్టిక్ భాషా కుటుంబ చరిత్ర పఠనానికి ఇది అత్యంత ఉపయోగకరమైనది.” (జానకి, మార్చి 1991; 41)

ఈ పుస్తకాన్నంతా అంతర్జాతీయ ధ్వని చిహ్నాల (International Phonetic Alphabets)తో రాయడం విశేషం. “ప్రతియొక్క వ్యాకర్తకు శబ్దశాస్త్రముతో తప్పక పరిచయముండాలని, అది లేనినాడు వారి ప్రయత్నమంతా వ్యర్థమౌతుందని భావించారు. Phonetic laws are the basis of all linguist research. Any etymologist who ignores them would labour in vain” (జానకి, మార్చి 1991; 111-112) అజాకర్షణ (vowel harmony) అనే ధ్వని పరిమాణాన్ని ఆయన వివరించిన తీరు ఆయనకు ధ్వనిశాస్త్రంపై ఉన్న అవగాహనకు మచ్చతునక.

“ఆధునికాంధ్ర భాషలో వేలాది పదాల ఉచ్చారణను ప్రభావితం చేసిన పరమ ముఖ్య పరిణామం ప్రాచీనకాలంలోనే మొదలయిన ఒక విలక్షణ విస్తృత నియమానికి ఫలితం. దీన్ని అజాకర్షణ సూత్రం అంటారు. బహువచన ప్రత్యయం ‘లు’ చేరినప్పుడు ‘కలిమి’ అనే ఏకవచన రూపం ‘ కలుములు’గా మారుతుంది. ఆ లువర్ణకంలోని అచ్చు ఒక్క మొదటి అచ్చు మినహా తక్కిన వాటన్నిటినీ ఆకర్షించి తనలా మార్చింది. దానిమీద ఊనిక ఉంది కాబట్టి అది మారలేదు. ఈ మార్పును సంప్రదాయ వ్యాకరణం గుర్తించింది కానీ దీనికి ఆధారమైన ధ్వని సూత్రాన్ని పురస్కరించుకొని ఎక్కడా వివరించలేదు. ఈ భాషా సూత్రం తనకు తెలియని పండితుడు ‘ మఱుదులు’ వంటి రూపాలు అదే సూత్రం ప్రకారం ఏర్పడ్డవయినా వాటిని నిషేధిస్తున్నాడు; ప్రాచీన రూపం ‘ మఱుదులు’ సాధువంటున్నాడు. ప్రాచీన భాషలో రెండో అక్షరంలోని అకారం తరువాత అనునాసిక ధ్వని ఉంది కాబట్టి , ఊనికతో ఉండేది కాబట్టి, దాన్ని స్పష్టంగా ఉచ్చరించవలసి వచ్చింది. ఊనిక మార్పు ఫలితంగా ఆధునిక భాషలో అనునాసికం తొలగిపోయి, ప్రత్యయాచ్చు ప్రభావంవల్ల తేలిపోయి సమీక తమయింది. ఈ విధంగా వేల సంఖ్యలో గల పదాల్లో ఆధునిక భాష అజాకర్షణాను క్రమంలో ఉండవలసి వచ్చింది” (రాధాక ష్ట, ఆగస్టు 1991; 38)

2. పదనిర్మాణ శాస్త్రం (Morphology)

“మిశ్ర సమాసములు; ఆంధ్ర శబ్దముతో కలిసి సమాసముగా ప్రయోగించడము దోషమని, ‘మడి’ కట్టుకొన్న ‘చాదస్తపు’ పండితులు శాసిస్తే, చెల్లదు. ఒకరిని ఒకరు ముట్టుకోకుండా రేల్ బండిలో కూర్చొని ప్రయాణం చేయడము అసాధ్యము కాదా? అట్లే వివిధ భాషలు మాట్లాడే వారితో సహవాసము చేసినప్పుడు భాషా సాంకర్యము తప్పదు. సంస్కృతములోనే చేరినవి అనేక శబ్దాలు అన్యభాషలలోనివి. (చూ. అన్యదేశ్యాలు) మేషాది రాసుల పేళ్ళు హోర, ద్రేక్కాణ, కేంద్ర, అనఘా మొ. పారిభాషిక పదాలు గ్రీకుభాషలోనివి; వాటితో

సంస్కృత శబ్దాలు చేర్చి సమాసమును కల్పించినారు కారా జ్యోతిశాస్త్ర నిర్మాతలు? అట్లే 'తురకలు' రాజ్యము చేసినప్పుడు 'తురకమాటల'తో తెనుగుమాటలు, సంస్కృత శబ్దాలు కలసి సమాసాలు ఏర్పడి లౌకిక భాషలో నెలకొన్నవి ఉన్నవి; ఎవరు తొలగించగలరు? 'గ్రామనాయుడు' వంటిదే 'గ్రామమునసబు'అన్ని భాషలలోనూ ఇట్టి సాంకర్యమున్నది. కన్నడములో 'వైరిసమాసము'లనిన్ని ఇంగ్లీషులో హైబ్రిడ్స్ (Hybrids) అనిన్ని ఇట్టివాటికి పేరు; పారిభాషిక పదముగా భాషానుశాసనము చేసినవారు పెట్టినారు. సమాసముల వ్యుత్పత్తి తెలియజేస్తుంది ఆపేరు. అంతేకాని, అట్టి సమాసములు అసాధువులని సూచన అయినా దానిలో లేదు."

3. మాండలిక శాస్త్రం (Dialectology)

"A Manual of Sora Language" లో సవర భాషలో గ్రామ గ్రామానికీ తేడాలున్నాయనీ, అలాగే, వయస్సునుబట్టి, స్త్రీ, పురుషులనుబట్టి భాషా భేదాలున్నాయనీ సవర భాషలోని మాండలికాలను గుర్తించారు. మాండలికాలవల్లనే భాష అభివృద్ధి పొందుతుందని అన్నారు. "దేశాటనము చేసేవారు తమ గ్రంథాలలో అన్యదేశ్యములేకాక మాండలికాలు కూడా యథేచ్ఛముగా ప్రయోగిస్తున్నారు. అట్టివి భాషలో అంతర్భాషాత్వము లవుతూ దానిని "వ ద్ధి" పొందిస్తూ ఉంటవి" (రామమూర్తి, 1938; 13, 14)

"తెలుగు భాష అనేక కోటి ముఖముల ప్రవహిస్తూ ఉన్నప్పుడు తెలుగు వారందరూ నేడు సరిగా ఒక్కలాటి తెలుగే వ్యవహరిస్తున్నారని చెప్పలేము. దేశమునుబట్టి, జాతినిబట్టి, వ త్తిన బట్టి, మతమునుబట్టి, విద్యనుబట్టి, వయస్సునుబట్టి, నాగరకతనుబట్టి, ఎంతో కొంత వ్యత్యాసము ఏర్పడక తప్పదు." (రామమూర్తి, 1976; 116) వాడుక భాష ఒక మండలంలో ఒక విధంగానూ, మరొక భాషలో మరోవిధంగానూ ఉంటుంది. అక్కడి మాటలు ఇక్కడివారికీ, ఇక్కడి మాటలు అక్కడివారికీ అర్థంకావు. కాబట్టి వాడుక భాష గ్రంథ రచనకు పనికిరాదనేవారి వాదానికి గిడుగువారు ఈ కిందివిధంగా జవాబిచ్చారు.

"సరే మీరన్నమాట నిజమే. ఒక మండలం వారి వ్యవహారంలో పప్పు, అద్దె, చెక్కలు, ఆనపకాయ అనే మాటలున్నవి. అవి రెండో మండలంవారి వ్యవహారంలో లేవు. ఆ రెండో మండలంవారి వ్యవహారంలో వాటికి సరిగా బేడలు, బాడుగ, వక్కలు, సొరకాయ అనే మాటలున్నవి. ఇవి మొదటి మండలంవారి వ్యవహారంలో లేవు. అయితే ఏమంటారు? తమ మండలములో లేక ఇతర మండలములో ఉన్నమాటలే వాడాలంటారా? ఏ మాటలూ వాడరాదంటారా? ఈ మాటలలో ఏదీ వాడకూడదంటే ఆ విషయం వ్రాయవలసి వచ్చినప్పుడు ఏలాగు వ్రాయడము? ఏ మాట ప్రయోగించము? సొరకాయావద్దు; ఆనపకాయా వద్దూ 'అలాబూ' అని

సంస్కృతంమాట వాడమంటారా? అని నేనడిగినప్పుడు నా ప్రతిపక్షులు ఒకరి మొగము ఒకరు చూచుకొని మాటాడలేక ఊరుకున్నారు. మాండలిక శబ్దాలు అన్ని భాషలలోను ఉంటవి. అన్నీ సాధువులే. భాషాలక్షణం చేసేవారు ఈ రూపాలన్నీ సేకరించి అనుశాసిస్తారు. పాణిన్యాదులు అలాగే చేశారు. ప్రాచాం- ఈ రూపము, ఉదీచాం- ఈ రూపము అంటూ అనేకంగా మాండలిక శబ్దాలు అనుశాసించారు. మన తెలుగు కవులు మాండలిక శబ్దాలు వాడుక చేశారు. ‘పప్పు’ శ్రీనాథుని హరవిలాసంలోను, ‘బేడలు’ ఆముక్తమాల్యదలోను ప్రయుక్తములయి ఉన్నవి” అని అన్నారు. (రామమూర్తి, 1958;156,157)

వ్యావహారిక భాష ఉద్యమాన్ని నడిపింది గిడుగు రామమూర్తిగారైనా, వీరికి ఈ ప్రేరణ కలిగించినది స్వామినేని ముద్దు నరసింహ నాయనిగారు కావచ్చు. రామమూర్తిగారు పుట్టక ముందే (1856కు పూర్వమే) స్వామినేనివారు వాడుక భాష ప్రాధాన్యాన్ని గుర్తించారు. రచనల్లో గ్రామ్యపదాలను కూడ ఈయన స్వాగతించారు.

“పద వ్యాపారమునకు ఏర్పరచబడే హద్దులు భాషను రచించడమునకున్ను లిఖించడమునకున్ను సాధ్యమైనంత సులభముగా నుండవలసినది ఆవశ్యకమైయున్నది. ఆంధ్ర భాషయందు కొన్ని పదములలో నొకొక యక్షరమునకు అర్థానుస్వారము చేరి యుండడము జరూరైనట్టు లక్షణ గ్రంథములయందు చెప్పబడియున్నది కాని అటువంటి చాలా పదములు ఇప్పట్లో అదా నుస్వారము లేకుండానే సాధారణమైన భాషయందు వాడిక చెయ్యబడుచున్నవి. పద వ్యాపారమందు హద్దు ఏర్పరచడమునకు దేశము యొక్క వాడికయున్న నీతియున్న ఆధారములై యుండవలసినది గనుకనున్ను వాడు, వీడు అనే పదములు ఉచ్చారణయందున్న వాక్యగ్రంథముల లిపియందున్నవాడు, వీడు అని వాడిక చెయ్యబడుచున్నవి గనుకనున్ను ఈ వాడిక ఉచ్చారణకున్ను లిపికిన్ని సులభముగా నున్నది గనుకనున్ను అటువంటి పదములు వాడికకు అనుగుణముగానే యీ పుస్తకమందు వ్రాయబడుచున్నవి” (ముద్దు నరసింహనాయని, 1986 ;3, 4)

“గ్రామ్యోక్తి ఆంధ్రభాష తాలూక్ అంశములలో నొకటిగా లక్షణ గ్రంథములయందు చేర్చడము అరుదైయున్నదిగాని వాక్య గ్రంథములయందున్న భాషయందున్ను వీటి వాడిక తరుచైయున్నది. యిందువల్ల భాషా రచన మిక్కిలి ధారాళముగా నుంచున్నదిగనుక సాధారణమయిన భాషయందు వాడికలోనున్న గ్రామ్యపదములు చాలామట్టుకు సరసమయిన వాక్య రచనలో నంగీకరించ తగినవిగా నేను ఎంచుకుంటున్నాను.” (ముద్దు నరసింహనాయని, 1986 ;5)

4. సామాజిక భాషా శాస్త్రం (Socio Linguistics)

ప్రమాణభాష-భాషా పదాలు వ్యవహారంలో కాలక్రమంలో ఏయే మార్పులను పొందాయో తెలపాలేగాని మారిన రూపాలు ప్రయోగానర్థాలనడం సబబు కాదని భావించారు. కాబట్టి చారిత్రక వ్యాకరణాలే మంచిపనిరామమూర్తిగారి అభిప్రాయం.

ఉదాహరణకు, “మండపాక పార్వతీశ్వర శాస్త్రులుగారు ‘చేయాలె’ అనే శబ్దము Standard కాదు అంటారు. ‘చేయవలెను’, ‘చేయవలె’ అయినది. పిమ్మట ‘వ’ కారము లోపించి, పూర్వాచ్చుకు దీర్ఘము వచ్చినది. ఇట్టి మార్పు తిక్కన కాలములోనే కనబడుతున్నది. ‘పోయినవాఁడు’ ‘పోయినాఁడు’, ‘మాయలవాడు’ ‘మాయలాడు’ – ఇట్టివి నన్నయ గ్రంథములో లేవుగాని తిక్కన గ్రంథములో ఉన్నవి. ఈ మార్పు క్రమంగా వ్యాపించినందున ‘చేయవలె’, ‘చేయాలె’ అయినది. అందరూ వాడుతూ ఉన్న శబ్దము Standard కాదా? Standard అంటే అట్టిదే.” అని అన్నారు.(రామమూర్తి, 1938; 12)

“ఆంధ్రదేశములో అన్ని మండలముల వారికీ పరస్పర సంబంధం అన్ని విధాలా ఎప్పుడు ఏర్పడుతుందో; ప్రజలకు, నూటికి తొంభయిమంది చొప్పున అయినా, చదువు ఎప్పుడు వస్తుందో అప్పుడు ఆంధ్రభాషకు దానంతట అదే ఏర్పడుతుంది. అదైనా కేవలమూ ఏకరూపమున ఉండదు సుమండీ. పరమైకతగల భాష లోకములో ఎక్కడాలేదు. స ష్టిలో ఏ రెండు వస్తువులూ అన్ని విధాలా ఒక్కలాగున ఉండవు. Standard కోసము మనము పరితపించ నక్కరలేదు. పండితుల ప్రయత్నంవల్ల అది ఏర్పడదు” . (రామమూర్తి, 1938; 8,9)

పరమైకతగల భాష లోకములో ఎక్కడా ఉండదు అనే దానికి నిదర్శనంగా *Britanica-Phonetics* అనే గ్రంథం నుంచి ఈ కింది మాటలను ఉదాహరించారు. ఆ మాటలు ఇవి; “A spoken language is, therefore, necessarily a vague and floating entity. And English is no exception to the rule. . . A standard spoken language is, strictly speaking an abstraction. No two speakers of standard English pronounce exactly alike”

నేడు బెంగాలీ సాహిత్యంలో కలకత్తాలోని వాడుక భాషనే రచయితలు వాడుతున్నారని సునీతి కుమార్ ఛటర్జీగారు A Brief Sketch of Bengali Phonetics (1921) అనే గ్రంథంలో చెప్పిన మాటలను సాక్ష్యంగా చూపారు. సునీతి కుమార్ ఛటర్జీగారి మాటలు ఇవి; “The Present day literary Bengali is often nothing but Calcutta colloquial, with only a few archaic inflections of the

verb; it is freely used in literature, especially in poetry, drama and fiction; and there is a strong body of writers who advocate the suppression of the old literary language by this living and vigorous form of spoken Bengali” (రామమూర్తి, 1976; 26) “స్వీట్ పండితుడు చెప్పినట్లు ‘వచనములోని భాష మాట్లాడే భాషకు దగ్గరగా ఉంటుంది.’ (The language of prose often approaches very closely to that of ordinary conversation. Henry Sweet’s English Grammar Vol.1) అని స్వీట్ పుస్తకంనుంచి ఉట్టంకించారు (రామమూర్తి, 1958;67).

“మన దేశములోని భాషలన్నిటిలో బంగాళీ భాష మిక్కిలి వికాసము పొందడమునకు కారణము దానికి “పండితులు” నిర్మించిన గట్లు కొట్టివేయడమే.” (రామమూర్తి, 1938; 14, 15) ఇట్టి గట్ల వల్ల ఎంత కీడు బంగాళీ భాషకు కలిగినదో శ్రీ రవీంద్రనాథాకూరు గారు తెలుపుతూ రాసిన వ్యాసంలోని వాక్యాలను ఉదహరించారు.

5. చారిత్రక భాషాశాస్త్రం (Historical Linguistics)

ఇంగ్లీషు భాష మారి పాడైపోతూ ఉన్నదని పూర్వము భాషాతత్వము తెలియని కాలములో, ప్రతీతరమువారు తమ కాలపు భాషను గురించి మొరపెట్టేవారు. జాన్సన్ తన కాలపు భాష మారకుండా కట్టుకట్టి నిఘంటువులో బంధించడానికి ప్రయత్నించినాడు. నిఘంటువు పూర్తిగా రచించేసరికి అతని భ్రమ వదిలిపోయినది. జీవద్భాషను మారకుండా బంధించడం అసాధ్యమని ప్రకటించినాడు. (Thomas R. Lounsbury రాసిన The Standard of Usage in Englishనుంచి ఉదహరించారు.)

“షేక్స్పియరు కాలములో ఇంగ్లీషు భాష అశ్రుతపూర్వంగా విజ భించినట్లు ఈ కాలములో తెలుగు భాష విజ భిస్తున్నది. ఇంగ్లీషు భాషకు అప్పుడు కట్టు గట్టు ఉండాలని ఎవ్వరూ అభిలషించలేదు. అప్పుడు కావలసినది స్వేచ్ఛగాని నిర్బంధము కాదు. వెల్లువ వలె భాష ప్రవహించినది. వరదతో బురదా చెత్తా వచ్చిపడ్డది. అది అంతా క్రమంగా అడుగంటినది. స్వచ్ఛమైన భాష తేరినది. అప్పటినుండి ఇప్పటివరకూ ఇంగ్లీషు భాషావాహిని గట్టులేకుండానే ‘టేమ్ప్’ నదివలె నిర్మలముగా ఉన్నది. ఏటిలోనికి కొత్తనీరు రాకుండా గట్టుకడితే, ఏరు ఎండిపోతుంది; నీరుంటే మురిగిపోతుంది. భాషా స్వభావమును అనుసరించి, భాషలో భావ బోధమునకు కావలసిన మార్పులు కలుగుతూ ఉంటవి.” (రామమూర్తి, 1958; 148)

“లోక వ్యవహారములో పండిత పామర సామాన్యముగా అందరినోటను నలుగుడు పడుతూ ఉన్న భాష ఎంతో కొంత మార్పు పొందడము భాషకు సహజధర్మమే... భాషాతత్వమెరిగిన వారికి భాష మారడము వింతగా కనబడనే కనబడదు. మారకపోవడమే అసంభవము.... భాషా చరిత్రమనగా భాషలో కలిగిన మార్పుల వ త్తాంతమేకదా. ఎప్పుడూ ఒక్కలాగున ఉండే భాషకు చరిత్రమేలేదు. వాడుకలో లేక గ్రంథములందు మాత్రమే నిలిచిఉన్న భాషకు మరి మార్పు ఉండదు; మరి చరిత్రమూ ఉండదు” (రామమూర్తి, 1958;67,68).

ఆయనే మరో చోట “జీవంతో ఉన్న ప్రతి వస్తువు మారడం సహజం. అన్ని జీవదృశ్యములన్నూ మారుతూ వచ్చినవి. మన తెలుగు భాష సైతము జీవదృశ్య గనుక మారుతూ ఉంది. ‘చేసితివేనిన్’, ‘చేస్తే’ కావడం భాషలో కలిగిన పరిణామాన్ని చూపిస్తుందిగాని నాశనము చూపించదు. నన్నయనాటి భాషే నేటికిన్ని ఏ మార్పు లేకుండా ఉన్నదనడం అబద్ధం; ఉండాలనుకోవడం అవివేకం. నన్నయనాటి గోదావరే ఈనాడూ ప్రవహిస్తూందిగాని ఆనాటి జలం ఈనాటిది కాదు. అందుచేతనే ‘నిత్యప్రవాహినీ దేశ్యా’ ” అని అన్నారు.

చారిత్రక క్రమంలో ప్రతి భాషలోనూ అన్యదేశ్య పదాలు చేరడం సహజమనీ, అదేవిధంగా సంస్కృత, ప్రాకృత, ఉర్దూ, ఆంగ్ల పదాలు తెలుగులో చేరాయనీ, వాటిని తెలుగునుంచి తీసివేస్తే తెలుగు భాషకు నష్టం వాటిల్లుతుందనీ రామమూర్తిగారు అన్నారు. ఈ సందర్భంలో అన్యదేశ్య పదాల గురించి ఆయన చెప్పిన మాటలు చూద్దాం.

“నార్యను రాజులు ఇంగ్లండును జయించి పాలించిన కాలమందు నార్యన్ ఫ్రెంచి పదములు ఇంగ్లీషులో చేరినట్లే, మన తెలుగులో ఉర్దూ మాటలు చేరి, భాషాభివృద్ధికి కారణములయినవి.వేలకొలదిగా ఉన్న హిందూస్థానీ మాటలు నిత్యవ్యవహారములో ఆంధ్రభారతి శరీరములోని అంగములయినవి. ఛేదిస్తే గాయములు పడక తప్పదు.ఇన్నూరేండ్లయి ఇంగ్లీషువారితో మనకు సంబంధ మేర్పడదది. నూరేండ్లయి వారి భాష తెలుగువారు నేర్చుకుంటున్నారు. వ్యవహారమందు అనేకమయిన ఇంగ్లీషు మాటలు పామరులు కూడా వాడుతున్నారు; వాటికి మారుగా తెలుగు మాటలు వాడితే సుబోధము కావు. పాశ్చాత్యుల జ్ఞాన విజ్ఞానములు ఇప్పుడు ఇంగ్లీషు భాష ద్వారా మనవారు కొందరు సంపాదిస్తున్నారు. అవి దేశములో వ్యాపించేటట్లు చేయడమునకు దేశ భాషలో ఇంగ్లీషు మాటలు చేర్చవలెను. ఇంగ్లీషు మాటలు, సంస్కృతశబ్దములు, ఉర్దూ పదములు మన భాషలో కలిసిపోయినవన్నీ మన మాటలే. అవి విడిచితే వ్యవహార హాని.” (రామమూర్తి, 1969; 227-228)

6. తులనాత్మక భాషాశాస్త్రం (Comparative Linguistics)

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Honorary Editor Prof. S. Saratjyotsna Rani : *Sri Gidugu Venkata Ramamurti's Life and His Works*

(On the Occasion of Sri Gidugu Venkata Ramamurti's 150th Birth Anniversary)

రెవరెండ్ హాఫ్ మాన్ రాసిన “ఎన్ సైక్లోపీడియా ముండారికా” లో పదాల ఎంపికలో అవలంబించిన పద్ధతినే తాను కూడా సవర-ఇంగ్లీషు, ఇంగ్లీషు-సవర నిఘంటువుల (1938)కూర్పులో అవలంబించినట్టు చెప్పారు. ఎల్.బి.రామస్వామి అయ్యర్ సలహా ప్రకారం సవర భాష ఏ భాషా కుటుంబానికి చెందిందో ఆ భాషా కుటుంబంలోని కొన్ని భాషా పదాలతో సవర భాషా పదాలను తులనాత్మకంగా పోల్చి వాటిమధ్య ఉన్న పోలికలను చూపించారు. సవర భాషలోనూ, తక్కిన ఆస్ట్రిక్ భాషా కుటుంబంలోనూ భాషా సామ్యాలు ఎక్కువగా ఉన్నాయనీ, వీటిని పరిశీలించి ప్రకటించాల్సిన అవసరం ఎంతైనా ఉందని, ఇటువంటి భాషా పరిశీలనాలు భాషాశాస్త్ర నిర్మాణానికి ఎంతో ఉపకరిస్తవని రామమూర్తిగారు అభిప్రాయపడ్డారు. (జూనకి, మార్చి 1991 ;47) “A Manual of Sora Language” లో సవర భాషలోని అచ్చులనూ, లింగవ్యవస్థనూ, క్రియానిర్మాణాన్నీ, విశేషణ రూపాల తర తమ భేదాలను తెలిపే విధానాన్నీ తెలుగు, ఇంగ్లీషుల భాషల రూపాలతో తులనాత్మకంగా పోల్చారు.

సవర భాషలోకి ఆదానం చేసుకోబడిన సంస్కృత, పాళీ, ఒరియా, తెలుగు పదాలను గుర్తించికూడా, తెలుగు, సంస్కృతం, ఒరియా భాషా లక్షణాలు కొన్ని సవరభాషలో ఉన్నాయని గుర్తించికూడా ఈ భాషలతో సవర భాషకు జన్మసంబంధంలేదనీ, ఈ భాష ఆస్ట్రో-ఎషియాటిక్ కుటుంబంలోని ముండా భాషా ఉపకుటుంబానికి చెందినదిగా నిర్ణయించారు. 1967 లో విస్కాన్సిన్ యూనివర్సిటీ నుంచి Savara Syntax అనే అంశంపై పరిశోధనచేసి పిహెచ్.డి డిగ్రీ పొందిన Stanely Starosta గిడుగు రామమూర్తిగారిని “Pioneer in Munda Linguistics” గా అభివర్ణించారు. అలాగే, రామమూర్తిగారు తన సవరభాషా నిఘంటువుల్లోనూ, వ్యాకరణంలోనూ అనేక సందర్భాల్లో ముండాభాషా ఉపకుటుంబంలోని భాషలనుంచి ఉదాహరణలు ఇవ్వడాన్నిబట్టి ఆయను ముండా భాషా పండితుల్లో అగ్రశ్రేణి పండితుడిగా పేరొన్నారు. (Starosta, డిసెంబర్ 1986; 213)

“అరవములో పడు-పట్టాన్, ఇడు- ఇట్టాన్, విడు- విట్టాన్ అని నేటికిన్నీ దుకారాంత క్రియలకు దువర్ణము ‘ట్టు’, ‘ట్ట’గా క్రియారూపములలో ఉన్నది. తెలుగులో కనుపడు, కనుపట్టి, చేయబడు, చేయబడ్డ- (అరవ. సేయప్పడు, సేయపట్ట) ప్రాచీనాంధ్రమందు ‘చూడబట్టదే?’ అనే ప్రయోగమున్నది. నన్నయ కాలమందే ‘విట్టు’ ‘విడు’ అయిపోయినది. నేటి తెలుగులో కొట్టు- కొడతాను, తిట్టు-తిడతాడు; పెట్టి- పెడతావా? అని వాడుతున్నారు” (రామమూర్తి 1969; 249). అని తెలుగు క్రియలను అరవ భాషలోని క్రియలతో పోల్చుచూపారు.

వ్యావహారిక తెలుగుకూ, గ్రాంథిక తెలుగుకూ ఉన్న సంబంధాన్ని సంస్కృతభాషా భేదాలతో పోల్చి ఈ విధంగా చెప్పారు. “అయితే మన వ్యావహారిక భాషకున్న ప్రాచీన కావ్యభాషకున్న సంబంధమేలేదా అంటే లేకపోలేదు. సంస్కృత సారస్వతంలో వైదికభాషకున్న లౌకిక భాషకున్న గల సంబంధం వంటి సంబంధం ఉన్నది. మన ప్రాచీన కావ్యభాష వైదికభాష వంటిది. వ్యావహారిక భాష లౌకికభాష వంటిది. లౌకికభాషకు లక్షణం చెప్పిన పాణిని, కాత్యాయనుడు, పతంజలి లోకంలో ఉన్న వాడుకభాష ప్రమాణంగా గ్రహించి సూత్రాలు, వార్తీకాలు, ఇష్టులు రచించారుగాని వాల్మీకి వ్యాసాదులు రచించిన గ్రంథాలలోని భాష ప్రమాణంగా చూపించలేదు” అని అన్నారు. (రామమూర్తి, 1958;155)

గ్రంథ రచనలో సమకాలంలోని వాడుక మాటలే వాడాలనీ, ప్రాచీన పదాలను వాడకూడదనీ, ఇతర భాషల్లోని రచయితలు వాడుక భాషలోనే రాశారనీ, రాస్తున్నారనీ చెప్తూ ఆంగ్ల రచయితల గురించి, బెంగాలీ రచయితల గురించి తెలిపారు. “డ్రైడెన్, వర్డ్స్ వర్త్ మొదలైన ఇంగ్లీషు కవులు వాడుక మాటలతోనే మనోహరముగా కవితలు కూర్చున్నారని చెప్పి, ఆలాగున చక్కని కావ్యాలు రచించి కవులకు మార్గదర్శకులయినారు” అనీ, “షేక్స్పియర్ తన కాలములో అందరూ వాడుకనే మాటలు ఏలాగున ప్రయోగించినాడో ఆలాగున మన కాలమందు వాడుకలో ఉన్న మాటలు ప్రయోగించవలెను” అని షెల్లీకవి తన అభిప్రాయము చెప్పినాడు” అనీ, “శిష్ట వ్యవహారమందున్న “ఫలిత్” భాషలోనే నానా విధమయిన గ్రంథాలు బంగాలీవారు రచిస్తున్నారు. మహాకవి అని పేరు పొందిన రవీంద్రనాథ్ ఠాకూర్ రచించిన కావ్యములు ఇంగ్లీషు మొదలయిన యూరోపియన్ భాషలలోనికి ‘తర్జుమా’ అయినవి. పాతపద్య మాటలు ఆయన వాడరట” అనీ రామమూర్తిగారు పేర్కొన్నారు (రామమూర్తి 1969; 224-225).

“ఇటలీలోని ప్రాచీన కావ్యభాష అయిన లాటిన్ ఏనాడో చచ్చి ప్రజలకు అర్థంకాకుండా పోయింది. (ప్రాచీన గ్రాంథిక భాష ఇప్పుడు లాటిన్ లాగా ఉంది.) లాటిన్లో నుంచి పుట్టిన ఇటాలియన్ భాష ప్రజలు మాట్లాడుతున్న భాష. (ఆధునిక తెలుగు భాష ఇటాలియన్ లాగుంది.) ఇటలీలోని పండితులు నిర్ణీతమైన లాటిన్ భాషా కంకాళంతో సరాగాలాడితే దాంతే యౌవనంలో సజీవంగా ఉన్న ఇటాలియన్ భాషతో క్రీడించాడు. ... వేద సంస్కృతం పాతబడి పోయినప్పుడు మన పురాతన మహర్షులు ఆ భాషా వ్యవహారం మానివేసి తమ కాలంలో వాడుకలో ఉన్న భాషను వాడుకలో పెట్టారు. వేద సంస్కృతాన్ని పవిత్రభాషగా తామెంత గౌరవిస్తున్నా ఆ మత భాషను పునరుజ్జీవింప చేయాలని వాళ్ళెన్నడూ అభిలషించలేదు. సంస్కృతవ్యాకరణం నిత్యజీవిత భాష అయిన లౌకిక భాషను వ్యాకరించిందేగాని వేదభాష అయిన ఛందస్సును కాదు. ఇదీ చచ్చి ప్రాక త మాండలికాలు దానిలో నుంచి ఉద్భవించినప్పుడు, వాటినే వాటి స్వచ్ఛరూపంలో ప్రయోగించారు.” అని రామమూర్తిగారు అన్నారు. (రాధాక ష్ట, ఆగస్టు 1991; 27)

7. నిఘంటు నిర్మాణం (Lexicography)

మహాకవి ప్రయోగం, ప్రయోగ బాహుళ్యం, లోకవ్యవహారం, సోదరభాషల్లో అటువంటి శబ్దాల స్వరూపం అన్న నాలుగంశాలను గ్రహించి వాటిలో యతి ప్రాస స్థానాల్లో కాక తక్కిన చోట్ల కవుల ప్రయోగాలను స్వీకరించాలని, నిఘంటు నిర్మాణాని కుద్దేశించిన పరిధిని విస్తరింపజేసి వేల పదాలకు గతి కల్పించాలని రామమూర్తిగారు ఆశించారు. కొన్ని సంస్కృతపదాలు సంస్కృతంలోని అర్థంలోకాక తెలుగులో అటు సాహిత్యంలోనూ, ఇటు నిత్య వ్యవహారంలోనూ నూతన అర్థాలను సంతరించుకున్నాయి. కొన్ని దేశీ పదాలు కూడా కాలక్రమంలో నూతన అర్థాలు పొందాయి. ఇవి భాషను పరిపుష్టం చేస్తాయి. ఇటువంటి నూతన అర్థాలను నిఘంటువుల్లో చేర్చాలని ఆయన అన్నారు. నిఘంటువుల్లో కొన్ని అసాధారణ పదాలకు బహువచన రూపాలను ఇవ్వాలన్నారు. నిఘంటువులో ఆరోప పదాలకు ఇచ్చే అర్థం సమగ్రంగా, విశదంగా ఉండాలని సూచించారు. ఒక పక్షి విశేషము, ఒక మత్స్య విశేషము లాంటి అర్థాలు నిఘంటువు ప్రయోజనాన్ని తగ్గిస్తాయనీ, కాబట్టి అర్థం వివరంగా ఉండాలని ఆయన సూచించారు. తెలుగులో కలిసిపోయిన అన్యదేశ్య పదాలను నిఘంటువుల్లో ఇవ్వాలనీ, వాటి మూల రూపం ఏమిటో, ఏ భాషకు చెందినవో స్పష్టంగా తెల్పాలని అన్నారు. (జేబు- అరబ్బీ పదం)తద్భవాలను నిఘంటువులో ఇచ్చినప్పుడు వాటి మూల రూపాలను కూడా ఇచ్చినట్లయితే నిఘంటువు ప్రయోజనం ఇనుమడిస్తుందని అన్నారు. రూపాంతరాలన్నిటినీ నిఘంటువులో సూచించాలన్నారు. పదాల అర్థాలు స్పష్టంగా తెలియడం కోసం నిఘంటువులో కవి ప్రయోగాలు, వ్యవహార ప్రయోగాలు ఇవ్వాలన్నారు.

8. వ్యాకరణం (Grammar)

“ప్రయోగశరణం వ్యాకరణం”; “ప్రయోగ శరణా వైయాకరణా” అనే మాటలు గిడుగువారు తమ వ్యావహారిక భాషా వాదానికి అనుకూలంగా వాడుకున్నారు. ఆధునిక భాషాశాస్త్ర గ్రంథాలు కూడా ఇదే విషయాన్ని చెప్తున్నాయి. శిష్టానాముకై సూత్రాణామభావే అనుశాసన కారిణేవ దండనీయా (శిష్టులు వాడిన మాటలకు అనుశాసనం చెయ్యకపోతే, తప్పు అనుశాసనము చేసే వాడిదేగాని వ్యవహారాలది కాదు.)వ్యాకరణంలో సాధించకపోయినంత మాత్రాన ఏ శబ్దమూ అసాధువుకాదు అని గిడుగువారు సప్రమాణంగా నిరూపించారు. “లోకములో ఉన్న శబ్దమును కోశములోగాని, వ్యాకరణములోగాని చేర్చుకోకపోతే కోశమున్ను వ్యాకరణమున్ను తప్పులవుతవిగాని శబ్దము తప్పుకాదు”. (రామమూర్తి, 1976; 34) ఏ భాషకైనా వ్యాకరణాలు వర్ణనాత్మకం(Descriptive)గా ఉండాలనీ, నిర్దేశాత్మకం (Prescriptive)గా ఉండకూడదనీ Henry Sweet చెప్పిన మాటలను “నేటి తెలుగు; నివేదిక”లో రామమూర్తిగారు ఉట్టంకించారు (రాధాక ష్ట, ఆగస్టు 1991; 55). ఆ మాటలు ఇవి; “వచన భాష తరుచుగా

సాధారణ సంభాషణకు చాలా దగ్గరగా ఉంటుంది. వ్యాకరణాధ్యయనం ప్రథమ లక్ష్యం భాషకు సంబంధించిన వాస్తవాలు ఎలా ఉన్నాయో పరిశీలించి తెలుసుకోవటమేగాని, అవి ఎలా ఉండాలో, భాష పూర్వస్థితి ఎలా ఉండేదో నేర్చుకోవటం కాదు.”

“సంస్కృతమనే భాషకు అనుశాసనము చేసినవారు పాణికి పూర్వము అనేకులున్నారు. వారు చేసిన పని తాను స్వీకరించి కొంతపని పాణిని చేస్తే, కాత్యాయనుడు మొదలయినవారు దానిలో పదివేల “లోపాలు”, “దోషాలు” కనిపెట్టి దిద్దినారు. ఇంకా లోపాలుంటే పతంజలి మహర్షి మరికొన్ని సవరణలు చేసినారు. వ్యాకరణములో ధాతుపాఠాలు, గణపాఠాలు ఉన్నవి. ఎన్నో భాష్యాలు, వాటికి టీకలు ఉన్నవి. ఇన్ని ఉన్నా, గొప్ప వైయాకరణులు తగవులాడుతూనే ఉంటారు. సంస్కృతము వాడుక భాషగా ఉన్నప్పుడే దానికి అనుశాసనము పుట్టినది. అనుశాసించినవారు ప్రమాణముగా స్వీకరించినది గ్రంథస్థ భాషకాదు. శిష్ట వ్యవహారమందుండిన భాష. ఆ భాషకుపేరు “లౌకికభాష”; గ్రంథస్థ భాషకు “వైదిక భాష” అని పేరు అనుశాసనములో ఉన్నది. ఏ శబ్దము ఏలాగున శిష్టులు ఉచ్చరిస్తారో ఆలాగుననే ఎత్తుకుని ప్రకృతి ప్రత్యయ విభాగముచేసి సంస్కరించినారు పాణిన్యాదులు....ఒక పొల్లయినా లోకుల వాడుకలో ఉన్నది తీసివేయకూడదు; లేనిది చేర్చకూడదు. వైవిధ్యము ఎంత ఉన్నా ఉపేక్షింప కూడదు. అది అంతా అనుశాసనములో చేరవలెను. (రామమూర్తి, 1958;144)

వ్యాకర్తలు భాషను నడిపించరు. భాషనే వ్యాకర్తలు అనుసరిస్తారు. గతంలో ప్రజలు ఇలా మాట్లాడారు. ఇప్పుడు మీరు కూడా అలాగే మాట్లాడండి అని చెప్పేవాడు మంచి వ్యాకర్తకాదు. తన కాలనాటి భాషను చేతనైనంత వ్యాకరించడమే వ్యాకర్త చెయ్యాలిని పని అని హెచ్.సి. వైల్డ్ మాటలను ఉట్టంకించారు (రామమూర్తి, 1958; 68) వైల్డ్ మాటలు ఇలా ఉన్నాయి. “Grammarians do not lead speech: they follow it. If a grammarian said, this is the way people used to speak in times past. Therefore this is the way people ought to speak now, he would not be a wise or good grammarian, because a language is not the same all times; and if it has changed well it has changed, for better or for worse, and all that the grammarian has to do is to accept the fact and describe the best usage of his time to the best of his ability” (Wyld) ఒకనాటి వ్యాకరణం మరోనాటి వ్యాకరణం కాదు; ఇంకా ఏ ఒక్క కాలంలోనైనా వకభాష, జాతి, కులం, మాండలికం అనేవాటిని బట్టి విభిన్న వ్యాకరణ ధర్మాలను ప్రదర్శించవచ్చును. భౌతికంగానూ ప్రాంతీయ భేదాలవల్లనూ వ్యాకరణం మారుతుంటుంది. (రామమూర్తి, 1958; 82)

“తెలుగు సమాజం ప్రయోజనాలను ద స్టిలో పెట్టుకొని ప్రాచీనాంధ్ర వ్యాకరణ ప్రేతాన్ని పురావస్తు గ హాలలో బంధించటం ఎంతో అవసరం. పండితుడికి దాస్యం నుంచి విమోచనం కలిగించి, జీవద్భాషను విధిగా ప్రేమించి గౌరవించేటట్లు చేయడం అవసరం. అప్పుడుగాని ఛాందస ప్రజలూ, బడిపిల్లలూ మాత భాషాధ్యయనం అంటే భయపడటం మానరు. ఆధునికోపాధ్యాయుడు ఆధునికాంధ్ర వ్యాకరణాన్ని బడిపిల్లలకు నిగమన విధానం ప్రకారం బోధించి, వ్యాకరణం అంటే ఏమిటో అది ఎలా ఏర్పడుతుందో చెప్పటానికి సిద్ధంగా ఉన్నాడు. పండితులూ, సాహిత్య పరిషత్తు వాళ్ళు ప్రకటించినట్లు ఆధునికాంధ్ర భాష ‘వ్యాకరణ విరుద్ధం’ కాదు; ‘వ్యాకరణ రహితమూ’ కాదు” (రాధాకృష్ణ, ఆగస్టు 1991; 57) అని ప్రాచీనాంధ్ర వ్యాకరణాల నిష్ప్రయోజకత్వాన్ని రామమూర్తిగారు తెలిపారు.

సాహిత్య భాషకు వ్యవహారభాషే మూలాధారమన్న Henry Sweet మాటలను రామమూర్తిగారు పేర్కొన్నారు(రాధాకృష్ణ, ఆగస్టు 1991; 26). హెన్రీ స్వీట్ మాటలు ఇవి; “ అత్యధిక సంఖ్యాకులైన వ్యాకరణ వేత్తలు సాహిత్యభాషకు భ్రష్టరూపమే వ్యావహారికమని పైకి అనరుగాని విశ్వసిస్తుంటారు. వాస్తవం మాత్రం ఇందుకు కేవలం విరుద్ధం. సాహిత్యభాషకు నిజమైన మూలాధారం వ్యవహారభాష.”

పైన తెలిపిన గిడుగువారి అభిప్రాయాలు చాలావరకు ఆధునిక భాషాశాస్త్ర సిద్ధాంతాలకు అనుగుణంగానే ఉన్నాయి. ఈ అభిప్రాయాల ఆధారంగా, గిడుగువారు ఉట్టంకించిన ఆంగ్ల గ్రంథాల ఆధారంగా వారిని తెలుగువాడైన తొలి భాషాశాస్త్రవేత్తగా చెప్పవచ్చు.

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‘గిడుగు’ భాషాప్రస్థానం

‘Gidugu’s’ Journey of Language

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సామాజిక అవసరాలను తీర్చడానికి భాష ఒక సాధనం. కాలం మారుతున్న కొద్దీ సామాజిక అవసరాలు కూడ మారుతాయి. ప్రపంచంలోని దేశాలు ఆధునిక యుగంలోకి మారుతున్నప్పుడు వాటి అవసరాలు కూడా మారుతాయి. ఈ మార్పు ప్రధానంగా సామాజిక, ఆర్థిక, రాజకీయ, సాంస్కృతిక రంగాల్లో కనిపిస్తుంది. ఇప్పుడు ఉన్న ఆలోచనలకు భిన్నంగా కొత్త ఆలోచనలతో రూపుదిద్దుకున్న మార్పు ఆధునికత. సామాజిక, సాంస్కృతిక, రాజకీయాది రంగాలలో జరిగిన మార్పులు భాషపై కూడా ప్రభావితం చూపిస్తాయి. కొత్త వ్యవస్థలో వచ్చిన మార్పులు కొత్తగా ఆలోచింపజేస్తాయి. తదానుగుణంగా వ్యక్తీకరణ మీద అంటే భాష మీద కూడా కొత్త వ్యవస్థ ప్రభావం స్పష్టంగా కనిపిస్తుంది. ఆధునిక అవసరాలు తీర్చడానికి భాషా రంగంలో కూడా చాలా మార్పులు సంభవించాయన్నది వాస్తవం. “నాది ప్రజల ఉద్యమం దానిని ఎవరిని సంతోష పెట్టడానికి వదులుకోను.” అని గురజాడ కన్యాశుల్కానికి పీఠిక రాస్తూ అన్నాడు. గ్రాంథిక భాష సంస్కృత పదజాలంతో నిండి సామాన్యుడికి అర్థం కాకుండా పోయిందని గిడుగు అభిప్రాయపడ్డాడు.

అందుకే గిడుగు వేంకటరామమూర్తిగారిని వ్యవహారిక భాషోద్యమ పితామహునిగా భావిస్తాం. వ్యవహారిక భాషోద్యమం అంటే గిడుగు అని, గిడుగు అంటే వ్యవహారిక భాషోద్యమం అని చెప్పుకుంటాం. అత్యాధికులు వ్యవహారాలుగా ఉన్న భాష వాడుక భాష. అలాంటి భాష కోసం ఉద్యమం చేసిన గిడుగు కావ్యభాషను కాదన్నాడు. జన వ్యవహారంలో ఉన్న భాషకే ప్రాధాన్యం ఉండాలన్నదే గిడుగు పోరాటం. అదే అతని వ్యవహారిక భాషోద్యమ పోరాటం. తన కాలంలోను తరువాత కాలంలోను గ్రాంథిక భాషలో వస్తున్న రచనలను సరళతరం చేసి వ్యవహారిక భాషలోనే రాయాలని ఉద్యమించిన వాడు గిడుగు రామమూర్తి. కావున ఈయన జన్మదినమైన ఆగస్టు 29న ‘తెలుగు భాషా దినోత్సవం’ జరుపుకుంటాం.

“అనాడు గిడుగు లేకపోతే ఈనాడు ఆధునిక సాహిత్యం లేదు. పండితులు చిన్నయసూరిని అడ్డం పెట్టుకొని కుళ్ళు సాహిత్యాన్ని ఊరేగించేవారు.” అన్న కొడవటిగంటి కుటుంబరావుగారి మాటలు

చిన్నయసూరిని అడ్డం పెట్టుకొని నీతిచంద్రికను ఆదర్శంగా తీసుకొని ఆనాటి పండితులు కావ్యభాషను పునరుద్ధరించడంతో తెలుగు వచనం సామాన్యనికి దూరం అయ్యిందని తెలుస్తుంది. అయితే వ్యాకరణ సూత్రాలు, నిర్బంధాలు భాషా ప్రవంతికి ఎల్లకాలం అడ్డు కట్టల్ని వేయలేవని, జీవద్భాష అటువంటి కృత్రిమ పదబంధకాల్ని తెంచుకొని సహజ మార్పుకు లోనవుతుందని అర్థమవుతుంది. ఈ విధంగా పరిణామం చెందినటువంటి వ్యావహారిక భాష పూర్వపరాలను గమనిస్తే తెలుగు భాషా ప్రస్థానం ఎంత గొప్పదో అర్థమవుతుంది. గిడుగువారి వ్యవహారిక భాషోద్యమ పూర్వ రంగాన్ని పరిశీలిస్తేగాని, వ్యావహారిక భాషోద్యమాన్ని పూర్తిగా అర్థం చేసుకోలేము. ఏ భాషలోనైనా వాడుక భాషకు కావ్యభాషకు తేడా ఉంటుంది. ఐతే తెలుగులో ఈ తేడా ఎక్కువని చెప్పవచ్చు. ఏ భాషలోనైనా కావ్యభాష వాడుక భాషను అనుసరించి ఉంటుంది. ఏ భాషలోనైనా పద్యాలలోని భాషకు వచనంలోని భాషకు తేడా ఉంటుంది. పద్యాలలోని భాష కొంత ప్రాచీన రూపాలతో ఉంటుంది. తెలుగులో ఈ తేడా బాగా గుర్తించవచ్చు. తెలుగు కవులు గ్రంథాలలో ప్రాచీన పదాల్ని వాడి దానిని గొప్ప గౌరవంగాను, గర్వంగాను భావించారు. వీరు వాడే భాష ప్రాచీన రూపాలతోను, సంస్కృత సమాసాలతోను, శబ్దాడంబరాలతోను ఉండేట్లు రాసేవారు. పరవస్తు చిన్నయసూరి ఇటువంటి భాషాడంబరాలతో క్లిష్టమైన తెలుగుభాషలో నీతిచంద్రిక రాశారు. దానినే ఇతరులు పాటిస్తూవచ్చారు. అట్లాంటి భాషతోనే ప్రతినంపత్నరం పాఠ్యపుస్తకాలని నిర్ణయించి విద్యార్థుల చేత చదివించారు. విద్యార్థులు పరీక్షలో రాయవలసిన వ్యాసాలూ వాడుకభాషలోకాక కావ్యభాషలోనేరాయాలన్న నియమంఉండేది.

పాఠాలుచెప్పే ఉపాధ్యాయులు, పద్యాలకు అర్థాలుచెబుతూ వాడుక భాష ఉపయోగించేవారు. కాని, విద్యార్థులు పరీక్షలకుమాత్రం కావ్యభాషలోనే సమాధానం రాసేవారు. ఈ వ్యత్యాసంవల్ల విద్యార్థులకు విషయపరిజ్ఞానంతోపాటు భాషాపరిజ్ఞానంకూడా అందవలసిననంత అందలేదని చెప్పవచ్చు. గిడుగువారి భాషోద్యమానికి ముందుఉన్నటువంటి సామాజిక, ఆర్థిక, సాంస్కృతిక రంగాల్లో వచ్చిన మార్పులు వివేచిస్తే, ఈయన భాషోద్యమానికి అవి ఎట్లా దోహదం చేసాయో తెలుస్తుంది. ప్రపంచవ్యాప్తంగా వస్తున్నటువంటిమార్పులు, మనదేశంలో కూడా ఆర్థిక, సామాజిక రంగాల్లో అనేక మార్పులు చోటుచేసుకున్నాయి. భాషకూడా అందుకుమినహాయింపు కాదు. పారిశ్రామికీకరణవల్ల అందరికి అన్ని అందుబాటులోకి వచ్చాయి. ప్రజలకు అన్నివిషయాలపట్ల అవగాహనపెరిగింది. తమ ఉనికి, అస్తిత్వం గురించి ఆలోచించటం ప్రారంభించారు. అప్పటివరకు ఒకపద్ధతిలో కొనసాగిన జీవన విధానం మార్పుకు గురైంది. వ్యక్తివ్యక్తిగాకాక వ్యవస్థగా ఆలోచించటం మొదలైంది. తద్వారా, తమకుజరుగుతున్న అన్యాయాన్ని అర్థంచేసుకోవటం న్యాయమైనదాని వైపుపయనించటం ప్రారంభించారు. ఆ క్రమంలోనే, తనసంస్కృతిని, భాషని, వ్యవహారాన్ని కాపాడుకోవాలన్న ఆలోచనమొదలైంది. స్వేచ్ఛా, సమానత్వం

ఫ్రెంచివిప్లవంద్వారాకలిగినభావాలు మనిషినిమనిషిగా గుర్తించాలన్న ఆలోచన మొదలైంది. అత్యధికుల ప్రయోజనమే ప్రయోజనంగా గుర్తించడం మొదలైంది. సామాన్యునికి సంఘంలో సమన్వయం జరిగే ఆలోచన ఫ్రెంచివిప్లవం అందించిన గొప్పఆలోచన. అలాగే ఇంగ్లీషు విద్యావిధానం భారతీయుల్లో విప్లవాత్మకమైన మార్పుకు దోహదం చేసిందని చెప్పవచ్చు. పరిపాలన నిర్వహణ కొరకు ఇంగ్లీషు వాళ్ళు దేశంలో అనేకచోట్ల బడులు పెట్టి ఆంగ్లవిద్యావ్యాప్తికి పూనుకున్నారు. జనవ్యవహారంలోని భాషలోనే విద్యాబోధన చేయడం సులభంఅని అనుకున్నారు. అందుకోసం వాడుకభాషను ప్రోత్సహించడం ప్రారంభించారు. కావ్యభాషద్వారా వారుఅనుకున్నది నేరవేరదని గుర్తించి వ్యవహారిక భాషనేసరైనదని అందులోనే విద్యాబోధన కొనసాగాలని ఆ మార్గంలోనే భాషాసంస్కరణలు మొదలుపెట్టారు. ఈ సంస్కరణనే వ్యవహారికభాషోద్యమానికి దోహదంచేసిందని చెప్పవచ్చు. అంతేకాక 1857లో జరిగిన సిపాయిల తిరుగుబాటుద్వారా భారతదేశంలో కొన్నిమౌలికమైన మార్పులువచ్చాయి. కంపెనీల అధికారం బ్రిటీషువారి చేతుల్లోకి వెళ్ళింది. తత్ఫలితంగా; విద్యారంగంలో విశ్వవిద్యాలయాలద్వారా విద్యను వ్యాపింపజేసి ప్రజలను చైతన్యంచేయటానికి ఉపయోగించాలన్న ఆలోచన మొదలైంది. విశాలమైనభావాలు అంకురించాయి. విశ్వవిజ్ఞానం విద్యార్థులమనుస్సులను వికసింపజేసింది. దేశంనలుమూలల్లో విద్యార్థులు వివిధ ప్రాంతీయ భాషలను మాట్లాడినప్పటికీ, వివిధ ప్రాంతాలను కలపటానికి విశ్వవిద్యాలయాలు తోడ్పడ్డాయి.

భిన్నప్రాంతాలవారు పరస్పరం కలుసుకోవటానికి, వివిధ విషయాలను చర్చించుకోవటానికి అవకాశం ఏర్పడింది. వీరంతా ఏ ప్రాంతానికి సంబంధించినవారైన స్వదేశీయులమేనన్న భావన వారికి కలిగింది. జాతియోద్యమానికి ఇవేపునాదులు వేసాయని చెప్పవచ్చు. వ్యవహారికభాషోద్యమానికి సి. పి. బ్రౌన్ చేసిన సేవకూడా గుర్తించదగినది. ఈయన ఆంధ్రదేశంలో అన్నిప్రాంతాలను పర్యటించి, ఆయాప్రాంతాలలో వాడుకభాషలో ఉన్నపదాలను సేకరించి, నిఘంటువురూపంలోకి తీసుకురాగలిగారు. ఆ ప్రయత్నంద్వారా, వాడుకభాషలోని అనేక పదాలు వెలుగులోకి వచ్చాయి. తద్వారా, వాడుకభాషపట్ల ఆసక్తికలగటానికి సి. పి. బ్రౌన్ కారణమయ్యాడు. 1906వ సంవత్సరంలో పాఠశాలల తనిఖీఅధికారిగా ఏట్సు నియమితులవడంకూడా, తెలుగువ్యవహారికభాషకు ఒకకారణంగా చెప్పుకోవచ్చు. ఈయన ఆంధ్రదేశంలో అనేకపాఠశాలలను సందర్శించి ఆయాపాఠశాలలో జరుగుతున్న విద్యాబోధనలని పరిశీలించి, వాడుకభాషకు కావ్యభాషకు ఉన్న తేడానిగమనించి విద్యావిధానంలో వాడుకభాషకు ప్రాధాన్యం ఇవ్వాలని భావించాడు.

అదేవిధంగా, తెలుగులో వ్యవహారిక భాషోద్యమం రావటానికి కాంపోజిషన్మిటి సూచనలు కూడా ప్రధానంగా చెప్పుకోవచ్చు. ఈ కమిటీ వ్యవహారికభాషకు ఏ విధంగా అన్యాయం జరిగిందో పరిశీలించింది. శాస్త్రీయ ఆలోచన విధానంలేని ఛాందస పండితుల కారణంగా వ్యవహారిక భాషకు జరిగిన అన్యాయాన్ని ఈ కమిటీ చర్చించింది.

కందుకూరి వీరేశలింగం సంస్కరణోద్యమ పితామహుడు. గద్యత్తిక్కనగా పేరొందిన వీరేశలింగంపంతులు అత్యంత సంక్లిష్టంగా ఉన్న గ్రాంథికభాషాధోరణిని కాదని తనవచనరచనలలో వ్యవహారికభాషను వాడి వ్యవహారిక భాషోద్యమ ప్రచారానికి చేయూత నిచ్చాడు. ఆయనరాసిన ప్రహసనాలలో ఆయాపాత్రలకు ఉచితమైన జనవ్యవహారభాషను ఉపయోగించాడు. తద్వారా, వాడుకభాషకు ప్రాధాన్యతను చేకూర్చాడు. ఈయనతోపాటు, గురజాడఅప్పారావు వ్యవహారిక భాషోద్యమానికి బీజాలువేసాడు. ఆంధ్రదేశంలో వ్యవహారికభాషోద్యమానికి ముందుగానే వాడుకభాషలో కన్యాశుల్కం అనే నాటకాన్ని రాశాడు. వాడుకభాషకు సాహిత్యగౌరవాన్ని కల్పించాడు. ఉద్యమస్ఫూర్తిని కలిగించిన గురజాడఅప్పారావు వ్యవహారికభాషోద్యమానికి కావలసిన పూర్వరంగాన్ని సమకూర్చినటువంటివారు. వ్యవహారిక భాషోద్యమానికి దారితీసినకొన్ని ముఖ్యసంఘటనలలో కర్ణన్ విద్యా నివేదిక ఒకటి. దేశంలోని విద్యాసమస్యల్ని చర్చిస్తూ ఈ నివేదిక వెలువడింది. ఈ నివేదిక దేశభాషల పురోభివృద్ధికి కొంతవరకు దోహదం చేసింది. ఈ నివేదిక ప్రకారం పాఠశాలలలోని విద్యార్థులకు వాడుకభాషలోనే వ్యాసరచన చేయడానికి అవకాశం కల్పించింది. ఇలాంటి అనేకసంఘటనల నేపథ్యంలో వ్యవహారిక భాషాఒకఉద్యమంగా సాగింది.

గురజాడఅప్పారావుమరణించాక(1915) గిడుగురామమూర్తి వ్యవహారిక భాషోద్యమాన్ని తనుముందుండి నడిపాడు. తనజీవితకాలాన్ని పణంగాపెట్టి వ్యవహారికభాషకుగల ప్రాముఖ్యాన్ని గుర్తించేవిధంగా, ఉద్యమాన్ని నిర్వహించాడు. ఆయన తనవాదాన్ని ప్రచారంచేయడంకోసం 1919 'తెలుగు'అనే దినపత్రికను నడిపాడు. బాలకవిశరణ్యం, పండితభిషక్కులభాషాభేషజం వంటి రచనల ద్వారా పండితులు అనబడేవారి గ్రాంథికభాషలోని లోపాల్నివాడుక భాషప్రయోజనాన్ని లోకానికి చాటిచెప్పాడు. భాషాసమాజంలోని అన్నివర్గాలకు ఉపయోగకరంగా ఉండాలనిభావించాడు. ఈయన నిర్వహించిన భాషోద్యమం తెలుగుభాషావికాసానికి దోహదంచేసింది. భాషాకఠినత్వాన్ని కాదని, భాషాసరళంగా ఉండాలనేపద్ధతిలో పాఠ్యపుస్తకాల్ని ముద్రించుకోవాలని తనవాదాన్ని గ్రాంథికవాదులు వ్యతిరేకించినదాన్ని లెక్కచేయకుండా, వ్యవహారిక భాషోద్యమాన్నినడిపించాడు. వాదాన్ని నెగ్గించుకున్నాడు. పండితులంతా ఆయనవాదనలోని శాస్త్రీయతను గుర్తించారు. ఇటాలియన్

ఆఫ్ ఈస్ట్ గా పేరొందిన భాష గ్రాంథికభాష కాదు. అది వ్యవహారిక తెలుగుభాష.
పాశ్చాత్యులు మెచ్చుకున్నది తమ వ్యవహారిక తెలుగుభాషనే కాని, పుస్తకాలలో రాసినదానిని చదివి కాదు
అన్నగిడుగు భాషాప్రస్థానం అనితరసాధ్యం.



గిడుగు భాషాసేవ: మన కర్తవ్యం

'Gidugu's' Contribution to Language: Our Responsibility

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0. పరిచయం

శతాబ్దులుగా ఆయా వ్యవస్థలలో ఉన్న అవస్థను క్రమబద్ధీకరించి, సమాజ గమనాన్ని వేగవంతంచేస్తున్న సంస్కరణవాదులు అన్ని సమాజాలలోనూ ఉన్నారు. వారి వారి అభిరుచులకు అనుగుణంగా ఆయా సమాజాలను వారు ప్రభావితం చేస్తుంటారు. కేవలం 'రణం' కోసమే 'సంస్కరణ' అని నినదించేవారు కొందరుంటారు. వీరివల్ల సమాజంలో అవగాహన రాహిత్యం పెరుగుతుంది. అవస్థలు పెరుగుతాయి. సమకాలీనులు గుర్తించలేని అవ్యవస్థ సమాజంలో ఏర్పడుతుంది.

మరికొందరు సంస్కరణవాదులుంటారు – వీరేంచేస్తారంటే- వందల, వేల సంత్సరాలుగా సాగుతూ వస్తున్న సమాజ గమనాన్ని నిశితంగా పరిశీలిస్తారు. చలన సూత్రాలను జాగ్రత్తగా అధ్యయనం చేస్తారు. ఉన్న అవ్యవస్థను గాడిలో పెట్టడానికి కావలసిన అవగాహనను ఏర్పర్చుకొంటారు. అత్యంత ప్రభావవంతమూ, చలన శీలమూ కలిగిన ఆచరణాత్మక పథకాలను తయారుచేసికొని కార్యసాధనలో తాము భాగస్వామ్యం వహిస్తారు. సమాజ ఉపరితల, అంతరంగ నిర్మాణాలలో ఇటువంటి మార్పులను తెచ్చిన మహనీయులెందరో మనకు ఉన్నారు. తెలుగు భాషా రంగంలో- ఆధునిక కాలంలో ఇటువంటి మార్పులకు ఆద్యుడు, తొలితరం భాషాశాస్త్రవేత్త శ్రీ గిడుగు వేంకట రామమూర్తిగారు.

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1. ఉద్యోగంతో మొదలయిన భాషా పరిశోధన

మెట్రిక్యులేషన్ తరువాత ఉన్నత చదువులు సాగించలేక కలెక్టరు కచేరీలో కొంతకాలం ఉద్యోగం చేసారు రామమూర్తిగారు. బతుకుతెరువుకోసం వృత్తిమారి, ఉపాధ్యాయ వృత్తిలోకి ప్రవేశించే సమయంలో - 'కేవలం ఐదు రూపాయలు ఎక్కువ జీతం' - అటు రామమూర్తిగారి జీవితాన్ని, ఇటు తర తరాల తెలుగు చరిత్రను మలుపు తిప్పింది. చిత్రంగా - విజయనగరం సమీపంలోని కోనాడ పాఠశాల ఉపాధ్యాయుడు కావలసిన రామమూర్తిగారు, పల్లకిమిడి పాఠశాల ఉపాధ్యాయులుగా చేరిపోయారు. 1880 నుంచి 1936వరకు, అంటే, 56 సంవత్సరాలపాటు మన్యప్రాంతంలోని సవరభాషా పరిశీలనతో మొదలుపెట్టి, భాషా వ్యవసాయాన్ని తెలుగుభాషకు విస్తరించారు. ఆ మధ్య కాలంలో ఉన్నత చదువులు సాగించారు.

2. 'గిడుగు': ఇతర శాస్త్రాల పరిజ్ఞానం

ఇప్పుడు వాడకానికి పనికివచ్చే భాష, సాహిత్యేతర వ్యవహారభాషనుంచి ఏర్పడాలని ప్రతిపాదించిన మొట్ట మొదటి తెలుగు భాషావేత్త గిడుగు వేంకట రామమూర్తి. మాట్లాడేభాష, రాసేభాషలమధ్య అంతరాన్ని తగ్గించేందుకు విశేషంగా కృషిచేసిన మహనీయుడు ఆయన. ఉద్యోగ ధర్మాన్ని నిర్వర్తిస్తూ, పల్లకిమిడి ప్రాంతంలో ఉన్నప్పటికీ, ఆయన అటు సవర భాష నిర్మాణ విశేషాలను, ఇటు తెలుగు భాషా నిర్మాణ మర్యాలనూ సమంగా అధ్యయనం చేస్తూ వచ్చారు.

తనకాలానికి వృద్ధిచెందిన సృశాస్త్రం (ఆంత్రోపాలజీ), భాషాశాస్త్రం... వంటి శాస్త్రాలను క్షుణ్ణంగా చదువుకొన్నారు. ఆ కాలంలో పాలకులు లేదా విద్యాధికారులుగా ఉన్న జె. ఏ. యేట్సు..వంటి పాశ్చాత్యులతో జరిపిన చర్చలద్వారా ఆయన అనేక విషయాలను అవగాహనలోకి తెచ్చుకొన్నారు. తెలుగు ఉచ్చారణకు, రాతకు మధ్య ఉన్న అంతరాన్ని గుర్తించి అందుకు అనుగుణమైన మార్పులను రాతలోకి తెచ్చుకోవలసిన అవసరాన్ని తొలితొల్ల గుర్తించివారు గిడుగువారే!. తెలుగు ఉచ్చారణలో గుర్తించదగిన మార్పులను డేనియల్ జోన్ను అనే ధ్వని శాస్త్రజ్ఞుడితో చర్చించి ఆ విశేషాలను మనకు అందించారు. మనం ఇవ్యాళ చర్చిస్తున్న ఉచ్చారణాత్మక భాషా విశేషాలను గిడుగు నాడే గుర్తించారు.

3. 'గిడుగు': సవర భాషాకృషి

గిడుగు రామమూర్తిగారు సవర భాషపై విశేషమైన కృషి చేశారు. సర్ జార్జి గ్రీయర్సన్ ఆధ్వర్యంలో వెలువడిన లింగ్విస్టిక్ సర్వే ఆఫ్ ఇండియాలో సవరభాషనుగురించి తెలుగులో వ్యాసాలు రాసి ప్రచురించారు.

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గిడుగువారి మాన్యుల్ ఆఫ్ సొర లాంగ్వేజి గురించి స్టాన్లీ స్ట్రోస్టా అనే పరిశోధకుడు “ఖచ్చితత్వానికి, విషయ విస్తృతి, వాటి ప్రదర్శనలో నిర్దిష్టతకు” ముగ్ధుణ్ణయానని పొంగిపోయారు. 1967లో స్ట్రోస్టా విస్కాన్సిన్ విశ్వవిద్యాలయానికి తన పిహెచ్.డి. సిద్ధాంత గ్రంథాన్ని సమర్పిస్తూ జి.వి.రామమూర్తిగారి స్మృతికి అంకితమిచ్చాడు. ఆ సందర్భంలో- “ఉపాధ్యాయుడు, మానవతావాది, ముండా భాషాశాస్త్ర శాఖలో అగ్రగణ్యుడు అయిన రావు సాహెబ్ జి. వి. రామమూర్తిగారి స్మృతికి ఈ పరిశోధన అంకితం” అని రాసుకొన్నాడు. 1931-36 సంవత్సరాల మధ్యలో గిడుగు ఇంగ్లీషు-సవర, సవర-ఇంగ్లీషు నిఘంటువులు కూర్చారు. ఆపై సవర భాషకు వ్యాకరణం రాశారు. సవర జనపదాలలోని కథలను సంకలనం చేశారు. దేశంలోనే కాదు, విదేశాలలోనూ, ప్రపంచంలో ఎక్కడైనా సవర భాషపై పరిశోధన కొనసాగించాలనుకొనే భాషాశాస్త్రవేత్తలు రామూర్తిగారి సేవలను స్మరించకుండా ముందుకుపోలేనంతటి పరిశోధన చేశారు.

4. గిడుగు: చరిత్ర పరిశోధన

గిడుగువారి సామాజిక స్పృహ, చరిత్ర పరిజ్ఞానం తక్కువది కాదు. ఆయన చరిత్రకారులకు మార్గదర్శనం చేయగల పరిశోధన చేశారు. పర్లాకిమిడి, బరంపురం మొదలైన ప్రాంతాలను ఒరిస్సా రాష్ట్రంలో కలపడానికి అప్పటి ప్రభుత్వం చేసిన ప్రయత్నాలను చారిత్రక ఆధారాలను చూపుతూ ఆ ప్రయత్నాలను ఎదుర్కొన్నారు. క్రీ.శ. 8-12శతాబ్దాల మధ్య కళింగరాజ్యానికి ముఖలింగం రాజధానిగా ఉండేదని మొదట చెప్పినది గిడుగువారే!. పర్లాకిమిడికి దగ్గర్లోని ముఖలింగేశ్వరాలయం, ఆ ప్రాంత ప్రాముఖ్యత, అక్కడి శాసనాలు... మొదలైన విశేషాలను చరిత్ర పరిశోధకులకు మొట్టమొదట అందించినదీ గిడుగువారే!. విన్సెంట్ స్మిత్ తన భారతదేశ చరిత్రలో ఈ వివరాలను ఉపయోగించుకొన్న తరువాత ఈ విషయం మన పరిశోధకుల దృష్టిని ఆకర్షించింది. నాటి సామాజిక ఉద్యమానికి ఆధారభూతమైన నిజాలనెన్నిటిలో చరిత్ర సాయంతో వెలుగులోకి తెచ్చారు. ఈ రెండు ప్రాంతాలనూ కలుపుకొని 1936లో ‘ఒరిస్సా’ రాష్ట్రంగా అవతరించడం వేరే విషయం. - అప్పటి రాజకీయ చమత్కారం! - ఇప్పుడు మనమంతా దీన్ని బాగా అర్థం చేసికోగలం - .

5. గిడుగువారి భాషా(శాస్త్ర)వగాహన

భాషాధ్యయనంలో అవశ్యంగా గుర్తుంచుకోవలసిన అనేక విషయాలను గిడుగు తన వ్యాసాలలో, పరిశోధనలలో, ప్రసంగాలలో పేర్కొన్నారు. వీటిలో చాలావరకు మనకు నేడు గ్రంథరూపంలో అందుబాటులో ఉన్నాయి. - భాష పొందే పరిణామాలను శాస్త్రీయమైన అవగాహనతో గుర్తించాలి తప్ప, నిర్దేశిత వ్యాకరణాలు(prescriptive grammars) సూచించిన భాషను, పూర్వ కవులు వాడిన భాషను శాసనాలుగా

భ్రమించకూడదని అనేక సందర్భాలలో స్పష్టపరిచారు. కొత్తపాతల మేలుకలయికగా ఏర్పడిన భాషా వికాసాన్ని సంప్రదాయ సాహిత్యంనుంచే ఉదాహరణపూర్వకంగా చూపించారు. పూర్వ వ్యాకరణాలరీత్యా, అసాధువులైన తరువాతి కాలపు కవుల రచనలలోంచి ఉదాహరణలను చూపుతూ బాలకవిశరణ్యం అనే గ్రంథాన్ని రచించారు.

గిడుగువారి భాషా చర్చలు, విసుగూ-విరామంలేని వారి అధ్యయన తత్పరతను గుర్తించడానికి, మనలాంటివాళ్ళందరం స్ఫూర్తి పొందడానికి ఒక సంఘటనను మీ ముందు ఉంచాలనుకొంటున్నాను. ఈ సంఘటన- 'గిడుగు రామమూర్తి పంతులుగారు-నా అనుభవాలు' అంటూ శ్రీనివాస శిరోమణిగారు చెప్పినది. ఒకరోజు గిడుగు వేంకటరామమూర్తిగారు, శ్రీనివాస శిరోమణిగారు రైలులో ప్రయాణం చేస్తున్నారట. అప్పుడు- "... పంతులవారు ఏదో ప్రబంధము తీసుకొని పచ్చ పెన్నిలుతో గుర్తులు పెడుతున్నారు. నేను ఆ రైలు పెట్టెలో ఒక మూల కూర్చొని ఆయనకు కనబడకుండా సిగరెట్టు కాల్చుకొంటున్నాను. ఇంతలో నన్ను పిల్వినారు. ఏమిరా భగవంతుడా, ఏదో వ్యాకరణ సూత్రముతోనో, ఏదో శబ్దము, ఏదో మారిపోయింది అనో చెప్పి విసిగిస్తారు కాబోలు ననుకొంటూ సిగరెట్టు పారవేసి ఆయన దగ్గరకు పోవలెననుకొన్నాను. నన్ను చూచి చిరునవ్వుతో 'ఎబ్బే! సిగరెట్టు మాత్రము పారవేయకండి, ఒక్క శబ్ద రూపము మాత్రమే ఎలా మారిందో చెబుతాను' అన్నారు " - ఇలా ఉండేవి గిడుగువారి భాషా చర్చలు. ఏ అవస్థలో ఉన్నా అన్నది ఆయనకు అప్రస్తుతం. భాషా వ్యవస్థను గాడిలో పెట్టడానికి ఎన్నిరకాలుగా శ్రమించవచ్చో- అంత శ్రమనూ వేంకట రామమూర్తిగారు చేశారు. మనమూ, తరువాతివారూ చేయడానికి తగిన ప్రేరణను అందించారు.

6. 'గిడుగు' పొందిన గౌరవాలు, పురస్కారాలు

గిడుగువారి అసామాన్యమైన భాషాసేవకు గౌరవపురస్కారంగా అప్పటి ప్రభుత్వం రావు సాహెబ్, కైజర్-ఇ-హింద్ వంటి బిరుదులతో సమ్మానించింది. - నిజానికి, ఇవన్నీ ఒక ఎత్తు. తెలుగు, సవర వ్యవహార ప్రాంతాలలోని ప్రజల గుండెల్లో ఆయన ఏర్పర్చుకొన్న శాశ్వతమైన స్థానం ఒక ఎత్తు.

7. 'గిడుగు' కోరిక- మన కర్తవ్యం

ఇప్పుడు వాడకానికి పనికివచ్చే భాష, సాహిత్యేతర వ్యవహారభాషనుంచి ఏర్పడాలని ప్రతిపాదించిన మొట్ట మొదటి తెలుగు భాషావేత్త గిడుగు వేంకట రామమూర్తి. పాఠ్యపుస్తకాల తయారీకి కందుకూరి వీరేశలింగం ప్రతిపాదించిన సులభగ్రాంథికాన్ని తిరస్కరించారు.

నేడు, గిడుగు మన మధ్య లేరు. కానీ, వారందించిన స్ఫూర్తి ఉంది. ప్రతి తెలుగు వ్యవహారా పూనుకొంటేగాని తరగనంత పని ఉంది. తెలుగుభాషకు ఉన్న వేల సంవత్సరాల చరిత్ర, వేలసంఖ్యలో వెలువడ్డ రచనలు...మొదలైన ఆధారాలతో రచనా వైవిధ్యాన్ని, కాలక్రమానుగుణమైన భాషా ప్రయోగ వికాసాన్ని పరిశోధకులు ఇప్పటికే కొంత నిరూపించారు. వెలువడిన తెలుగు రచనలు, వాటి స్వరూప, స్వభావాలను గూర్చి చేసిన విశేషచర్చ మనకు అందుబాటులో ఉంది. సంప్రదాయ రచనల గుణగణ వివేచనం ఒకవైపు జరుగుతుండగా, కాలక్రమంలో ఆ సమాచార నిధులకు మరెంతో సమాచారం చేరుతూ వస్తోంది. ఇది కావ్యాలు, శాస్త్ర గ్రంథాలు.... తదితర రచనల రూపంలో ఉంది. ఇదంతా తెలుగువారి, తెలుగుభాషా సమాజంయొక్క సాంస్కృతిక వారసత్వం. తెలుగువారి సొత్తు.

వ్యక్తిగతంగానూ, వ్యవస్థాపరంగానూ తెలుగు భాషాభివృద్ధికి ఎంతో ప్రయత్నం జరిగిందన్నది నిర్వివాదాంశం. అయితే, ఇక్కడ గుర్తించవలసిన ప్రధాన విషయం, భాషావసరాలు నానాటికీ పెరుగుతుండడం. సమాజాల వృద్ధి, భాషల వృద్ధిపై ఆధారపడి ఉంటుందన్నది చారిత్రక సత్యం. సమాజాలు పెద్దవికావడం, భాషలో పదసంపద పెరగడం అన్న ప్రధాన కారణాలు రెంటినీ జాగ్రత్తగా గమనించవలసిఉంది.

భాషాభివృద్ధికి ఒక నిర్దిష్టమైన ప్రణాళిక ఉండడం అన్నది ప్రతి భాషా సమాజానికి ఒక తప్పనిసరి అవసరం. ఏ భాషా సమాజంలోనైనా- వివిధ కాలాలలో వెలువడిన కావ్యాలు, గ్రంథాలు, వివిధాంశాలపై వెలువరించిన రచనలు.... మొదలైనవి ఆ భాషాభివృద్ధి, వికాసాలను సూచించే గీటురాళ్ళుగా నిలుస్తాయి. అయితే; నానాటికీ పెరుగుతూపోయే సమాజ భాషావసరాలను దృష్టిలో ఉంచుకొని వీటిని పునర్మూల్యాంకనం చేయడం భాషాభివృద్ధి ప్రణాళికలో ఒక కీలకమైన అంశం. ఈ అవసరం గడచిన కాలంతో పోల్చితే ఇప్పుడు చాలాఎక్కువ అని మనం తేలికగా గుర్తించగలం. అత్యంత కీలకమూ, ప్రభావవంతమూ అయిన ఈ అవసరాలన్నిటినీ తీర్చడంలో మానవవనరులకు నేటి సాంకేతిక వనరుల అనువర్తనలను జోడించుకొనే పనిని మనం వేగిరపరచుకోవలసి ఉంది. అప్పుడే ఆ భాషా, ఆ సమాజమూ సమంగా వృద్ధి సాధించగలుగుతాయి. గిడుగు వంటివారు మనకిచ్చిన సాహిత్య, భాషా వారసత్వాలను తరువాతి తరాలకు అందించడంలో మనం అంటుకట్టదగిన మరొక కీలకమైన శాఖగా సంగణక అనువర్తనలను మనం అనుసంధించుకోవాలి.

8. సిద్ధాంతం, ఆచరణలమధ్య సంబంధం

ఒక శుద్ధ విజ్ఞాన శాస్త్రాన్ని (pure science) అన్యభాషలో చదువుకొన్న విద్యార్థి తన మాతృభాషలో ఆ విషయాలను బాగా నివేదించగలుగుతుంటే ఆ సమాజంలోనివారి మాతృభాష బాగా అభివృద్ధి చెందినట్టు లెక్క. ఏ శాస్త్రమైనా, అది ఏ భాషలో నేర్చుకొన్నదైనా, తన భాషలో ఒక వ్యక్తి ఆవిష్కరించగలగాలి. నిజానికి, జ్ఞానాభివృద్ధి జరిగిన సమాజంలో మాట్లాడే భాషా, దానిని వ్యక్తంచేసే భాషా ఒక్కటే అయినపుడు ఆ సమాచార నివేదనలో స్పష్టత ఉంటుంది. ఇటువంటి స్పష్టతను అనువదించుకొన్న సందర్భాలలో కూడా మనం సంభావించగలిగినపుడే మన భాషలు అభివృద్ధి చెందినట్టు లెక్క. కానీ, మన నిత్య వ్యవహారంలో జరుగుతున్నదేమంటే, మన సమాజానికి కొత్తదైన భావాన్ని, కొత్త పదజాలంతో ఎదుటివారికి నివేదించేందుకు ప్రయత్నిస్తున్నాం. ఇటువంటి సందర్భాలలో వినిపించే, కనిపించే మిశ్రభాష ఎవరికీ మాతృభాష కాదు. ఆశ్చర్యకరంగా- మన దైనందిన వ్యవహారాలన్నీ ఈ మిశ్రభాషతోనే ముడిపడి ఉంటున్నాయి. ఇటువంటి భాషణంద్వారా - వ్యవహారం చెప్పినది విని శ్రోత అర్థం చేసుకొన్నదీ లేదా చదివి అర్థం చేసుకొన్నది ఏమిటి? ఈ రెంటి మధ్య ఎటువంటి అర్థసంబంధం ఉంది? అన్నది పరిశోధించి చూస్తే మన భాషా వ్యవహార సామర్థ్యం, మన సమాజాల భాషావ్యవహారానికి సంబంధించిన తీరుతెన్నులు తెలుస్తాయి. దురదృష్టవశాత్తూ, ఇటువంటి పరిశోధనలు ఇక్కడ జరిగిన దాఖలాలు తక్కువ.

9. ప్రపంచీకరణ యుగానికి అనుగుణంగా తెలుగును చూడడం ఎలా?

ప్రస్తుత ప్రపంచీకరణ యుగంలో తెలుగు బోధన, పరిశోధన, అభివృద్ధులను సమగ్రతా దృష్టి కోణంనుంచి చూడాల్సి ఉంది. తెలుగు బోధన అన్న అంశాన్ని కేవలం తెలుగు సాహిత్య, భాషా బోధన అన్న సంకుచిత అర్థంలో గ్రహించడంవల్ల అనర్థాలే ఎక్కువ. తెలుగు వ్యవహార ప్రాంతంలో వివిధ శాస్త్రాల అభివృద్ధి జరగడానికి అత్యంత ఆవశ్యకమైన సమగ్ర భాషాభివృద్ధి వ్యాహారలవైపు మన పరిశోధనలదారి మళ్ళించవలసిన అవసరం ఉంది. ఈ మౌలికసూత్రాన్ని దృష్టిలో ఉంచుకోకుండా జరిపే పరిశోధనలు, ఆచరణకు అలవికానివిగా మిగిలిపోతాయి. 2013 మార్చి చివరినాటికి తెలుగు భాష, సాహిత్యాలలో విశ్వవిద్యాలయాలలో వెలువడిన పరిశోధన, సిద్ధాంత గ్రంథాల సంఖ్య 5225. ఇవన్నీ మన రాష్ట్రంలోనూ, దేశవ్యాప్తంగా ఉన్న వివిధ విశ్వవిద్యాలయాల తెలుగుశాఖలలోనూ, తులనాత్మక అధ్యయన శాఖలలోనూ ఎంఫిల్, పిహెచ్.డి. పట్టాలు పొందిన గ్రంథాలు. వీటిలో చర్చించిన అంశాలలో ఎన్ని ఆచరణకు పనికివచ్చేవో లెక్కించడం మొదలు పెట్టడం సాహసమే అవుతుంది. తీర్థానికి తీర్థం, ప్రసాదానికి ప్రసాదం... చందంగా వెలువడుతున్న ఇటువంటి పరిశోధనల విలువల మదింపుకు పునఃశోధన మొదలు పెట్టవలసిందే!

మిశ్ర భాషలో భావావిష్కరణ, భావ గ్రహణం చాలా కష్టం. కాబట్టి వ్యవహారాలు తమ మొదటి భాషను నిరంతరం నవీకరించుకొంటుండాలి. ఇందుకు వ్యవహారాలకు కావలసిన పరిజ్ఞానాన్ని సమీకృత భాషా వ్యవస్థలు అందించగలగాలి. ఇటువంటి సంస్కరణలు మొదట విద్యారంగం నుంచి ఆరంభమవ్వాలి. ప్రస్తుతం అమలులో ఉన్న వివిధ స్థాయిల తెలుగు వాచకాలను గమనించండి. అనేక శాస్త్రాలకు సంబంధించిన అంశాలు పాఠాలరూపంలో కనిపిస్తాయి. ఆయా శాస్త్రాల బోధనలో భాగం చేయదగ్గ పాఠాలెన్నో తెలుగు వాచకాలలో దర్శనమిస్తాయి. మాతృభాషలో ఆయా విషయాలను నేర్పించాలనే ఆశయం మంచిదే కాని, ఇలా అమలు చేయడానికి కావలసిన భాషావనరుల అభివృద్ధికి తగిన కార్యాచరణ రూపొందించుకోకపోవడం మాత్రం సరికాదు. అందువల్ల, ఒక స్థాయివరకూ, విధిగా, అన్ని విషయాలనూ వారివారి మొదటి భాషలలోనే నేర్పగలిగే విధంగా ఆయా వ్యవస్థలు తక్షణం నవీకరింపబడాలి. ఇందుకు- స్థాయిలకు అనుగుణంగా విషయాలను అనుసరించి పదపట్టికలు, నిఘంటు వనరులు...తదితరాలను తయారుచేయడం అన్నది ఒక నిరంతర కార్యక్రమంగా సాగాలి.

ప్రస్తుతం ఉన్న సాంకేతిక వనరులు, గ్రంథ వనరులు... మొదలైన అనేక కారణాలవల్ల మన భాషా వ్యవస్థను పటిష్ఠ పరచుకోడానికి ఇది మంచి తరుణంగా తెలుగువారంతా భావించాలి. ఈ ఫలితాలను సాధించగలిగే ఏకైక లక్ష్యంతో పనిచేసే సమీకృత భాషాభివృద్ధి వ్యవస్థ నేటి అవసరం. దైనందిన జీవితాన్ని ప్రభావితం చేసే సర్వ వ్యవస్థలలోనూ భాష అవసరం ఉండితీరుతుంది. సర్వ విషయాలనూ మోసుకువచ్చేది భాషే. మౌఖిక, లిఖిత రూపాలలో భాష అందించగలిగే ప్రయోజనాలను బాగా వినియోగించుకోడానికి తగిన అవసరాలన్నిటినీ ఒక్కచోటే తీర్చగలిగే వెసులుబాటు ఇప్పటికిప్పుడు మనకు లేదు. కానీ, ఏ కొద్ది రంగాలతోనో ఈ పనిని ప్రారంభించవచ్చు. ఆపై అన్నిటినీ కలుపుతూ ఒక సమగ్ర భాషా వ్యవస్థను ఏర్పర్చుకోవచ్చు. భాషా వ్యవస్థలో మనం ఏర్పర్చుకొనే సమగ్ర వ్యవస్థలు రాజకీయ, సామాజిక రంగాలలోని కేంద్రీకృత వ్యవస్థ లక్షణాలను కలిగిఉండవు. భాషా సమాజంలోని ప్రతి వ్యవహార భాషావనరులను తీర్చగలిగే వనరులతో సర్వం సమగ్రమైన భాషా వ్యవస్థలు పనిచేస్తాయి. ఇటువంటి సమగ్ర, కేంద్రీకృత వ్యవస్థలు, సమగ్ర భాషాభివృద్ధిసూచులు లేని సమాజాలు, దేశాలు ఎప్పుడూ వెనుకబడే ఉంటాయి.

10. భాషా ప్రయోగంపై పరిశోధనలు జరగాలి

మన ఘన వారసత్వాన్ని భవిష్యత్తరాలకు అందించడానికి వాహికగా మన భాషా వ్యవహారం సంస్కరింపబడాలి. ఈ కృషిని విద్యారంగంతో ప్రారంభించి, పాలనారంగం, మాధ్యమరంగాలకు విస్తరించాలి. ఈ రంగాలకు సంబంధించిన భాష వాడుక, భాషావనరుల వృద్ధి ఏ స్థాయిలో ఉన్నాయి? వాటి

గమనమెటుపోతున్నది? అన్న విషయాలను నిరంతరాయంగా పరిశీలించగలిగే ఏర్పాట్లను తక్షణం మొదలుపెట్టాలి. అంతర్విభజనకు అమితంగా అవకాశం ఉన్న పై రంగాలకుతోడు, అంతర్జాతీయ కోణంనుంచి భాషాయోజనలో మార్పులు చేసుకోవలసిన ఆవశ్యకత ఉంది.

ప్రపంచ వ్యాప్తంగా విద్యారంగంలో మార్పులకు ఉద్దేశించిన 'ప్రపంచీకరణ' అన్న అభివృద్ధి సూత్రం ఆర్థిక రంగాలను ప్రభావితం చేసే అంశంగా ఎదిగి, ప్రపంచ ముఖ చిత్రాన్ని మార్చివేయడమన్నది ఆశ్చర్యకరమైన నిజం. ఆదాన, ప్రదానాలకు భాషా శాస్త్రవేత్తలు ఇచ్చిన కారణాలను అధిగమించి భాషల వాడుకలో మార్పులు కలుగుతుండడం ఇక్కడ గమనించవలసిన విషయం. ఆవశ్యకతాపూరణం అన్న ఒక్క లక్షణాన్ని వర్తింపజేసుకొని విద్యారంగం మొత్తంలో అనేక మార్పులు వస్తున్నాయి. ఫలితంగా - ప్రపంచంలోని ప్రజారంజక భాష (popular language) బోధనాభాషగా స్థిరపడుతోంది. భాషా జ్ఞానాన్ని అందించే బోధనాంశాలు, సాంఘిక శాస్త్రాల జ్ఞానాన్ని అందించే బోధనాంశాలు, విజ్ఞాన/సాంకేతిక శాస్త్రాల జ్ఞానాన్ని అందించే బోధనాంశాలు... అన్నిటా ఈ ప్రజారంజక భాష వేళ్ళూనుకొంటున్నది.

ప్రజారంజక భాష (popular language) విషయంలో గుర్తించవలసిన విషయం ఏమంటే - సజాతీయ భాషా కుటుంబంలోని భాషల మధ్య 'వినిమయం' చెదిరిపోవడం. పొరుగు భాషలతో సంగమం ఎక్కువ కావడం. స్థల, కాల ఆవధులను అధిగమించి తయారవుతున్న ఈ ప్రజారంజక భాషద్వారా వ్యక్తమవుతున్న సమ్మిశ్ర భాషా లక్షణాలను భాషా శాస్త్ర దృక్పథంతో అధ్యయనం చేయవలసిన అవసరం ఉంది. ఆయా భాషలలో కలుగుతున్న ఈ మార్పులను అధ్యయనంచేసి, వాటి వాడకంలో వస్తున్న నూతన పద్ధతులను క్రమబద్ధం చేయగలిగే వ్యవస్థలను ఏర్పాటు చేసుకోకపోతే, భవిష్యత్తులో - భాషా కుటుంబ విభజన సూత్రాలను పునస్సమీక్షించుకోవలసిన అవసరం కలగవచ్చు. సమాజ ఉపరితల నిర్మాణంలోనూ, అంతరంగ నిర్మాణంలోనూ భాషలకు ఉన్న ఇటువంటి ఘనిష్టమైన సంబంధాన్ని, ఈ నేపథ్యాల నుంచి చర్చించి, అభివృద్ధి యోజనను మనం రూపొందించుకోవలసి ఉంది. సమాజంలోని సభ్యుల భాషావసరాలను, భాషా ప్రయోగంలోని మార్పులను నిరంతరం పరిశోధించడం ద్వారా ఇటువంటి ప్రజారంజక భాషలో మార్పులు చేసికొని ప్రజామోద భాషను నిర్మించుకోవచ్చు. ఇటువంటి స్ఫూర్తిని సమ్మద్ధిగా మనకు కలిగించిన వారిలో గిడుగు మొదటి వరుసలో నిలుస్తారు.

స్ఫూర్తి పొందడం అంటే అర్థం, అటువంటి స్ఫూర్తిని ఇవ్వగల పనిని ఆరంభించడం. దానిని కొనసాగించడం. తరువాతి తరాలకు ఆ ఫలాలను అందించే మహత్కార్యాన్ని తలకెత్తుకోవడం. ఇందుకు విషయంపై సరైన అవగాహన అవసరం. దానికి శాస్త్రీయమైన బలంకూడా తోడైతే తెలుగువారికి సాధ్యం

కానిదేమీలేదు. గిడుగు 150వ జయంతి సందర్భంలో తెలుగువారందరం భాషాభివృద్ధికి పునరంకితమవుతూ ప్రతిన పూనుదాం!

గిడుగు తన చివరి పాత్రికేయ సమావేశంలో “... నా శ్రమ వృథా కాలేదు. మొట్టమొదట నలుగురయిదుగురు మాత్రమే ఆమోదించినా, నా వాదము వేలకొలది విద్యాధికులు, విద్యార్థులు, కవులు, రచయితలు ఆమోదించారు. ఏవో ఒకటి రెండు తప్ప తక్కిన పత్రికలన్నీ తమ సంపాదకీయ వ్యాసములూ, తక్కిన వ్యాసములూ వ్యావహారిక భాషలోనే ప్రకటిస్తున్నవి. ఇంతవరకు నేను కృతార్థుడను. ... యూనివర్సిటీలున్నూ, ప్రభుత్వ విద్యాశాఖవారున్నూ మాత్రం ఇంకా అనుగ్రహించలేదు” – అంటూ సెలవు తీసుకొన్నారు. ఈ స్ఫూర్తిని మనం కొనసాగించాలి. అప్పుడే- ఈ చదువులకు, ఇటువంటి సదస్సులకు సార్థకత.

11. ఉపయుక్త గ్రంథసూచి:

- 11.1 రామారావు, చేకూరి. 1986. మరోసారి గిడుగు రామమూర్తి, హైదరాబాద్: హైదరాబాద్ బుక్ ట్రస్ట్.
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Teaching Vocabulary

Ms. D. Ambika, M.A., M.Phil.

Introduction

English remains the second compulsory language in the field of education in Tamilnadu and many other states in India. English is given the status of “Associate Official Language” in our Constitution. English is widely used in educated circles all over India for both business and personal communication. English is used by institutions for intra- and inter-personal communication. It is used dominantly in the private sector, large-scale and high-tech industries, particularly, those with foreign collaborations. It is widely used in various domains like mass media, industry and commerce, administration, travel and tourism, etc. It continues to be the dominant language of higher education including engineering and medicine.

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Teaching Vocabulary

Vocabulary and Word

Professor Mallikarjun (2002), (Mallikarjun 7-13; “*Vocabulary Education*” Language in India www.languageinindia.com) distinguishes between *vocabulary* and *word* thus:

“*Word* and *vocabulary* are the two terms that are used often as synonyms. Broadly speaking, one may not make any distinction between these two, but when it comes to the precise and technical way of handling these, the difference is evident as these are two different concepts. ... the term *word* refers to an individual entity. The term *vocabulary*, however, is a term referring to a collective concept; it refers to a collection of many entities that are called words. Vocabulary refers to the total or partial stock of words that an individual or a language has. The term *word* is widely spoken about in linguistics and the term *vocabulary* in the field of education, one at the theoretical level of understanding and the other at the practical level of application.”

Aims of English Language Teaching

The aims of ELT as laid down in the curriculum followed in most states are given below:

- (i) The student should be able to understand simple written English.
i.e., words and sentence constructions.
- (ii) He/she should be able to understand simple Spoken English,
i.e., intonation and stress patterns.
- (iii) He/she should acquire the ability to speak simple correct English,
i.e., vocabulary and proper use of English sentences.
- (iv) He/she should acquire the ability to write simple correct English,
i. e., selection and use of proper words and sentence constructions.

Vocabulary Acquisition

Vocabulary acquisition and mastery of the use of individual words in appropriate contexts takes time. The process in English as a second language should have begun right from the class/standard in which English is introduced as subject in our school system. Often a few words are given to master their spelling and pronunciation. Simple reference-meanings of words such as cow, rat, cat, umbrella, coconut, apple, etc. are taught in early classes. Use of these words in sentences is not seriously pursued in rural schools. If sentences with the words are introduced these will be memorized by the students. Use in sentences is a regular feature in English teaching classes in elementary and high school classes. However, students do not construct the sentences. The teacher gives dictation of sentences with the words or writes the sentences on the blackboard and students copy these and memorize.

Explicit and Implicit Learning

Two types of vocabulary learning are identified in research materials:

Explicit Vocabulary learning is more efficient than implicit vocabulary learning. N. Ellis (“www.ehow.com”) identifies four main points on an explicit-implicit vocabulary-learning continuum:

1. A strong implicit-learning hypothesis holds that words are acquired largely by unconscious means.
2. A weak implicit-learning hypothesis holds that words cannot be learned without at least some noticing or consciousness that it is a new word which is being learned.
3. A weak explicit-learning hypothesis holds that learners are active processors of information and that a range of strategies are used to infer the meaning of a word, usually with reference to its context.

4. A strong explicit-learning hypothesis holds that a range of meta cognitive strategies such as planning and monitoring are necessary for vocabulary learning; in particular, the greater the depth of processing involved in the learning, the more secure and long term the learning is likely to be.

Learners' Effort

English is placed as the Second Language in our region. As most of the students are from vernacular medium schools of rural areas, they are not given any opportunity to communicate in English. Even within the class room, they prefer only their mother tongue for communication. This is due to fear of committing grammatical mistakes. This condition results in low standard of target language, English. Even the students from Tamil medium who are familiar with grammar feel difficult to form a grammatically meaningful sentence.

Newspaper Reading

Encouraging the students to read the newspaper in the class room will help the students to enhance

- their competency level
- better comprehension
- improve vocabulary

Dictionary Usage

The Oxford Dictionary (Hornby) records over 400,000 words. Even the native speakers of English use only a limited number of words in their daily life. Words used in the subjects taught in the school and college also are limited in number. In other words, none will know all the words available in a dictionary. The purpose of a dictionary is to help the users of the language to check the meaning and usage rules for the words users of the language come across in their day to day

living as well as in their chosen fields, etc. The extent of our individual vocabularies varies considerably from person to person. Using the dictionary in the class room will make the students know more words and also know how to use them and in what context. It will help the students to know more about grammar, pronunciation and stress also.

Importance of Grammar

Grammar paves the way for the students to identify the things like

- **Homophones**
- **Nouns**
- **Verbs**
- **Adjectives**
- **Adverbs**
- **‘Compound Nouns**
- **Suffixes** **and**
- **Prefixes**
- **Prepositions**
- **Idioms and Phrases**
- **Abbreviations**

Role of Grammar in Learning Vocabulary

In multiple syllable words with identical pronunciation and spelling, when the stress falls on the first syllable it is recognized as a noun and when it falls on the on the second syllable it is recognized as a verb.

ˈObject (Noun)

Ob ˈject (Verb)

Sometimes an adjective comes to have the force of a noun through the omission of the substantive which it originally qualified. Thus when we speak of the principals in a play or a choir we are using principals as a noun, but actually it is all that is left of some such expression as ‘the principal performers.’ The list below gives an account of how words are combined and derived:

Noun	Verb	Adjective	Adverb
Anticipation	anticipated	anticipatory	-
Contradiction	contradict	contradicting	-

Prepositions

Prepositions are those words that placed before a noun phrase or sometimes before an –ing clause to form a preposition phrase. Prepositions can be used with a noun, a verb, and/or an adjective.

With Nouns : at a glance

With Verbs : comment on

With adjectives: confused by

Compound Nouns

Compound Nouns are nouns, adjectives or verbs made of two more words or parts of words, written as one or more words, or joined by a hyphen. A few such words commonly encountered in engineering texts are listed here.

Air supply - supply of air

Computer technology - technology used in computers.

Idioms and Phrases

Idioms are expressions which have a meaning that is not obvious from the individual words. For example, *to kill birds with one stone* ([“www.uwplatt.edu”](http://www.uwplatt.edu)) means to perform two tasks by putting in effort and resources for just one. The best way to understand an idiom is to understand it in its context. Teachers can give the students one passage and make them find out the idioms and phrases used in the passage.

Otherwise, they also can make them to find out the best options for the questions given below that passage.

By the Addition of Suffixes or Prefixes

This is a very ancient method of word formation, to be found in almost every language. The Anglo-Saxons made fairly extensive use of it, taking a simple root-word (usually a noun or an adjective) and adding a suffix to express a related idea. Prefixes and Suffixes are together known as affixes.

-dom	- Kingdom
-ship	- Worship
ambi -	- ambivalent
post -	- post-war
auto-	- autobiography

By Abbreviation

At precisely what stage of its history an abbreviation becomes recognized as word, it is easy to say: when the full form ceases to be used in ordinary writing and speech, except for special purposes. Thus, *exam* may be cited as an example, although good colloquial English has not yet receive literary recognition. The full form *examination* is still frequently heard in speech and would almost always be used in writing, though in another generation it may perhaps be considered pedantic.

Words Manufactured from Initials

In certain cases initials have become more commonly used than the actual words for which they stand, so that they can almost be regarded as words in themselves.

B.A. – Bachelor of Arts

M.A. – Master of Arts

Games and Puzzles

Language learning is many-sided, which need not discourage us from seeing it simply as a matter of four skills: Listening, Speaking, Reading and Writing. Language games can add fun and variety to communicative language teaching. They are both interesting and challenging for the learners. Games are frequently used in the language classroom to provide a light-hearted form of language practice either with relatively free use of language, or where a particular structure is being repeated.

Puzzles can be very effectively used in the English class room. The students have a lot of fun with solving the puzzles. At the same time learning also takes place. The teacher should choose only those words that are within the linguistic competence of the learners.

In the puzzle given below, all the words end in –ity, which is an ending found in many scientific words. Words read across only, not down. Note the increasing complexity of the puzzle. Students may be allowed to consult with each other or may be asked to work as a team to solve puzzles.

it is important to emphasize that Indian English follows the spelling and pronunciation model of the British dialect of English.

British English

favour

notice board

American English

favor

bulletin board

Words Describing Human Character and Attitudes

This type of exercise will make the students complete a word. The meanings are given on the right hand: (“www.bankokpost.com”)

Word	Meaning
-xtr-v-g-nt	one who likes to live a life of luxury, one who spends lavishly
Pr-d-g--us	hugely talented especially from childhood

Homophones

A homophone is a word pronounced like another word but with a different meaning or spelling, (“www.cutewriting.blogspot.in”)

e.g. Some/sum; beach/beechn

Knew/new; advice/advise

Conclusion

Vocabulary teaching and learning is central to theory and practice of English Language Teaching. Words have a central place in culture. Mastery of Vocabulary helps effective communication. Through the activities mentioned in this article, students can be motivated to improve their Vocabulary.

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Developing the Task-based Strategies Syllabus to Enhance Communicative English Ability of Burmese Migrant Students

M Htang Dim @ Angela

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Abstract

Task-based language teaching and learning (TBLT) is evolution of the communicative language approach. It is regarded as emphasizing meaningful communication not only with the primary goal of, but also the means to, language learning. Meanwhile, learning strategies are tools and thoughts that individuals use to accomplish a communicative task in language learning. Those skills and knowledge enable learners to assist in completing communicative tasks confidently, flexibly, and independently, leading to autonomous learning. This article explores the impact of task-based language learning incorporated with learning strategies to acquire English language in an academic setting in Chiang Mai, Thailand. This study investigated the effectiveness of the task-based strategies syllabus to enhance the

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communicative English ability of students. It also examined autonomous learning behaviors. The findings showed that the students' communicative English ability significantly increased in the following areas, achievement test, presentation, debate, classroom tasks, and teacher reflection.

Keywords: Task-based language teaching, Language Learning strategies, Communicative English ability, Autonomous learning behaviors.

Introduction

The Burmese migrant worker community is linguistically diverse in Chiang Mai. As the result of linguistic diversity, the medium language of instruction in school cannot be Thai, Burmese or Shan exclusively. Therefore, the language of instruction must be English. Furthermore, a goal of migrant students is to attend International programs in Southeast Asia Universities, where the language of the instruction is English. Since all the students learned English as a foreign language and only to pass school tests, they cannot apply it to real-world communication. Additionally, they are familiar with the teacher-centered approach and accustomed to a passive learning style. Thus, they need English language skills not only to pass high school equivalency and university entrance exams; but also to communicate in academic settings and the real-world. As they are migrant workers, they have limited time to study, and due to their teacher-centered educational background, they lack learning strategies to maximize their study time. In this particular setting, students are responsible for their own learning, and for looking at the strategies they adopt in language learning.

Students from Myanmar, including migrant students, are not used to learning language in an academic context or with a communicative language teaching approach. Thus, teaching various study skills develops students to handle their study well and leads to self-directed learning. A variety of course books have been compiled and published for Burmese migrant students in Thailand; yet, there is no appropriate coursebooks for those students to continue to higher education. According to Cunningsworth (2002), "Coursebooks or syllabuses are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs."(p.7). Indeed, there is no doubt that appropriate coursebooks are

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of vital importance for the implementation of teaching methodology, especially for Burmese migrant students in the Chiang Mai educational field.

As far as teaching is concerned, task-based instruction is an important concern in EAP. It illustrates how students will be using the language in the real world and studies how they will solve an immediate problem. Furthermore, task-based teaching evaluates learners' abilities to perform a task based on the successful completion of a discrete-point test (Ellis 2003, p.58). Therefore, the design of a syllabus might be quite helpful for the application of task-based language teaching for English education for Burmese migrant students. Task-based language teaching (TBLT) has become a central approach in to language learning and teaching worldwide. However, despite being used around the world for more than two decades, task-base approaches have been unable to approach more traditional pedagogies in EFL contexts. This statement is true in the Myanmar EFL context, where conventional form-focused approaches, such as grammar translation method and presentation-practice-production (PPP) are done. Regarding this, there were many claims that PPP failed to develop learner's communicative abilities (Ellis, 2003; Skehan, 1993; Willis& Willis, 2009).

This research will be an attempt to design a syllabus which emphasizes a learner-centered approach to task-based language teaching while incorporating language learning strategies to meet the learners' needs and enhance communicative English ability. In other words, tasks will integrate with learning strategies in order to enhance communicative English ability and lead to learner-centeredness. Willis framework of task-based language teaching and learning strategies of Oxford (1990) will be the major reference in terms of the syllabus design. Moreover, the process of syllabus design was done with a learner-centered approach which is presented by Hutchinson & Waters (1987,p, 74) and was used in this study as this approach not only looks beyond the competence the enables someone to perform but also focuses on how someone acquires that competence. The aims of this study were 1) to design and develop a task-based strategies English syllabus for Burmese migrant students in order to enhance communicative English ability, 2) to investigate students' communicative English language ability after the implementation of the syllabus, and 3) to examine students' autonomous learning.

Hence, the task-based strategies English syllabus was appropriate and specific for Burmese migrant students. In this syllabus, different tasks will be used to carry the learning strategies to develop the communicative English ability and learner-centered focus. The tasks will be identified as follow: group discussion will carry the Social strategies and Metacognitive strategies as students have to incorporate with one other and plan for the task. Reading tasks will hold memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, and social strategies. Writing will train memory strategies, cognitive strategies, metacognitive strategies, and social strategies. Listening and speaking tasks will support memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, and social strategies

Literature Review

Task-based Language Teaching

As Prabhu is the first person to apply task-based language teaching and practicing (Wang, 2006), he believed that students may learn more effectively when their minds are focused on the task, rather than on the language, they are using (Prabhu, 1987). A task as an activity that requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process (Van den Branden, 2006). Moreover, Willis (1998) states that “tasks are activities in which the target language is used by the learners for a communicative purpose to achieve an outcome.” This means the use of tasks is a way forward in communicative language teaching, and enhancing their language abilities by the performance of the task.

For the definition of TBLT, it can be said that TBLT is not a monolithic teaching method, but an adaptable approach to language teaching; Ellis also notes that “there is no single way to doing TBLT” (2009, p.224). Samuda and Bygate (2008) also refer to task based language teaching in “contexts where tasks are the central unit of instruction: they “drive” classroom activity, they define curriculum and syllabus and they determine modes of assessment” (p.58). This study mainly adopted Willis’ framework of task-based language as the fundamental form of task-based syllabus.

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Language Learning Strategies

Many researchers have defined language learning strategies from different points of view. According to Rigney (1978) and Rubin (1987), language learning strategies are behaviors, steps, or techniques that language learners apply to facilitate language learning. Use of learning strategies is a special way of processing information that enhances comprehension, learning, or retention of the information (O'Malley and Chamot, 1990). Moreover, Nunan (1999) defines learning strategies as the mental and communicative procedures that students use in order to learn and use the language. Also, the definition by Oxford (1990) included cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence.

Chamot, Barnhardt, El-Dinary and Robbin (1999) cited the National Standards in Foreign Language Education Project (1996) to refer to learning strategies as a "means to help students become better language students." The broad definition of foreign language learning consists of steps or actions selected by learners to improve on their learning of a foreign language, the use of a foreign language, or both (Cohen, 1995).

Moreover, learning strategies also enhance self-efficacy, individuals' perception that they can successfully complete a task or series of tasks (Oxford, 2001). Regarding this, when language learners encounter language tasks such as reading and writing, they can apply several different strategies to complete the tasks. Language learners will be successful in the tasks due to use of an appropriate language learning strategy (Richard, 1994). In other words, learning strategies help learners become more autonomous.

Communicative Language Teaching

Communicative Language Teaching provides learners with sufficient opportunities to use the language themselves for communicative purposes. Regarding this, Huttum (2006) points out that communicative language teaching as a method for teaching a second language

emphasizes the on the importance of students' interactive ability to express their own ideas in the target language.

In language classrooms, according to Snow (2006), "language is a major tool for communication and that communicative activity should play a major role in the language classrooms"(p.9). Larsen-Freeman (1986) states the most obvious characteristic of communicative language teaching is that "almost everything that is done is done with a communicative intent."(p.132), In terms of communicative language teaching, language is achieved through interaction between reader and writer, and through negotiation between speaker and listener. There are numerous communicative activities (games, role plays, simulation, and problem-solving tasks), which offer learners an opportunity to practice their communication skills meaningfully in different contexts and by taking on different roles.

Small group work is also regarded as an important principle of CLT. Larsen-Freeman (1986) puts forward that activities in a communicative class are commonly carried out by students in small groups. Through small group activities, the students are engaged in meaningful and authentic language use rather than in the simply mechanical practice of language patterns.

Methodology

This research focused on the designing a task-based strategies syllabus for bridging course English program. Emphasis is placed on two aspects: firstly, designing the syllabus, which focuses on Burmese migrant students' needs and problem in learning English. Secondly, investigate the students' communicative English ability before and after implementation the syllabus and examine autonomous learning behaviors. In particular, this study addresses the following research questions:

1. Does the task-based strategies syllabus enhance their communicative English ability of Burmese migrant students?
2. Does the task-based strategies syllabus promote Burmese migrant in becoming autonomous learners?

The design of the task-based strategies is based on Willis' framework of task-based language teaching. For each learning unit, the structure was arranged according to the framework and integrating with language skills, reading, writing, speaking and listening which are based on the students' needs. Additionally, since this task-based strategy syllabus is for Burmese migrant students, special attention was paid to make sure that tasks forms fit the students' particular context.

For the selection of topics and materials, questionnaires were used to collect students' opinions and interests. Swan (1992) states that "people generally learn languages best when their experience, knowledge of the world, interests and feeling are involved, and a course must allow students to be themselves as fully as possible." Thus, it is important to identify the needs of the learners in order to choose the most suitable topics and materials.

This study subjects were divided into 2 groups as there were two phrases in this study. The first group for need survey was composed of 35 students (15 from first year class, 20 from second year) and five native English speaking and five non-nonnative English speaking teachers. The second group for implementing of TBS syllabus consisted (15) first-year Burmese migrant students in Chiang Mai. They were 8 males and 7 females, and they attended the course incorporating a 33-hour task based strategies English syllabus to enhance communicative English ability

Due to the limited times and resources, there are two limitation of this study. Firstly, the lesson plans used for this research did not include separated listening tasks, but listening was integrated into speaking tasks and aiming at communicative skills. It would be more effective if the lesson provide in training listening skills and speaking skills separately along with communicative tasks. Second, the students had a limited time only to be trained and improved. The students should be provided with plenty of time for study, practice, and that they use the strategies they learn until they can perform it. Thus, if the training time was much longer, the results of the study and the development of the students might be different from the results in a short time.

Instrument

The instruments used in this study were divided into two main types, experimental and data collection instruments. There were three types of experimental instruments in this research: (1) Needs survey which consisted of needs survey questionnaires, needs survey interview, and observation, (2) Proto-syllabus and (3) Lesson plans. Moreover, there were six types of data collection instruments: (1) Lesson plans evaluation form, (2) Achievement test used in order to investigate students' communicative English ability, (3) Communicative Tasks (formative assessment), 4) Teacher reflection (formative assessment), 5) Autonomous learning behaviors questionnaires, and 6) Interviews about students' opinion on course. Data obtained were analyzed through the use of the SPSS computer program. The statistics employed were arithmetic mean, percentage, standard deviation, and paired sample t- test. Qualitative data was analyzed by using content analysis.

Design of Task-based Strategies English Syllabus

The result of needs survey, including the result from needs survey questionnaires, classroom observation, and student and teacher interviews, was used for setting the course objective, content, and materials. Thus, the contents of the proto-syllabus focused on the students' needed skills, and their topics of interest. Richard (1994) states that if language learners use appropriate language learning strategies, they will be successful in learning English by applying tasks. Thus, in this syllabus communicative tasks were incorporated with these learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, and social strategies, all of which are very effective in encouraging the students to develop academic skills (note-taking, comprehension, summarizing, organization, writing quickly under time pressure, evaluation, explaining, and oral presentation), to enhance communicative language ability in a learner-centered environment.

According to Cunningsworth (2002), good topics may arouse learners' interest and thus provide them with motivation. They also serve as illustrations of the aim and purpose of the task. Then, choosing the familiar content to the students is most authentic for learners and best matches their knowledge, experience and expectation (Ellis, 2003). Topics in the

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syllabus were selected based on the topics which students were interested in, namely Education, Social life, Health, Environment, Culture and traditions, Laws, Science issues, Politics, Technology, Rights and responsibilities of being a students. The teaching methods and activities for the task- based strategies syllabus were based on an integration of various approaches to enhance communicative English ability such as discussion, brainstorming, group work, individual and group presentation, and debate. Communicative English ability in the task based strategies syllabus was focused on listening and speaking, reading, and writing.

Findings

Research Question 1: Does the task based strategies syllabus enhance the communicative English ability of first-year bridging students?

The task based strategies syllabus was constructed based on the incorporation of task-based learning, communicative language teaching, learning strategies, learner-centered approach, and the result of the needs survey: it consisted of 19 lesson plans covering 33 hours. The series of the lesson plans are valid and reliable because they were evaluated by experts and the overall result of evaluation showed the lessons plans were effective, since they were able to enhance students' communicative English ability. Moreover, the effectiveness of the lesson plans was measured by mean score and the lesson plan was good as the total mean score was 3.95 and appropriate for the students to enhance communicative English ability. The results of the lesson plans evaluation by two experts are presented in the following table:

Overall evaluations of lesson plans by experts

Lessons	Mean							Total Mean	S.D.	Overall
	Learning objectives	Contents	Materials	Warm-up	Instruction	Closure	Activities			
1	4.00	3.67	3.67	4.00	4.00	3.67	4.00	3.86	0.17817	good
2	3.67	3.33	4.00	3.33	3.33	3.67	3.67	3.57	0.25198	good
3	4.33	4.00	4.00	3.33	4.00	3.33	4.00	3.86	0.37796	good
4	4.33	4.00	4.00	3.33	4.00	3.33	4.33	3.90	0.41786	good
5	4.33	4.00	4.00	3.33	4.00	3.33	4.33	3.90	0.41786	good
6	4.00	3.67	4.00	3.67	3.67	3.33	3.33	3.67	0.27217	good
7	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	
8	4.33	4.33	3.67	4.00	4.67		4.33	4.22	0.34427	excellent
9	4.00	4.00	4.00	5.00	3.67	3.33	4.00	4.00	0.50918	good
10	4.00	4.33	3.67	4.67	3.67	3.67	4.00	4.00	0.38490	good
11	4.00	4.00	4.00	3.67	4.33	3.67	4.00	3.95	0.23002	good
12	3.33	4.00	4.00	3.67	3.67	3.67	4.67	3.86	0.42414	good
13	3.67	4.00	4.33	4.00	4.33	4.00	4.33	4.10	0.25198	good
14	4.00	4.67	3.33	3.67	4.00	3.33	4.33	3.90	0.50006	good
15	4.65	4.00	3.50	3.66	4.50	3.33	4.11	3.96	0.49836	good
16	4.05	4.00	3.87	3.81	3.99	3.51	4.10	3.90	0.14037	good
17	4.66	4.33	3.50	4.00	4.66	4.00	5.00	4.31	0.14373	excellent
18	4.11	4.20	4.66	3.33	4.33	3.90	4.33	4.12	0.15073	good
19	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	Not rated	
Total Mean Score								3.95		good

Mean: 1.00- 1.80= very poor, 1.81-2.60= poor, 2.61-3.40= average, 3.41-4.20 =good, 4.21- 5.00= Excellent

The lesson plans were also adjusted and improved according to the experts' suggestion in order to provide effective lessons for the students. After implementing the improved lesson plans, these lesson plans were changed and improved again to solve the problems that really occurred during the teaching period, and to make them appropriate to the students' ability and time limitation of the lessons. Moreover, it can be inferred that the lesson plans were reliable because the instruction matched with the needs of the students and lesson objectives. And, each lesson plan included tasks that enhance students' communicative skills and practice learning strategies to develop autonomous learning behaviors. In summary, the task based strategies syllabus was a valid and reliable tool to enhance students' communicative English ability and promote autonomous learning.

In addition, the improvement of students' communicative English ability was shown by comparing the pretest scores and post test scores. The mean score of pretest and post test were significantly different ($t = -10.800$, $p < 0.05$). Thus, it can be interpreted that students' English ability after training was significantly increased.

The result of the achievement test

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Types	No. of students	Total score	Mean	S.D	t	df	sig. (2 tailed)
Pre test	15	50	16.44	0.98	-10.800	23	.000
Post test	15	50	42.23	2.40			

During the training, students were evaluated in order to check improvement of their communicative skills by formative assessments such as oral presentation and debate for speaking, reading for reading tasks, and writing for writing tasks.

When considering the speaking skills, the results of the speaking (oral presentation) prior to the training and after the training were significantly different. ($t = -10.177$, $p < .05$). The speaking skills were increased from a poor level to good level after training. It can be concluded that the students' speaking skills have increased. The results of the presentations were shown in the table below:

Result of presentation							
Types	No. of students	Total score	Mean	S.D	t	df	sig. (2 tailed)
1 st presentation	15	100	50.46	4.96	-10.177	27	.000
2 nd presentation	15	100	70.80	5.93			

In regard to the reading skills, the performance results of the reading tasks gradually increased. The average reading scores of the students were rated at 51.67 % for their first task, and 95.67 % for their last task. It can be interpreted that reading scores increased by 44%, or increased from a poor level to a good level.

Figure 3 The result of reading tasks

Regarding the writing skills, the performance of the writing tasks in general has increased. The students' writing scores were rated at 45% for the first task, and 71% for the last task. The writing scores increased by 26.00%. When considering the mean score of the reading and writing tasks, each showed that reading skills and writing skills of the students were improved.

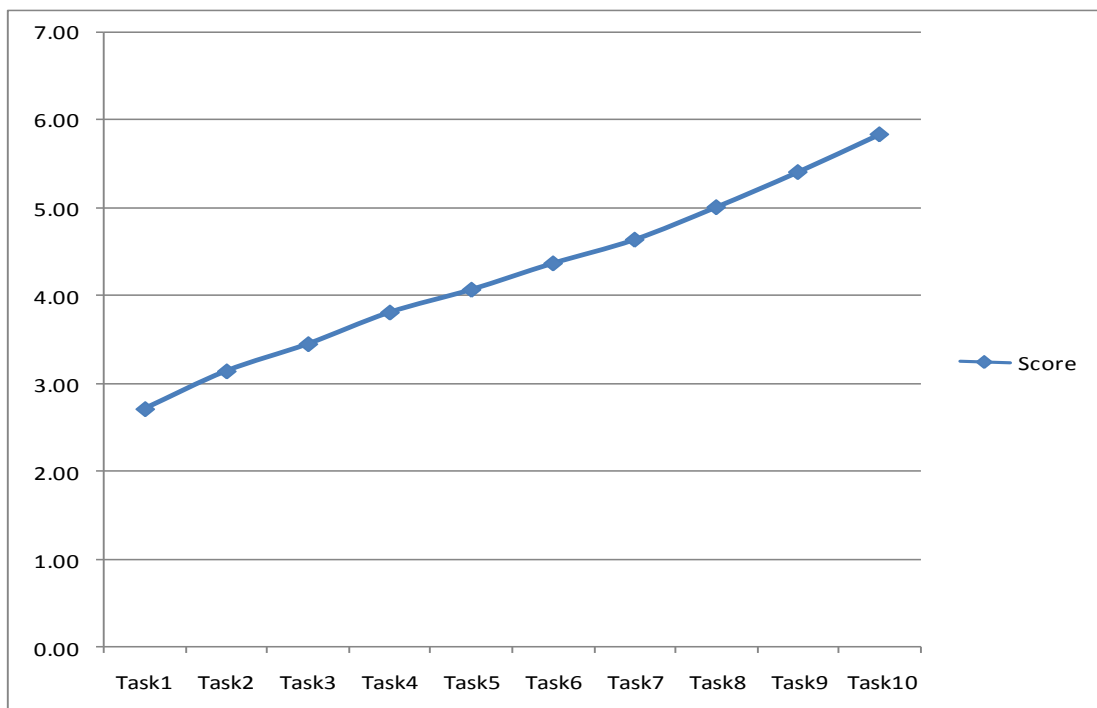


Figure 4 The result of writing tasks

Moreover, from the teacher reflection of formative assessments, based on students' task work, students interacted with their teacher and partners, planned how to work on completing the tasks, found the resources for their learning, and applied their background knowledge to real life. When doing presentations, students were able to create their own presentations and apply their background knowledge to real life presentations.

In conclusion, as students got opportunities to practice their communicative English skills in the training, the tasks based strategies syllabus developed a communicative English ability.

Research Question 2: Does the task based strategies syllabus promote students to become autonomous learners?

There were three indicators that the students' autonomous learning increased after participating in the task- based strategies syllabus due to the theory of behaviors in autonomous learning. First, based on the teacher reflection, students were able to know how to plan and organize the tasks when they were completing the tasks. Based on the teacher reflection results, during the training, students participated in a motivated, active, creative, and independent manner. When they were carrying out tasks, they carefully followed the specific rules of the respective tasks. Moreover, they were flexible whatever the tasks were and whoever their partners were. They showed confidence and willingness in order to complete the tasks, and sometimes they helped each other and led their group.

Second, the result from the autonomous learning behaviors questionnaires showed that the students sometimes used the autonomous learning behaviors as the total score was 3.92 as the mean score. As Benson (2001) defines that "the ability to take charge of one's own learning."(P.22), selecting material / tools for extensive learning and looking for opportunities in the variety of English activities out of the class, and keeping a record of their study, such as keeping a diary and writing a review after the training, are behavior of autonomous learning. Students were able to apply those behavior for own learning. Moreover, during the training, they were able to finish their task in time, preview lessons before the class, and try to catch chances to take part in activities such as pair/ group

discussion, role play, etc. This evidence indicated that students were becoming autonomous learners and used these learning behaviors autonomously after the training.

Third, based on the students' interview after the implementation of TBS syllabus, they were able to evaluate their learning by doing tasks in the classroom and they were motivated in learning. It could be said that students applied one of the autonomous learning behaviors, evaluating their own learning, in learning English. Moreover, they were able to think creatively by participating in the tasks. The students decided that the tasks could help them to develop their thinking skills in their learning. Illustrated by the results of data collection instrument, the task-based strategies syllabus does enhance students' communicative English ability along with the autonomous learning to become autonomous learners.

Discussion of the Results

According to Littlewood (2004), in task based learning, the tasks are essential to the learning activity; it is based on the principle that learners may study more efficiently when their minds are focused on the task, rather than on the language they are using. Communication tasks engage learners in a demanding mental process as they create what they want to say, expressing what they think or feel. Tasks help learners get chances to open and close conversation, to work together naturally, to interrupt and confront, to ask people to do things and to check what they have done. Moreover, Oxford (1990) defines language learning strategies as "steps taken by students to enhance their own learning" (p.1), and more specifically as "action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation" (p.8).

Based on Littlewood (2004) and Nunan (1991), the researcher of this study constructed the tasks-based strategies syllabus to develop the students' communicative English skills. This study implemented the tasks based strategies syllabus to enhance the communicative English ability. The task-based strategies focus on how students can use their own resources to learn more effectively in order to develop English skills. The overall results of the study show that the communicative English skills as mentioned above increased after training. Also, the task-based strategies are helpful tools in promoting autonomous learning.

English skills and autonomous learning were improved by using a variety of tasks and strategies in four categories such as encouraging the student to use what they know, use their imagination, use their organization skills, and use a variety of resources.

The results gained from the reading skills tasks shows that the students' reading ability has gradually increased after the 33 hours learning. During the reading skills tasks, the students used the strategies such as thinking about and using what they already know to help them to complete the task. Reading tasks, such as focusing on making inferences and predictions, allowed students to use compensative strategies to complete the tasks. Then, Venn diagram and charts were used in reading tasks; these materials helped students to use their organization skills in reading. As a result, the metacognitive strategies (e.g., organize or plan, manage own learning, monitor, and evaluate) also increased because of the tasks. Students planned how to accomplish the task (organize or plan), seeking opportunities to practice and focus their attention on the task. While working on the tasks, students checked their progress on the task as they monitored their work. After completing the task, they assessed how well they had accomplished the learning task. It means they self-evaluated their tasks.

Moreover, students used cognitive strategies in reading tasks such as using resources for receiving and sending messages and analyzing the author's purpose from the reading. They also used their memory strategies to recognize the sensory images. Such strategies allowed students to form pictures in their minds what was happening in the text. Hayati & Jalilifar (2010, p. 62) found students who were taught reading skills via Task-Based Language Teaching had a better academic performance, and reading comprehension was more effective. Another researcher, Iranmehr (2011, p. 147), proved that Task-Based Language Teaching was successful in increasing the reading ability by teaching ESP through tasks. In addition, Mercer (2005) also reported that learning strategies increased the students' ability in reading. Thus, the task-based strategies syllabus does increase the students' reading ability.

Atkinson (2003) stated that writing is a social act and the writers' texts always reflect their ability to solve a rhetoric problem, and their awareness of their own communicative goals, of the reader, and of the writing context. For writing, students needed to apply their

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background knowledge and reflect their ability to express the idea. When achieved, it means they were able to communicate effectively with the readers. From completing the writing tasks, students were able to use organizational skills (summarize, look for specific information, structure, key words, phrase, and idea), as well as their imagination (create an image to represent information) in practicing the writing. The result of this study shows that the development of the students writing skills has significantly increased.

For speaking tasks, students were allowed to choose the topic and design their own presentation. In completing the oral presentation task, students needed to organize their work, create, practice, and design their own work. For this task, the result of comparing two presentations scores show those students' speaking skills increased after the training. As all the tasks emphasized on cooperative learning (social strategies), it helps students to develop their communicative skills through sharing their opinions and discussing in groups. Moreover, students work in pair when they have to complete the tasks. Then students talk to each other until both partners have the necessary information to solve the task. Therefore, it can be said that cooperative tasks are very important for students to work in pairs or small groups in order to use language. According to Penitz (2000), cooperative learning encourages students to have greater responsibility for learning, exploring alternate solutions in a safe environment and stimulating critical thinking while helping students clarify ideas through discussion and debate. Thus, students were able to use language in a variety of ways and learn from each other.

Besides communicative English skills, the task-based strategies syllabus developed students' learning behaviors to become autonomous learners. Students learned independently while completing the tasks. According to the teacher reflection, students were shown to attain characteristics of autonomous learners: students took responsibility for their own learning, planned, organized and evaluated their tasks, created their own works, and searched outside knowledge for learning resources. Moreover, the data gained from the autonomous learning questionnaires shows the learning behaviors that the students most frequently use are: keeping a record their study, such as keeping a diary, writing review, looking for opportunities in the variety of English activities out of the class, monitoring their learning, trying new ways of study and practice, and selecting material / tools for learning.

Based on the responses of the students, the students know how to make a plan for their language task, and be able to evaluate their own ability of doing the task. Cotterall (1995) considered autonomous learning as the learners' use of "a set of tactics for taking control of their learning." The interview results also show that students agreed that their language skills have increased and tasks helped to learn English more easily and support their learning.

Yet, according to the list of learning behaviors associated with autonomy in the literature (Benson, 2001), some of the behaviors were promoted in this study. Regarding this, Littlewood (1999) argues that "it is true; of course, that we recognize autonomous students by their behavior; but that can take numerous different forms, depending on their age, how far they have progressed with their learning, what they perceive their immediate learning needs to be, and so on."

In the previous research of autonomous learner, many researchers agree that within the concept of learner autonomy students are involved with and responsible for their own learning process. Subsequently, the degree of autonomy also demonstrates the complexity of this concept. According to Gardner D & Miller (1999) students may attain a high degree of autonomy in the skills of reading, but could remain teacher dependent while learning writing skills. Though students needed help and guidance from the teacher, it can be seen that after they were trained they should be able to work on their own and be successful in communicative English ability. For example, there were two students from this study group who got "failed" (20% and 22%) on the first oral presentation. Both of them had difficulty in writing their own script and in reading and presenting to the class. The researcher assisted them on two or three tasks during the training. They were able to write their own script and give presentation with confidence on the second presentation. They got 70 % and 79 % each in giving the second presentation after being trained.

Furthermore, different studies of learner autonomy indicate those students who attain higher degree of autonomy are more independent, and become more successful students. In other words, the level of autonomy while lies within individual students will reflect the responsibility of students who actively take charge of one's own learning which could later

on lead them to develop their language competency. In summary, there are no students who will be completely autonomous or completely teacher dependent.

What is more, while enhancing students' communicative skills and promoting autonomous learning, this study also found that the task-based strategies syllabus enhanced motivation and thinking skills. The results from teacher reflection indicated that students were motivated in doing the tasks and after completing the tasks they were motivated to take on new tasks. Students asked question when they did not understand how to complete the task. Ellis (2003) suggests that the task-based approach brings a variety of benefits to learners; one of the most important is motivation. And, motivation is provided by the need to realize the objectives of the task and to report back on it.

Students mentioned in the interview that they were satisfied and got more confident after completing the tasks. That feeling or experience motivated students because they were knowledgeably completing an activity leading to a valued end. Once students are motivated, they can complete the given tasks or desired goals. (Brophy, 2005). Among the evident indicators of fundamental motivation, the following are found in this research: 1) desire demanding aspects of tasks, 2) spontaneously communicate learning to external interests, 3) ask questions to increase their understanding further than the learning within reach.

During the training, students were able to develop their thinking skills by doing the tasks. Students used creative thinking skills when they were doing writing tasks and presentations. Sternberg (2002) explained that analytical thinking skills are higher-order processes used in planning, monitoring, and evaluating performance of a task. Students needed to analyze the reading when finding the context clues and in writing they also needed to reflect their thinking which links to their real life. As most of the reading tasks enhance cognitive strategies, students' critical thinking skills were also developed. It means students needed to use cognitive skills in completing reading tasks. Halpern et al. (1996) explained the meaning of critical thinking skills as the use of cognitive skills or strategies that increase the probability of a desired outcome.

Since the students had the previous learning experience of remembering facts (rote learning), the task based strategies syllabus reduced that type of learning situation and instead

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built higher thinking skills. For completing tasks, first students need to recall their knowledge; second, comprehend the tasks; next, use a new concept in the new situation; then break down the information they learned from reading to distinguish between explicit facts and inferences, comparisons and contrasts; after that, create, design, and summarize; finally, analysis the task to evaluate. All these steps were done when completing each task. Thus, Bloom's Taxonomy (1956) was fixed for this study. It can be found that the syllabus also enhanced students' critical thinking skills through the tasks.

Conclusion

As the finding showed that besides giving the students communicative tasks to develop their English language ability, training them how to use language learning strategies in improving students' autonomous learning in order to become more successful learner in any other learning situation. Thus, it could be assumed that the task-based strategies syllabus does enhance the students' communicative English skills and promote autonomous learning through training learning strategies rather than telling the name of the each learning strategies. Moreover, the finding of this study also showed that not only the students' communicative English ability and autonomous learning behaviors are developed, but also students' critical thinking skills are improved through the tasks. Furthermore, as to the details of the task design, realistic factors have been considered so that the syllabus can really fit the particular learner group, namely, first year Burmese migrant students .In addition, in terms of the topics and materials, students' opinions have been investigated. From the result of the survey, we can discover students' preference and needs, and thus design the syllabus accordingly. It can be concluded that the communicative skills have developed along with the autonomous learning to become autonomous learners.

Recommendations

For the related further research, the task-based strategies syllabus should be developed to address language skills in different learning settings and contexts. Thinking skills, language skills, and autonomous learning behaviors will be more improved and learning

motivation will also be developed by adding more communicative tasks in the syllabus for further study.

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Spoken Grammar Isn't Broken Grammar: A Case for Teaching Spoken Grammar in ESL/EFL Contexts

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Abstract

Spoken language has almost always been neglected by grammatical tradition until the advent in the 1990s of large and varied spoken English corpora which have not only given us a peep into the nature and characteristics of forms which occur primarily in the spoken form of the language but also forced us to reconsider the way we look at language pedagogy, especially grammar pedagogy.

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Spoken Grammar Isn't Broken Grammar - A Case for Teaching Spoken Grammar in ESL/EFL Contexts

This article takes up the issue of spoken grammar, beginning with a few introductory remarks on the different ways in which spoken grammar is perceived before moving on to a discussion about the salient features of spoken grammar driving home the fact that there is a systematicity in their occurrence. At the end, the article questions the idea that spoken grammar is wholly distinctive and tries to see the so-called unique features of spoken grammar as part of a speech-writing continuum before concluding with some pedagogical tips for teaching those features of grammar of English which are either restricted to speech or are primarily present in it.

Keywords: spoken grammar, fillers, vague language, conversation, ESL/EFL contexts

Introduction: The Traditional View of Spoken Language

A look at the etymological origin of the word “grammar” makes us understand why the notion of grammar has always been associated with writing. The word “grammar” has originated from the Greek word *grámma* which means “something written, a letter of the alphabet” (Leech *et al.*, 2006). The other related Greek forms are *grammatikē* or *grammatikē technē*, meaning “the art of writing” (Palmer, 1984). There is no doubt, therefore, that traditionally grammar did have to do with the written form of language, and the value terms “good” and “bad” have always been used with grammar depending on whether or not language forms fulfilled the norms of grammatical appropriateness. In this context, speech has always been devalued and considered to be belonging to a ‘low’ register as compared to writing, comprising mainly “slurred” and “elliptical” forms and a minimal of structure and vocabulary, as has been expressed by Yungzhong (1985):

In spoken language, grammar and vocabulary are reduced to a minimum. The words used often have special or hidden meaning born of some shared experience which an outsider would fail to grasp. The speaker makes much use of elided and slurred forms in the familiar pattern of their ordinary everyday speech. Utterances

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are typically short and often elliptical....Constructions that occur commonly in speech are not necessarily acceptable in formal and dignified writing. (15)

This view of speech indicates that it is not something to be considered as a model for correct and acceptable language use and, therefore, the forms which are peculiar to speech are not to be regarded as essential to a learner's structural knowledge. It is mainly for this reason that the teaching of spoken English has traditionally ignored forms which are unique to speech, which here, of course, refers to the informal, conversational speech, rather than spoken discourse in more formal settings, such as university lectures, debates, and so on. Traditionally, it has always been believed that spoken English has no special grammar of its own, and what has been focused upon in the spoken English class is the standard grammar of written English, the 'default' grammar from which all language choices flowed (Thornbury and Slade, 2006). So we can say that ESL/EFL learners have been traditionally, albeit strangely, taught to speak written English! The main reason for spoken English having been considered to be grammatically inchoate is perhaps the presence in it of the phenomenon of 'disfluency', which is realized in the form of hesitations, unintended repetitions, false starts, unfinished sentences, fillers and so on.

An Alternative View of Spoken Grammar

There is another viewpoint which does not regard the spoken form of a language to be a 'low' form but rather as one having a rich systematic grammar of its own, a grammar offering numerous language choices to the user, a grammar in which 'disfluency' is not considered to be an aberration but is normal, and results from the speaker trying to cope with the pressures of producing speech in real time. This viewpoint, bolstered in the 1990s by the availability of the large computer corpora brought into existence by major British dictionary publishers (Longman:

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the British National Corpus, Collins COBUILD: the Bank of English corpus, Cambridge University Press: the CANCODE corpus), is expressed eloquently by McCarthy and Carter (2001):

... [S]poken grammars have uniquely special qualities that distinguish them from written ones, wherever we look in our corpus, at whatever level of grammatical category. In our work, too, we have expressed the view that language pedagogy that claims to support the teaching and learning of speaking skills does itself a disservice if it ignores what we know about the spoken language. Whatever else may be the result of imaginative methodologies for eliciting spoken language in the second-language classroom, there can be little hope for a natural spoken output on the part of language learners if the input is stubbornly rooted in models that owe their origin and shape to the written languages. (1)

The “uniquely special qualities” that differentiate spoken grammars from written ones are features like fillers, repetition, rephrasing, vague language, colloquial vocabulary, discourse markers, ellipses, context dependent language, etc. (Pridham, 2001). Carter and McCarthy (1995: 142) contend that these features are excluded by written-based grammars but they occur with such a frequency and distribution in the conversation of native speakers of English that they “simply cannot be dismissed as aberration.” For instance, it is common to find in spoken English fillers like ‘er’ and ‘erm’ in both first language and ESL/EFL contexts. These forms, of course, give the impression of untidiness to spoken language, but then they are natural because speakers are simultaneously working out what they intend to say and producing language. This dual job is very taxing since whereas we require time to gather our thoughts and express ourselves, we

cannot possibly pause for a very long time lest there should be a breakdown in communication. In situations like this, the fillers allow people to buy time as they gather their thoughts. These forms are usually thought to be devoid of any meaning. However, this is far from the truth.

As Willis (2003: 87-88) points out, the fillers ‘er’ and ‘erm’ could be considered to have the following meanings:

(i) Especially when used at the end of clauses, ‘er/erm’ often means “Please let me continue.

I haven’t finished what I want to say, and I’d like a little time to gather my thoughts.”

(ii) At the beginning of a turn in response to a question, ‘er/erm’ may mean “Yes, I have heard your question and I intend to answer it. Please allow me a moment to work out my response.”

Vague Language and Other Distinctive Spoken Forms

Similarly, spoken language abounds in the use of structures like ‘sort of’, ‘kind of’, ‘or something’, ‘or anything’, ‘or whatever’, and so on. These structures, which are often referred to as vague language, allow speakers to compensate for not being able to find the correct word. In such situations, instead of groping for words, they make do with vague language. Of course, in this process, precision, a hallowed aim of the grammar of written English, takes a beating. But then, precision and orderliness in the matter of vocabulary and structure are difficult, if not impossible, to adhere to in the spoken form of a language. Vague language has another very important function in spoken discourse. The use of vague language softens expressions and helps in toning down the unnecessary authoritativeness and assertiveness that may creep in to our language use. To avoid being too direct and authoritative, we may, for instance, say something

like *I think I would **kind of** have a word with her*. However, we should be a little cautious in the use of vague language since a profusion of such expressions in one's language use may give the impression of careless thinking and sloppy expression on the part of the speaker. In addition, there are some other distinctive spoken forms such as

- (i) the discourse markers like *right, okay, well, I mean, etc.*,
- (ii) heads, which occur at the beginning of clauses and help listeners orient to a topic, as in

That boy, Sumit, his brother, Sunil, he works in our department.

- (iii) tails, which occur at the end of clauses and help to reinforce the meaning of what we are saying, as in *It's very difficult to eat, isn't it, **noodles?***

The Notion of the Sentence in Spoken Grammar

The very notion of the well-structured sentence, which is an integral part of the traditional notion of written grammar, is incongruent with the structure of spoken discourse which usually comprises a lot of non-sentences. These non-sentences do not hinder communication, and they cannot be called ungrammatical as such. In fact, as Willis (2003) points out, "when we are speaking we are not thinking of producing sentences at all; we are thinking of putting together units of meaning. Many of these units will be in the form of sentences. Some of them will not" (189).

Let us have a look at the following exchange between two friends talking about a freak accident that one of them met with while travelling in a bus:

Sushmita: Erm, so what happened next?

Sumit: Er, I kind of just managed to hold on to the door of the bus, somehow,...
absolutely horrified

Sushmita: That's terrifying.

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Sumit: Yes, it was. **Absolutely terrifying, that.**

Absolutely terrifying, that cannot be considered to be a sentence according to the rules of written grammar, with the verb ‘was’ elided and the normal word order altered with ‘that’ occurring at the end instead of the beginning. Hence the tidy sentence of written grammar, *That was absolutely frightening*, is turned topsy-turvy. However, in the context in which this utterance occurs, the foregrounding of ‘absolutely terrifying’ is stylistically very effective. What appears to be apparently ungrammatical (when we apply the norms of written English to this structure, of course!), is perfectly alright in speech. Hence, we should urgently reconsider the traditional method of assessing the correctness of spoken English with regard to writing as the ‘standard’.

Another feature of spoken discourse that strikes us immediately is the chaining of clauses linked by both coordinating conjunctions like ‘and’ and subordinating conjunctions like ‘cos’ and ‘so’, which, instead of subordinating information, often function to coordinate. In this context, Luoma (2004) has the following to say:

speech can be considered to consist of **idea units**, which are short phrases and clauses connected with *and, or, but* or *that*, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The grammar of these strings of idea units is simpler than that of the written language with its long sentences and dependent and subordinate clauses. (12)

If we analyse written and spoken discourses, we will notice that unlike the elaborate patterns of main and subordinate clauses that we find in written discourse, in spoken discourse we often come across chains of clauses as in the following example taken from Carter (2004):

“Well, no, Melanie’s actually still a student **and** she still has ten hours of lectures a week, **so** she works in McDonald’s in her spare time, **cos** she needs the money, **and** she works in McDonald’s in Hatfield...” (33)

Moreover, subordinate clauses often stand alone in spoken discourse, quite unlike the way they function in written discourse, as can be seen in the conversational exchange below:

Tanushree: Well, actually, only one other student has turned up.

Panna: Mm.

Tanushree: **Which is sad.**

The subordinate clause (in bold) here stands alone and functions like a main clause, and helps to reinforce the topic.

Is Spoken Grammar Absolutely Distinctive?

It is the presence of features like the ones mentioned above in spoken English that has made us recognize the distinctive and systematic nature of spoken grammar. In fact, there have been researchers like Biber *et al.* (1999) who have gone further to argue for the primacy of spoken grammar:

Conversation is the most commonplace, everyday variety of language, from which, if anything, the written variety, acquired through painstaking and largely institutional processes of education, is to be regarded as a departure. (1038)

However, instead of pondering too much on the ‘same grammar/different grammar’ controversy, it is perhaps better and more profitable to take note of the following remark of Leech (1998):

I prefer to think of English grammar as made of a rubbery substance that enables it to be squashed or inflated in one part or another according to circumstances.

The circumstances of conversation lead to a reduction of the repertoire in certain areas and an enlargement of the repertoire in others – but this is in terms of likelihood rather than in terms of all-or-nothing rules. So, in the end, this image enables me to keep to the view that English grammar is common to both written and spoken language – but its shape can be moulded to the constraints and freedoms of each. In this sense, there *is* a special grammar of conversation. (emphasis in original) (9)

Since there are a lot of overlaps between spoken and written forms of language, it is better to avoid taking a strong view with regard to the difference between the written and spoken forms in order not to make ESL/EFL learners believe that when it comes to teaching the speaking skills of English, they have to learn everything from scratch. I believe that in the ESL/EFL classroom, it is better to make a thorough, systematic examination of the spoken corpus juxtaposed with the written one and show the relevant differences between the highly formal and literary written forms on the one extreme and the highly conversational ones at the other extreme of the cline of English usage. In other words, it is important in ESL/EFL contexts to talk in terms of a speech-writing continuum rather than taking these two to be altogether different. It is more sensible to take the view that Cullen and Kuo (2007) take when they say that “speech and writing draw on the same underlying grammatical system (rather than on two separate systems) but that the system is adapted in various dynamic and often ingenious ways to meet the particular circumstances in which each medium is used” (363).

Spoken Grammar and ESL/EFL Pedagogy

In ESL/EFL contexts, our pedagogical practices have been influenced mainly by debates around whether the forms of spoken grammar are to be taught at all, and if they are to be taught,

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which forms we need to focus upon. We have not given much impetus to the ‘how’ question. With regard to this question, I think we should first make students aware of the nature and characteristics of the spoken language and give them opportunities to analyse and produce spontaneous language. Initially, we may be required to use tidied-up conversational exchanges before exposing students to spontaneously produced data. In the selection of texts for the teaching of spoken language features, it is important for us to take note of the following “two overriding criteria” that Timmis (2005) mentions:

- (i) The texts should have the potential to engage the students’ interest
- (ii) The texts should be plausible as natural interaction.

Moreover, we should ensure that the chosen texts are not so dense in lexis and obscure cultural references that they become incomprehensible to the learners and the latter lose interest altogether.

Conclusion

In conclusion, it can be said with assertion that while the speaking skill has been foregrounded in English language teaching now in a way that was not so some decades ago, we still have the propensity not to “take on board some interesting features of the grammar of informal, interactive talk” (Carter and McCarthy, 1995: 141). This propensity needs to be controlled, and what needs to be realized is the fact that although there is no absolute distinction between spoken English grammar and written English grammar, there are significant points of difference. These have to be shown and taught to learners in the ESL/EFL contexts lest they should be under the misconception that spoken English does not have any grammar at all, and that the correctness or otherwise of spoken discourse has to be assessed from the perspective of

writing. In addition, we should give more attention to the inclusion of spoken forms in materials for ESL/EFL teaching and learning.

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Numerals in Kaprang-Tangkhul

Takhellambam Bijaya Devi, Ph.D. Scholar

Abstract

This paper aims to describe the numerals used in Kaprang-Tangkhul, a language which is typographically closely connected with its neighbouring district of Thoubal. Kaprang has a nine number system: cardinal, ordinal, multiplicative, aggregative, approximative, fractional, indefinite, distributive and restrictive.

Introduction

The Naga-Kuki sub-group of Tibeto-Burman language family includes many languages and dialects spoken in North East India including the states of Manipur, Mizoram, Tripura, Nagaland and Assam.

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Numerals in Kaprang-Tangkhul

Kaprang is a small Tangkhul village of Manipur. This village is located in the Thoubal district but it also extends to the Senapati district. The language spoken here is also known as Kaprang Tangkhul. Although the name Tangkhul is given to a group of tribal communities, these groups cannot communicate each other through their language. It means that Tangkhul speaks different languages and the groups speak dialects/languages that are mutually unintelligible. When they communicate with each other, they use either standard Tangkhul, spoken in the Ukhrul district or in Manipuri. Tangkhul is spoken in some parts of Manipur and is mainly found in the hill districts of Manipur. Tangkhul is divided into eight regions, viz, (1) Northern hilly region; Raphei, (2) North-East hilly region; Somra, (3) Eastern hilly region; Ram, (4) Southern hilly region; Kamo, (5) Western hilly region; Kharao, (6) South-West hilly region; Khaorui, (7) North-West hilly region; Kathur or Khaorui–raora and (8) South-East hilly region; Kaikhang.

Kaprang Tangkhul is included in the Southern hilly region, Kamo. According to G.A. Grierson, Tangkhul is included in the Naga-Kuki group.

Numerals

A numeral is a word class designating numbers or related to specifying quantities and any other countable divisions. For instance, English words such as 'two', 'second', 'twice', or even compounds like 'seventy-seven'. In Kaprang, numerals can be classified in the following ways.

- 1) Cardinal
- 2) Ordinal
- 3) Multiplicative
- 4) Aggregative
- 5) Approximative
- 6) Fractional
- 7) Indefinite
- 8) Distributive and

9) Restrictive

1. Cardinal Numerals

Cardinal numbers are used in counting, showing how many objects are specified as one, two, three, four, etc. It can be classified as:

- a) Basic Cardinal and
- b) Compound Cardinal

(a) Basic Cardinal

The basic cardinals in Kaprang are dimorphemic. The following are the cardinals of Kaprang-Tangkul.

Example:

ək ^h ət	‘one’
kini	‘two’
ant ^h um	‘three’
məlli	‘four’
rəŋŋa	‘five’
kuruk	‘six’
siri	‘seven’
əret	‘eight’
əko	‘nine’
som	‘ten’
rija	‘hundred’
lisiŋ	‘thousand’

In Kaprang, the basic cardinal numbers from ‘one’ to ‘nine’ are independent numerals.

(b) Compound Cardinal Numerals

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The compound Cardinals are divided into three types. They are:

- (i) Additive compound
- (ii) Multiplicative compound and
- (iii) multiplicative-cum-additive compound.

i) Additive Compound

Additive compound are the numerals eleven to nineteen. It is formed by adding the basic expression of numerals from one to nine to the decade numerals i.e 10+1, 10+2 10+3, 10+4 etc.

Examples:

som-k ^h ət	‘eleven’
som-kini	‘twelve’
som-ant ^h um	‘thirteen’
som-məlli	‘fourteen’
som-rəŋŋa	‘fifteen’
som-kuruk	‘sixteen’
som-siri	‘seventeen’
som-əret	‘eighteen’
som-əko	‘nineteen’

ii) Multiplicative Compound

Multiplicative compounds are formed by compounding basic cardinals with each other. It may be divided into two kinds.

- a) Lower multiplicative compounds
- b) Higher multiplicative compounds

Lower Multiplicative Compounds: Lower multiplicative compounds are the numerals, twenty to ninety. It is formed by the use of decade term **so** “ten” multiplied by the basic cardinal numbers i.e., 10X2, 10X3, 10X4 ... etc.

In these numerals, the first syllable of basic numerals has been dropped, i.e., ə-k^hət, ki-ni, an-t^hum etc. examples are given below:

somni	‘twenty’
somt ^h um	‘thirty’
somli	‘forty’
somŋa	‘fifty’
somruk	‘sixty’
somri	‘seventy’
somret	‘eighty’
somko	‘ninety’

Higher Multiplicative Compounds: It is formed by the preceding *rija* ‘hundred’ and *lisiŋ* ‘thousand’ before cardinals and the first syllable of the basic numerals is dropped. But in the case of basic cardinal **siri** ‘seven’ the first syllable is not dropped.

Examples:

rijakini	‘two hundred’
rijat ^h um	‘three hundred’
rijali	‘four hundred’
rijaŋa	‘five hundred’
rijaruk	‘six hundred’

rijasiri	‘seven hundred’
rijaret	‘eight hundred’
rijako	‘nine hundred’
lisiṅk ^h ət	‘one thousand’
lisiṅsom	‘ten thousand’

(iii) Multiplicative-cum-Additive Compound

The numerals from 21 to 29, 31 to 39, 41 to 49, 51 to 59, 61 to 69, 71 to 79, 81 to 89 and 91 to 99, etc. are multiplicative-cum-additive compound numerals. Multiplicative compound is formed by the decade number som ‘ten’, multiplied by basic cardinal numerals again adding the basic cardinal numerals, i.e. $10X2+1$, $10X3+1$, $10X4+3$... etc., and associative marker -a- is added between them. Examples are given below:

somni-a-k ^h ət	‘twenty-one’
somni-a-kini	‘twenty-two’
somni-a-məlli	‘twenty-four’
somt ^h um-a-kuruk	‘thirty-six’
somt ^h um-a-ret	‘thirty-eight’
somli-a-k ^h ət	‘forty-one’
somṅa-a-kini	‘fifty-two’
somruk-a-k ^h ət	‘sixty-one’
somri-a-t ^h um	‘seventy-three’
somret-a-məlli	‘eighty-four’
somko-a-kini	‘ninety-two’

2. Ordinals Numerals

Ordinals refer to the positions in a sequence. The primary ordinals are items such as *first*, *second*, *third*, *fourth*, *fifth*, etc. In Kaprang, the ordinal numerals are formed by suffixing - **caŋna** (an adjectival suffix) to the cardinal numbers except in the case of first “**lumsata**”.

Examples:

lumsata	‘first’
kinicaŋna	‘second’
ant ^h umcaŋna	‘third’
məllicaŋna	‘fourth’
rəŋŋacaŋna	‘fifth’
kurukcaŋna	‘sixth’
siricaŋna	‘seventh’
əretcaŋna	‘eighth’
əkocaŋna	‘ninth’
somcaŋna	‘tenth’
somkini	‘twentieth’
somt ^h uməkocaŋna	‘thirty-ninths’

3. Multiplicative Numerals

Multiplicative numerals are formed by prefixing **hum-**, followed by the suffix -**caŋwa** (sense of repetition) to the cardinal numbers but in the case of “once” the prefix **hum-** is added to the cardinal numbers.

Examples:

hum-k ^h ət	‘once’
hum-kini-caŋwa	‘twice’

hum-ant ^h um-caŋwa	‘thrice’
hum-məlli-caŋwa	‘fourth times’
hum-rəŋŋa-caŋwa	‘fifth times’
hum-kuruk-caŋwa	‘sixth times’
hum-som-caŋwa	‘tenth times’
hum-somk ^h ət-caŋwa	‘eleven times’
hum-somli-caŋwa	‘thirty times’
hum-somŋa-caŋwa	‘fifty times’
hum-rija-caŋwa	‘hundred times’

4. Aggregative Numerals

Aggregative numerals are formed by prefixing **punna-** (sense of togetherness) to the cardinals.

Examples:

punna-kini	‘all the two or two together’
punna-t ^h um	‘all the three or three together’
punna-rəŋŋa	‘all the five or five together’
punna-kuruk	‘all the six or six together’
punnna-siri	‘all the seven or seven together’
punna-somk ^h ət	‘all the eleven or eleven together’

5. Approximate Numerals

In Kaprang, approximates are formed by the suffixing **-ant^haloije** to the cardinal numerals. It carries an approximate sense in counting.

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Examples:

ək ^h ət-ant ^h aloije	‘about one’
kini-ant ^h aloije	‘about two’
ant ^h um-ant ^h aloije	‘about three’
məlli-ant ^h aloije	‘about four’
rəŋŋa-ant ^h aloije	‘about five’
kuruk-ant ^h aloije	‘about six’
siri-ant ^h aloije	‘about seven’
əret-ant ^h aloije	‘about eight’
əko-ant ^h aloije	‘about nine’
som-ant ^h aloije	‘about ten’
somni-ant ^h aloije	‘about twenty’

6. Fractional Numerals

The fractional refers to quantities less than one. They include *half*, *quarter*, *three quarters*, and compounds of a cardinal number with an ordinal such as *two-third*, *three-fifth*, and *one-eighth*. Fractional numerals in Kaprang are formed by suffixing **-tai** between the cardinals and bigger cardinal precedes the smaller cardinal.

Examples:

ant ^h um-tai-ək ^h ət	‘one-third’
məlli-tai-ək ^h ət	‘one-fourth’
kuruk-tai-ant ^h um	‘three-sixth’
rəŋŋa-tai-kini	‘two-fifth’
rəŋŋa-tai-ant ^h um	‘three-fifth’

siri-tai-məlli ‘four-seventh’

Kaprang also uses lexicalized fractional numerals. They are:

təŋk^hai ‘half’

masuŋ ‘quarter or segment’

ace ‘piece’

əpun ‘whole’

7. Indefinite Numerals

Following are the indefinite numerals in Kaprang.

Examples:

sak^hət ‘some/few’

pitti ‘many/much’

əpun ‘bunch’

məjam ‘group’

8. Distributive Numerals

In Kaprang, distributive numerals are formed by repeating the cardinal numerals.

Examples:

ək^hət-ək^hət ‘one each’

kini-kini ‘two each’

ant^hum-ant^hum ‘three each’

məlli-məlli ‘four each’

som-som ‘ten each’

9. Restrictive Numerals

Restrictive numerals in Kaprang are formed by the using word “jaṅti” after the basic cardinal numbers.

Examples:

ək ^h ətjaṅti	‘only one’
kinijaṅti	‘only two’
ant ^h umjaṅti	‘only three’
məllijaṅti	‘only four’
rəŋŋajaṅti	‘only five’
əkojaṅti	‘only nine’
somjaṅti	‘only ten’

Conclusion

From the above analysis we can determine that Kaprang has seven types of numeral. In this language, the cardinal numbers are independent and dimorphemic. And compound cardinal numbers are formed by using **som** ‘ten’ and the suffix ‘-a’ is inserted between the **som** and basic numerals. The numbers *hundred* and *thousand* are lexical words. The ordinal numerals are formed by suffixing **-caṅna** to the basic numerals except *first*. The distributive numerals are formed by repeating or duplicating the basic numbers. Similarly restrictive numerals are also formed by suffixing **jaṅti** to the basic cardinal numerals.

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Sentential Complementation in Manipuri

Dhanapati Shougrakpam, Ph.D.

Abstract

This paper discusses the behaviour of sentential complementation in Manipuri within the structural analysis framework.

It can be inferred from the present study that sentential complement is a major constituent of a sentence or clause structure and is associated with completing the action of the verb. Sentential complements can also be discussed as verb modifying phrases.

Introduction

Complementation is a grammatical process by which sentences are made to function as the arguments of higher (matrix sentence); the use of nominalized clauses in constructions where they function as noun-phrase complements of a matrix verb.

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Sentential Complementation in Manipuri

The only nominalizing strategy in Manipuri is the pə ~ bə suffix.

- ‘pə’ occurs after voiceless consonants.
- ‘bə’ occurs after vowels and voiced consonants.

All the action, process and stative roots are bound and known as verbal roots. They can be nominalized by suffixation of the NZR - pə~bə, as in the following two ways (i) addition to the direct verbal roots and (ii) after other suffix.

Different Structures of Sentential Complementation Are Discussed as Follows:

(a) The way in which complement-taking predicates select nominalized complements and the argument role of the complement can be drawn. There are instances in which the nominalized clause functions completely as a complement, with all of the arguments, being realized as in:

1. nupa məca ədu ləp^hoy cabə pam-mi
 man- small DET banana eat-NZR want-ASP
 The boy likes to eat banana.

(b) **A Nominalized Complement Clause Functions as the Argument of the Transitive Verb:** Here, both of the arguments of the nominalized complement clause retain the case marking that they would have in an independent finite clause. Thus, the complement clause is being placed directly into the NP slot without any adjustments to its structure outside of the nominalizing suffix.

Complementation of Transitive Verb uy ‘see’/tay ‘hear’:

2. ma nə ma bu p^hubə əy uy
 he-NOM he-ACC beat-NZR I see
 I saw him beating him.
3. ma nə ma bu cəybə əy tay
 he-NOM he-ACC scold-NZR I hear
 I heard him scolding him.

In the above two examples, there is a clear indication that one ‘him’ is the doer or subject [ma-nə (he-NOM)] and the other ‘him’ as in [ma-bu (he-ACC)] is the object or recipient of the action.

The structure can be more clearly seen as from the following two examples-

4. məpa nə ma bu phubə əy uy
 father-NOM he-ACC beat-NZR I see
 I saw his father beating him.

5. məpa nə ma bu caybə əy tay
 father-NOM he-ACC scold-NZR I hear
 I heard his father scolding him.

(c) Complement Clause Constructions Involving Desiderative Predicate:

Some complement clauses necessarily have adjustments to their internal syntactic structure when they are embedded as arguments of a matrix verb. This occurs when there is co-reference between the matrix subject and the complement subject.

In the complement construction involving desiderative predicate the subject of the matrix verb and the subject of the complement verb are necessarily co-referential, and the subject of the complement verb is obligatorily unexpressed.

6. əy yensa cabə pam-mi
 I chicken eat-NZR want-ASP
 I want to eat chicken.

7. əy isəy səkpə pam-jəy
 I song sing-NZR want-ASP
 I like singing.

(d) The Evidence for Indication of More General Nominalizing Strategy in

objectification of a complete sentential proposition such that it may occupy the functional slot of a noun phrase within a larger sentence.

8. nupa læp^hoy cabə du əy gi imanəbə ni
 man banana eat-NZR DET I-GEN friend-COP
 The boy who ate banana is my friend.

9. nupi du kibə dəgi pəysa du tombə də pi
 womanDET afraid-NZR-CAUS money DET TombaEMP give
 The woman gave the money to Tomba out of fear.
 (Someone) Gave the money to Tomba for fear of the woman.

(e) In **Complementation by Nominalization**, the nominalizer pə~bə is suffixed to the predicate of the sub-ordinate clause as shown below –

10. nupa məca ədu læp^hoy cabə pam-mi
 man small DET banana eat-NZR want-ASP
 The boy likes to eat banana.

11. nupi məca ədu koybə cətpə pam-mi
 woman small DET roam go-NZR want-ASP
 The girl likes roaming.

(f) **Sentential Complements** are also embedded by means of the attributive subordinator–compare (1) and (2) below:

12. samu t^harj nə hatpə du yamnə nuŋŋay-te
 elephant knife-INST kill-NZR DET QTF happy-NEG
 The killing of the elephant with a knife is very saddening.

13. manipuri lon ŋaŋbə yamnə luy
 Manipuri language speak-NZR QTF difficult
 Speaking Manipuri language is very difficult.

In examples (12) and (13), the nominalized sentential complement functions as grammatical subject of the matrix clause. There is no tense/aspect marking in the matrix clause. A distinction between realized and unrealized sentential complements can be drawn as below:

- The only indicator that the situation described in the embedding in (12) is realized in past time i.e. (kənaɡumbə əmənə) samu hatpə du ‘someone killing the elephant’ is the presence of the determiner ‘du’.
- The embedding in (13) is generic, it is unrealized in any specific instance i.e. (kənaɡumbə əmənə) manipuri ŋaŋbə ‘somebody speaking Manipuri’

(g) The Difference Between Realized and Unrealized Sentential Complements can be seen in the following pairs:

The unrealized sentential complements assert a statement in each of the first pair (as in a).

The realized sentential complements (as in b) are distinguished formally from unrealized sentential complement by the presence of the case markers after the nominalized verb. The presence of the case marker indicates that the embedding is a realized one and shows the direct connection of the subordinate clause with the matrix clause.

It is obvious that the matrix clause is a result of the embedded clause. The notion of realized situations is specifiable in that they are temporally bounded, one-time occurrences.

14. a. cak yamnə cabə noy
 rice QTF eat-NZR fat
 Eating too much rice makes one fat.

14. b. əy cak yamnə cabə dəgi noy-re
 I rice QTF eat-NZR-CAUS fat-ASP
 I am fat because of eating too much rice.

15. a. əy t^həbək yamnə təwbə way
 I work QTF do-NZR tired
 Doing too much work makes me tired.

15. b. əy t^həbək yamnə təwbə dəgi wa-re
 I work QTF do-NZR-CAUS tired-ASP
 I am tired of doing too much work.

(h) Purpose and Result Embeddings in Sentential Complements:

(1) The purpose embeddings are instance of an unrealized event, an action that is not completed as yet. It is indicated by the future aspect marker *kəni~gəni* as shown in each of the first pair (as in *a*).

(2) The result embeddings are instance of a realized event, that is, the action is completed from an aspectual view. It is indicated by the presence of the causative markers ‘*dəgi*’ which is added to the nominalized verbal root as shown in each of the second pair (as in *b*). The notion of realized situations are specifiable in that they are temporarily bounded, one time occurrence.

16. a. məhak yen cabə lak-kəni
 he chicken eat-NZR come-ASP
 He will come to eat chicken.

16. b. məhak yen cabə dəgi na-re
 he chicken eat-NZR-CAUS sick-ASP
 He has fallen sick from eating chicken.

17. a. məhak layrik pabə lak-kəni
 he book read-NZR come-ASP
 He will come to study.

17. b. məhak layrik yamnə pabə dəgi wa-re
 he book QTF read-NZR-CAUS tired-ASP
 Reading too much made him tired.

18. a. məhak yu t^həkpə cət-kəni
 he wine drink-NZR go-ASP
 He will go for drinking.

18. b. məhak yu t^həkpə dəgi ɲaw-re
 he wine drink-NZR-CAUS mad-ASP
 He is high from drinking.

The causative markers ‘də’ and ‘gi’ can also be added to the nominalized verbal root in each of the second pair (b) above as shown below

19. məhak yen cabə də na-re
 he chicken eat-NZR-CAUS sick-ASP
 He fell sick from eating chicken.

20. məhak yen cabə gi na-re
 he chicken eat-NZR-CAUS sick-ASP
 He fell sick because of eating chicken.

(i) The Sentential Complement Can Precede, Follow or Be Embedded into the matrix clause:

i) The sentential complement [raninə əɲaɲbə məcu pambə] precedes the matrix clause [əy khəɲɲi] as in

21. [raninə əɲaɲbə məcu pambə] əy khəɲɲi
 Rani-NOM red color want-NZR I know
 I know that Rani likes red color.

ii) The sentential complement [rani nə əɲaɲbə məcu pambə] can follow the matrix clause [əy khəɲɲi] as shown below

22. əy khəɲɲi [rani nə əɲaɲbə məcu pambə]
 I know Rani-NOM red color want-NZR
 I know that Rani likes red color.

The use of this kind of sentential complement is less frequent.

iii) **The sentential complement** [rani nə əŋaŋbə məcu pambə] **can be embedded into the matrix clause** [əy khəŋŋi] as shown below

23. əy [rani nə əŋaŋbə məcu pambə] khəŋŋi
 I Rani-NOM red color want-NZR know
 I know that Rani likes red color.

(j) **There are two main types of quotative complementizers, namely ‘haybə’ and ‘haynə’**; these two complementizers have been derived from the verb hay ‘say’ through the addition of the adverbial suffix ‘-nə’ and the infinitive suffix ‘-bə’ respectively.

Complements ending in ‘haybə’ refer to a fact (a state, process or action) whereas the ones ending in ‘haynə’ refer to a statement. The use of these complementizers involves certain pre-suppositional differences.

(I) **Complementation by the Use of the Quotative Complementizer ‘haybə’:**

The more general nominalizer which corresponds more closely to the relative clause nominalization is a fully inflected finite clause nominalization by the quotative complementizer ‘haybə’. The quotative turns the entire clause into an attribute, which then can be used to make reference to either the subject or the object (depending on which argument is made the head of the noun phrase).

24. cawbə nə cawbi pamjəy haybə əy k^həŋŋi
 Chaoba-NOM Chaobi like QTV I know
 I know that Chaoba likes Chaobi.

25. əy ca kərəmnə sem-gəni haybə k^həŋŋi
 I tea how make-ASP QTV know
 I know how to make tea.

26. məhak kərəmnə tusəl-li haybə əy k^həŋŋi
 he how to fall -ASP QTV I know
 I know how he fell down.

The Quotative ‘haybə’ is Used to Infer an Assertion:

- (i) When speaker disagrees or wants to intentionally challenge an earlier statement made by someone else as in the following *examples*.

27. ma nə məp^həm ədu p^həjəy haybə əranbə-ni
he-NOM place DET nice QTV wrong-COP
His saying that the place is nice is wrong.

28. ma nə deli də təm-mi haybə təwsinnəbə-ni
he-NOM Delhi-LOC study-ASP QTV deceit-COP
His saying that he studies in Delhi is a deceit.

- (ii) When speaker wants to show agreement to an earlier statement made by someone else as in the following *examples*.

29. ma nə məp^həm ədu p^həjəy haybə əcumbə-ni
he-NOM place DET nice QTV true-COP
His saying that the place is nice is true.

30. ma nə deli də təm-mi haybə əsejbə-ni
he-NOM Delhi-LOC study-ASP QTV truth-COP
His saying that he studies in Delhi is a truth.

- (iii) The agreement to a statement can be indicated by the addition of the lexical negator ‘nətte’ to the negative words as in the following *examples*.

31. ma nə deli də təm-mi haybə əranbə nətte
he-NOM Delhi-LOC study-ASP QTV false-LNTR
His saying that he studies in Delhi is a truth.

32. ma nə məpa doktər ni haybə məcin t^hibə nətte
he-NOM father doctor-COP QTV lips lie-LNTR
His saying that his father is a doctor is not a lie.

The quotative complimentizer ‘haybə’ is used for showing off one’s ability when used with the emphatic marker ‘di’ as in the following examples.

33. əy di sari kərəmnə set-kəni haybə k^həŋŋi
 I- EMP saree how wear-ASP QTV know
 I know how to wear a saree.

34. əy di yen kərəmnə t^hoŋ-gəni haybə k^həŋŋi
 I EMP hen how cook-ASP QTV know
 I know how to cook chicken.

(II) Use of the Quotative Complimentizer ‘haynə’:

The use of the quotative complimentizer ‘haynə’ refer to a statement as shown in the following examples.

35. əy cət-kəni haynə wasək-k^hi
 I go-ASP QTV promise-ASP
 I promised that I would be going.

36. cawbə nə cawbi pamjəy haynə hay
 Chaoba-NOM Chaobi like QTV say
 Chaoba says that he likes Chaobi.

37. mə yen kərəmnə t^hoŋ-gəni k^həŋŋi haynə hay
 he chicken how cook-ASP know QTV say
 He says he knows how to make chicken.

(III) Alternate Use of Quotative Complimentizer ‘haybə’ and ‘haynə’:

38. əy ŋa cabə pam-mi haynə mək^hoy də k^həŋhən-k^hi
 I fish eat-NZR want-ASP QTV they-EMP let know -ASP
 I made them know that I want to eat fish.

39. əy ɲa cabə pam-mi haybə mək^hoy də k^həŋhən-k^hi
 I fish eat-NZR want-ASP QTV they-EMP let know-ASP
 I made them know that I want to eat fish.

(IV) Use of Quotative Complimentizer ‘haybə’ and ‘haynə’ in a Single Statement:

The two complementizers can be used in a single embedding when asserting a statement on behalf of someone else absence. In such a case, it is obligatory that the quotative complementizer ‘haynə’ can only precede the quotative complementizer ‘haybə’ as shown below.

40. ma p^hurit ədu pam-mi haynə haybə əy k^həŋɲi
 he shirt DET want-ASP QTV QTV I know
 I know that he says that he likes the shirt.

41. ma deli də cət-kəni haynə haybə əy k^həŋɲi
 he delhi-LOC go-ASP QTV QTV I know
 I know that he says that he would go to Delhi.

42. ma ca t^hək-kəni haynə haybə ni
 he tea drink-ASP QTV QTV-COP
 He says that he would drink tea.

43. ma lak-kəni haynə haybə ni
 he come-ASP QTV QTV-COP
 He says that he would come.

44. ma cətpə yawni haynə haybə ni
 he go-NZR join QTV QTV COP
 He says that he would be going along.

45. ma ca-gəni haynə haybə ni
 he eat-ASP QTV QTV-COP
 He says that he would eat.

Conclusion

This paper is essentially an exploratory analysis of Sentential Complementation in Manipuri. These preliminary findings will hopefully serve as a basis for advancement of further studies.

Abbreviations

- ACC : Accusative
 ASP : Aspect
 COP : Copula
 CAUS: Causative
 DET : Determiner
 EMP : Emphatic
 GEN : Genitive
 INST : Instrumental
 LOC : Locative
 LNTR : Lexical Negator
 NEG : Negative
 NOM : Nominative
 NZR : Nominalizer
 QTF : Quantifier
 QTV : Quotative
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Biotext: A New Perspective

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Abstract

Literary criticism has always concerned itself with the triangle of text, context, and author/reader. Such triangulation has led to the emergence of a wide variety of literary approaches, each one of which has paradoxically had some limitations. The present article aims at introducing a new perspective which encompasses all other approaches without falling in the trap of their reductionism. The initiator of this new notion is J. S. Anand, the living Indian poet.

This paper not only introduces Anand's theory of biotext as the virtual realm of any literary text but it also elucidates Anand's biotext by modeling it after Gilles Deleuze's postmodern theories on time, hence interdisciplinarity between literary criticism and philosophy. Here, a parallel is drawn between the syntheses of time (past, present, future) and those of text,

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context, and author/reader. Calling biotext as the virtual Third Space is regarded as Anand's attempt to postcolonialize his new perspective, following Homi K. Bhabha.

Key words: biotext, synthesis, Anand, Deleuze, Bhabha

Introduction

History of literary criticism evinces critics' views have not transcended the triangle of text, context, and writer. With each approach, there has been a tilt toward either one or two of these elements. Roland Barthes's revolutionary announcement of death of the author and birth of the reader in text substituted author with reader, hence reader-response approach. The postmodern re-turn to the context and its impacts on text production and interpretation have rendered Formalists' stress on the autonomy of text outdated. Such triangulation has restricted the critics' scope of vision and made their lenses impervious to criticism. Total eradication of the author is as just reductive as the sole emphasis on text or context.

J. S. Anand, in a metacritical approach, introduces the new and conducive notion of biotext in an attempt to fill in the gaps of all such perspectives. He defines biotext as the all-inclusive, protean, and virtual Space which is shared by, but not restricted to any one of, text, context, and author/reader. Following his postcolonial predecessor, Homi K. Bhabha, Anand calls biotext as the Third Space whose synthetic structure de-colonizes the monopoly of either element in the triangle.

The present paper is a scrutiny into Anand's view of biotext and endeavors to highlight its merits in criticism. This study adopts a Deleuzian lens to shed light on the notion of biotext and see how its synthetic structure dispenses with drastic triangulation. The postmodern thinker, Gilles Deleuze, is noted for his new theories on language, time, history, art, and politics. He defines time in terms of three syntheses: the synthesis of the present, the synthesis of the past, and the synthesis of the future. Modeling biotext after this temporal scheme helps us utilize Anand's biotext to put an end to the long held strife in literary criticism, bringing them all to a kind of resolution without doing harm to any one. However, before going to the analysis, a proper definition of the elements, text, context, and writer/reader, would be pertinent.

On Defining and Characterizing Text

Generally speaking, text is any written or oral production. A discourse analyst like Raphael Salkie defines text as "a stretch of language that may be longer than one sentence" (1995, p. ix). Norman Fairclough views texts as "selective actualisations of potentials (potential discourses, genres, grammatical constructions, metaphors, vocabularies etc.)" (2010, p. 487).

In literature, text is any selective actualization which pursues the objective to give pleasure to the reader in addition to broadening his/her understanding of human life and condition. Generically, a text differs from poetry to fiction. Author is the producer/writer of the text, one in whom both text and context converge, hence a mediator but with a difference. Context is the historical and cultural setting in which the author is situated and writes the text. Malinowski aptly calls it “context of culture” and contends, “utterance and situation are bound up inextricably with each other and the context of situation is indispensable for the understanding of the words” (1923, p. 306; cited in Widdowson, 2004, p. 37).

When a literary critic such as Eagleton writes on the indefinability of literature because evaluations change over time (Olsen & Pettersson, 2005, p. 119), he is in fact implying the unavoidable syntheses of text and context.

J. S. Anand on *Text and Biotext*

Anand, also, defines context as “the empirical setting of a work of art [. . .] when it has been produced, and how, under what pressures, things which attend its creation” (2013, p. 4). This Indian critic metaphorically compares the unavoidable relation between the poet and the context to a flying kite and its string and writes: “the writer is himself the creation of certain circumstances, and he is rooted in certain societal reality” (Personal email, 2013, p. 1).

While Formalists textualize the text by setting aside the context and focusing on the aesthetic features, the reader-response critics valorize the reader over text and author. Contextualists pay the least attention to either reader or text *per se* and approach text as a political phenomenon for or against context. Therefore, they subjectify the author and politicize his/her work. Anand tries to include all these diverse dimensions in his theory of biotext without abiding by any one. He argues that biotext has a synthetic structure and for this feature it retains different dimensions.

Post-structuralist View of *Biotext*

Biotext is not the same as subtext which differs from text to text, from discourse to discourse, and thus has a limited scope of application. Besides, while subtext is a structuralist approach to text, biotext cherishes the fluidity and multiplicity of a poststructuralist view of text. What parallels Anand’s biotext with time is its triad structure which resembles the three elements of past, present, and future. For understanding the synthetic structure of biotext, one has to investigate the way Deleuze defines time in terms of its three syntheses.

In *Difference and Repetition*, time is defined through three syntheses, where each of the three syntheses is prior process in relation to the other times as dimensions. Synthesis is by nature a process; process means a transformation of events and their relations. For Deleuze, synthesis is a process of being thought together. This view is the bedrock on which biotext could be set up, since it implies the interdependence of all parts. Furthermore, the processive nature of

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biotext is the feature which encourages the present comparison of Anand to Deleuze. In a personal email, Anand writes,

Whatever flows into the text is actually the result of a long process, of association and dissociation, sifting and filtering, all going on at the same time. The creative process does not wait for artificial tools to be applied to a work of art. A work of art is the creation in the bio-tanical garden of life [. . .] the whole cosmos is filtered through the poet's consciousness at the time of creation. (2013, p. 5)

Time and Biotext

The processual synthesis is of vital significance insofar as Deleuze defines time not as process, but “process making multiple times. Times are made in multiple synthetic processes” (Williams, 2011, p. 3). The irreducibility of these multiple times to one another is the ground on which biotext and its irreducibility can be founded. In his theory of time, Deleuze denotes this sense of simultaneity through the verb “retain” and argues in each synthesis, the other two elements are contracted and thereby retained.

Retention denotatively means keeping the other in itself instead of discarding it. Therefore, when Deleuze argues the synthesis of the present contracts the past and the future, he takes the past and the future as “dimensions” of the present. Envisaged in the light of the contractual aspect of Deleuzian time-notion, the theory of biotext counterargues all the reductive approaches to either text, context, or author/reader.

Focus of This Paper

In order to have a better appreciation of Anand's notion of biotext, the present study models the triad of text, context, writer after Deleuze's three syntheses. In this framework, the paper takes the context as the synthesis of the past which is marked with virtuality; the writer/reader can be taken as the synthesis of the present and is thus featured by succession, multiplicity, and habit; and the text is the synthesis of the future in which the eternal return is the main characteristic. This juxtaposition does not imply that biotext is temporal; rather, it helps one understand much better the features that biotext has.

The First Synthesis of the Present: Author

The first synthesis of time is that of the present. The reason that the author can be taken as the synthesis of the present is its vital role in the triad. Literature and literary criticism begin with author exactly like time that begins as the present instead of as past or future. Author/writer is the subject who is identified as the performer of the act of writing. In Lampert's words, “Every synthesis . . . is a present and only a present” (2006, p. 16). Like the synthesis of the present, the writer has multiplicity. In Lampert's elucidation of Deleuze's first synthesis, the very synthetic structure of the present accounts for its multiplicity: “there is a schema *in the present* for the co-

presence of the multiplicity that *made up the present*. Synthesis displays the present precisely as a past-present-future array” (Lampert, 2006, p. 16). Referring to the contractual nature of the present, Lampert speaks of the future and the past as the dimensions of the present (p. 26).

Inspired by Hume, Deleuze opines that the first synthesis has the logic of succession and is marked with difference and habit. Habit is a synthesis of retention and expectation, “it is the synthesis of a variation in intensity over events, where retention is the absorption of past variations and expectation the impulse to future ones” (Williams, 2011, p. 40).

In a Deleuzian key tone, writer can be viewed as the locus where difference is drawn out from repetition. Yet, this difference is not difference qua difference or difference *per se*; rather it is a varying relation. Like Deleuzian habit which “draws out a differential variation from a repetition” (Williams, 2011, p. 40), writer creates a change or becoming in the series. One might counterargue that writer is endowed with volition and is hence a deciding agent, while Deleuze’s synthetic process is a passive one which prefigures any conscious subject. It should be noted here that by writer, we do not mean only the conscious, decision-maker agent; rather writer is the site of interface of text and context, where the past and the future converge. With an eye on the asymmetrical relation between the syntheses of text and context, biotext defines writer as the site of power struggle. This view includes both private and public dimensions of writer as an agent.

Passive and Immanent

Besides, synthesis is passive because it is immanent. Immanence, in Lampert’s words, “implies that as soon as there is something then there is everything. As soon as there is anything, there has been a contraction that has folded a multiplicity into a singular presence”, that is, it contracts without the interference of any deciding or active consciousness. In Deleuze’s own words, a synthesis is passive as it is “not carried out by the mind, but occurs *in* the mind” (as cited in Joe Hughes, 2008, p. 11). From this angle, the writer’s unconscious, embracing all cultural, mythical, and personal traits, is processive and passive, hence immanent.

The Second Synthesis of the Past: Context

The context can be mapped on Deleuze’s second synthesis, that of the past. Like this synthesis, the context is featured by memory and virtuality. On the necessity and autonomy of the synthesis of past, Deleuze writes, “We must not draw back from the necessary consequence: there must be another time in which the first synthesis of time carries itself out. The latter necessarily refers to a second synthesis” (as cited in Lampert, 2006, p. 31). This explanation justifies Deleuze’s view that the first synthesis is originary but not original and is therefore reliant on another synthesis.

Deleuze defines the second synthesis as the one in which the first synthesis operates, “carries itself out”. This point implies the (inclusive) nature of the synthesis of the past in the sense that it determines the form of all passing presents rather than causing particular ones. As

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Williams rightly explains, “The being of the past . . . is the condition of possibility for all the different active memories, their differences, but also their connections, above all their connections with the passing presents that came before them – all of them” (p. 58). In this sense, the second synthesis contains within itself the synthesis of the present.

Second Synthesis as Pure Memory

Following Bergson, Deleuze describes the second synthesis as “pure memory”, that is, memory in which an experience from any point in the past can pop up into present experience (Lampert, 2006, p. 35). Bergson opines the past memory belongs nowhere, not even to the brain, because the brain exists in the present. He concludes pure memories, that is memories which have not been retrieved yet by the mind, exist virtually, rather than actually. In Lampert’s words, “The status of a memory is that *if* it should get expressed in a present, then it will reveal the past, but until it does, it exists in a virtual status of its own” (2006, p. 36). Mapped on this view, the context or history is virtually present; only once the author draws upon any particular event selectively, that event represents a particular point in the past. Thus the context is present as the “past in general”. This interpretation pinpoints the limited scope of the author’s selection and simultaneously it impregnates the selection with multiple other possibilities.

A New Asymmetry

For Deleuze, the past functions like a container. Consequently, with the second synthesis, a new temporal asymmetry arises: “Whereas the passive synthesis of habit constitutes the living present in time and makes the past and the future two asymmetrical elements of that present, the passive synthesis of memory constitutes the pure past in time, and makes the former and the present present . . . two asymmetrical elements of this past as such” (as cited in Bogue, p. 38).

Therefore, just as in the first synthesis, the past and the future are its dimensions, for the second synthesis also the present and the future function as its dimensions. What this point implies is that in either synthesis, the other elements do exist as they are retained by the main synthesis, instead of being obliterated. What this point signifies in mapping literature onto Deleuze’s time-schemes is the countersigning view that in all interpretations none of the elements can be claimed to have been totally eradicated.

Anand’s Biotext with Virtuality

Modeling the context after the second synthesis accords Anand’s biotext with the important feature of virtuality. On the distinction between the real and the virtual, Anand writes, “Reality is a delusion, a highly subjective idea of something – and even that subjective is constantly under the protean urge. . . . The virtual relates to the existence of several possibilities, to which even the ‘so-called real’ can be subjected to” (2013, p. 6). Writing in details on the virtual, Bogue refers to the important characteristics of the virtual that when applied to context reveals many crucial issues about its significance as an element of biotext. For Deleuze, the

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virtual is “the transcendental condition of possibility of all empirical, individual entities” (as cited in Bogue, 2010 p. 21).

Individuation, Virtuality and Illusion

This transcendental condition is characterized by the model of individuation, taken from the philosopher Simondon. Individuation is a process of actualization which emerges from a metastable site which is itself marked with “a line of continuous variation”, hence multiplicity. The line of continuous variation remains immanent within each actualization; this renders the actualized entity potential of multiple other variations. In Bogue’s words, “each element of the virtual is a site of metastable, ‘impersonal and pre-individual’, metamorphic, individuating self-differentiation; each is a site of coexisting possibilities determined by a singular point whose position cannot be known before it is actualized in a given situation” (2010, p. 24). A view of reality which reduces the virtual only to the actual side is an illusion.

The virtual comprises pure difference-in-itself which becomes actualized in matter and form and yet in this actualization the pure difference-in-itself is cancelled or negated. What this implies is that in every actualization there exist multiple possibilities which, due to conditions, have not been actualized, but exist there as potentials. This justifies the fact that things can undergo process of becoming and thereby metamorphose to other things or beings.

Counter-actualization, Virtual and Actual

In this respect, Deleuze proposes the notion of counter-actualization or counter-effectuation which is immanent within any actualization. As the other side of the actual, the counter-actual serves as the way the actual can communicate with its virtual side. As Eva Aldea explains, “Even when it has been actualized, every object still has a virtual side, an ‘excess’ of the virtual that is not explicated, but ‘left unaccomplished’ in actualization” (Aldea, 2011, p. 20).

The other implication of the immanence of the virtual in the actual by way of counter-actual is the distinction that Deleuze aptly draws between the virtual and the actual. For Deleuze, virtuality is “dynamic, open, and robust, where actuality is passive, determinate, and ephemeral. The actual may be what is produced, but the virtual is what is productive” (Sherman, 2009, p. 3). As put rightly by Hallward, the virtual is creative, and the actual is created; the virtual composes, while the actual is composed (as cited in Sherman, 2009, p. 3). This new light cast on the context does away with its marginality as a dead, already finished, presence and thus accords a vital role.

Creative, Dynamic and Virtual Side of *Biotext*

What renders the biotext creative and dynamic is the virtual side that is characteristic of its second synthesis, that of the context. This perspective sheds light on the context in a new way foregrounding its creative role. The synthesis of the context comprises both the actualized virtual and the counter-actualized sides of the actual. Just as pastness is the logical capacity of events to

experience inexhaustible transformations, the virtuality of the context implies its potential for metamorphoses; and what makes metamorphoses possible is the counter-effectuated sides of the actual. For the synthesis of the past and also of the context, such metamorphoses to be actualized the third synthesis which is the synthesis of the future is needed. In this way, in the synthesis of the past, the future functions as one of its dimensions. This virtuality entails the presence of the other synthesis, the third synthesis, which brings about various transformations in the past in time and context in biotext.

Completion, Transmutation and Actualization

In her explanation of Deleuze's second synthesis, Aldea aptly refers to Deleuze's ethics and brings in a new vision of freedom as the ability and authority by which "we develop and lead the [virtual] to its completion and transmutation, and finally become masters of actualizations and causes" (2011, p. 20-21). This justifies the ethics of Anand's biotext which gives priority to author's ethical conduct.

In contrast to the actual which comprises a "plane of organization", the virtual is characterized as a "plane of consistency" (also called plane of composition, or plane of immanence; Deleuze and Guattari assign different names to this plane in different contexts like "body without organs"; "the abstract machines"; or "the line of flight"). As Aldea defines, the plane of consistency is "nothing but thought cutting through the virtual, 'capturing' a slice of it" (2011, p. 23). "Capturing a slice of" the virtual results in nothing other than becoming, or *haeccity* – Deleuze and Guattari's technical term for deterritorializing transformation and modifications of categories, actions, and relations. They explicate, "

there is a mode of individuation very different from that of a person, subject, thing, or substance. We reserve the name *haeccity* for it. A season, a winter, a summer, an hour, a date have a perfect individuality lacking nothing. . . .They are haeccities in the sense that they consist entirely of relations of movement and rest between molecules or particles, capacities to affect and be affected. (as cited in Bogue, 2010, p. 27; Deleuze and Guattari, 1987, p. 261).

Multiplicity of Roles and Continuing Metamorphosis

Becoming is not only dynamic, but it also involves a pack, a multiplicity. What interlinks Deleuze's notion of becoming to art is his idea that the artist is "a becomer": "the artist, including the novelist, goes beyond the perceptual states and affective transitions of the lived. The artist is a seer [*voyant*], a becomer [*devenant*]" (Bogue, 2010, p. 17; Deleuze and Guattari, 1994, p. 171).

Such a view of the artist justifies the urge of the present study to parallel the processive nature of Anand's biotext with Deleuze's time-syntheses. Applied to biotext, the synthesis of the context provides the ground for multiple becomings and metamorphoses which occur through the

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present, that is, through and within the author. Rather than being a mimesis, becoming is a process of metexis, not imitation but the act of participation. In Deleuze and Guattari's words, "The painter and musician do not imitate the animal, they become the animal at the same time that the animal becomes what they willed at the deepest level of their concord with Nature" (as cited in Sherman, 2009, p. 8). Since becoming is a promise of the future, this explains the interdependence of the three syntheses of text (the future), author (the present), and context (the past).

Determination of Power

Upon the plane of consistency, things are distinguished from one another "only by speed and slowness" (Deleuze and Guattari, 1987, p. 254) and by their corresponding "degree of power" (Deleuze and Guattari, 1987, p. 256; cited in Bogue). Degree of power is determined by an entity's affects – its power of affecting and being affected – and "Affects are becomings" (Deleuze and Guattari, 1987, p. 256). Becoming is deterritorializing as it violates subjectivity and disassembles forms: "It is a composition of speeds and affects involving entirely different individuals, a symbiosis; it makes the rat become a thought, a feverish thought in the man, at the same time as the man becomes a rat gnashing its teeth in its death throes" (as cited in Sherman, 2009, p. 8).

Put in other words, actualization is the outcome of asymmetrical relations between particles; in biotext discourse, this asymmetry opens up the issue of the political and the process of politicization. This is one of the reasons that Anand prefers to name biotext after Bhabha's Third Space, which is the site of mobilization of codes. This point needs further explanation which will be carried on later on in the paper.

Virtuality of the Synthesis - Paradoxes

Ronald Bogue refers to three paradoxes of the second synthesis of time which could be conducive in our understanding of the context in biotext. The first paradox is that the virtual past is simultaneous with the present (Bogue, 2010, p. 39). In biotext, the synthesis of the context is simultaneous with the synthesis of the text. What this implies is that in biotext the context functions as the ground necessary for the synthesis of the text. This role justifies the simultaneity of context with text.

The second paradox is, as Bogue writes, "that the past coexists with itself" (2010, p. 39). The virtuality of the synthesis of the past makes this coexistence with itself justifiable and thereby possible. In biotext, the coexistence of context with itself highlights its totality and generality which thereby makes it fit as a ground for the synthesis of the present, the author/reader. The third paradox is, in Bogue's analysis, "that the past pre-exists every present moment" (2010, p. 39).

As the present moves within the virtual realm of the past, the pre-existence of the pure past is pre-supposed. In biotext, the pre-existence of the synthesis of the context to the synthesis of the author foregrounds the inevitable groundedness of the author within the virtual realm of the context. The paradoxes of the second synthesis highlight the dimensionality of the first synthesis in the second and vice versa. This point in the biotext implies the interdependence of the three syntheses, which is the main argument of the article.

Acentricity

Some may argue that one's approach to the past and/or the context is quite selective and restrictive. It should be noted that as soon as any historical element is approached it becomes personal holding the ideology of the writer. Unlike the phenomenologists who give priority to the intending consciousness, Bergson and Deleuze argue that images are created in, and exist in, the objects perceived. As far as they are not captured by any subject, they are "ascentred" and do not exist in any particular succession. This puts under question the authority of cause-effect relationships and sets this relation as arbitrary and selective. This view of acentricity refers to the virtuality of the second synthesis; and since the virtual is multiple, multiplicity is impersonal and ahistorical. When Anand writes of the synthesis of the context, he implies the ahistoricity and impersonality of the historical background, that is, the context as a totality, which has not been yet triggered by any consciousness. Acentricity of the context helps Anand counterargue claims against ideologized versions of history, which are history-centered by a consciousness.

Importance of Context

Just as the synthesis of the past is necessary for the present, causing the present to pass, the context is necessary for the writer to situate him/herself, define and re-define his/her identity, and adopt his/her specific stance. Biotext is virtual because it comprises the synthesis of context and in this synthesis the author and the text are its dimensions. The virtuality of biotext accords it multiplicity and plurality as the virtual is dynamic, productive and creative. Besides its immanence, the acentricity of the second synthesis bestows biotext the infinite potentiality needed by the author for creating the text. The ascentered images are always present everywhere. Moreover, the virtuality of biotext renders it immanent to any actual text as a counter-text and subjects the text to constant alternations.

The Third Synthesis of the Future: Text

The third element in biotext is text which can be mapped onto Deleuze's third synthesis, that of the future. The synthesis of the future is marked with eternal return and metamorphosis. Following Nietzsche, Deleuze contends, "In its esoteric truth, the eternal return concerns, and can only concern, the third time of the series. It is only there that it can be determined. This is why it is literally said to be a belief of the future, a belief in the future" (as cited in Lampert, 2006, p. 56).

Eternal return accords the synthesis a circular structure. While conventionally circular movement means ending up where it has begun, the Deleuzian notion of the cyclic implies ending up with a transformation, a change, since for Deleuze repetition is the repetition of the different, rather than of the same. In his own words, “*The same does not return, the similar does not return, but the Same is the return of that which returns, that is, of the Different, the similar is the return of that which returns, that is, of the Dissimilar*” (as cited in Williams, p. 115). What Deleuze’s capitalization of the Same, the Different, and the Dissimilar puts stress on is the idea that nothing escapes the return of pure difference or difference in itself. Pure difference applies to all that was not represented and that which engulfed identity in earlier events, returns once more in new identities and representations in order to engulf them again (Williams p. 116).

This definition countersigns such conventional beliefs as reincarnation, rebirth, identical cycles, etc. It is the eternal return of the third synthesis that makes the present pass and replays the virtuality of the pure past in the present. What all this signifies is the interdependence of the three syntheses; without the eternal return of the third synthesis, the first two syntheses would not be processed. This notion, when applied to biotext, signals the same interdependence of syntheses of text, context, and author upon one another. The synthesis of the text is marked with the feature of the eternal return which refuels the context and reignites the author/reader. In this way, the system of biotext is rendered open and multiple characterized by pure difference.

Both Pure and Empty

For Deleuze, the third synthesis of time is both pure and empty (Williams, 2011, p. 82). As Williams explains, a pure and empty form of time is “a time that renders the new present determinable yet undetermined” (Williams, 2011, p. 86). The metamorphic feature of biotext is due to the synthesis of text as it, like the synthesis of the future, “concerns how a general past can be re-instantiated in a new, singular present” (Lampert, 2006, p. 55). For Deleuze, the future renders objects determinable; it makes events adaptable. In Lampert’s analysis, “It puts events, which had become available yet abstract in the past, back into play precisely in time” (2006, p. 55). The reason for taking the text as the future lies in this capacity; like the synthesis of the future, the text puts into play the context; therefore, the context is subject to metamorphosis as soon as it is intended by the text. It is the text that centers on the context through the author and thereby brings it into metamorphoses by putting the context and the author into play and revealing the multiple possible causes and meanings they can create together.

Present as Agent

Like the other two syntheses, in the third synthesis, the other elements function as its dimensions. In Deleuze’s words, “in this last synthesis of time, the present and the past are in turn no more than dimensions of the future: the past as condition, and the present as agent” (as cited in Lampert, 2006, p. 59). Applied to biotext, the past stands for the context which provides condition, the present as agent applies to the author, and the future which is the novelty denotes

the text. Furthermore, Deleuze believes that all three syntheses are repetitive. On this point, he explicates, “the present is the repeater, the past is the repetition itself, but the future is that which is repeated” (cited in Lampert, 2006, p. 59).

In theory of biotext, the present is the author, the agent, who repeats; the past is the context which is the repetition itself; and the text is that which is repeated. For instance, text A is the event which has been taken up and put into play by the author who is now the agent; the resultant text is the future; and the particular condition for this re-projection, that is repetition in order to change, is the context.

As Lampert elucidates, “it is the future that first attributes the present to an agent, but it is also the future that refutes that agency when it turns the future-qua-present into a future-qua-future” (2006, p. 59). Envisaged through this lens, biotext becomes paradoxical, in the sense that the text attributes the author to an agent, and simultaneously, it effaces the author’s agency when the text is approached by another consciousness, that of the reader.

Put in other words, the future-qua-present stands for text-author relationship which is displaced by future-qua-future which is the text-reader relation. However, this should not be taken as total effacement of the synthesis of the author since in the third synthesis the author always remains immanent as one of its dimension, just as the context is its other dimension. What’s more, by dividing the three repetitions in terms of agency, the future (the text) divides the context and/or the past on its own terms. (Lampert, 2006, p. 59). Deleuze states, “The first synthesis concerns only the content and foundation of time; the second, its ground; but beyond this, the third assures the order, the set, the series, and the final goal of time” (cited in Lampert, 2006, p. 59). This means nothing other than claiming that the future puts the past and the present into usage and thereby turns them into its own dimensions.

Erotic Force of Application to Mediate between Syntheses

The relationship between the third synthesis and the other two syntheses is mediated by an erotic force of exploration, interrogation and utilization of the virtual realm of the past: “every reminiscence, whether of a town or a woman, is erotic. It is always Eros, the noumenon, who allows us to penetrate this pure past in itself, this virginal repetition which is Mnemosyne” (as cited in Bogue, 2010, p. 40).

As Bogue observes, the eroticisms of the third synthesis is related to an expression of desire, “but desire in the sense of a positive affective energy”, called by Deleuze and Guattari as “desiring production” (Bogue, 2010, p. 40). Deleuze and Guattari’s view of “desiring production” is reminiscent of Roland Barthes’s notion of “jouissance” which is the erotic pleasure the reader experiences in the playground of signifiante.

When Barthes discards the author and vacates the field for the maneuver of the reader and thus initiates the rebirth of the reader, he argues that between the reader and the text there

occurs a play in which the codes of the text work on the reader. Barthes calls reading as a rewriting process through which the previous senses of signification are undone. Accordingly, he calls the text actively at work within the reader as the signifiante. This site gives the reader the erotic pleasure which Barthes names *jouissance* after the master of word-play, James Joyce.

Anand on Third Synthesis

While Barthes restricts *jouissance* to the reader, Anand keeps the erotic pleasure of exploration and penetration for the text in its interrelations with the other two syntheses, context and author. Barthes believes that text, in the rewriting process held by the reader, “comes about, as soon as . . . the scriptor and/or the reader begin to play with the signifier” (1981, p. 37). Similarly, one can argue in biotext also, the text “comes about” in its processive relation with author and context. However, while Barthes restricts the “desiring production” to text-reader realm, Anand gives it a vaster scope and thus eroticizes the very totality of text as the third synthesis of biotext. In this light, for Anand any text is erotic as it penetrates the virtual past and “comes about” as the author and/or reader’s “desiring production”.

The other common point between Barthes and Anand is the virtuality of *jouissance* which renders it unsayable. Although Barthes does not refer explicitly to this virtuality, it is implied in the way Vollbrecht describes it: “A text of *jouissance* cannot be interpreted because any attempt to talk about *jouissance* is tantamount to converting *jouissance* into pleasure, which is enjoyment restricted to cultural norms and identity” (Vollbrecht, 1994, p. 77). Such a description reminds us of the ascentricity of the virtual which likewise escapes the reductionism of any approach. Applying this view to biotext, one can claim text is virtually erotic. The virtual eroticism of text can account for Freud’s attempt to regard any textual production in terms of sexuality, manifesting the author’s latent libidinal and thereby neurotic state.

Biotext - Multilateral and Dynamic

Deleuze’s account of the third synthesis rests on individual dramas, especially Hamlet from which he got the notion of caesura or cut in time. Deleuze features this synthesis with the caesura, then its assembly, its ordering into infinitely multiple series of “before” and “after” the cut, and the difference between the time before the cut and the time after the cut. In Deleuze’s notion of the third synthesis, an unclassifiable, disorienting time erupts, which Deleuze calls it “the event”. The event establishes an incommensurable “before” and “after” marked by asymmetry: “We may define the order of time as this purely formal distribution of the unequal in the function of a caesura” (as cited in Bogue, 2010, p. 41).

In biotext, the synthesis of text functions like a cut or caesura which is the event of metamorphosis or change of the context. However, this change is based on repetition. Defining repetition as “*a condition of an action before being a concept of reflection,*” Deleuze argues, “We produce something new only on condition that we repeat – once in the mode that constitutes

the past, and once more in the present of metamorphosis. And what is produced, the absolutely new itself, is in turn nothing other than repetition, the third repetition, this time by excess, the repetition of the future as eternal return” (as cited in Lampert, 2006, p. 57).

Applied to the notion of biotext, this definition renders biotext multilateral and dynamic. Text repeats context by excess, that is, it repeats context by extracting a difference from this repetition. This excess or difference is mostly picked up by socio-literary critics as the author’s response to the demands of his/her context, hence ideology-oriented textual analysis. As rightly put by Bogue, the third synthesis is “a synthesis that probes, questions and responds to the multiple, ‘polytemporal’ presents of the first synthesis and the second’s field of the past” (2010, p. 42).

The Issue of Death

Like Roland Barthes, Deleuze concerns himself with the issue of death. The third synthesis of time, the future, is featured by the eternal return, which in Deleuzian notion, is accompanied by violence and death: it is violent because it deprives the entity of its identity; and it brings death upon those who resist the change that the eternal return brings along with itself to the entity. Put in other words, for Deleuze death lies with the same and sameness, whereas life is for the different and difference. As the third synthesis of time is necessary to make the present pass and refuel the virtual past through its principle of eternal return, every entity simultaneously experiences the processual death and life.

In this light, Deleuze does not view death as opposite to life, but rather within life itself: “Death does not appear in the objective model of an indifferent inanimate matter, to which life would ‘return’; death is present in the living, as a subjective and differentiated experience endowed with a prototype” (as cited in Williams, 2011, p. 123). There are two deaths in the eternal return for Deleuze; there is an eternal death in the sense that the same eternally perishes; this is the general death, “once and for all”, of the same. A singular dying is dying through the eternal return of pure differences and thereby becoming others. This can be deployed to justify only part of Barthes’s death announcement. From a Deleuzian perspective, Barthes is right when he puts an end to the “same” authorial voice “once and for all”. But total obliteration of author at the rise of reader is not justifiable in biotext which claims author as one of the syntheses which is always contracted in the other two syntheses.

The content of eternal return is series and simulacra. Eternal return works by relating differences to each other in series (Williams, 2011, p. 127). As clarified in *The Logic of Sense*, simulacra are unidentified objects; in Williams’s words, they are “empty places and placeless occupants, that is, things working within something else, either as a place for something absent or as a thing with no assignable place” (Williams, 2011, pp. 127-8). In biotext, simulacra are the fractures or gaps in the synthesis of the text which counterargue the dominant ideology of the author (the synthesis of the present) and the context (the synthesis of the past). Such gaps

problematize the ideological stance of both the author and the context and thus render the text as a difference in relation to these two syntheses.

Third Space

The last but not the least important feature of biotextuality is the affinity that Anand accords to his notion by modeling and naming it Third Space after his postcolonial predecessor, Homi K. Bhabha. In a personal email, he talks of biotext as the Third Space which like the Bhabhalian notion, is virtual, hence unrepresentable, and protean, hence multiple.

For Bhabha, the Third Space “constitutes the discursive conditions of enunciation that ensure that the meaning and symbols of culture have no primordial unity or fixity” (Bhabha, 1995, p. 37). Similarly, biotext functions like the Third Space which disrupts with the authoritative voice of either text, context, or author/reader. Bhabha’s the Third Space “makes the structure of meaning and reference an ambivalent process, destroys this mirror of representation in which cultural knowledge is customarily revealed as an integrated, open, expanding code” (1995, p. 37).

Put in Deleuzian words, the Third Space works through difference and an on-going process of differentiation. This is quite clear in Bhabha when he posits “all cultural statements and systems are constructed in this contradictory and ambivalent space of enunciation . . . [where] the same signs can be appropriated, translated, rehistoricized, and read anew” (Ashcroft, Griffiths, & Tiffin, 1995, p. 208).

Biotext also, for Anand, has an ambivalent Third Space in which a drastic mobilization of codes occurs. It is the process of such mobilization that renders biotext synthetic. This ambivalence accords biotext an amphibious life which freely moves in and out of the realms of the triangle of text, context, author and thereby decodes the determining codes of any one of them and sets them all in motion.

Conclusion

In this article there has been an attempt to set up the bedrock of a new approach to literary criticism, beginning from India and through J. S. Anand. The feature that singles out Anand’s biotext is its adaptability to the postmodern trends, especially philosophical inclinations, of the age in a postcolonial context. Furthermore, this evinces the critic’s response to the demands of his time which is in line with turns in the other areas of thought and criticism. Biotext opens new horizons on the freer maneuver of literary critics and besides it lacks the limitations of the other approaches. In a way, the processive and processual base of biotext renders it an eclectic lens which like the schizophrenic is always on move, on shift, and in change, hence its fluidity, flexibility and all-inclusiveness. Such fluidity helps biotext escape the clichéd or institutionalized forms of reading and at the same time leaves its footprints in every other approach. In Anand’s apt words, biotext “informs the entire body of literature” (2013, p. 2).

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Biotext: A New Perspective

Arguing that every text has a biotext, Anand votes for “intrinsic studies” which aims at locating and unraveling “the sources [and forces] of creation in real life of the creator” (2013, p. 4).

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A Comparative Study of Gender Sensitivity between English and Bengali

Khandoker Montasir Hassan, M.A., Ph.D. Candidate

M. Niaz Alamgir, M.A.

Abstract

Sexism in English is a much condemned issue now-a-days. As English has established itself to be the international way of communication for political, business, educational, social correspondence all over the world, its multidimensional effect has shaped the spirit of speakers of other languages. The effect of various lexical elements of English language also provoked confusions in the mind of the non-native speakers of English language especially due to sexism.

In Bangladesh, English has been taught for more than 50 years. Therefore, Bangladeshi learners and users of English frequently encounter many predicaments due to sexist components

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in English language as well as cultural differences between Bengali and English. This paper thus seeks to compare the sexist elements in both the languages to find out which language is more gender sensitive.

Keywords: Sexism, gender sensitivity, Bangladesh

Focus of This Paper

Language shapes our philosophy as it is the carrier of thoughts. Therefore, any limitations or negativity in language will surely affect its users. It is not an easy task to handle the underlying effects of language use. Also, the socio-political elements as well as cultural beliefs influence a great deal on making and use of vocabulary. This paper aims at finding out a structural comparison of gender biased lexicon between the English and Bengali language that arouses confusion of diction that Bengali people encounter while using both the languages.

Status of English in Bangladesh

More than 50 years have passed since English has been formally taught in Bangladesh and yet we could not set its formal status in our country. English in Bangladesh is now more than a foreign language but a little less than a second language. As Hasan (2011) states,

English in Bangladesh is very interesting. From the government point of view Bangla is the national-official language of Bangladesh and English is the most important foreign language. But in reality English is the second language of the country and in many places English is more important than Bangla in Bangladesh. (p.1)

The status of English can be better understood from the following statement:

In reality the English language is necessarily being used in all the sectors of Bangladesh, such as offices, courts, educational institutions, press, and even sometimes in parliament. This is because English is not now only the language of England and the United States, but it is also spoken and studied or read by the largest number of people, and has been recognised as a second / foreign language throughout the world. Despite being a foreign language officially, the English language is indeed enjoying the status of a second

language, to a limited extent, in the activities of the educated people, particularly in the urban areas of Bangladesh. (Maniruzzaman, 1998, p.6)

Widespread use of English in almost all the sectors has made it indispensable part of our daily life but it has still a long way to go to take a firm place socially and of course at personal level. However, extensive use of English and emergence of globalisation in Bangladesh has spurred many cultural elements into our mindset and thus shaping our thought process according to the western ways of life (as the English wanted 200 years ago). This juxtaposed use of the two languages at the same time without knowing the objectives, has exposed us to a risky cultural dilemma. As a member of a rich vibrant culture it is a duty for us to re-evaluate the position of English and find out the Effects of its cultural elements on our minds.

Sexism/ Gender Sensitivity in Language

Let us first read through the following text from *How to Tell a Businessman from a Businesswoman*:

A businessman is aggressive; a businesswoman is pushy. A businessman is good on details; she's picky... He follows through; she doesn't know when to quit. He stands firm; she's hard.... His judgments are her prejudices. He is a man of the world; she's been around. He isn't afraid to say what is on his mind; she's mouthy. He exercises authority diligently; she's power mad. He's closemouthed; she's secretive. He climbed the ladder of success; she slept her way to the top.

Sexism in language occurs when we use elements in our expressions by which either the female or male dominates where this should not be the case. The Oxford English Reference Dictionary (1996) defines sexism as "Prejudice or discrimination, esp. against women, on the grounds of sex. As a matter of fact, sexist elements in language were introduced by a presupposition that male and female, in many cases, are not equal" (p.1328).

On the other hand, Trask (2004) has defined sexist language as "a language which, deliberately or unconsciously, is patronising or contemptuous towards one sex, usually women.

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Male dominant society also has prejudiced us by discriminating women in many ways. It is, in fact, a result of our misconception about women” (p.276). According to Nilson (2007), “language and society are interpreted as a chicken and an egg. Language use is the evidence of the values and beliefs of that society. All kinds of unequal, phenomena in the society including sex discrimination are bound to be reflected in language”.

English in many ways is infested by sexism. Before the emergence of industrialisation, there was a common belief that men are fit to work outside and women inside. This concept led the people to discriminate women in their thought, work and language. Sociolinguistic researches have shown that the English language favours the masculine gender as opposed to the feminine and rarely the opposite. This leads us to think that sexism mostly happens in favour of the male gender and not the other way round. Lei (2006) asserts “for a long time women have been looked on as ‘the weaker sex’ in society. Even in English-speaking countries, which holds the claim that ‘everyone is created equal’, discrimination against women exists. Language simply reflects this social fact” (p.87).

Gender Sensitivity of English Language

Gender sensitivity of English has long been argued by many people even in countries where English is their mother-tongue. It is a serious bruise in a greatly rich body. It clearly exhibits the male dominant philosophy of materialistically developed society. It is a hindrance against social equality. Learners of English have traditionally been taught to use masculine nouns and pronouns in situations where the gender of their subject(s) is unclear or variable, or when a group to which they are referring contains members of both sexes. The alarming thing is that most English language readers no longer understand the word “man” to be synonymous with “people”. Moreover, these issues are important for people concerned about issues of social inequality. There is a complex correlation between language use and social reality. If we “remove” female from language, that makes it easier to maintain gender inequality. Professor Kleinman (2000) has argued, “[M]ale-based generics are another indicator—and, more importantly, a reinforcer—of a system in which ‘man’ in the abstract and men in the flesh are privileged over women” (p.6).

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Comparison of English & Bengali Gender Sensitive Elements

Use of Pronouns

There are certain expressions in English that provokes sexism while the same expressions in Bengali do not. For example, in English the examples are like these: (1) If one wants to climb the Everest, he must find an expert guide. (2) Everyone should perform his duties. In Bengali the meanings of these sentences are: (1) কেউ যদি এভারেস্ট এ উঠতে চায় তাহলে তাকে অবশ্যই একজন গাইড সাথে নিতে হবে।

(2) সবার উচিত নিজ নিজ দায়িত্ব পালন করা । In the above sentences the expressions are generally true for everyone but masculine words are used instead of neuter words. Structurally they are correct but semantically they convey underlying sexism. While on the other hand, in Bengali translations of the above sentences neuter pronoun have been used, which is an example of gender sensitivity.

Generic Nouns

‘Man’ is a masculine word which is sometimes used both to denote male and female and sometimes to replace the word “human”. For example, (1) All men must die. (2) Man is a social being. These expressions possess high degree of sexism because these expressions subconsciously lead readers to think that “men” are the representative of human being not “women”. To translate into Bengali the above sentences would mean like, (1) সবাই কে মরতে হবে। (2) মানুষ একটি সামাজিক প্রাণী।

It is clearly visible to the reader that the expressions are applicable for all human. There is no underlying sexism in the sentences. Further research on English lexicon also clearly shows that the number of male elements is greater than female elements in the dictionary as He (2010) states:

Survey in the dictionary on the illustrative idioms of man and woman as a quantity observation, derogation of woman is clearly seen. There are totally 33 illustrative idioms for man, of which 15 are with positive meaning, five negative and the rest are neutral

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with five shared by both man and woman in structure and meaning; While in case of woman, there are only 8 illustrative idioms of which five shared with man in structure and meaning, the rest are all derogatory. From this, one can know that in English using “man” or “men” indicates “the human race”, they treat man as the center of the society, an embodiment of criterion and totally ignore the existence of woman. (p.334)

Sexism in Semantics

In English, number of derogatory terms for female are greater than that for male. A word may have different meaning when it is collocated with a male term or female term. When applied to women, the same words are likely to narrow and assume sexual connotations. For example: “When you call a man a *pro*, you mean that he is experienced, competent and reliable; when you call a woman a *pro*, you mean she’s a prostitute” (Trask, 2004,p.277).

Trask also has remarked that English has only the sex-marked singular pronouns *he* and *she*, and hence a speaker addressing or talking about a mixed group has a problem: “*Somebody has forgotten his umbrella* is sexist, while *Somebody has forgotten his or her umbrella* is almost unbearably clumsy”(p.276).

In Bengali, it is perfectly alright to both the sexes if we say কেউ তার ছাতা ভুলে গেছে । In this case ‘তার’ means both *he* and *she*. Hence, semantically Bengali expressions are more gender sensitive.

Although, we see many sexist elements in Bengali language as well. For example, the female suffix – *ess* causes particular problems: a man is a *poet*, while a woman is only a *poetess*. Similarly, in Bengali there are many affixes such as, মহিলা-, -নী, বারী-, প্রমীলা-, which are sexist in practice. In English, Men play *football* and *cricket*, while women play *women’s football* and *women’s cricket*. Similarly, in Bengali, men play ফুটবল and ক্রিকেট, while women play প্রমীলা- ফুটবল and প্রমীলা- ক্রিকেট। *Sailor* in English practically means a male and *nurse* means a female person. The case is also precisely similar in Bengali.

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Concluding Remarks

It is insulting to a woman to be called a *spinster* or an *old maid*, but it is not insulting to a man to be called a *bachelor*. There is nothing inherently pejorative about the word *spinster*. The connotations reflect the different views society has about an unmarried woman as opposed to an unmarried man. It is not the language that is sexist; it is the society. One sex-neutral pronoun will not guarantee that women will be treated equally with men. Ardehali (1994), in this regard, has ascertained that languages like Persian which already have such pronouns but in such a society where men and women are treated very unequally (p.3003). These issues are deeply related with cultural perspectives; therefore, fall within the arena of sociolinguistics as the study of language in relation to society. Hudson (1996) has showed that cultural concepts, including some of our most important abstract concepts, are learned through language, so language is an important ‘instrument of socialisation’ (p.105). The same is true of more general ‘thought patterns’, which may be influenced by the grammatical patterns of the language concerned. These concepts and thought patterns seem to affect our behaviour not only when talking, but also in other activities.

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Methods of Improving Speaking Ability in English in L2 Classrooms – A Case Study

B. S. Gomathi, M.A., M.Phil. and P. Kiruthika, M.A., M.Phil.

Abstract

In this study 20 female students were selected from four Government schools in Erode district, Tamilnadu, India, studying in the first year and second year of higher secondary classes through stratified random sampling procedure. The data was collected through a questionnaire having alternate items. The questionnaire was designed by consulting experts in the concerned field. The main findings of this study recommend the following:

1. Teach English as a language to the students and not as a subject which leads to rote memory only to pass the examination.
2. Give enough time to perform exercises and provide opportunities for the improvement of speaking ability.

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3. Consider the students' complaint that teachers scold them for poor performance in speaking and that this discourages students from participating fully in speaking activities.

4. Teachers and students are equally responsible for the poor speaking ability.

5. Improvement may be achieved through more stress on the quality of books at the basic level, through giving enough time to speaking, administering phonetic drills to students, by avoiding scolding, by creating friendly environment, by making practical and applicable strategies by teachers for students while teachers speak most of the time in English, by developing boldness and confidence in students for asking questions, by organizing less crowded classes, by offering awards and motivation for students, and by using media like CNN and BBC for continuous uninterrupted listening.

Key words: English Language, Speaking ability, Teaching of English, Students' perspective.

Introduction: Importance of Communication Skills

This paper deals with the improvement of speaking ability of the students in English. It is widely recognized that students in most colleges in India do not perform well when it comes to speaking English. Many reasons have been suggested for this continued poor performance. To improve upon the situation, the perspective of the students is very much important because the modern age is the age of media, propaganda and mass communication. Every person desirous to reap the full benefits of modern education, library use, research knowledge, science, commerce and trade, etc., should have sound knowledge of English language and good communication skills. The person who has not good communication skills will suffer badly in this era of competition in comparison to the person who has good communication skills who can soon catch the eyes of an authority to award him or her a higher position or responsibility in order to increase his or her self-esteem and reputation.

Speech is the prime means of communication and the structure of the society itself would be substantially different if the teacher failed to develop communication through speech (John Laver, 1994).

Cloze Tests and Related Activities

To develop oral communication, cloze tests are suggested. Cloze test is defined as “a test of the ability to comprehend text in which the reader has to supply the missing words that have been removed from the text at regular intervals” (<http://www.thefreedictionary.com/cloze+test>). Cloze test activities have the scope of integrating all the four skills. If all the language production of the student is controlled from outside, he will hardly be able to transfer his knowledge from a language learning situation to a language using situation (Bygate, M. 2003). Students who repeated two tasks, having first performed them ten weeks earlier, completed them more fluently and with greater complexity on the second occasion because of a shift from conceptualization towards that of formulation (Carter, R & Numan, D., 2005).

Problem-solving Activities

Teachers can facilitate language acquisition through problem solving activities and task which ensure learner participation and interaction naturally (Aslam, M 2003). For example, pronunciation can be improved through problem-solving activities. But, for this purpose, the knowledge of Phonetics is necessary for a teacher of English to correct students’ mistakes and to help them make appropriate differentiation between English sounds and the sounds from their mother tongue.

Current Situation in Schools

We notice that many teachers are not familiar with the recent developments in language teaching methods. This situation is easily noticed in some of the Government schools in the Erode district. Their knowledge of both written and spoken English is not adequate and they also have difficulty in presenting learning items using suitable strategies. Perhaps it may be useful to prepare these teachers to write tests similar to IELTS and TOFEL, designed specifically for the teachers of Tamilnadu.

Communicative Skill

It is a fact that is impossible to conceive of a person being communicatively competent without knowing how to speak English in socially relevant contexts (Hedge, T., 2008). Working in groups is important but many students comment that they find working in groups not useful and not encouraging. Most important is how teachers work with boys and

girls, how they motivate speech activities, and relate them to their personal interests and on-going life of the school day. These are vital factors for the improvement of speech.

Method

20 female students were selected from four Government schools in Erode District, Tamilnadu, studying at the first year and second year of higher secondary classes through stratified random sampling procedure. The data was collected through a questionnaire having alternate items. The questionnaire was designed by consulting experts in the concerned field. The main findings of this study reveal that teaching English as a subject to the students, and not as a language, encourages students to rote memory in order to pass the examination.

Table: 1

Response from the students about the Speaking Ability in English
(N=20) (Only Female Candidates)

S. No.	Questions	Yes	No
1.	Enough time for speaking ability	10 (50%)	10 (50%)
2.	Different exercises given for speaking ability	12 (60%)	8 (40%)
3.	Speaking on given topic for limited duration	10 (50%)	10 (50%)
4.	Shy in speaking due to laughing of class fellows	13 (65%)	7 (35%)
5.	Don't know to speak correct English	14 (70%)	6 (30%)
6.	Activities not arranged properly	10 (50%)	10 (50%)
7.	Lack of vocabulary	10 (50%)	10 (50%)
8.	Need more time to speak a small information	12 (60%)	8 (40%)
9.	Teachers did not speak English while teaching	10 (50%)	10 (50%)
10.	You like English	8 (40%)	12 (60%)

Result and Discussions

This table reveals that 10 (50%) students said that enough time was given for the improvement of speaking ability whereas 10 (50%) students denied. When asked whether

different exercises were given to them to develop speaking ability, 12 (60%) students replied that it was so, while 8 (40%) were of the opinion that such was not the case. 10 (50%) students agreed that they can speak on a given topic for a limited duration but 10 (50%) did not agree in this regard. In relation to a question whether the students are shy to speak because they think their classmates will laugh at them, 13 (65%) students said “Yes” but 7 (35%) said “No”. 14 (70%) students responded positively, while 6 (30%) students responded negative regarding the question whether they did know how to speak correctly. For the question whether the teachers did not speak English most of the time while teaching, 10 (50%) students said “Yes” whereas 10 (50%) said “No” in this regard. 12 (60%) students replied that their lack of vocabulary was the reason for their poor speaking, while 10 (50%) said “No” in this regard. For the statement that the teachers were the main cause for the students’ poor speaking ability and to improve the situation, the teachers should arrange for regular activities, 7 (35%) said “Yes”, 13 (65%) said “No”. In addition to that, the students were of the opinion that both teachers and students were equally responsible for the poor quality of speaking skill. 12 (60%) of students said that they were in need of more time to speak to present even a short piece of information due to lack of vocabulary, whereas 8 (40%) students said “No” in this connection. When asked whether the students would speak in English in the class if they liked English, 8 (40%) students agreed, whereas 12(60%) denied.

Ways to Improve the Speaking Ability

Speaking ability can be improved by reading more books and it should be devoted at the basic level, for it is a step-by-step process and such competence cannot be improved all of a sudden. It can also be improved by listening to standard English news like CNN,BBC and Cricket commentary and so on. English should be taught as language as well as a subject so that more time may be available for the students in performing various activities/ exercises in a natural way. Some individual activities, such as speaking on a certain topic, should be assigned to students for a minute or in the beginning stages of speaking activities. Students should be given motivation, encouragement, some psychological training, reassurance and counselling to remove their shyness or fear based on their assumption that their classmates would start laughing when they commit errors and their teachers may scold them. Teachers should ask question in English so that students may try to reply in English, from this way both of them can enhance their speaking ability. Teachers should also be given training how they can encourage and not discourage the students. They should also be taught how to control

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students in a positive way in order to provide a friendly and conducive environment in the class while a student is speaking in the class.

Linguistic skills such as grammatical structures, vocabulary, and phonetics should be emphasized by the teachers in the classroom so that the students should know how to speak correctly. To check the language competency of the students at various levels, a viva-voce examination, conversations, mock-interviews may be made a compulsory part of the semester/annual examination system.

Conclusion

Most of the students complained that enough time was not given for the improvement of speaking ability in the classroom. It can be safely concluded that English is being taught as a subject and not as a language, due to which limited time is available and the habit of rote memory is promoted. Different exercises were not given to them regarding speaking ability; most of the students agreed in this respect. Some students agreed that they could speak on a given topic for a limited duration, while more than half did not agree in this connection. Some students were scolded by their teachers for speaking incorrectly in English but more than half did not think so. Some of the students could not speak in English classrooms because of their fear for their teachers. Another important point to be noted here was that maximum number of the students was shy because of their fear that their classmates would laugh at them. According to the data from the table, half of the students knew how to speak correctly. More than half the students responded that their teachers did not speak English most of the time in the classes of other subjects. Students and teachers may be equally responsible for the poor speaking ability. Teachers need to improve their professional knowledge and skills. Different activities such as Role play activities, Dialogue, Conversation, Group discussions and debate competitions were not regularly arranged according to the statements made by the maximum number of the students.

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Agreements in Manipuri

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Abstract

The present paper is concerned with the Grammatical Agreements in Manipuri, a Tibeto-Burman language. This paper analyses three features such as Number, Person, Gender whether they show agreement features. Number shows relevant to certain lexemes such as nouns, adjectives, pronouns and verbs. Manipuri has no grammatical agreement in number. Singular is overtly unmarked while plural is marked by the suffixes, -siŋ (added to all other nouns) or -k^hoi (added to personal pronouns and proper nouns indicating humans; not state or country) and other lexical quantifiers. There is no person agreement phenomenon between the verb and its argument in Manipuri. Three pronominal prefixes are distinct in Manipuri such as, 1st person pronominal 'i', 2nd person pronominal 'nə' and

3rd person pronominal ‘mə’. Manipuri has no grammatical gender. It has ways of identifying natural genders.

1. Introduction

Agreement is a traditional term used in grammatical theory and description to refer to a formal relationship between elements, whereby a form of one word requires a corresponding form of another (Crystal, 1985). Grammatical agreement is present in many of the world’s languages today and has become an essential feature that guides linguistic processing. When two words in a sentence are said to ‘agree’, this means that they share certain features such as ‘gender’, ‘number’, ‘person’, or others. Learning a language requires mastering its means to indicate constituent structure that is how words are linked together in bigger units such as phrases. Many languages do this by relying on so-called grammatical agreement. This means that information of a single linguistic unit (source) can reappear on another unit (target), that is, grammatical information is percolated from source to target (Corbett, 2006). The information that is percolated is usually packaged in terms of agreement features. Agreement features are elements into which linguistic units, such as words, can be broken down. Commonly used features are number (e.g. singular, plural, dual), person (e.g. 1st, 2nd, 3rd), and gender (e.g. masculine, feminine, neuter). Less clear features include definiteness and case (Corbett, 2006). In Manipuri, three features such as Number, Person, Gender can be discussed whether they show agreement feature.

2. Number

Linguistically, number is a grammatical category relevant to certain lexemes such as nouns, adjectives, pronouns and verbs. For nouns and pronouns, number specifies the quantity of the referent (e.g. cow, for one instance; cows, for many instances). For verbs the number usually refers to the quantity of the linked noun or pronoun (usually the subject of the verb). In many languages currently spoken, number is limited to singular (of one referent) and plural (of more than one referent). In addition to this, other categories appear such as dual (of the two referents), trial (of three referents).

Manipuri has no grammatical agreement in number. Speakers of this language make use of singular and plural numbers. Singular is overtly unmarked while plural is marked by the suffixes, *-sij* (added to all other nouns) or *-k^hoi* (added to personal pronouns and proper nouns indicating humans). The lexical quantifiers such as *k^hərə* ‘some’ and *məjam* ‘many’ are used to indicate the preceding noun or pronoun to be plural. However, the numerical *əma* ‘one’ is used to indicate singular. Manipuri has no grammatical agreement in number as cited by the sentences below.

1(a). əŋaŋ kəppi

əŋaŋ kəp-i

baby cry-ASP

‘Baby cries’.

(b). əŋaŋsij kəppi

əŋaŋ-sij kəp-i

baby-PL cry-ASP

‘Babies cry’.

(c). mi əmə laki

mi əmə lak -i

person one come-ASP

‘A person comes’.

(d). mi k^hərə laki

mi k^hərə lak -i

person some come-ASP

‘Some persons come’.

(e). mi məjam laki

mi məjam lak -i
person many come-ASP
'Many persons come'.

It is noted that the verb *kəppi* 'cry+ASP' in 1(a) and (b) remains unchanged although the singular subject and plural subject occur respectively. Similarly, it happens in sentences 1(d) and (e) that the verb *laki* 'come+ASP' is not affected by the use of the plural indicative quantifiers *k^hərə* 'some' and *məjam* 'many' respectively and also the verb does not change when the numeral *əmə* 'one' is used along with the noun *mi* 'person' in 1(c).

Plural suffix *-siŋ* can be added to any noun as *-jum+siŋ* 'houses', *sa+siŋ* 'animals', *nupa+siŋ* 'men', *nupi+siŋ* 'women', *əŋaŋ+siŋ* 'children', *gari+siŋ* 'vehicles', etc. And also it is possible to suffix *-siŋ* to foreign singulars to form plurals in Manipuri. Examples are *iyliŋmen+siŋ* 'Englishmen', *p^hormula+siŋ* 'formulae', *medija+siŋ* 'media' etc.

Three personal pronouns *-əi* 'I', *nəŋ* 'you' and *ma/məhak* 'he/she' take this plural suffix as *-əi+k^hoi* 'we', *nə+k^hoi* 'you' and *mə+k^hoi* 'they'. It can be noted that the first person pronoun does not change when the plural suffix is added on it. But when the suffix *-k^hoi* is added to the second and third person pronouns, *nəŋ* 'you' and *ma/məhak* 'he/she' change to *nə* and *mə* respectively. Manipuri does not allow the use of **nəŋ+k^hoi* and **ma/məhak+k^hoi* (Chelliah, 1997). In proper nouns, the suffix *-k^hoi* is marked for plurals as- *tombə+k^hoi* 'Tomba and his group', *rani+k^hoi* 'Rani and her group', etc.

The demonstrative in Manipuri, *məsi* 'this' and *mədu* 'that' does not have marked plural forms unlike the English demonstrative 'this' and 'that' used in singular, and they become 'these' and 'those' in plural (Yashawanta, 2000). The following examples can be considered.

2(a). məsigi/mədugi lairiksi(du) pabə jai

məsi-gi/mədu-gi lairik-si(du) pa -bə ja -i
 this-GEN /that-GEN book -DEM read-NZR agree-ASP
 ‘This/that book is readable (of interest)’.

(b). məsigi lairiksiṅsi pabə jai

məsi-gi lairik-siṅ-si pa -bə ja -i
 this-GEN book-PL-DEM read-NZR agree-ASP
 ‘These books are readable (of interest)’.

The quantifiers *məjam* ‘many’, and *k^hərə* ‘some’ take singular nouns. For instance,

lairik əmə ‘one book’

lairik k^hərə ‘some books’

lairik məjam ‘many books’

More examples can be considered as plurals in Manipuri do not show any agreement.

3(a). caubək^hoi cət^hre

caubə -k^hoi cət-k^hə -re

Chaoba-PL go-DEF-PERF

‘Chaoba and his group have gone’.

(b). mək^hoi cət^hre

mə -k^hoi cət-k^hə -re

3PP -PL go -DEF-PERF

‘They have gone’.

(c). əṅaṅsiṅ cət^hre

əṅaṅ -siṅ cət-k^hə -re

child -PL go -DEF-PERF

‘Children have gone’.

- (d). *məni cək^hre*
məni cə-k^hə -re
 Mani go-DEF-PERF
 ‘Mani has gone’.

The above analysis reveals that in Manipuri, there is no grammatical agreement in number. Singular is overtly unmarked. While suffixes *-siŋ* or *-k^hoi* are added to form plurals. This means that plural is marked by the suffixes, *-siŋ* (added to all other nouns) or *-k^hoi* (added to personal pronouns and proper nouns indicating humans; not state or country). The numerical *əmə* ‘one’ is used to indicate singular while *məjam* ‘many’ or *k^hərə* ‘some’ is used to indicate plurals but they do not reflect any agreement to verb.

3. Person

Person is a category used in grammatical description to indicate the nature of the participants in a situation (Crystal, 1985). John Lyons (1968) states that the category of person is clearly definable with reference to the notion of participant-roles; the ‘first’ person is used by the speaker to refer to himself as a subject of discourse, the ‘second’ person is used to refer to the hearer; and the ‘third’ person is used to refer to person or things other than the speaker and hearer. But the grammatical category of person, in the case of the first and second persons, does not simply express the speaker and addressee respectively, but rather the participant or discourse roles of speaker and addressee.

Manipuri makes use of first person singular pronoun *əi* ‘I’ and plural pronoun *əik^hoi* ‘we’; second person singular pronoun *nəŋ* ‘you’ and plural, *nək^hoi* ‘you’; and third person singular pronoun *məhak* ‘he/she’ and plural, *mək^hoi* ‘they’ (Chelliah, 1997). The dual forms of these three persons are also distinct like *ibani* ‘we two’ for the first person dual form, *nəbani* ‘you two’ for second person dual form and *məbani* ‘they two’ for third person dual form. The second person has honorific singular form ‘*ədom*’ and ‘*əsom*’, or ‘*som*’ which are used in formal

relation and to strangers. Three pronominal prefixes are distinct in Manipuri such as, 1st person pronominal ‘i’, 2nd person pronominal ‘nə’ and 3rd person pronominal ‘mə’. These can be affixed to kinship terms or inalienably possessed nouns. The use of second person pronominal prefix to kinship term such as, *nəma* ‘your mother’ and *nəpa* ‘your father’ is impolite. Instead *nəŋgi ima* ‘your mother’ which literally means ‘you+GEN+my+mother’ is used.

Manipuri has no person agreement phenomenon between the verb and its argument that can be illustrated by the sentences cited below.

3.1 For first person

4(a). əi cak care

əi cak ca -re

I rice eat-PERF

‘I have taken rice’.

(b). əik^hoi cak care

əi-k^hoi cak ca -re

I -PL rice eat-PERF

‘We have taken rice’.

(c). ibani cak care

ibani cak ca -re

we two rice eat-PERF

‘We two have taken rice’.

3.2 For second person

5(a). nəŋ cak care

nəŋ cak ca -re

you rice eat-PERF

‘You have taken rice’.

(b). nəik^hoi cak care
nə -k^hoi cak ca -re
you -PL rice eat-PERF
'You have taken rice'.

(c). nəbani cak care
nəbani cak ca-re
you two rice eat-PERF
'You two have taken rice'.

3.3 For third person

6(a). məhak cak care
məhak cak ca -re
he rice eat-PERF
'He has taken rice'.

(b). mək^hoi cak care
mə-k^hoi cak ca -re
he -PL rice eat-PERF
'He has taken rice'.

(c). məbani cak care
məbani cak ca-re
they two rice eat-PERF
'They two have taken rice'.

The examples cited above reveal that all the uses of three categories of persons do not affect to their respective verbs, that is, the verb remains as it is as *care* 'eat+PERF'. This proves that there is no person agreement phenomenon in Manipuri between the verb and its argument.

3.4 Pronominal markers

Pronominal markers are all prefixes in Manipuri and they are possessed by the things viz., kinship terms, parts of body and inanimate. The nominal prefixes are identified as *i-* (first person pronominal marker), *nə-* (second person pronominal marker) and *mə-* (third person pronominal marker). Of the three pronominal prefixes the marker *i-* and *nə-* are not as productive as the third person pronominal marker *mə-*. The occurrence of these markers can be considered as in the categories of kinship terms (some not to all), body parts (some not to all) and in some inalienable objects.

Kinship terms which take pronominal prefixes are frequently used by the speakers of this language. They are illustrated as below.

i+ma > *ima* ‘my mother’

nə+ma > *nəma* ‘your mother’

mə+ma > *məma* ‘his/her mother’

i+pa > *ipa* ‘my father’

nə+pa > *nəpa* ‘your father’

mə+pa > *məpa* ‘his/her father’

i+d^həu > *id^həu* ‘my grandfather’

nə+d^həu > *nəd^həu* ‘your grandfather’

mə+d^həu > *məd^həu* ‘his/her grandfather’

Body parts which take pronominal prefixes are given below.

i+kok > *ikok* ‘my head’

nə+kok > *nəkok* ‘your head’

mə+kok > *məkok* ‘his/her head’

i+mai > *imai* ‘my face’

nə+mai > *nəmai* ‘your face’

mə+mai > məmai 'his/her face'

i+k^hut > ik^hut 'my hand'

nə+k^hut > nək^hut 'your hand'

mə+k^hut > mək^hut 'his/her hand'

Some inalienable objects which take pronominal prefix *mə-* are illustrated below.

mə+məi > məməi 'its tail'

mə+ci > məci 'its horn'

mə+ri > məri 'its lace/relative'

mə+hum > məhum 'its nest'

The root '*məi*' is a free root whereas, '*ci*', '*ri*' and '*hum*' are bound.

Corresponding to the first, second and third persons in Manipuri there are two forms viz., a free form (occurs when they are used alone e.g. *əi* 'I', *nəŋ* 'you', *ma* 'he/she') and a bound form (occurs when they are attached to some other elements like the plural markers, kinship terms, body parts, etc. *i-* '1PP', *nə-* '2PP' and *mə-* '3PP').

Examples:

7(a). əi nəŋbu k^həŋŋi

əi nəŋ-bu k^həŋ -i

I you-ACC know-ASP

'I know you'.

(b). ima ipa mitnə uba laini

i -ma i -pa mit-nə u -ba lai -ni

1PP-mother 1PP-father eye-ERG see-NZR god-COP

'Parents are like God'.

8(a). nəŋ isəi p^həjənə səki
nəŋ isəi p^həjə -nə sək -i
you song be beautiful-ADV sing-ASP
'You sing very well'.

(b). nək^hoi nəmai nəmit tat^hokləbra
nə -k^hoi nə -mai nə -mit ta -t^hok-lə -bə -ra
2PP-PL 2PP-face 2PP-eye wash-out -PROS-NZR-INT
'Did you wash your face?'

9(a). ma ojaŋi
ma oja -ni
he teacher-COP
'He is a teacher'.

(b). mək^hoi məsək mətəu p^həjəbi nupini
mək^hoi mə -sək mə -təu p^həjəbi nupi-ni
they 3PP-face 3PP-do be beautiful girl -COP
'They are beautiful girls'.

Free forms of pronouns occur with no elements attaching to them as in 7(a), 8(a) and 9(a). Bound form of pronouns, however, occur prefixing to the kinship terms as in 7(b), to the plural and body parts as in 8(b) and to the abstract noun in 9(b).

A suffix is distinct in this language, that is, the suffix *-hak* which is added to the second and third pronominal prefixes (for the first person, it is used as free form i.e. *əi* when the suffix *-hak* is added to it). These are nothing but the extended forms of pronouns derived by adding the suffix *-hak*. The question of meaning difference between the extended and non-extended does not arise except the plural marker can not be added to the extended form. The examples cited below support this point.

10(a). əihak risərs təuri

əihak risərs təu-ri

I research do -PROG

'I am doing research'.

(b). nəhak məhakpu k^həŋbra

nəhak məhak-pu k^həŋ -bə -ra

you he -ACC know-NZR-INT

'Do you know him?'

(c). məhak ŋəraŋ lakpra

məhak ŋəraŋ lak -pə -ra

he yesterday come-NZR-INT

'Did he come yesterday?'

(d).* nəhakk^hoi məhakk^hoibu k^həŋbra

nəhak-k^hoi məhak-k^hoi-bu k^həŋ -bə -ra

you -PL he -PL -ACC know-NZR-INT

(e).* ihak risərs təuri

ihak risərs təu-ri

I research do -PROG

Like the suffix *-hak*, the plural suffix *-k^hoi* takes the free form of first person, whereas the other two have their bound form i.e. *nə+k^hoi* > *nək^hoi* 'you', *mə+k^hoi* > *mək^hoi* 'they' and *əi+k^hoi* (**i+k^hoi*) > *əik^hoi* (**ik^hoi*) 'we'.

In Manipuri, the use of the three pronouns shows a distinct characteristic. Unlike other language, the second person *nəŋ* 'you' in singular number is limited. It is not used by the speaker to the seniors to him or to his parents. It is definitely used by the parents to their sons or daughters, by the old to young, or among the

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close friends etc. When the use of *nəŋ* ‘you’ in singular is found wrongly or beyond the way of its usage, the speaker is automatically considered as one of the discipline. If the speaker is a small child, seniors or parents will correct the use of ‘*nəŋ*’.

4. Gender

Grammatical genders, also called noun classes, are classes of nouns reflected in the behavior of associated words; every noun must belong to one of the classes and there should be very few which belong to several classes at once. Manipuri has no grammatical gender. It has ways of identifying natural genders. Human and animate nouns are referred to as male or female on the basis of natural sex. A very distinct suffix, such as *-pə~-bə* indicating ‘male’ makes different from that of ‘female’ indicating gender suffix, *-pi~-bi* (Yashawanta, 1985). For instance, *nupa* ‘nu+pa’, meaning ‘man’ and *nupi* ‘nu+pi’ meaning ‘woman’; *əpokpə* ‘ə+pok+pə’ meaning ‘father’ and *əpokpi* ‘ə+pok+pi’ meaning ‘mother’; *jenba* ‘jen+ba’ meaning ‘cock’ and *jenbi* ‘jen+bi’ meaning ‘hen’ are distinguished. Two lexical items, such as *labə* ‘male’ and *əmom* ‘female’ are employed to indicate natural sex in the case of animal nouns as *sən labə* ‘ox’ and *sən əmom* ‘cow’; *kəi labə* ‘tiger’ and *kəi əmom* ‘tigress’. These two lexical items are also used in some plants to indicate natural sex as in *əwat^həbi labə* ‘male papaya’ and *əwat^həbi əmom* ‘female papaya’ etc. Some opposite words which are morphologically unmarked for gender such as *ima* ‘1PP+mother’, *ipa* ‘1PP+father’; *ice* ‘1PP+sister’, *ibuy* ‘1PP+brother’; and *k^hura* ‘uncle’, *indon* ‘aunt’, etc. are used to indicate natural sexes. The third person singular personal pronoun ‘*məhak*’ in Manipuri, behaves dual natures in gender as cited in the following sentences in (11) where the pronoun ‘*məhak*’ indicates both male or female sexes.

- 11(a). *məhak məharanini*
məhak məharani-ni

she queen -COP

‘She is a queen’.

(b). *məhak niŋt^həuni*

məhak niŋt^həu-ni

he king -COP

‘He is a king’.

The pronoun ‘*məhak*’ as cited in (11) above is determined the male or female by the co-referents they occur next to it. In 11(a), the pronoun *məhak* ‘she’ indicates the female sex because of its immediate co-occurrence, *məharani* ‘queen’ is a female. Similarly, in 11(b), the pronoun *məhak* ‘he’ indicates the male sex because of its co-occurrence, *niŋt^həu* ‘king’ is a male.

5. Conclusion

From the above discussion it can be concluded that Manipuri has no grammatical agreement in number. Speakers of this language make use of singular and plural numbers. Singular is overtly unmarked while plural is marked by the suffixes, *-siŋ* (added to all other nouns) or *-k^hoi* (added to personal pronouns and proper nouns). There is no person agreement phenomenon between the verb and its argument in Manipuri. Pronominal markers are all prefixes in Manipuri and they are possessed by the things viz., kinship terms, parts of body and inanimate. Corresponding to the three persons there are two forms viz., a free form (occurs when they are used alone e.g. *əi* ‘I’, *nəŋ* ‘you’, *ma* ‘he/she’) and a bound form (occurs when they are attached to some other elements like the plural markers, kinship terms, body parts, etc. *i-* ‘1PP’, *nə-* ‘2PP’ and *mə-* ‘3PP’). Unlike other language, the second person *nəŋ* ‘you’ in singular number is limited. It is not used by the speaker to the seniors to him or to his parents. It is definitely used by the parents to their sons or daughters, by the old to young, or among the close friends etc. Manipuri has ways of identifying natural genders as it has no grammatical gender. Human and animate nouns are referred to as male or female on the basis

of natural sex. A very distinct suffix, such as *-pə~-bə* indicating ‘male’ makes different from that of ‘female’ indicating gender suffix, *-pi~-bi*.

Abbreviations

1PP	first person pronoun
2PP	second person pronoun
3PP	third person pronoun
ACC	accusative
ADV	adverb
ASP	aspect
COP	copulative
DEF	definitive
DEM	demonstrative
ERG	ergative
NZR	nominalizer
PERF	perfective
PL	plural
PROG	progressive
PROS	prospective
INT	interrogative

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Identifying an Unknown Language *Jatav* in and around Shahjahanpur Area, Uttar Pradesh, India

Mohd Imran Khan, Ph.D.

Abstract

Identification of any unknown language is not an easy work to do. There are many linguistic and extra linguistic features which need to be considered. One should have some knowledge of these features before going into the field to find out a language, especially a new language or for the identification of an unknown language. This study is an attempt to discuss why one should consider an

identified language as a variety of any other language already identified or put it
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under the umbrella of one language which is out there. This paper is an attempt to identify a language which was earlier judged as a variety of the Hindi language. Identified unknown language shows its similarities with *Braj Bhasha*, not with Hindi language. Even though both languages come under the same language family, they are different in many ways.

Introduction

The present study is an attempt to identify an unknown and unnamed language which is spoken in and around Shahjahanpur district that is situated in Uttar Pradesh, India. It also tries to name and place it according to the similarities it has with other languages spoken in and around that place, namely, Shahjahanpur.

1. Mother Tongue Name

UNKNOWN (Given name JATAV) but no one claimed that it is spoken in SHAHJAHANPUR and outside it. They called it Hindi or a variety of Hindi. Some of them also called it as a variety of Khadi Boli.

2. Location of the Mother Tongue

District Shahjahanpur is situated in the South East of Rohilkhand Division, Uttar Pradesh (India). It is established in 1813. Before its creation it was a part of District Bareilly. Geographically, it is situated at 27.35 N Latitude and 79.37 E longitude. Adjoining districts of the Shahjahanpur are Lakhimpur Khiri, Hardoi, Farrukhabad, Bareilly, Budaun & Pilibhit. Geographical Area covered is 4575 Sq. Meter. This is an agriculture-based District of Uttar Pradesh. Ramganga, Garrah & Gomti are the main rivers of the district. Kathana, Jhukma & Mensiare are the

attached rivers of Gomti. Garrah is the main river. Khannaut, Suketa and Kai are the attached rivers of Garrah. Flood affects mostly Jalalabad Tehsil. Major crops of the district are Wheat, Gram, Millet & Potato.

Shahjahanpur city is established by Diler Khan and Bahadar Khan, sons of Dariya Khan, who was a soldier in the army of Mugal Emperor JAHANGEER. Both, Diler Khan and Bahadar Khan were dignitaries in the regime of Shahjahan. Pleased with the services of Dilerkhan, Shahjahan gifted 14 villages with the permission to construct a Fort. Diler Khan developed a fort in "Nainar Khera Village" which was situated on the rivers Garrah and Khannaut. He also established 52 types of Pathan's Caste. Today, most of the mohallas are in the name of these castes.

Like Shahjahanpur City, Tilhar was developed by "RAJPUT - TIRLOK CHANDRA". This is the oldest town of the district. The town supplied "BOWS" to the Military. So, this town was called as "TEER KAMAN NAGAR".

Mangal Khan who was a NAZIM of Hafiz Rehmat Ali Khan Nawab Rohil established a Fort in the village "MANSURPUR" near "TILHAR". He and his family members possessed it up to the first freedom struggle of 1857. Later, British Government occupied it and converted it as Tehsil and Police Station.

3. Demography of the Shahjahanpur

As of 2001 India Census, Shahjahanpur had a population of 297,932 and its total area is 4,573 Sq Meters. Males constitute 55% of the population and females 45%. Shahjahanpur has an average literacy rate of 73%, higher than the national average of 59.5%: male literacy is 81%, and female literacy is 63%.

4. Location of the Mother Tongue

The data have been collected from the area of Shahjahanpur district, named Chaudhera, Uttar Pradesh (India).

5. The People and Their Social Life:

The speakers of this language have settled in this area and are known as Jatav of Chaudhera. These Jatavs of Chaudhera have settled in the region for about 7-8 generations. They essentially live on agriculture and have low socio-economic status. The general literacy rate of the community is low, but now more people are gaining education and literacy just because of new government policies for literacy. The people still prefer marriages by way of negotiation within the community although a few cases of inter-community as well as inter religion marriages have been reported which have been socially accepted because of recent development and hike in literacy rates.

6. The Language Use in the Household and in the Outside of the Home Domain

The household language of the speakers is their mother tongue which they have been using for generations. In the extra home domain, i.e., in the bazaar, in group meetings, within the locality and in the place of work they use their mother tongue. But of course in formal communication or when they talk with the educated in the social domain, Hindi is used. Also they try to use some English words due to the globalization of that language.

7. Multi Lingual Situation of the Speech Region

The literate people of the community and the people who frequently come out of their locality in connection with job and business have attained proficiency to

Back Vowel

There are five back vowels in the language spoken by Jatavs. The details are given below:

/U/ is a , high, short, back vowel. It occurs mainly in all the three positions as in

/Us / 'that' /dUkh/ 'agony' /sa:dhU/ 'saint'

/u: / is low high long back vowel. It occurs in all the three positions as shown below

/u:T/ 'camel' /dhu:p/'sun light' /tu:/ 'you'

/o/ is mid long back vowel. It occurs in all the three positions. The examples are given below

/or/ 'towards' /mor/'peacock' /do/ 'give'

/O:/ is low mid, long, back vowel. It occurs in all the three positions. Its occurrence in words is shown below

/O:r/ 'and' /IO:Ro/ 'boy' /sO:/'hundred'

/a:/ is a low, long back vowel. It occurs in all the three positions. Its occurrence in words is shown below

/a:m/ 'mango' /da:m/ 'money' /la:/ 'bring'

The Nasalized Vowel Phonemes

In the language spoken by the Jatvas of Chaudhera all the ten vowels are nasalized

ĩ ã
ĩ ã:

Nasal	M			N			N	
Trill				R				
Flap					R			
					Rh			
Fricative				S				H
Approximant		V				J		
Lateral				l				

/p/ is voiceless, unaspirated, bilabial plosive.

/ph/ is voiceless, aspirated, bilabial plosive.

/b/ is voiced, unaspirated, bilabial plosive.

/bh/ is voiced, aspirated, bilabial plosive.

/t/ is voiceless, unaspirated, dental plosive.

/th/ is voiceless, aspirated, dental plosive.

/d/ is voiced, unaspirated, dental plosive.

/dh/ is voiced, aspirated, dental plosive.

/T/ is voiceless, unaspirated, retroflex plosive.

/Th/ is voiceless, aspirated, retroflex plosive.

/D/ is voiced, unaspirated, retroflex plosive.

/Dh/ is voiced, aspirated, retroflex plosive.

/č/ is voiceless, unaspirated, palatal plosive.

/čh/ is voiceless, aspirated, palatal plosive.

/dz/ is voiced, unaspirated, palatal plosive.

/dzh/ is voiced, unaspirated, palatal plosive.

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/k/ is voiceless, unaspirated, velar plosive.
 /kh/ is voiceless, aspirated, velar plosive.
 /g/ is voiced, unaspirated, velar plosive.
 /gh/ is voiced, aspirated, velar plosive.
 /m/ is voiced, bilabial nasal.
 /n/ is voiced, alveolar nasal.
 /N/ is voiced, velar nasal.
 /r/ is voiced, alveolar trill.
 /R/ is voiced, unaspirated, retroflex flap.
 /Rh/ is voiced, aspirated , retroflex flap.
 /s/ is voiceless, alveolar fricative.
 /h/ is voiced, glottal fricative.
 /l/ is voiced, alveolar lateral.
 /v/ is voiced, labio-dental approximant.
 /j/ is voiced, labio-dental approximant.

Consonants Clusters and Geminations

The Consonant clusters established with the help of the data available are:

Consonant Clusters

	<u>As in</u>	
ll,	‘ləllo’	“boy”
lh,	‘dUlhino’	“bride”
tr,	‘mitr’	“friend”
dm,	‘a:dmi’	“man”
Dk,	‘ləDkni’	“girl”
hn,	‘behni’	“sister”
db,	‘bidbo’	“widow”

hr,	‘məhru:’	“wife”
ndz,	‘pəndzo’	“foot”
nD,	‘ənDo’	“egg”
rj,	‘məčhərjã’	“fish”
Rj,	‘loməRja’	“fox”
rd,	‘mərd’	“man”
pR,	‘pəpəRo’	“lungs”
rv,	dərvadzo’	“door”
gj,	‘bəgja’	“garden”
bdz,	‘səbdzi’	“vegetables”
mk,	‘čhəmki:lo’	“shining”
tr,	‘čha:tr’	“student”
hl,	‘pəhlo’	“first”
sr,	‘ti:sro’	“third”
lt,	‘pəlTi’	“vomit”
nt,	‘ənt’	“end”
nk,	‘Unke’	“their”
nd,	‘gəndo’	“dirty”

Gemination

tt,	‘Uttər’	“north”
ss,	‘rəssi’	“rope”
DD,	‘həDDi’	“bone”
ččh,	‘əččho’	“good”
čč,	‘kəččo’	“raw”
kkh,	‘dəkkhin’	“south”

9.2 Syllable Structure

A word may consist of one or more syllable. A syllable is characterized as a sequence of phoneme with one peak. Each syllable in 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 the following syllabic structure:

Monosyllabic

CVC	ra:khi
VCV	a:gi

Bisyllabic

CVCV	həba
CVCCV	Bidbo
CVCVC	mərəd
VCCV	a:dmi
CVCCV	Murgo

10. 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.

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Nouns in the language spoken by Jatavs may thus be defined on the basis of the suffixes with which they occur. In the present study they are distinguished by the two-tier numbers (sg. & pl.) and two-tier genders, i.e., Masculine & Feminine.

- i) **Number** The two-tier numbers sg. is the base while plural has suffixed –e in the Masculine and –yã in the Feminine.

<u>Sg.</u>		<u>Pl.</u>	
kUtta	“dog”	kUtte	“dogs”
məçhəri:	“fish”	məçhərjã	“fishes”
gəija	“cows”	gəijã	“cows”
bəkəri	“goat”	bəkərjã	“goats”
əUrətja	“woman”	əUrətjã	“women”
ləURija	“girl”	ləURijã	“girls”
čirəija	“bird”	čirəijã	“birds”

ii) Genders

Genderisation of the nominals is determined by two separate words.

The examples is are given below:

<u>Masculine</u>		<u>Feminine</u>	
kutto	“dog”	kUtja	“bitch”
gəija	“cows”	bæl	“bull”
bəkəro	“hegoat”	bəkərja	“shegoat”
a:dmi	“man”	əurətja	“woman”

ləURa	“boy”	ləURija	“girl”
čirəija	“bird”	čirəijã	“birds
dUlho	“bridegroom”	dUlhin	“bride”
səsUr	“father in law”	sa:s	“mother in law”
sa:ro	“brother in law”	sa:ri	“sister in law”

Genderisation of the nominals is determined, either by -o in the Masculine and -I in the feminine or extensively by two separate words.

The examples are given below:

Masculine Feminine

(i) -o		-I	
ghoRo	‘horse’	ghoRI	‘mare’
kutto	‘dog’	kuttI	‘bitch’
chokaro	‘boy’	chokari	‘girl’
sa:ro	‘brother in law’	sa:ri	‘sister in law’

(ii) By two separate words:

Masculine Feminine

‘Bride groom’	dUlho	‘Bride’	dUlhin
‘Father’	pito	‘Mother’	ma:to
‘Husband’	gho:T	‘Wife’	dza:lə
‘Father in law’	səsUr	‘Mother in law’	sa:s

11. Cases

There are five-tier cases - Nom., Acc., Abl., Gen., and Loc.

Nom.- a:dmi ‘man’, aurət ‘women’, pito ‘father’, dhi:r ‘daughter’, ghər ‘house’

Acc.

a:dmi ko ‘to the man’
 aurət ke ‘to the women’
 pita ko ‘to the father’
 lauRI ke ‘to the daughter’

Abl.

a:dmi se ‘from the man’
 aurət se ‘from the woman’
 lauRI ‘from the daughter’

Gen.

a:dmi ka ‘of the man’
 aurət ki ‘of the woman’

Loc.

ghəre me ‘in the house’

12. 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 are not distinguished in numbers.

12.1 Personal Pronouns

	<u>Sg.</u>		<u>Pl.</u>	
1 st Person	məi	“I”	həm	“we”
2 nd Person	tum	“you”	tum sare	“you”
3 rd Person	ba	“he/she”	be	“they”

12.2 Demonstratives

	Proximate	Remote		
Sg.	je	“this”	be	“that”
Pl.	je	“these”	bo	“those”

12.3 Interrogatives

kaun	“who”
ka:	“what”
ka:je	“why”
kəhā:ko	“where”
ka:se	“how”

13. Articles

The articles are not found in Jatav language just like Urdu and Hindi.

14. 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:

əčhčho	“good”	bəhUt əčhčho	“best”
u:čo:	“high”	bəhut u:čo:	“highest”
bUro	“bad”	bəhUt bUro	“worst”

15. Verbs

The verbs in Jatav 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 of three-tier tenses i.e. present, past and future tense and Non-finite types by Infinitive and two-tier particles, namely, present and past participle.

The following are presented as the conjugation patterns of the different types of verbs:

- i) **Auxiliary-Types**

	Present		Past		Future	
	<u>Sg.</u>	<u>Pl.</u>	<u>Sg.</u>	<u>Pl.</u>	<u>Sg.</u>	<u>Pl.</u>
1 st Per	ao	ao	tho	tho	go	ge
2 nd Per	ao	ao	tho	tho	ge	ge
3 rd Per	ao	ao	tho	tho	go	ge

ii) Finite-Types

Those markers used in the conjugation of the Finite-Types are:

Present tense:	1 st 2 nd & 3 rd Sg	-ao
	1 st 2 nd & 3 rd Pl	-ao
Past tense:	1 st ,2 nd & 3 rd Sg	-tho
	1 st ,2 nd & 3 rd Pl.	-tho
Future tense:	1 st & 3 rd Sg.	-go
	2 nd Sg	-ge
	1 st ,2 nd & 3 rd Pl.	-ge

The conjugational system thus consists of root+ tense-person- number (TPN) terminations.

Below are presented the conjugational formations in different tenses.

Present Tense

- ao 1st sg. mæne kha:ao [kha “to eat”+TPN marker-ao] ‘I eat’.
- ao 2nd sg. tum kha:ao [kha “to eat”+TPN marker-ao] ‘you eat’.
- ao 3rd sg. ba kha:ao [kha “to eat”+TPN marker-ao] ‘he eats’.
- ao 1st Pl. høm kha:ao [kha “to eat”+TPN marker-ao] ‘we eat’.
- ao 2nd Pl. tum lo:g kha:ao [kha “to eat”+TPN marker-ao] ‘you eat’.
- ao 3rd Pl. be kha:ao [kha “to eat”+TPN marker-ao] ‘They eat’.

Past Tense

-tho 1st sg. mæne khao tho [kha “to eat”+TPN marker-tho] ‘I ate’.

-tho 2nd sg. tu khao tho [kha “to eat”+TPN marker-tho] ‘you ate’.

-tho 3rd sg. ba khao tho [kha “to eat”+TPN marker-tho] ‘he/she ate’.

-tho 1st Pl. hømne khao tho [kha “to eat”+TPN marker-tho] ‘We ate’.

-tho 2nd Pl. tum lo:g khao tho [kha “to eat”+TPN marker-tho] ‘You ate’

-tho 3rd Pl. be khao tho [√kha “to eat”+TPN marker-tho] ‘They ate’

Future Tense

-go 1st sg. mæ khaõ go [kha “to eat”+TPN marker-go] ‘I shall eat’

-ge 2nd sg. tum khao ge [kha “to eat”+TPN marker-ge] ‘You will eat’

-go 3rd sg. ba khao go [kha “to eat”+TPN marker-go] ‘He will eat’

-ge 1st Pl. høm khã ge [kha “to eat”+TPN marker-ge] ‘We shall eat’

-ge 2nd Pl. tum khao ge [kha “to eat”+TPN marker-ge] ‘We shall eat’

-ge 3rd Pl. be khã ge [kha “to eat”+TPN marker-ge] ‘We shall eat’

16. Moods

Moods of the three- tier:

Indicative Mood: dze ghər bəDDo ‘This house is big.’

Imperative Mood: dze rUpe us ko de do ‘Give these rupees to him.’

Optative Mood: ba ko ghər dza:n do ‘Let her go home.’

17. Non-finite Types

The non-finite type available in the data of Jatav of Chaudhera is Infinitive.

These are as follows:

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Infinitive -no

eg: pino 'to drink', khano 'to eat', dekhno 'to see'

18. The Particles

There are two particles - Affirmative and Negative.

18.1 Affirmative Particle

Example: ha maI ghər dza rəha hū 'Yes I am going home'

18.2 Negative Particle

Example: to kəũ: dza rəha həI 'why are you going'

19. Syntax

Syntax is the study of sentence which is divided in noun phrase NP and verb phrase VP. The language spoken by Jatav is a verb final language in this language verb normally occur in the final position of a sentence.

(a) Word Order

The word order is subject, object and verb (SOV). Subject occurs in the initial position of the verb, the object follows the subject but precedes the verb.

The syntax structure of Jatav is similar to the syntax structure of **URDU** and **HINDI** word order system, namely, SOV (subject, object and verb).

Example ba banər həi

NP –ba banər

VP - həi

S= NP+VP

S= ba banər + həi

The change in the word order for the stylistic purposes does not affect the grammaticality of the sentence.

ba həi bIlkUl banər

(b) Types of Sentences

There are 3 types of sentences found in the Jatav language.

Simple

- i) Compound
- ii) Complex

i). Simple Sentence

He speaks slowly.

bo dhi:re bolo hE

ii). Compound Sentence

He liked to catch the snake but it ran away.

Ba ko sa:p pəkərno pəsənd həi lekin ba bha:g niklo

iii). Complex Sentence

She is not only a hard worker but also a good manager.

ba mehəinti ke sa:th əčhčho mənədzər bhi həi.

20. Conclusion

Similarity with Braj:

Gloss	Language of Chaudhera	Braj
‘Horse’	ghoRo	ghoRo
‘go’	gəo	gəo
‘Bad’	buro	buro

On the basis of structural and lexical similarities of this language with Braj and vernacular Hindustani, the mother tongue of **the Chaudhera village of SHAHAJANPUR District** seems to be classifiable as a variety of Hindi according to some linguistics scholars but for others it should not be put under the Hindi language because Braj Bhasha is quite different from Hindi. It is a big debatable matter. These languages Braj and Hindi come under the same Indo-Aryan languages family and they almost have the same sentence structure but it does not mean that Braj Bhasha and Hindi are the same languages. If someone claims that they are same languages just on the basis of same sentence structure and a few lexemes which they share, then what about the other Indo-Aryan Family languages which also have or share the same sentence structure.

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Assessment of Reading Habits among Engineering students and Strategies for Enhancing Reading Skills

Mrs. D. Jeyamala, Ph. D Scholar and Dr. Pauline Das, Ph.D.

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What is Reading?

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Reading Helps in Bettering Our Communication Skills

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Reading Skills

Reading helps in bettering our communication skills. Bettering our communication skills aims at:

- Empowering students for career opportunities and economic development.
- Reading improves their overall English language skills as well as critical thinking, oral presentation, interviewing, debate, and research skills as needed by future engineers and technical experts.
- Reading helps to increase their awareness of issues and concerns of businesses in emerging technologies.

Importance of Reading in English and Its Special Relevance to India

The historical circumstances of India (having been ruled by the British for over two centuries) have given the Indians an easy access to mastering English language, and innumerable opportunities for advancement in the field of science and technology. Many Indians have become so skilled in English language and have won many international awards for creative and comparative literatures during the last few years. Of late Indian authors have won the prestigious Booker prizes for their books. Over the years, English language has become one of our principal assets in getting a global leadership for films made by Indians in English language.

In India, people going from North to South for education or business mostly communicate in English, which has become a link language. Some of the states of India are witnessing popular increase in public demand for teaching of English language from the primary classes. English language is our window to the world. English language is one tool to establish our viewpoint. We can also propagate our theories among the international audience and readers. Therefore it is necessary to inculcate reading in our students.

Sample for the Study

The first step towards the fulfillment of this objective was to assess the reading habits of the Karunya students. 100 students from various branches of B. Tech were chosen for the study.

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Assessment of Reading Habits among Engineering students and Strategies for Enhancing Reading Skills

Methodology of the Study

The following questions were put forth to them:

1. How much TV do you watch on an average day at home?
2. How long do you spend with your laptops?
3. Do you have free time?
4. Do you do any regular reading (for example, a daily newspaper, weekly magazines, occasional novels)?
5. When are you most likely to do your reading?
6. Do you have any aversion to reading?
7. Did your teachers in school make you interested in reading?
8. Do you enjoy reading?
9. Arrange the following skills in the order of your preference: Listening, Speaking, Reading, Writing.
10. Has your knowledge increased due to reading?

The Data

To the first question (Table 1) “How much TV do you watch on an average day at home?” the majority of the students (81%) answered that they spend an average of 1 – 5 hrs every day watching TV. This is an issue of great concern. An alarming note was given by 11% of students who replied that they watch TV for 6 hours 45 minutes to 12 hours regularly. Only one student watched a normal of 30 minutes to 45 minutes every day. 5% of students watched TV depending upon their moods and 2% of students did not have the habit of watching TV.

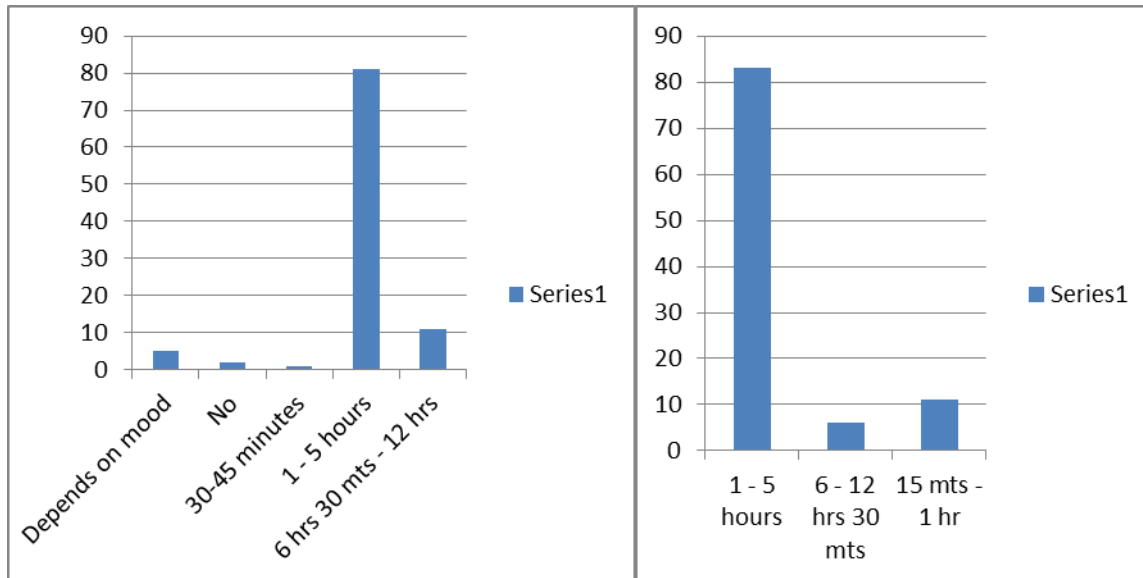


Table – 1

Table - 2

To the second question (Table 2) “How long do you spend with your laptops?” yet another issue with youngsters again there was 83% spending 1 – 5 hours every day. To this question also, the scholar got an alarming reply of 6% of students spending 6 hours – 12 hours 30 minutes in their laptops. Only 11% of students spent a normal 15 minutes – 1 hour with their laptops.

This is the reason why to the third question “Do you have free time?” (Table 3). 31% of students expressed that they do not have any free time for reading. An average of 56% of students have 45 minutes to 3 hours of free time, 8% of students have even 3 hrs 30 minutes to 6 hours of free time. Obviously they are wasting time, and 5% of students keep themselves busy, having only 30 minutes.

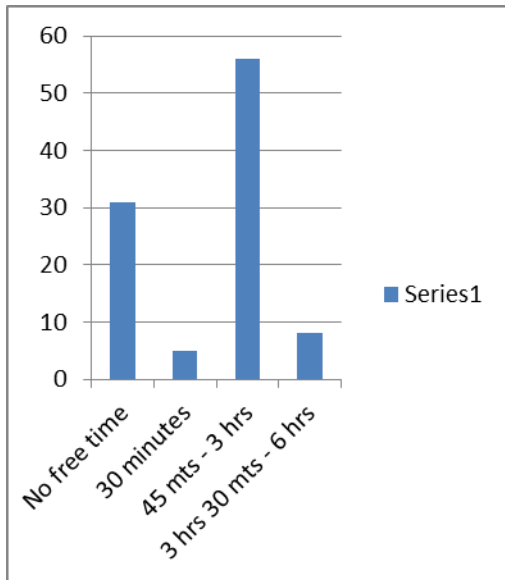


Table – 3

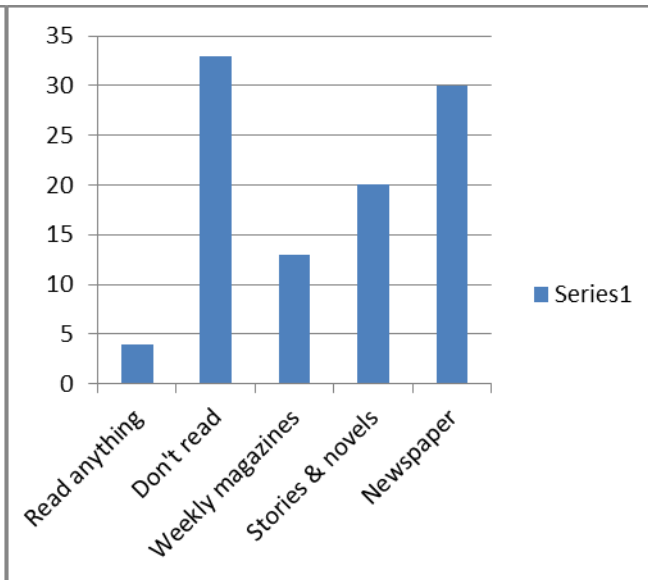


Table - 4

To the fourth question (Table 4) “Do you do any regular reading (for example, a daily newspaper, weekly magazines, occasional novels)?” the sad answer was that 33% of students don’t read anything at all. But 30% of students have the habit of reading newspaper, 20% of students read stories and novels, 13% of students read weekly magazines. 4% of students alone have real interest in reading. They read anything that they come across.

46% of students expressed that they prefer reading at night when the question “When are you most likely to do your reading?” was put forth to them (Table 5). 8% read between morning and noon, and 5% in the morning. However, 26% of them read during their leisure time and 4% when they are bored. 10% of students read when there is something interesting and 1% reads when some sports events go on.

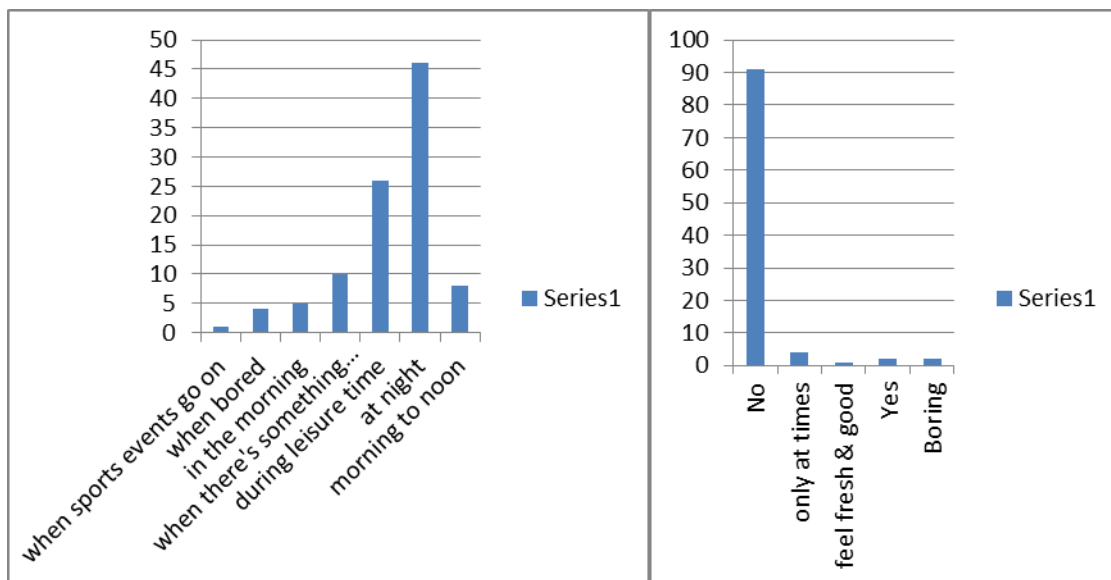


Table – 5

Table - 6

The responses of the sixth question “Do you have any aversion to reading?” show that the majority (91%) do not have any aversion Table 6). Only 2% of students expressed aversion, 2% of students feel that reading is very boring 4% like to read only at times. There is only 1% of students to affirm that he feels fresh and good while reading.

The next question put forth to them i.e., “Did your teachers in school make you interested in reading?” most of the students (74%) affirmed that they did (Table 7). Only 21% said “No”. And for 5% of students the answer was “Sometimes”.

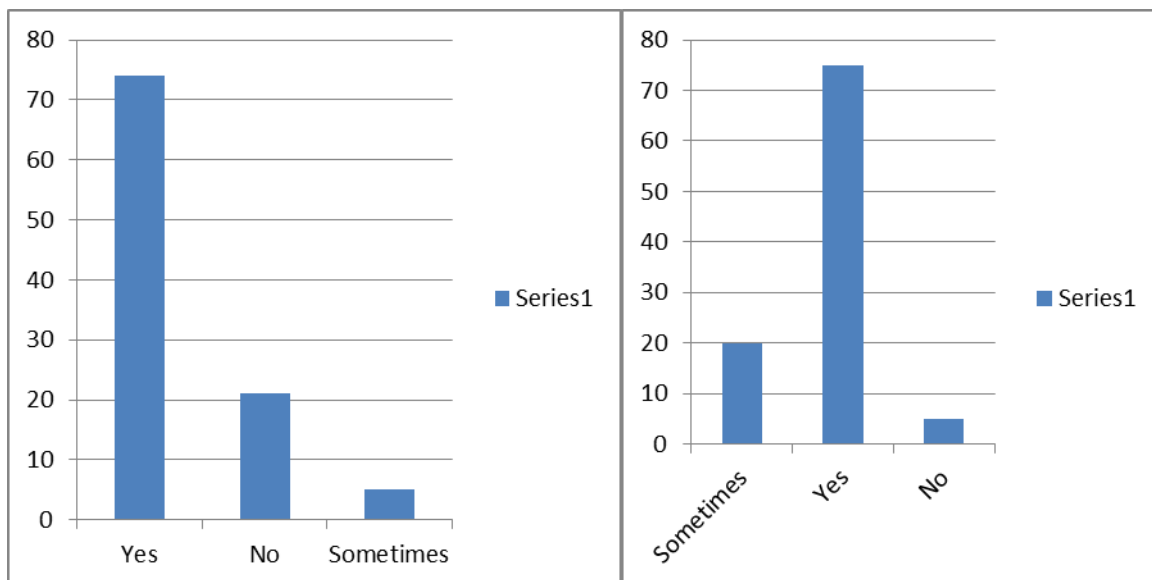


Table – 7

Table - 8

Yet to the eighth question “Do you enjoy reading?” the majority (75%) said “Yes” (Table 8). 20% of students expressed that they sometimes enjoy reading and only 5% said that they don’t enjoy reading.

In order to assess how important reading skill is for students, they were asked to arrange the four skills (Listening, Speaking, Reading, Writing) in the order of their preference (Table 9). Only 14% of students prioritize reading. For the majority (47%) Listening skill is the first preference. Speaking was preferred by 29%, and Writing by 10%.

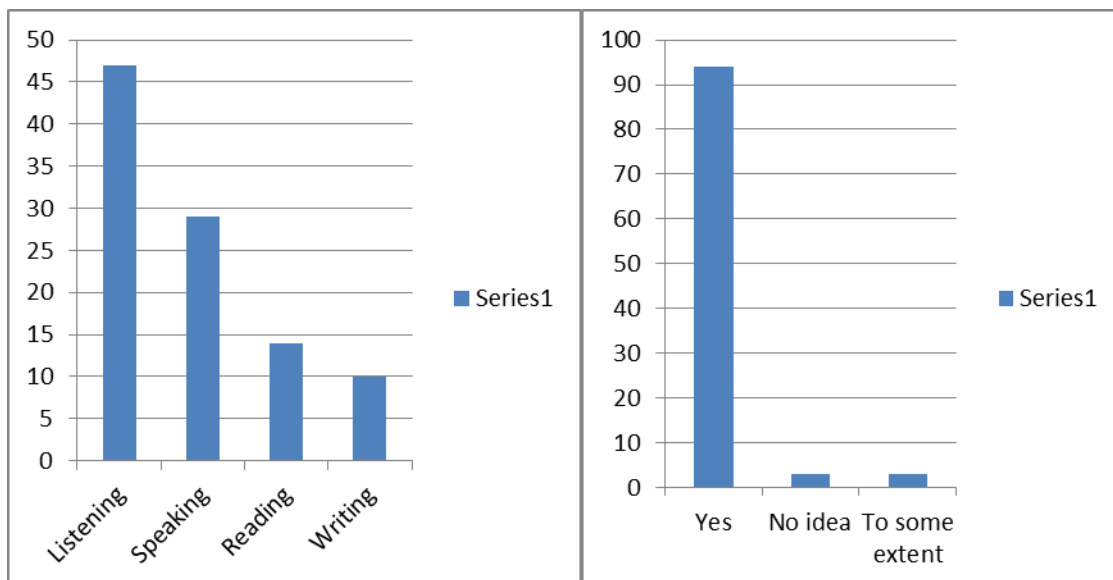


Table – 9

Table - 10

“Has your knowledge increased due to reading?” was the last question asked (Table 10). In spite of neglecting reading, 94% of students said “Yes”. Only 3% said that reading has increased their knowledge to some extent, and 3% had no idea whether reading has helped or not.

Analysis of the Study

As per the data collected from students, it is disheartening to know that students spend an average of 1 – 5 hours watching TV and spend 1 – 5 hours with their laptops. They do have 45 minutes to 3 hours of free time but one third of them don’t read anything at all.

The next one third read only newspapers, and another one third read stories, novels and weekly magazines. It is with this group (67%) that motivation can be done to promote reading. It is learned that students prefer reading at night. This study shows that although students don’t read much, they do not have any aversion to reading. This once again is a happy note to start with.

Of course for most of the students their teachers in Schools have got them interested in reading, and they are confident that they would enjoy reading from their past experience. However, students in Colleges give up reading because as grown-ups they prefer listening and speaking. Reading is only their third preference and writing is a heavy task for them.

Yet the majority knows knowledge increases due to reading. Therefore reading has only been a skill that they students are getting out of touch as College students. It is but necessary that teachers foster reading habits in students to become better thinkers.

Strategies for Improving Reading Comprehension

- Different reading strategies are needed for different subject disciplines. Different passages can be given for the same topic from different angles. Students should be taught to be selective about what they read depending on their purpose and interest. Science subjects tend to require slower and closer reading of smaller amounts of text. For most subjects, they need to change between different reading strategies.
- Students are not to be expected to read books from cover to cover. They can be selective about what they need to read in a book, depending on how useful the information is for their purposes. Teach students to use the index pages at the end of a book. They should be able to find the exact pages for what they need.
- Students should be taught to read from paper and to avoid reading for long periods from computer screens if using the internet. The print out of an electronic copy should be in a font that suits the individual student.
- It is easy to lose focus when reading. So set targets for students to complete a reading task, with clear objectives for what they want to achieve. Jot down a list of questions before they read and as they go along. This will improve their attention - and save them from getting side-tracked.

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Mrs. D. Jeyamala, Ph. D Scholar and Dr. Pauline Das, Ph.D.

Assessment of Reading Habits among Engineering students and Strategies for Enhancing Reading Skills

- Students should be taught fact-finding by looking for specific facts and data. They should also be instructed to do background reading. This is additional reading, which gives them a sense of the bigger picture.
- Select texts that are general and which they would find inviting or easy to read. Teach them to read these selectively and at their own pace. This is best undertaken in vacations if possible.
- The main purpose of reading is to understand - not to get through text at speed for the sake of it. Comprehension is increased if they discuss their reading with others. Each person is likely to make sense of different aspects, and teachers can pool their ideas.
- Direct the students to choose the easiest book first and work up to more complex texts. They should read something that gives them a general overview first.
- To keep the reading class active, set targets and jot down questions to answer. If the book belongs to them ask them to underline key points, use highlighter pens selectively, write summaries in the margin etc. This prevents them from drifting off or simply reading the same text over and over without taking it in.
- Tell the students to read in short bursts of up to twenty minutes, then take a few minutes break before starting again. Making notes of key points as they go along can create natural breaks every few minutes in their reading that can help maintain attention.
- Often, reading faster can help memory of what they are reading, so it makes more sense. Instruct them to browse quickly and focus in more slowly only where needed.

- Change the text. Many people read less efficiently because they are not aware that their eyes have preferences for reading different fonts and colours.

Where possible:

- Have your eyes tested regularly.
- Check whether you read more efficiently with larger text.
- Experiment reading text printed on different coloured papers or using different coloured filters or lens over the text.
- If you have access to texts through the computer, experiment with different font styles and sizes and different colour backgrounds and text.
- See whether you read more easily in bright rooms, with certain kinds of light or in dim lighting.

All the same, reading should be a rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning and a linguistic process.

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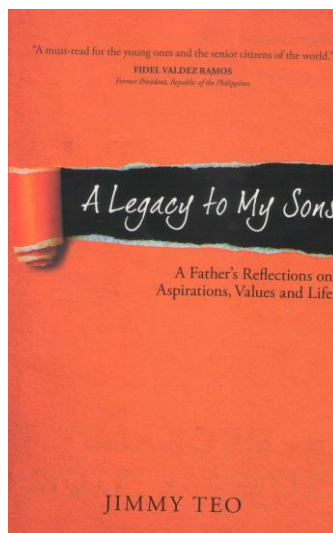
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A Review of

Legacy to My Sons

An Inspiring Challenge by Jimmy Teo to
Create and Leave Behind Great Legacy



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M. S. Thirumalai, Ph.D.

A Review of *Legacy to My Sons*, an Inspiring Challenge by Jimmy Teo to Us to Create and Leave Behind Great Legacy

A Book of Sound Counsel and Wisdom

Jimmy Teo's *Legacy to My Sons* is a book of sound counsel and wisdom, a reading of which would benefit all parents and their children. Not only parents and children, but also teachers stand to benefit a lot from this well-written, easy to read book.

Civilizations throughout human history have always offered counsel and wisdom to parents and children as to how they should look upon each other and how they could benefit from each other. Ancient Chinese and Indian civilizations, in particular, even elevated the parents to the level of deities.

Reflections of a Father



Jimmy Teo

Jimmy Teo's book *Legacy to My Sons* has a significant subtitle: *A Father's Reflections on Aspirations, Values and Life*. Parents often feel that their life's mission is fulfilled if their children do well both materially and spiritually in this world. But their aspirations for their children are sometimes misled, being based on mostly economic considerations, future career, etc. Some religiously-oriented families may wish their children to join religious orders. A wholesome approach to our children should involve not only their material strength and well-being, but also their spiritual growth with sound moral values. In a competitive world, our children may be prompted to excel in competitions all the time, building up stress and strain, and this could lead to several ill effects.

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Configuring Our Aspirations for Our Children

Jimmy Teo presents a valuable approach to configure our aspirations for our children as parents. Children learn their morals from parents and immediate family, from their teachers, peers, schoolmates and so on. Media also plays a very crucial role these days. This process continues all through their lives. A parent looks at the world, thinks over all the possibilities that his/her children would face in the future, begins to seek and give counsel, as well as impart wisdom to the children. The parents may not openly discuss some of the issues, but their aspirations will certainly be revealed through many diverse sources and resources, to their children.

The Prologue

Legacy to My Sons begins with a Prologue, in which Jimmy Teo reports some of his concerns: “This is not an easy world. I have witnessed the demise of several good friends and associates, some younger than me. Some friends are in deep depression. In business, I have witnessed injustice and dirty political games. Our young people will face the same dilemmas. They all need guidance and inspiration to continue on. I hope they have the opportunity to read my writings as they are the culmination of wisdom gained from my experience of both good and bad.” A true depiction of the world around us and a valid caution to our young people.

Readable and Relevant

Jimmy Teo’s book is readable with examples and episodes from life experience and all these are relevant to all of us. He also makes sure that he uses the right word. He has another apt observation in the Prologue: “Words have the beautiful ability to clean, cajole, inspire and even reprimand. Words are everlasting and can be read over and over again. They can be memorized. They have life. Words convey thoughts that can turn coal into diamonds, dreams into reality, sadness to happiness or the other way around.”

Structure of *Legacy*

Legacy to My Sons is divided into three parts. Each part has four chapters.

Part I has the following Chapters:

1. Aspirations
2. Resilience
3. Wisdom
4. Contentment

Part II has the following Chapters:

5. Money

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6. Work
7. Relationships
8. Health

Part III has the following Chapters:

9. Truths
10. Giving
11. Love
12. Legacy

Aspirations

“Aspirations” (Chapter 1) is further divided into seven sections: Achievers, Do Our Best, “Can, Can” Aspirations, Influence, Ants’ Philosophy and Dream and Be Honestly Human.

Defining Aspirations

Jimmy Teo defines *aspirations* as “eager desire to achieve lofty ideals and dreams, with simplicity and honesty.” Eagerness, desire, ideals, dreams, simplicity and honesty – important elements for a life well planned and appropriately lived. “To aspire is to eagerly seek and work towards the dreamed goals.” Good counsel to all including our own family members – daughters and sons. And he commands us: “So, let us aspire before we expire. Life is temporary. Time does not wait for us.” Young people must necessarily understand that Time does not wait for them, whether they look at life as temporary or not.

Resilience

“Resilience” (Chapter 2) is divided into Persistence, Enjoying Stress, Failures and Tiredness, Bitter or Better?, Hope, Cambodia, The Winner, and Sadness and Tears. Jimmy Teo argues that stress is the anti-dote to laziness. Here is an interesting point of view: “Failure and tiredness are close cousins. They come from the same family.” How do we treat our failures? Jimmy writes, “Failures are good stepping-stones to success. You can know this by checking the histories of many successful people. ... Never be afraid of failures. Use failure as a positive force”. (p. 29).

Wisdom

Chapter 3 Wisdom offers seven sections: Sorry, Gracious Talking, Family Secrets, Forgiveness, Be Not Angry, What is Life?, and Happiness Fibres. An important feature of this chapter, indeed of the entire book, is the subtle humor that could be read between lines. Jimmy writes, “The three words – ‘*I am sorry*’ – seem so difficult to say. Most litigation cases could have been settled with the same three words. For some, they must be the most expensive words

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on earth!” Just in one-and-a half pages, Happiness Fibres presents a beautiful outline for our lives, for all of us. The essence of this section is: “We must be survivors with God’s help, not victims.”

How Do We Get Our Contentment?

Chapter 4 is on Contentment, and it contains the following sections: Envy, Austerity, Happiness, Contentment, Count Our Blessings, Enough. There are many practical suggestions in this chapter also. We are encouraged not to allow the dark side of our character to get the better of us. “Your job is to nurture people better than yourself”. (p. 61).

That Powerful Motivator and Spoiler - Money

Chapter 5 is titled Money. This chapter has the following sections: Money, Gambling, Home Finances, Save Money, Debt and Surety, Zero to Hero, and Success. Here is a pithy saying: “A successful entrepreneur is one who comes up from zero financially to become a hero. A bankrupt is one who becomes zero after being a hero”. (p. 87) We see this happen around us all the time, but have we learned a lesson or two from such events? Here is yet another pearl of wisdom: “Success is a state of mind. A Hawker may consider himself successful as his food is on demand and he is making money ... My simple thought about success is to make money as much as I comfortably can, while knowing how to use it to help those less privileged ...” (p. 90).

Work or Beg?

Chapter 6 is on *WORK*, with the following sections: Enjoying Work, Work Ethics, Charity, Beggars, Boss and Slackness. Every point raised here is directly related to our ways of life in these modern days all over the world.

All About Relationships

Chapter 7 is on *Relationships*. This deals with Friendliness, Friends, Daughters, Father, Mother, Please, Grandpa!, Special Children, and Honour Our Parents. Daughters “are created to make the world beautiful and kind (p. 113). “Be tender and kind to your children and husband and they will reciprocate even more in return” (p. 113).

Gout or Goat? Seek a Healthy Life!

Chapter 8 takes us in the path that leads to gain and help us maintain HEALTH. This chapter contains guidelines relating to Water, Food, Gout or Goat?, Health and Illness, Longer Life and Cold Bath. Many practical and time-tested suggestions are offered in this chapter. Some of the precious declarations and suggestions: “Persistence and the right frame of mind matter a lot to our health ... Illness can strike at any moment. If our body is strong and we are at peace,

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we are in a better state to overcome any illnesses that come our way. ... Our state of mind determines our health in almost every way” (p. 134-135).

Satyam Eva Jayate! Truth Alone Triumphs!

Chapter 9 is on *Truths*. The seven sections that constitute this chapter offer a helpful guide to understand and live a life of truth. The chapter deals with *Respect, Kindness, Humility, Appreciation, Humility or Poverty?, True Friends*, and *Think*. This chapter has many episodes to illustrate the points highlighted. On humility, “The financial controller commented that just by having some money, people could be very arrogant. He asked if I agreed with him. I told him that such people were the ‘not very rich’. That was why they were so arrogant.. They will experience fatal disaster sooner or later. Their pride will be their millstone”. (p. 150)

Eternal Truth – Love, Give

Chapter 10 deals with *Giving* and focuses on Gifts, Caring, Charity, Giving, April and May, and My American Friends. Chapter 11 deals with *Love* and discusses Parental Love, Old Folks, Spoken Words, Mother Teresa, Amazing Love, Learning from Lizards and Mother’s Love. Chapter 12 presents *Legacy*. This final chapter presents the following issues: Nothingness, Will to Live, The Nobel Prize, Grandfather’s Legacy, Dr. Wee Kim Wee, and Legacy. Once again all these chapters present very interesting episodes and interesting day-to-day experiences.

Legacy – What Is It?

The term *legacy* is often used to refer to “something handed down or received from an ancestor or predecessor” (<http://dictionary.reference.com/browse/legacy?s=t>). It generally has a positive connotation but it could also be used to refer to negative connections. Jimmy Teo has focused on both the positive and negative aspects of legacy, although the positive aspect is what he intends to emphasize and present to us. While the title is *A Legacy to My Sons*, the writing is so worded that there is really no gender exclusion intended by the word *sons*.

Aspire and Achieve!

All of us will learn a lot about how to aspire and achieve greater things in our life – not merely material wealth, but material wealth that is available to help us grow in our spiritual and social life. In recent years there is greater emphasis and focus on soft skills in Indian colleges and universities to help students from economically and socially backward communities and students from rural areas, to improve their communication, business skills, etc. This book is great reading for all the teachers and students who aspire to achieve something notable in their lives and leave behind a mighty legacy. The most interesting thing about this book is that when we read it, it cultivates in us a desire to serve our community, family and nation even as we care for our own

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children. It creates in us a strong desire to live well truthfully with compassion and love and leave behind us a well-meaning legacy.

In this book we recognize and receive ancient wisdom communicated in modern language with modern examples, directly relevant to our context.

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Diasporic Issues in the Works of Meera Syal

Jyoti Sharma, Ph.D. Research Scholar



Meera Syal

Courtesy: http://www.rottentomatoes.com/celebrity/meera_syal/

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Jyoti Sharma, Ph.D. Research Scholar

Diasporic Issues in the Works of Meera Syal

Abstract

Diasporic subjectivity, a pertinent topic of discussion in contemporary literature, is inevitably marked by desire to return to the lost origin. Displacement, whether forced or self-imposed is in many ways a calamity. The study of trans-cultural literature might be the study of the way in which cultures recognize themselves through their projections of 'otherness'.

The diasporic production of cultural meanings occurs in many areas, such as contemporary music, film, theatre and dance, but writing is one of the most interesting and strategic ways in which diaspora might disrupt the binary of local and global and problematize national, racial and ethnic formulations of identity.

The diasporic Indian writers of the first generation have already established their credentials by winning numerous literary awards and honours. But recently the ranks of the second generation of Indian writers in the west have swelled enormously and many among them have won international recognition.

Meera Syal, who was born in England, has successfully represented the lives of first generation as well as second generation non-resident Indians in the west in her novels *Anita and Me* and *Life Isn't all ha ha hee hee*. Meera Syal is a well-known British Indian comedian and actress with regard to diasporic, literature. Her novels resonate with the predicament of diasporic visions. The South Asian diasporic writers we are looking at often describe new problems and circumstances. Their writings draw attention to the way displacements have determined cultural exchanges between communities and shaped new identities in an increasing mobile world. They often talk about how enabling it could be for women to be in different kind of communities. There is an attempt to shed new light on issues like ethnicity, culture, space, memory through multidisciplinary representations like fiction, life writing, film, photography and fiction to film. So a couple of very good recent films that highlight the potential of exploring links between migrants and the host lands are good to talk about and to teach. One of them, which is very much concerned with diasporic issues, is *Bhaji on the Beach*. It is a British film about second-generation South Asian Women in Britain and very skillfully dramatizes these questions of identity and cultural belonging.

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Diasporic Issues in the Works of Meera Syal

Keywords: Diaspora, hybridity, identity, Syal, Culture.

Introduction

In Meera Syal, there is a discernible tendency to explore trans-cultural experience. Her characters experience conflicting desires of belonging determined by the different conditions of the cosmopolitan contact zone of cultures. But the pleasure of writing as an Asian women is the pleasure of exploding stereotypes ---- Meera Syal

Writing from All Parts of the World

Contemporary South Asian Women writers write from almost anywhere in the world; from all parts of Asia, from Africa, Australia, Canada, Europe, and USA. Many of these women writers choose to focus their writings on their experiences of life as South Asian Women. It is perhaps not surprising to find that the literature of diaspora writers differs in style and content from the works of those writing from within South Asia. As there is a pattern of difference, this gives rise to the presumption that the geographical locations of the authors influence, to no small degree, their approach to writing in English, the audience for whom they write and the concerns towards which they choose to draw attention.

Two Temporalities and Two Spaces

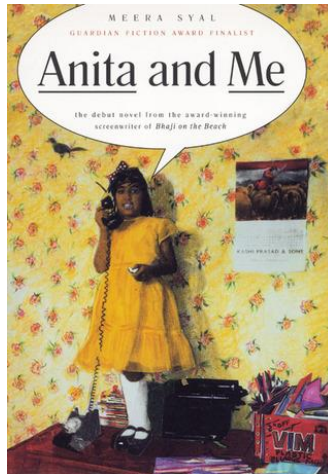
The diasporic author constantly draws upon two temporalities and two spaces. Exchanging one tradition for another, one culture for another and one home for another, the writer creates and inscribes 'alternative worlds', which, vibrant and demanding, resist the prospect of annihilation. A diasporic writer has no other worlds to live in but the ones she creates. She writes with the memories of the imported, a blend of the old and the new, of the real and the ideal.

Anita and Me

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Diasporic Issues in the Works of Meera Syal



Meera Syal's first novel features a protagonist called Meena, for whom home is Tollington, England. *Anita and Me* depicts Meena growing up and learning early to juggle two identities one for home and family life, and one for public life amongst her English peers. Meena Clearly enjoys her cosy family life, but she also strives to be regarded as a 'Tollington Wench'. She enjoys the company of her parents' friends - the diasporic South Asian Community in Britain, the 'aunties and uncles' – but she also hankers after the company of Anita Rutter, a brazen, hard-boiled English Girl.

Two Sets of Morals

Although deeply attached to her parents, Meena learns from childhood that she has two sets of morals to juggle and contend with, one applicable at home and the other applicable outside her home. Meena is well aware that stealing would horrify her parents, and yet she does steal, because it affords her a pleasing sense of bravado, and it is the passport to acceptance amongst her peers. Meena is impressed by her parents and the way they live their culture, but it is their culture, rather than hers. She is aware that the standards and practices of her parents' culture would earn her little by way of street credit, and accordingly, she learns to deal in a different moral currency, just as she learns to speak with a different accent and slang when outside her house. Although just a child, Meera perceives that life inside the home and life outside it are divided into two separate worlds.

Feeling Different

Syal shows that even a child as young as Meena although identifying with her parents' culture to some extent, already understands that she is different. She notes that although her parents are respected and approved of by the general community they live amongst, they do not completely respect or approve of their neighbours. They choose not to belong and set themselves apart from the English Community. Meena, in comparison, is comfortable thinking of herself not only as English, but as belonging to Tollington, '..... I had won them over with my cheeky charm and my deliberately exaggerated Tollington accent, thus proving I was very much one of them, they did not need to shout to make themselves understood or think they could get away with muttered swearing and I would not understand, that I belonged' (Syal, 1997). She enjoys her easy inclusion in the Tollington community and it is not until she is a little older that she would realize the underlying racial tensions and realise too, that she does not, in fact, belong. This indicates that for diasporic South Asians, wherever they go, whether in South Asia or in their new homes in the west, they continue to experience the sense of double-consciousness.

Dilemma: Divided Loyalties

Meena's dilemma is the dilemma of British-born Asians whose divided identities make it difficult for them to locate and place themselves. They do not know when, where and how to relate and belong. There is nothing 'fixed' or 'pre-given' in identity. As *Brah* puts it, "It is constituted within the crucible of the materiality of everyday life; in the everyday stories we tell ourselves individually, and collectively (*Brah 183*). The 'Stable Core' of the self is no more stable today. Identities, like the shifting kaleidoscopic images, are constructed, deconstructed and reconstructed regularly. They are always in the process of construction. As *Hall* puts it: ... *Identities are never unified and, in late modern times, increasingly fragmented and fractured; never singular but multiply, constructed across different often intersecting and antagonistic, discourses, practices and positions. They are subject to radical historicization and are constantly in the process of change and transformation* (Hall 4). *Anita and Me* records the struggle of Meena in such a 'fantasmatic field' to evolve an authentic self and come to terms with it. As an offspring of the family that has experienced migrancy, it is natural for Meena to inherit the

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disaporic predicament of her parents. As *Uma Parameswaran* puts it very aptly, “*People who move away from their native countries not only occupy but also bequeath to subsequent generations a liminality, an uneasy pull between two cultures*” (Parameswaran 2000). Obviously the conceptualization of the native place is not easy for Meena who has never been to the homeland of her parents. The longing to belong to the place of origin is dormant at this stage and does not manifest in her as it does in the case of her parents. In addition to this the identity is yet in the process of evolving itself. The immediate battleground where it has to prove its authenticity is provided by the other culture. It is this culture of location that throws challenges to the outsider. As *Roger Bromley* puts it,

“Initially distanced from her parents and their extended family, Meena longs to identify with the local, white working class community embodied in the figure of the precocious role model, Anita” (Bromley 143).

Attempt to Erase the Culture of Origin

The stronghold of this desire not only makes the other culture fascinating, it also desires a complete erasure of the culture of her origin Bewitched by the freedom, adventure and new possibilities offered by it, Meena the outsider plunges headlong into it to become an insider. But the mere decision to be a part of any other culture does not resolve the conflicts. The plunge does not put an end to ‘the moment of transit’ in which the diasporas are caught up.

Anita and Me is a narrative about race and class. Sam and Anita never find bodies which fit them to perfection. In the final paragraph of the text Meena writes a note: ‘*Dear Anita, we are moving on Saturday. I am going to the Grammar school, so at least you won’t be around to tease me about my tam-o-shanter*’. *She never replied, of course*’ (AM 328). The active verbs in the note, ‘moving’ and ‘going’ mark off Meena from Anita who only ever existed as a ‘narrative’ supplement to, and construct of, Meena with her ‘moving’ identity. Fixed, silent, invisible, erased, Anita never could reply;; the narrative dialogue has broken down.

Understanding Departure – the Act of Migration

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Diasporic Issues in the Works of Meera Syal

The act of Migration has been described as the “quintessential experience of the twentieth century. Indeed, more people have crossed geopolitical and cultural boundaries in the last century than ever before in world history, and the global movement of peoples has resulted in the formation of a number of immigrant communities, each with its own particular characteristics. Any journey that entails physical displacement is bound to result in identity-shifts in terms of the individual’s subjectivity. The extent of transformations (social, cultural and psychological) induced by the process of migration will inevitably vary, and depend as much on the reasons for departure as on experiences post-arrival.

Migration can therefore be conceptualized as “an outcome of tensions between the individual’s desires and opportunities as a reflection of past circumstances and of expectations for the future.” The large-scale migration of a non-white labour force has become a major determinant of contemporary social experience in developed/western nations and much analysis is accordingly directed at the emergence of a ‘New World Culture’ within these geographical spaces. It is not surprising, therefore, that the primary focus of theorists within this category is on narratives that relate female subjectivity to issues of displacement and cultural syncretism, but within a specific cultural/racial paradigm.

The Other

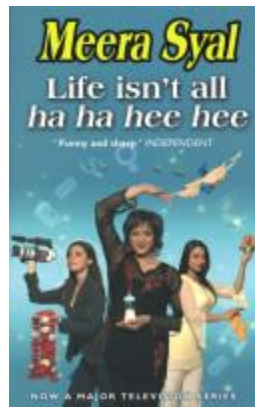
Contextualizing the racial ‘other’ becomes crucial to any understanding of the ‘self’. Concomitantly, critical responses from within diaspora discourses currently available on the migrant experiences of South Asian women focus largely on the concept of arrival as an element of “the phenomenology of contemporary migration.” As *Mary John* observes, “*the language of arrival is truly valorized.*” She explains: “*one comes across less where women have come from, much more about what they have come to*” (P.18). Critical readings of migrant narratives of South Asian women more often than not operate exclusively in terms of the discourse of displacement, dislocation and disease, within a specific cultural/racial paradigm. The critical epistemology operates on the assumption that there is an overriding anxiety and ambivalence that is characteristic of every migrant subject’s being. Indeed, many critical readings of literary narratives of migrant experiences of women suggest that migration to first-world locations is

necessarily experienced by Third-world women in terms of alienation or psychological deracination, with pathological effects on subjectivity.

Indian Diaspora meets Indo-chic.

Rejuvenation – the Puzzle

The quality of rejuvenation that may lead the mainstream to regard the Indian diasporic community in its midst with suspicion: their lack of dullness may be reason for concern or cause for celebration. Diasporic culture clashes with the dullness of ‘pure’ Britishness which, of course, may not exist in the first place. What is at stake, then, in this paradoxical politics of Indo-Chic? Is the west celebrating its own demise, its having been taken over by the ethnics, or has it successfully contained this ethnicity by decontextualizing it?



It is this puzzle that Syal’s narrative begins with, *Life Is Not All Ha Ha Hee Hee* centres on the attempt by three Indo-Anglican women – Tania, Chila and Sunita - to make sense of an increasingly multicultural Britain and a mainstream’s nostalgia for whiteness:

“Not even snowfall could make Leighton look lovely. Sootfall was what it was [...] pigeons shook their heads, sneezing, blinking away the icy specks, claws skittering on the unfamiliar roof which had once been the reassuring that flat red tiles of the Methodist church and was now a gleaming minaret, topped by a metal sickle moon. The moon at midday, dark snow and nowhere to perch. No wonder they said coo.” (LAH7-8).

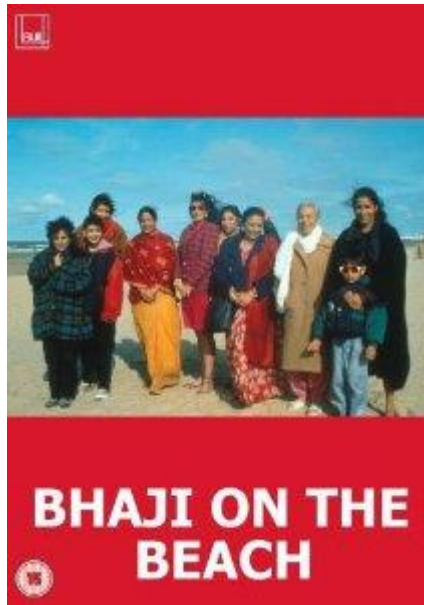
Like the pigeons, the mainstream may have nowhere left to perch in this bric-a-brac of cultural diversity. Indo-Chic, in this sense, may be the mainstream's way of turning necessity into virtue. Before the British can be displaced by the diasporic, they turn Indian themselves:

“a fine drizzle of ash [...] sprinkled the pavements and terrace rooftops, dusting the rusty railings and faded awnings of the few remaining shops along the high road. They formed a puzzling collection of plucky bric-a-brac emporiums (All the plastic matting you will ever need!) and defeated mini-marts (cigs ‘N’ Bread! Fags ‘N’ Mags!), braving the elements like the no-hoppers no-one wanted on their team.” (LAH8).

Cultural Take-over and Economic Rejuvenation

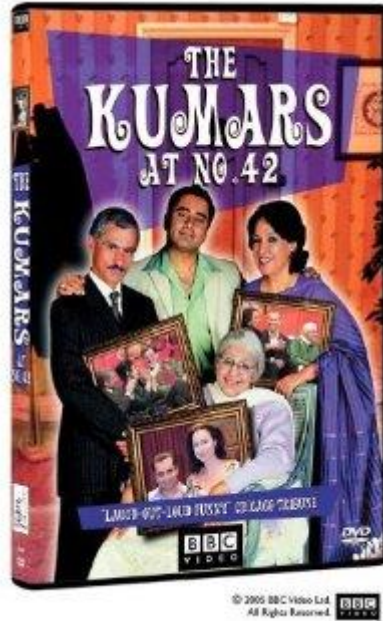
Economic rejuvenation, then, is anticipated by cultural take-over: What the now outmoded “rivers of blood” rhetoric against immigration could not have foreseen is precisely the self-imposed Indianization of British culture. For what the charge of “swamping” ethnics fails to take into account is precisely the fact that Indo-Chic is a mainstream phenomenon: The problem is not simply that Indian youth insists on listening to Bhangra, but that Bhangra has become a British form of expression. It is here, however, that Bhangra clashes with Indo-Chic even though both attest to the impossibility of authenticity: where Bhangra fuses the traditional and the contemporary, the British and the Indian diasporic, Indo-Chic believes in an authenticity which it itself helps to destroy: by importing the authentic but doing so in its decontextualized form, Indo-Chic destroys the very authenticity it covets. The allure of Indian diasporic culture, then, may be precisely its ‘infectiousness’. Yet what is striking is precisely the fact that the British mainstream in search of cultural rejuvenation does not look to the Indian diasporic communities in its midst, but to an Indianness it has fabricated itself.

Bhaji On the Beach



Meera Syal's *Bhaji on the Beach* is based almost entirely upon the differences within a small section of an Asian community based in Birmingham, rather than on the difference between the community and the dominant white society. The film is more an exploration of gender issues than those of race, but these are articulated within a number of set-pieces related to a range of codes shaped by a specific ethnicity and cultural practices. Sex, pleasure, food and family, are all subject to transcoding within the film which transfers its cast of characters from a recognizably 'Asian' enclave in Birmingham to Blackpool, the quintessentially white, working class English seaside resort, which becomes a metaphorical site for exploring the transformations of 'Asianness' brought about by the pressures of migration and inter-generational gender conflicts. All the events take place in the course of a single day which are magnified by this time-space compression. The potential changes brought about by the day and the mode of resolution make the film a comedy, but the dilemmas posed suggest levels of conflict and tension beyond the comic.

The Kumar's at No. 42



Meera Syal's sketch comedies *The Kumar's at No. 42* (2001-2006) and *Goodness Gracious Me* (1996-1998) link her directly with a sort of popular sub-genre, covering over her important screen contributions. *Bhaji on the Beach*, too, has many light-hearted, even comedic moments and this may be the reason for those wishing to engage in serious criticism to abandon it. *Bhaji*, however, is worthy of critical exploration. It says much about living in the liminal spaces of diaspora. Its humour and seriousness expose external and internal perceptions of "Indianness" specifically "female Indianness". But what makes it particularly provocative is its efforts to capture character adaptation in process. *Bhaji* is worthy of serious investigation. In *Bhaji*, the very idea that "black" represents something "other" within the South Asian Community points to instances of racism between marginalized groups. In Britain, immigration policies entrenched and perpetuated women's dependency on men, and the "pathologized" Asian family has been systematically under attack by the state. Domestic violence is an overt form of subordination for Asian women, but the family is not the only site of oppression. *Bhaji* thus challenges myopic perceptions that it is simply "culture" and "tradition" that create oppression. Meera Syal, who like Kureishi was born in Britain, has emphasized the need she felt as a child to constantly construct strategies for survival, to make up stories, even tell "lies", as a means of creating a differently mirrored space, a space which could enable the ironic possibilities of 'double-entendre' and comedy to explode prevailing stereotypes. The literary voices of the Asian

diaspora in Britain derive from a variety of different histories, and emerge from a number of diverse subject positions.

Conclusion

The writings of diasporic South Asians have greater influence over the shaping of a global South Asian image and identity. In most cases, their writings are more widespread, more easily accessible, and better promoted than those of the home writers. Diasporic or postcolonial authors writing or adapting for cinema or television express a throbbing anxiety by exposing the novelty of intercultural forces at work in British society to the Western showbiz. The focal point in Syal's novel resides in the treatment of hybridity: It is a privileged site of negotiation, a zone of in-betweenness, that regulates the experience of the diaspora, Syal argues a different interpretation of such a notion and warns about its confusing powers. Meera Syal's technique consists of elaborating on personal memories and drawing events from the media: by textualising some traits of actuality she sanctions her light-hearted, self-ironic and sincere commitment to the migrant question. The literature of diaspora which is emerging rapidly is the need of the time as it helps to develop cross-cultural understanding of culture and its effect on the mentality of Indian people, which is contradictory to western life and thinking.

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Colophon:

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Affixation in Liangmai

Guichamlung Daimai, Ph.D. Research Scholar

1.0 Introduction

Liangmai belongs to the mongoloid group of race and speak the Tibeto-Burman languages. Liangmai language is one of the 33 languages recognized by the government of Manipur. Liangmai spoken by around 34,000 is a Tibeto-Burman language spoken in Tamenglong District of Manipur and parts of Nagaland. The language belongs to the Kuki-Chin-Naga sub-group of the Tibeto-Burman family (Grierson 1903). However, Burling 2003 grouped it under Zeme group along with Zeme and Rongmei.

Jaimie Saul of Gauteng, a South African scholar, mentioned that the *Hamai* (Zeliangrong

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ancestors) traveled to *Chawangphungning* from *Ramtingkabin*, before they reached *Makuiluangdi*. Here they dwelt for a long time. After the population increased so much, reaching the mark of 7777 household, the village was divided into areas of settlement sectors: -north, south and central sector. From here they began to divide among themselves and called them separately as Zeme, Liangmai, Rongmei and Puimei. There are different versions of how they got names based on folk tales and folklores and some songs.

1.2 Affixes

Affixes are bound morphemes which can only occur by attached to a root. It is a kind of strategy for the formation of word. Prefixation and Suffixation are very common principle in the Liangmai language. But Infixation is not found in Liangmai. In this language, which is an agglutinative language, affixes are very important as they take part in the formation of various words and in deriving several word classes, namely, verb, noun, adjective and adverb. The two types of affixes found in Liangmai are prefix and suffix which are discussed below.

1.2.1 Prefixes

In Liangmai uses lots of Prefixes for its word formation. But it has limited number as compared to the suffixes, as they are used in word class formation. It can be classified into two- 1) Pronominal and 2) Nominalizer, on their grammatical functions.

1.2.1.i Pronominal Prefixes

Liangmai has three persons, namely, *a-* first person, *na* 'second person' and *pa-* third person which function as a possessive prefix. The following are the examples (from 1-3) which show how each of the possessive prefixes is used to *təzu* 'face' to form possessive nouns. It may be noted here that when the possessive noun is formed with the help of possessive prefixes, the initial syllable gets deleted. There is no clear explanation as to how the first syllable of *təzu* 'face' gets deleted, but for the purpose of the present exposition, it may be the case that the language prefers short syllables especially when possessive nouns are formed.

Example 1

təzu	‘face’
əzu	‘my face’
nəzu	‘your face’
pəzu	‘his face’

Example 2

čəki	‘house’
əki	‘my house’
nəki	‘your house’
pəki	‘his house’

Example 3

čəpi	‘head’
əpi	‘my head’
nəpi	‘your head’
pəpi	‘his head’

1.2.1.ii Nominalizing Prefix

Liangmai has a Nominalizer prefix *-pə* which is prefixed to verbal root to derive the manner of performing an action. The prefix *-pə*, when prefixed to the verbal root nominalize the root.

Examples;

pə	sək	>	/pəsək/	‘manner of his drinking’
NOZ.	‘drink’			
pə	pək	>	/pəsək/	‘manner of his running’
NOZ.	‘run’			
pə	wi	>	/pəwi/	‘the degree of goodness’

NOZ. 'good'

1.2.2 Suffixation

Both inflectional and derivational affixes are found in the Liangmai. Plural marker and tense marker, which compose the important grammatical rules in a language, are indicated in Liangmai by suffixation. In Liangmai suffixes are more common than prefixes. Some illustrations are given below.

1.2.1.i Inflectional Suffixes

Noun Inflectional Suffixes

The suffix *-duŋ* is attached to a noun stem or root in Liangmai to represent its plurality.

čəki	'house'
čəkiduŋ	'houses'
čəlu	'field'
čəluduŋ	'fields'

Tense Marker

The suffix *-de* functions as the past tense marker in Liangmai.

zi	'sleep'
zide	'slept'
tiu	'eat'
tiude	'ate'

The suffix *-ra* when attached to a verb becomes a future tense. It indicates the action that will follow.

waŋ	'come'
waŋra	'will come'
pək	'ran'

pəkra 'to ran'

Aspect Marker

Suffix *-bəmme* is attached to a verb to mark its progressive aspect or incomplete action.

rao	'write'
raobəmme	'writing'
zi	'sleep'
zibəmme	'sleeping'

1.2.1.ii Adjective inflectional suffixes

The suffixes *-bi* and *-karan* functions as the comparative marker in Liangmai. They occur in free variation. The illustrations are given below:

di	'big'
dibi	'bigger'
wi	'good'
wikaran	'better'

Liangmai uses *-t^hu* and *-lan* as superlative degree. They are in free variation.

di	'big'
dit ^h u	'biggest'
hum	'sweet'
humlan	'sweetest'

1.2.3 Derivational Suffixes

In Liangmai, agentive nouns are derived by suffixing derivational suffix *-mai* to the verb.

pak	'run'
pakmai	'runner'
rao	'write'

raomai 'writer'

Liangmai has a derivational suffix *-sui* which is attached to a verb as in *ken* 'read' and *ken + sui* 'readable'. For example:

tiu 'eat'

tiusui 'eatable'

sək 'drink'

səksui 'drinkable'

Adverbs are derived by suffixing a derivational suffix *-ziu* to the adjectives.

dun 'short'

dunziu 'shortly'

pum 'round'

pumziu 'rounded'

1.2.4 Case Suffixes

Case is a grammatical category which establishes a relation that a noun or pronoun has with some other word in a sentence or a phrase. The case in Liangmai is affected by using suffixes. There are seven case suffixes/markers in Liangmai.

Liangmai has seven case markers. Among them nominative, genitive and locative case ending are not obligatory sometimes, they can be dropped or deleted.

The case endings present in Liangmai are:

1. Genitive *-gu, -leŋ*
2. Nominative *-niu*
3. Accusative *-tu*
4. Locative *-k^hu, -gə, -ləm*
5. Instrumental *-niu*
6. Ablative *-gəsu, -ləmsu*

7. Associative *-nai*

(1) Genitive

-gu and *-lej* are the two genitive case marker found in Liangmai. The case ending *-gu* is used to indicate the ownership/ possessor of an object whereas the case ending *-lej* is used to denote the beneficiary of an object. It is expressed by adding case ending *-gu* and *-lej* to the object of a sentence.

Example:

haise əgu tani ye
this-DET 1p-GEN pant-ASP
'This is my pant'

haibo arriakse ram lej ye
This- NOM book-DET ram-GEN-ASP
'This book is for ram'

(2) Nominative

The nominative case is use to mark the subject of a sentence. In Liangmai, the subject takes a case ending *-niu* and is found not obligatory.

Examples:

pə niu rose tu kuŋ ye/
he-NOM rose-ACC love_ASP
'He loves rose'

Saoniu kamlo haisi
who-NOM do-QMK this-DET
'Who did this?'

(3) Accusative

Accusative case is used to mark the object of a verb. It is expressed by adding case ending *-tu*.

Example:

i niu pə tu luŋsa ye
i NOM 3P-ACC love- ASP
'I love her'

nəpui nətu ku-bam-me
Your mother you-ACC call-PROG-ASP
'Your mother is calling you'

(4) Locative

The place of location of an object, event and time is expressed by locative case. Liangmai have three locative case marker, they are *-gə*, *-k^hu* and *-ləm*.

Example:

cəwan wəncak sum gə
evening hour three LOC
'At 3.0' clock in the evening'

pə k^hugə rankaŋ pik^hai lo
he-LOC-LOC money give ASP
'Give him money'

ram sonnai imphal ləm tət ne
ram tomorrow imphal LOC go fut
'Ram will go to imphal tomorrow'

(5) Instrumental

-niu which is homophonous to nominative marker is used to express the instrumentality of an object with which an action of a verb is performed. It is expressed by case-ending *-niu* to the object.

Example:

i məri niu tasiŋ bi ye
i axe INST wood cut-ASP
'I cut the wood with axe'

ram pensilniu ariak rao ye
ram pencil INST letter write-ASP
'Ram wrote a letter with a pencil'

(6) Ablative

The ablative case-ending *-gəsu* and *-lamsu* is suffixed to the object to expressed separation, expulsion and direction of movement from one to another. The ablative case is the case of separation from source.

Example:

cəmik gəsu mikdui luaŋ kiu ye
eye ABL tear fall down ASP
'Tears fall from the eye'

tiŋban lamsu siŋgiu luaŋ kiu ye
north ABL river fall down ASP
'River is flowing from the north'

(7) Associative

-nai is associative case marker found in Liangmai which is used to denote that the action has been performed in conjunction with another.

Example:

ram nai pət^hi
ram ASSOC 3p dog
'Ram and his dog'

təthi nai kəbak
dog ASSOC pig
'Dog and pig'

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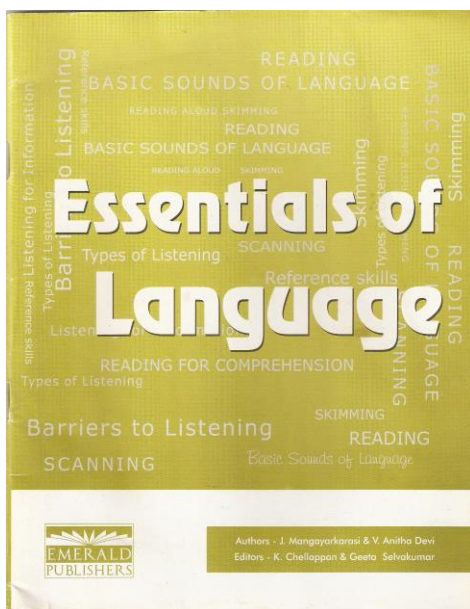
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Review of *Essentials of Language*

A Book by J. Mangayarkarasi, Ph.D. and V. Anitha Devi, Ph.D.

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Review of *Essentials of Language*, A Book by J. Mangayarkarasi, Ph.D. and
V. Anitha Devi, Ph.D.

Essential of Language (Emerald Publishers, Chennai, 2013) is a practical and useful book written by experienced college teachers of English, J. Mangayarkarasi and V. Anitha Devi. It is a short book of 52 pages with useful guidelines, instructions and exercises to improve the writing skills of students and others. The subtitle of the book describes its contents well: *English Language Laboratory Course & Workbook Volume I*.

The book starts with Student Profile. Students are asked to fill in some details of their ability in English. The profile page asks students to write down what they think is the most important thing they want to learn in “this class.”

Editors claim that the workbook “is meant to enable the first year degree students to acquire basic skills of English, listening, reading and reference skills by making them use language in the language laboratory.” To a large extent, the authors meet this requirement in this short book.

The book contains three Units:

Unit I includes a one-page note on what listening is all about, which is followed by three categories: Listening for Information, Types of Listening, and Barriers to Listening. A song from a classic Hollywood movie of yesteryears is presented with the intention to help develop listening among the students. This is an interesting innovation. It will be good to have some information as to how effective this item was in developing listening skill in the classrooms of the authors. Conversational English in face to face, radio and movie situations have been used effectively in most classrooms. Other materials presented are useful and effective to improve listening skills.

Unit II Essentials of Sounds and Reading deals with the following: Basic Sounds of Language, Reading and Reading for Comprehension. Authors’ assumption (not made explicit in the textbook) that linguistic symbols would help read and pronounce the words correctly is valid. However, students should be given adequate exercise in using a standard dictionary which provides linguistic description of the word entries usually in parentheses. There are many online

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dictionaries such as www.dictionary.com which should be introduced to the students and students should be encouraged to go to the online dictionary for meanings, usage, spelling, etc. The authors have made a good beginning in this volume, and I hope that this will be further dealt with in subsequent volumes as well to build up competence.

Unit III Essentials of Language deals with the following: Reference Skills, Locating Sources in Library Catalogue, Search for a Book in the Library or Internet and Dictionary, Thesaurus and Encyclopedia. Detailed guidelines to help students to “hunt” for information in the Internet, assessing the reliability of websites and information provided, methods of citation and preparation of list of references/works cited, etc. would be a welcome source for the next edition of this useful book.

English language teaching and learning is a continuous process and the authors have done well to help our students to proceed further in their effort to learn and use English effectively.

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Concrete Nouns in Kannada: How Distinct Are their Semantic Features?

Prarthana.S., MASLP., Ph.D. Candidate and Prema K.S. Rao., Ph.D.

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Abstract

Understanding the representation of meaning of words in the mental lexicon has received considerable attention in research studies on Psycholinguistics, Speech language sciences, Cognitive linguistics and Neurolinguistics. Studies carried out in this regard have used semantic features as a key to understand the underlying processes of storage and organization. The meaning of words, which in turn denote concepts are assumed to vary depending on their distinctive features as well as shared features. Distinctive features are those that are unique to a small set of concepts whereas the shared features are present in abundance. In the field of Speech Language Pathology semantic features have been targeted in therapy techniques to decrease the semantic deficits in persons with aphasia and semantic dementia. Owing to the significance of semantic features in our understanding of semantic processing, the present

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Concrete Nouns in Kannada: How Distinct Are Their Semantic Features?

300

study was conducted to examine the nature of distribution of distinctive features of words in Kannada language. The study describes distinctive features generated for 60 concrete nouns of Kannada (30-living thing; 30- non living things) by 60 native adult speakers. The responses are analyzed using custom software and computer programs developed and written for this purpose. The results offer empirical evidence for the differences in the distribution of distinctive features of living and non living things. Implications of the results for treatment of semantic deficits have been discussed.

Key words: Semantic features, Distinctive features, Semantic representation, Semantic deficits

Meaningful Utterances

Understanding and producing meaningful utterances forms the basis of any communication. Language being the primary mode of communication serves as a medium to exchange thoughts and ideas. Words stored in the mental lexicon of individuals form the basic component of a language and word meaning provides the core information upon which all communication is built (Vinson, 2009). Among the different types of words, nouns being the largest group of content words in a language carry most of the linguistic information followed by verbs.

Each word stored in the linguistic repertoire of individual is presumed to represent a concept of the world. These concepts are acquired by individuals from infancy on employing active and passive learning from the environment and real world experiences. It consists of vast amount of knowledge about living and non living things gathered from seeing them, using them, observing others use them, talking and reading about them (Cree & McRae, 2003). This knowledge is assumed to be represented and processed in the semantic memory of individuals.

Research in the area of semantic memory has been focusing on studying how information about objects and entities are represented, organized and processed. Several models and theories have been proposed in order to gain insight about the structure and processes influencing semantic memory (Smith, Shoben, & Rips, 1974; Collins & Loftus, 1975).

Semantic Features

Semantic features have been considered as basic building blocks in most of the theories and models addressing semantic representation and conceptual knowledge in semantic memory

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(Eg. Smith, Shoben, & Rips, 1974; Collins & Loftus, 1975; Minsky, 1974; Norman & Rumelhart, 1975; Medin & Schaffer, 1978; Smith & Medin, 1981; Jackendoff, 1992; Hinton & Shallice, 1991; Plaut & Shallice, 1993; Minda & Smith, 2002). Semantic features in its simplest definition refer to bundles of attributes related to a given word corresponding to a particular concept. The attributes reflect a particular type of knowledge/information about the word which is stored in the mental lexicon such that these attributes or semantic features combined together reflect the meaning of that particular concept.

Semantic features have been extensively collected and studied for their production norms in recent research relating to semantic representation (Rosch & Mervis, 1975; Ashcraft, 1978; Hampton, 1979; Devlin, Gonnerman, Andersen, & Seidenberg, 1998; Garrard, Lambon Ralph, Hodges, & Patterson, 2001; Moss, Tyler, & Devlin, 2002; Vinson & Vigliocco, 2002; McRae, Cree, Seidenberg, & McNorgan, 2005; Vinson & Vigliocco, 2008) as these features are known to provide valuable insight into various behavioral phenomena associated with language organization and processing. They have been considered to play a major role in studying conceptual organization and categorization in semantic memory which forms the basis of these behavioral phenomena.

The semantic feature generation task typically consists of listing of features for a concept which are considered to be salient by the participant. Feature norms are collected for various categories of nouns and verbs referring to numerous concepts believed to be stored in the mental lexicon. Feature norms are assumed to provide valid information not because they yield a literal record of semantic representations but rather because such representations are used systematically by participants when generating features (Barsalou, 2003). Thus when participants produce features in a norming task, they directly exploit representations that have been developed through repeated multisensory exposure to, and interactions with exemplars of target category (McRae, Cree, Seidenberg, & McNorgan, 2005).

As mentioned previously, semantic features have been used as the core ingredient in most of the influential models of word meaning and of concepts and categorization to understand lexico-semantic representation. A model based on speaker generated semantic feature norms was proposed for object nouns by McRae, et al. in 1997. A model for both words referring to object

(object nouns) and words referring to events (action nouns & verbs) called “*Featural and Unitary Semantic Space*” (*FUSS*) model was developed by Vigliocco, Vinson, Lewis and Garrett in 2004. The model was developed in order to describe how word meanings are represented in the semantic memory by implementing self-organizing maps. These maps are obtained based on semantic featural properties such as number of features generated for each concept, featural weights (number of participants who generated a feature for a particular concept) and correlation among features of different concepts. Thus, based on the semantic distances among the concepts, maps are generated along with semantic category boundaries to model the organization and representation of conceptual knowledge in the semantic memory.

Study of semantic features also has important implications in understanding of nature of semantic impairments seen in persons with semantic dementia and aphasia. Semantic deficits such as comprehension difficulties and anomia seen in persons with aphasia may be a result of their deficits in semantic feature knowledge. Hence semantic features form basis of many therapy techniques used to treat these word finding problems in aphasia. One such technique which has wide usage is the Semantic Feature Analysis (SFA) which focuses on improving retrieval of semantic knowledge by accessing semantic networks (Boyle & Coelho, 1995). The technique involves producing words that are semantically related to a target word (category, use, action, properties, location and association). There are several studies which have reported efficacy of semantic feature based treatments for aphasia (Boyle & Coelho, 1995; Coelho, McHugh, & Boyle, 2000; Conley & Coelho, 2003; Boyle, 2004; Rangamani & Prema, 2011). The overall results of these studies have suggested that a semantic feature based approach is efficacious in treating anomia in persons with aphasia. However the extent of generalization of naming skills for untreated items and into connected speech is reported to be equivocal (Boyle & Coelho, 1995; Coelho, McHugh & Boyle, 2000).

Distinctive Features vs. Shared features

Semantic features can be also studied by classifying them into different types of features namely distinctive and shared features. Distinctive features are those features which occur in only one or two concepts of a category hence they are unique to a small set of concepts. Shared features are those which are present across many concepts. While distinctive features are crucial

in discriminating among similar concepts, the shared features are presumed to provide stronger representation as they are present across many concepts.

Study of distinctive feature distribution has important implications in the treatment of semantic deficits associated with anomia and semantic dementia. As reported previously, treatment techniques involving semantic feature analysis (SFA) which uses shared feature as a basis to improve semantic knowledge has proven to be less effective in generalization to untreated items and to contextual speech. Treatment techniques based on distinctive features have been successfully employed to overcome this shortcoming. In other words, techniques facilitating enhancement of distinctive feature knowledge in individuals are found to be very effective in treatment. Evidence supporting use of distinctive feature in therapy has also been provided by researchers who have found better prognosis in naming skills of treated items along with better generalization to untreated items and to connected speech (Mason-Baughman, 2009; Kiran & Thompson, 2003).

Thus distinctive features can be assumed to play a crucial role in retrieval of concepts during naming. Study of distribution of distinctive features across various categories of concepts can also provide valuable insights about the nature of semantic impairments seen in persons with Aphasia and semantic dementia. Various case studies have reported that concepts and words related to living things (henceforth abbreviated as W-Liv) are more susceptible to impairment than those related to non living things (abbreviated as W-NLiv) in this population (Devlin, Gonnerman, Andersen, & Seidenberg, 1998; Garrard, Lambon Ralph, Hodges, & Patterson, 2001). Thus a trend of differential semantic impairment has been reported in literature for the categories of living (W-Liv) and non living (W-NLiv) domains. Researchers have found correlation of this differential pattern of impairment with distribution of distinctive features among W-Liv versus W-NLiv. Detailed study of distribution of distinctive features in differential impairments was reported by Cree and McRae in 2003 who conducted analysis for 541 concepts of English language, belonging to 34 categories. Analyzing semantic feature norms in English language have thus provided evidence that W-NLiv have an advantage over W-Liv in terms of number of distinctive features (Cree & McRae, 2003; Randall, Moss, Rodd, Greer, & Tyler, 2004). W-Liv, as reported in the previous studies have found to have less number of distinctive features which explains its susceptibility to increased degree of impairments in persons with

aphasia accounting for the differential trend of semantic impairment across categories (W-Liv Vs W-NLiv) seen in this population.

The above premise would require further evidence from different languages since languages differ in how they represent experience. The language that an individual learns influences how s(h)e talks about objects and events. Besides these, some languages offer more terms than others for particular domains (Clark, 2004). Language representation is also influenced by the cultural exposure and learning environment. The studies done till date are limited to English and other European languages (Cree & McRae, 2003; Randall, Moss, Rodd, Greer, & Tyler, 2004; Mason-Baughman, 2009; Kiran & Thompson, 2003) Studies in Indian languages, by virtue of the structure being different from the European languages are likely to enlighten our understanding of semantic representation by providing empirical evidence for distribution of semantic features. Hence the present study was conducted to investigate the distribution of semantic features in the domains of W-Liv Vs W-NLiv in Kannada language.

Method

The aim of the present study was to investigate distribution of semantic features for two set of nouns belonging to the domains of W-Liv and W-NLiv in Kannada language. For this purpose 30 concrete nouns belonging to the domain of W-Liv (category of animals) and 30 concrete nouns from the domain of W-NLiv (category of common objects) were selected. The complete list of words from both the domains (W-Liv and W-NLiv) considered for the study are given in IPA in the Appendix I.

The domains of living and non living things were selected for the present study as these domains demonstrated differential degrees of semantic impairments in the studies done previously with former domain impaired more often than the latter (Devlin, Gonnerman, Andersen, & Seidenberg, 1998; Garrard, Lambon Ralph, Hodges, & Patterson, 2001). These domains are reported to vary with respect to distribution of distinctive features (Cree & McRae, 2003; Randall, Moss, Rodd, Greer, & Tyler, 2004). Thus studying these domains in Kannada language for distribution of distinctive features would further provide insight to its relation to differential impairment.

The stimulus (60 nouns) was subjected to familiarity ratings by 3 qualified professionals (Speech language pathologist, Special Educator, and a Linguist). The three experts rated the words adapting a 3-point rating scale where 2 - very familiar 1-familiar and 0- less familiar. Words rated as very familiar and familiar (relatively unambiguous words or words with dominant meaning) were selected for the study. Eight out of 30 words in the domain of W-NLiv were borrowed English words which were also included as these words are very commonly used in day to day life by native speakers of Kannada and these words form an indispensable part of Kannada vocabulary. The stimulus employed for the study was part of a Doctoral study of the first author being carried out on semantic features norms collected for a larger sample of 200 nouns and 100 verbs belonging to different semantic categories.

The participants involved in the study were 60 (out of 300 participants from the main study) adult (18-30 years) native speakers of Kannada language who had a minimum of 10 years of experience in reading and writing in Kannada, with no history of any speech, language, psychological or neurological disorders. The participants were selected on a random basis from graduate and post-graduate colleges in urban areas of Mysore city, India

The participants were instructed to write down the semantic features that they think describe a particular target word. For example, for the target word 'cheetah' the semantic features that can be generated by the participants were <an animal>, <yellow>, <runs fast>, <has black spots>, <climbs trees>, <lives in forest>, <carnivores> and so on. The participants were also instructed explicitly to write down features which might help to distinguish target word from similar words. Written instructions along with four examples were also provided.

Analysis of Features

The data analyzed consisted of written responses on semantic features generated by the 60 participants. All the responses were entered into an electronic database using custom made software and interface developed for this purpose. Custom software and the interface design were developed with the help of a software consultant using Microsoft Access 2007 and Microsoft Visual Basic respectively. It allows easy data entry and various kinds of analysis over the stored response data.

The data analyzed in the current study was a part of database from the main study as mentioned earlier. From the database, responses for 30 W-Liv belonging to the semantic field ‘animals’ and responses for 30 W-NLiv from the semantic category ‘common objects’ were extracted using a computer program. The computer program was written using Python programming language. The computer program thus developed, enumerated all features generated per word by the 60 participants. A feature was considered for further analysis only if it was generated by three or more participants. This was done by modifying the program, in order to eliminate idiosyncratic responses. The program was further modified to isolate all the *distinctive features*. A feature was considered *distinctive* if it was generated for a maximum of two target words (i.e. two concepts). Thus the distinctive features for both domains were extracted from the database which was further subjected to statistical analysis.

Results

The distinctive features extracted from the data indicated that in the domain W-Liv (animals) the range of number of distinctive features varied from 7 to 1. The number of semantic features and distinctive feature obtained for both domains W-Liv (animals) & W-NLiv (common objects) are depicted in Table 1. The target word /ka'θɛ/ (*Donkey*) had the highest number, a total of 7 distinctive feature out of total 38 semantic features listed by 30 participants whereas the target word /mola/ (*Rabbit*) had the lowest number, 1 distinctive feature out of total 46 semantic features listed. In the domain of W-NLiv (common objects) the range of distinctive features varied from 11 to 3. The target word /gadiya:ra/ (*Clock*) had the highest number, a total of 11 distinctive feature out of total 44 semantic features listed whereas the target word /ba:ket/ (*Bucket*) had the lowest number, 3 distinctive feature out of total 45 semantic features listed by 30 participants.

In order to study the distribution of distinctive features we calculated the percentage ratio of number of distinctive features to that of total features for every target word. This task was again done with the help of a computer program written in Python script. The percentage ratio of distinctive feature obtained for both domains W-Liv (animals) & W-NLiv (common objects) are also shown in Table 1. The mean percentage ratio of distinctive features was then calculated (Table 1). Results indicated that the mean percentage ratio of distinctive features for domain W-

Liv was 8.10% (SD=4.08) whereas that for W-NLiv was 14.15 % (SD= 5.33). The domain of W-Liv possessed a low percentage of distinctive features compared to W-NLiv.

To investigate whether the difference in mean percentage scores between the two domains was statistically significant, Independent t- test (2 - tailed) was carried out. Statistically significant difference ($t = 4.93$; $df = 58$; $p=0.00$) in distribution of distinctive features for the two domains was obtained on t-test. In summary, in the present study the domain of W-Liv possessed a significantly low proportion of distinctive features ranging from 18.47 to 2.17 compared to W-NLiv which possessed distinctive features in the range 25.00 to 6.67.

Table 1

Percentage Ratio and Mean Ratio of Distinctive Features for Domains W-Liv and W-NLiv

Living Things				Non-Living Things			
Word	Total Features	Distinctive Features	Ratio	Word	Total Features	Distinctive Features	Ratio
Mola	46	1	2.17	Bucket	45	3	6.67
Kuri	46	1	2.17	Kaagada	43	3	6.98
Kaage	33	1	3.03	kasada butti	41	3	7.32
Hasu	52	2	3.85	Belli	49	4	8.16
Gini	48	2	4.17	Pusthaka	49	4	8.16
Chirathe	56	3	5.36	Baachanige	44	4	9.09
Huli	54	3	5.56	Kitaki	41	4	9.76
Kappe	54	3	5.56	Nalli	41	4	9.76
Thola	36	2	5.56	Daara	51	5	9.80
Simha	53	3	5.66	Cheela	57	6	10.53
Koli	52	3	5.77	Kapaatu	46	5	10.87
Jinke	51	3	5.88	Vajra	45	5	11.11
baathu koli	48	3	6.25	Phone	62	7	11.29
Karadi	57	4	7.02	Mane	66	8	12.12
Goobe	42	3	7.14	Bottle	49	6	12.24
Naayi	55	4	7.27	Meju	56	7	12.50
Alilu	39	3	7.69	black board	39	6	15.38
Chitte	26	2	7.69	Porake	32	5	15.63
Haddu	51	4	7.84	Pen	51	8	15.69
Ili	56	5	8.93	Fan	36	6	16.67
Menu	64	6	9.38	Hoddige	57	10	17.54
Bekku	51	5	9.80	Pencil	33	6	18.18
Kogile	38	4	10.53	Kannadaka	49	9	18.37

Aane	84	9	10.71	Lipstick	31	6	19.35
Kothi	49	6	12.24	Deepa	62	12	19.35
Nona	37	5	13.51	Gombe	53	11	20.75
Kudure	58	8	13.79	Computer	56	12	21.43
Halli	43	6	13.95	Tv	51	11	21.57
Navilu	37	6	16.22	Sooji	43	10	23.26
Katthe	38	7	18.42	Gadiyaara	44	11	25.00
			Mean Ratio =				14.15
			SD=				SD =
			4.08				5.33

Note. W-Liv - words denoting living things
W-NLiv -words denoting non living things

Discussion

The study aimed at describing the distribution of semantic features for a set of 60 concrete nouns in Kannada language. The target words belonged to the category of animals and common objects. These categories were selected as they formed good exemplars for the domains of W-Liv and W-NLiv respectively. These domains have been reported in the earlier studies to have differential semantic impairments owing to their differences in distribution of distinctive features (Devlin, Gonnerman, Andersen, & Seidenberg, 1998; Garrard, Lambon Ralph, Hodges, & Patterson, 2001). Hence these domains were selected in our present study to see the nature of distribution in Kannada language. The method involved generation of written semantic feature for the target words from 60 participants. Semantic feature norms were collected from participants in order to obtain features which participant think is psychologically salient in describing the particular concept. The semantic features thus obtained also provide valuable substrate to describe organization of concepts based on semantic featural weights (Vigliocco, Vinson, Lewis, & Garrett, 2004).

The written semantic features obtained were analyzed for distribution of distinctive features. Results showed that the domain of W-Liv had significantly low proportion of distinctive features compared to W-NLiv. The ratio of distinctive features for the category 'animals' from the domain W-Liv ranged from a minimum of 2.17 to a maximum of 18.42 whereas the ratio for the category 'common objects' from the domain W-NLiv ranged from a minimum of 6.67 to a maximum of 25.00.

The mean proportion of distinctive features for W-Liv in the present study was 8.10% which is drastically less than the distinctive features generated for the domain of W-NLiv which was 14.15%. This difference in the distribution of distinctive features observed in the present and previous studies in literature (Cree & McRae, 2003; Randall, Moss, Rodd, Greer, & Tyler, 2004) may be attributed to the differences in the representation of concepts belonging to these domains. W-Liv share many features in common with the other members of their category and hence may have stronger representation of shared features than distinctive features. W-NLiv consists mostly of common objects which do not share many features with their category members which can be the reason for the greater number of distinctive features in their representation.

Similar trend in distribution of distinctive features was reported by Cree and McRae in 2003 who conducted analysis for concepts of English language, belonging to 34 categories. In their study the domain of 'creature' (W-Liv) was reported to possess lesser percentage of distinctive features (range: 15.7 to 26.4) than the domain of W-NLiv (range: 29.3 to 49.1). Similar results have been reported in literature for English language by few other researchers (Devlin, Gonnerman, Andersen, & Seidenberg, 1998; Garrard, Lambon Ralph, Hodges, & Patterson, 2001; Randall B., Moss, Rodd, Greer, & Tyler, 2004). Hence the present study which was done in Kannada language replicates the trends seen in the literature for English language despite the vast differences in the language environment. This supports the notion that all the languages share a similar way of representation at least for the basic levels of concepts which are common to most of the languages.

The results of the study provide further evidence why certain categories such as that of W-Liv are more susceptible to impairment than others. These categories of W-Liv (animals in our study) have less correlation with other members of the same category due to limited number of distinctive features, leading to weaker connections among them. Presence of weaker connections makes them more susceptible to disruptions which in turn make it more difficult to access in case of impairment. Previous studies have reported a common trend in patients tested for semantic deficits where in W-Liv tend to be more impaired compared to W-NLiv. The present study provides supporting evidence from Kannada language along with studies in English language suggesting that distribution of distinctive features in turn corresponds to the patterns of semantic impairments reported in literature. The domain of W-Liv possesses lower

proportion of distinctive feature which explains its susceptibility to severe impairments than that of W-NLiv.

Also, distinctive feature forms the knowledge of the individuals which is required to discriminate among similar concepts. This ability to discriminate plays crucial role which is tested in most of the tasks (picture naming, word- picture matching, defining and naming from definition) used to diagnose semantic deficits (Cree & McRae, 2003). Hence deficit in distinctive feature knowledge is reflected in the poor performance on the semantic tasks. Thus present study has important implications in understanding the nature of semantic impairments seen in patients with semantic dementia and aphasia.

The study also provides supporting evidence for using distinctive features in the treatment of semantic deficits in aphasia. The treatment techniques using semantic features, as discussed earlier, usually employ semantic relatedness as basis to stimulate the access of semantic information (Boyle & Coelho, 1995). This procedure has been found to be efficacious in many patients but has reported poor generalization to connected speech (Boyle & Coelho, 1995; Coelho, McHugh, & Boyle, 2000; Rangamani & Prema 2011). However few studies have shown that patients with aphasia have difficulty selecting the target word from a set of semantically related distracters (Butterworth, Howard, & Mcloughlin, 1984; Pierce, Jarecki, & Cannito, 1990) suggesting defects in distinctive feature knowledge. Treating such patients with techniques employing distinctive features may result in better outcome in these individuals. This view has been tested by few researchers who have found good improvement in naming skills of treated items along with better generalization to untreated items and to connected speech (Mason-Baughman, 2009; Kiran & Thompson, 2003). Thus training distinctive feature knowledge may improve semantic representation in patients with aphasia to a greater extent. The present study therefore helps in understanding the nature of semantic representation, semantic impairment and has utility in designing treatment paradigms and techniques for semantic deficits in persons who are native speakers of Kannada language.

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Appendix I

Living things (W-Liv)			Non living things (W-NLiv)	
Sl no	Target word	IPA transcription	Target word	IPA transcription
1.	Rabbit	/moLa/	Bucket	/ba:ket/
2.	Sheep	/kuri/	Paper	/ka:gaða/
3.	Crow	/ka:ge/	Dustbin	/kasaðabu'ti/
4.	Cow	/hasu/	Silver	/be'li/
5.	Parrot	/gɪɳi/	Book	/pusθaka/
6.	Cheetah	/tʃiɾaθe/	Comb	/ba:tʃɳige/
7.	Tiger	/huli/	Window	/kitaki/
8.	Frog	/ka' pe/	Tap	/na'li/
9.	Wolf	/θo:lɑ/	Thread	/ðɑ:ra/
10.	Lion	/simha/	Bag	/tʃi:la/
11.	Hen	/koɭi/	Cupboard	/kapa:tu/
12.	Deer	/jinke/	Diamond	/vadzra/
13.	Duck	/ba:θukoɭi/	Phone	/fon/
14.	Bear	/karadi/	House	/manɛ/
15.	Owl	/gu:be/	Bottle	/bɔtl/
16.	Dog	/na:e/	Table	/mɛdzu/
17.	Squirrel	/aɭilu/	Black board	/blak bord/
18.	Butterfly	/tʃitɛ/	Broom	/porake/
19.	Eagle	/haðu/	Pen	/pɛn/
20.	Rat	/ili/	Fan	/fan/
21.	Fish	/mi:nu/	Blanket	/ho'ðige/
22.	Cat	/bɛku/	Pencil	/pɛnsil/
23.	Cuckoo	/kogilɛ/	Spectacle	/ka'nadaka/

24	Elephant	/a:nɛ/	Lipstick	/lipstik/
25	Monkey	/ko:θi/	Lamp	/de:pɑ/
26	House fly	/noŋɑ/	Doll	/gombe/
27	Horse	/kuḍurɛ/	Computer	/kɑmpiuter/
28	Lizard	/hɑ'li/	TV	/tv/
29	Peacock	/navilu/	Needle	/so:dzi/
30	Donkey	/kɑ'θɛ/	Clock	/gadiya:ra/

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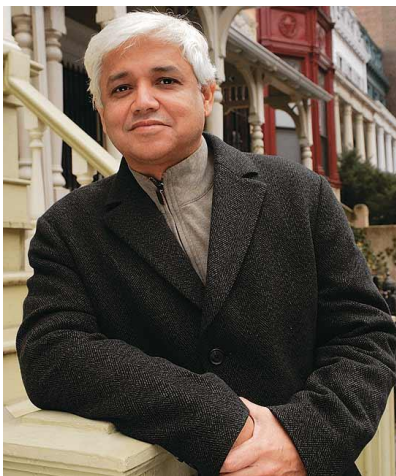
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Fragmented Identities: A Study of Amitav Ghosh's *The Glass Palace*

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Amitav Ghosh

Courtesy: <http://photogallery.outlookindia.com/images/gallery/20110707/amitavghosh>

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The Question of Identity

The question of identity which has always been crucial to human existence does increasingly command serious attention in today's fast changing, alienated and volatile world. In this era of globalization where a large number of migrations take place and where there is no pure race and nationality hybrid, fragmented identities come into being. Amitav Ghosh is a postcolonial diasporic writer who reveals the dialectics of imperialism in its journey from the periphery to the centre and whose writings echo a deep core of colonialism based on power politics. Writers like Salman Rushdie, Kiran Desai, V.S. Naipaul and Rohinton Mistry are writing in the same space, using novel as a means of cultural representation. These writers of 1980, "aimed at enhancing an Indian cultural identity and projecting Indian cultural and historical heritage to enable an assertion of the Indian self," (Jain 32).

Amitav Ghosh - Postcolonial Writings

Among all of the writers mentioned above, Amitav Ghosh plays a significant role in the postcolonial writings. For him identity is not given, but constructed and contingent. Ghosh's life manifests in subjectivity, geography and language toward multicultural and fluid identity. In almost all of Ghosh's work, the persistent theme of identity finds a direct reflection. In his novels characters like Ila in *The Shadow Lines*, Reid and Afat Ali in *Sea of Poppies*, Piyali in *The Hungry Tide*, and Arjun in *The Glass Palace* are the products of either racial or cultural mix and show how they struggle to relocate their identity in the multicultural society they live in. They eventually discover that their identity can't be fixed because they are the fruit of the intermingling of multiple cultures. Their identity is unfixed and ever changing.

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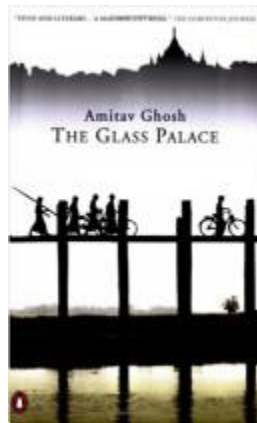
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The Concept of Identity

Today the question of identity has acquired increasing visibility and salience in recent years in social cultural theory as well as in a number of different fields of research in the social scientific, cultural studies and humanities. The concept of identity deployed in Ghosh's works is not essentialist identity, but a strategic and positional one. It does not signal the stable care of the self unfolding from beginning to end through all the vicissitudes of history without change. Rather it accepts Hall's idea about identity:

Identities are never unified and in late modern times, increasingly fragmented and fractured, never singular, but multiply constructed across different, often intersecting and antagonistic, discourses, practices and position. They are subject to a radical historicization and are constantly in process of change and transformation. (Hall 4)

Amitav Ghosh's Novels from Various Angles



Amitav Ghosh's novels have been analyzed from different perspectives; as gender studies are made by Meenakshi Malhotra and Anjali Multani, postcolonial studies by Rakhi

Moral and Promila Gurg, anthropological reading by Roma Chatterji, nationalism by Kavita Dahia, Vinita Chandra, Neelam Srivastwa and Alka Kumari, violence by Alpana Neogy and Rudrashish Chakroborty, and the others have thrown light on technical aspects, power relations, diaspora and politics in Amitav's novels. But the identity crisis among Ghosh's protagonists, as members of a particular community, and who underwent suppression or subjugation by the colonial British Empire, has not been sufficiently analyzed and explored.

Focus on Conflicting Forces at Work

The present study is an attempt to bring forth various conflicting forces at work and their inter-relatedness in forming an individual identity. It tries to explore the presentation of identity conflict among the characters of *The Glass Palace*. Of these characters, the one Arjun Roy is the most important character for this study, as the character bears a direct relation to the colonial institution of the army trying to adjust with a system so alien to the native traditions.

Fragmented Identities

In Indian army during the days of colonial rule, the Britishers forced their culture on the Indian soldiers and displaced the native culture. A large number of Indians were drawn towards the white ways of life. They have to follow it, firstly because of its materialistic incentives and secondly to evade the humiliation and pain in a racist society. This dilemma gives rise to fragmented identities. Hardy (an Indian officer) is not able to easily adhere to the eating habits of Britishers like his fellows. It became a matter of fun and anger for others, but a very serious offence for Hardy. He can't eat whatever he likes because it is considered a very contemptuous offence by an officer of the English Army. He has to conceal his appetite for his cultural food so that he may not be treated as a savage, native and below his rank:

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The officer's mess on the other hand served English food and the trouble with Hardy was that he was not one of those chaps who, no matter how hard they tried, simply could not get without his daily Dal Roti. He dutifully ate whatever was served in the mess but at least once a day, he'd find a pretext to leave the cantonment so that he could eat his fill somewhere in town. This was a commonplace enough occurrence among Indian officers. (Ghosh 281)

Dual Identity

These kinds of incidents show the dual identities of Indian soldiers in British army. On the one hand they are showing themselves as advanced and loyal towards their job, but on the other hand their respect and longing for their culture does not allow them to move in that direction. In this to be or not to be situation, their true identities are divided which results in their fragmented existence.

There are other groups of officers also who initially are very comfortable with this army life, but gradually their dream of freedom is shattered when they come to face the racial differences in spite of their loyalty towards their job. Arjun is one of those kinds.

Arjun's Preferences

Arjun is the brother of Manju, Rajkumar and Dolly's daughter-in-law, and is also the nephew of Uma Dey. Arjun also represents a colonized subject whose world is destroyed in the aftermath of defeat. He is among the first batch of commissioned officers of Indian descent in the British colonial army. Natives were admitted as officers in the army only in 1934. Arjun starts out as a loyal British subject, totally in thrall of the idea of modernity espoused by the colonial

regime. However, his experiences with the barriers of race in Malaya and Singapore during the World War II years gradually disenchant him. He deserts the army and joins the rebel Indian National Army (INA) led by the famous Indian nationalist politician, Subhash Chandra Bose. The encounter with the insuperable barrier of race, as Arjun experiences in the battlefield in the East, breaks down any comforting illusions that the colonizer and the colonized can converse as equals.

Having been selected in the army and trained to live his life like the whites, he does not identify with his own culture and people whom he regards as slaves and poor. Fascinated by the white culture, he dresses up like the whites and behaves like them. In the beginning when Arjun first came into the army he was so happy that he just, "can't believe his luck," (Ghosh 260). He says , "what makes me prouder still is the thought that Hardy and I are going to be that first Indian officers in the 1/1 Jats ; it seems like such a huge responsibility - as though we are representing the whole of the country," (Ghosh 262) when Dinu meets him in Howrah station for the first time after Arjun's joining the army. He found him to be a completely changed character:

He was a significantly changed person from the boy he had known. Arjun had lost his somnolence, and his patterns of speech were no longer as garbled and indistinct as they had once been. This itself was an interesting paradox, as Arjun's vocabulary seemed now to consist mainly of jargon intermixed with assorted bits of English and Punjabi slang- everyone was now either a 'chap' or a 'yaar'.(Ghosh 276)

Job as Mission and Goal in Life

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Arjun Das is so attached to his job that he considers it a mission or a goal of life. They are to prove, to themselves as well as to their superiors that they are eligible to be rulers, to qualify as members of the elite. They have vision enough to rise above the ties of their soil, “Look at us’ Arjun would say, after a whisky or two, we’re that first Modern Indians the first Indians to be truly free. We eat what we like, we drink what we like, and we are the first Indians who are not weighed down by the past,” (Ghosh 279). Arjun is so much accustomed to the English ways of life that even Kishan Singh his batman tells Bela, “Sometimes of all Indians in our battalion, he is the one who’s the most English. We call him the Angrej,” (Ghosh 297).

Ambiguous Concept of *Nation*

The ambiguous concept of Nation also results in identity crises among the characters in the novel, “The question of national identity, whether cultural or political, takes into account the collective natural allegiance of the people to their nation,” (Moral 141). Homi Bhabha in his sensitive reading of postcolonial culture posits that the modern nation, “fills the void left in the uprooting of communities and kin, and turns that loss into the language of metaphor” (Bhabha 139). Arjun’s entry into the Military Academy at Dehradun prompted by the notion of passionate service to his nation receives a rude jolt in his colleague Hardy’s ironic reduction of it. With the passage of time Arjun comes to realize his mistakes and starts understanding the actual position of his and his fellows. He reminds Hardy of the inscription on Military Academy Dehradun:

The safety, honour and welfare of your country came first always and every time.
The honour, welfare and comfort of the men you command come next... And
your own care comfort and safety came last always and every time... well didn't
you ever think. This country whose safety, honour and welfare are to come first...

What is it where is this country, the fact is that you and I don't have a country so where is the place whose safety, honour and welfare are to come first, always and every time. And why was it that when we took our oath it wasn't to a country but to the king emperor - to defend the empire. (Ghosh 330)

Whites Only

This theme is also anticipated in figures like Amreek and Pritam Singh, and also through the various tales of sedition and rebellion that Arjun and Hardy hear both in India and when they join their units in Malaya to fight against the Japanese invasion. But the encounters of these officers with the insuperable barrier of race during the wartime years in the frontier regions make them question the bases of their loyalty, and also make them aware of the way in which much of the subjugated population in the areas they had been sent to view them as “mercenaries” or “slaves.” There are many representations of interpersonal experiences of racism in *The Glass Palace*, such as Hardy being called a “stinking nigger” by Colonel Pearson, and Arjun and Hardy’s humiliating experiences at the “whites only” swimming pool in Singapore. Arjun come to face the actual situation and racial difference when he is posted in Singapore that Indian soldiers are not allowed to use umbrellas ever in rain, for it being sign of sovereignty; and they are treated as inferiors by the Europeans. The picture becomes clearer when Kumar stops him to enjoy bathing in pool when the British are in it. He says:

I should have warned you about this ", Kumar said with a mischievous smile. It's like this everywhere in Malaya. In smaller towns, the clubs actually put up signs on their door saying, 'No Asiatic allowed'. In Singapore they let us use the pool - it's just that everyone leaves. Right now they've had to relax the color bar a little,

because there are so many Indian army units here, but you may as well get used to it because you'll come across it all the time in restaurants, clubs, beaches, trains - he laughed' - we're meant to die for this colony - but we can't use the pools, dolefully shaking his head, he lit a cigarette. (Ghosh 345)

Shattering the World of Illusions

These racial encounters shatter the world of illusions that the Indian officers had created in their minds. To be sure, while Arjun's encounters with racism, his war experiences and his conversations with Hardy, Alison (Saya John's granddaughter and Matthew's daughter), Uma, Dinu, and others gradually make him realize his predicament as a "tool" of colonial interests. He thought back to the past: Lankasuka, Manju, Bela, the hours he had spent sitting on the windowsill, the ecstatic sense of liberation that had come over him on learning that he had been accepted into the Military Academy. He had never experienced the slightest doubt about his personal sovereignty. He never imagined himself to be dealing with anything other than the full range of human choice. But, "if it were true...Then it would follow that he had never acted of his own volition; never had a moment of true self-consciousness. Everything he had ever assumed about himself was a lie, an illusion. And if this were so, how was he to find himself now,"(Ghosh 431)

Calling Indian Soldiers as Mercenaries

Arjun is more shocked when in his way he comes across some Civilians who consider that they the Jats - weren't real soldiers, they were just hired killer's, mercenaries. He is speechless when he listens to his colleague Hardy's assertion of Civilians' ideas about them.

According to him Civilians are right in calling them mercenaries:

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It's because a mercenary's hands obey someone else's head; these two parts of his body have no connection with each other. Because Yaar in other words, a mercenary is a Budhu, a Fool... In fact, why just stop with soldiers. In one way or another we're all a little like that woman you went to in Delhi dancing to someone else's tune, taking money. There's not that much difference. (Ghosh 348)

A Manufactured Toy

Arjun came away from this conversation more disturbed than before. Like other officers he had never imagined himself a part of his country's poverty and his own existence. And he is shattered from within when Alison tells him about her view regarding Arjun's position in the world, "Arjun you are not in charge of what you do; you're a toy, a manufactured thing, a weapon in someone else hands. Your mind doesn't inhabit your body," (376). Hardy's conversation with Arjun pictures the real situation of Indian soldiers in the British army according to which victory and defeat are not related to them, it is related to the empire; they are just the tools - really neither British nor Indians but the fragmented selves to make use of:

You are always talking about soldiering as being just a job, but you know yaar, it isn't just a job - it's when you're sitting in trench that you realize that there's something very primitive about what we do. In the everyday world when would you ever stand up and say - I'm joining to risk my life for this". As a human being it's something you can only do if you know why you're doing it. But when I was sitting in that trench, it was as if my heart and my hand had no connection - each seemed to belong to a different person. It was as if I wasn't really a human being, just a tool, an instrument. This is what I ask myself Arjun; in what way do I

became human again? How do I connect what I do with what I want, in my heart?
(Ghosh 407)

A Scathing Critique of British Colonialism

In her review of *The Glass Palace*, literary critic Meenakshi Mukherjee, says: “For all its vividness of description and range of human experiences, *The Glass Palace* will remain for me memorable mainly as the most scathing critique of British colonialism I have ever come across in fiction,”(Mukharjee n. p). The cultural invasion becomes a stark reality for the colonized and affects him more than it does the colonizer, because it is the colonized whose history, culture and the political, social and economic matrix has been ransacked by the ‘superior’ colonizer culture. As Frantz Fanon puts it, “Colonialism is not satisfied merely with holding a people in its grip and emptying the native’s head of all forms and content. By a kind of perverted logic, it turns to the past of the oppressed people, and distorts, disfigures and destroys it,” (Fanon 169). *The Glass Palace* is the true representation of Britisher’s sharp minded policies against the colonized. Indian soldiers like Arjun are just pawn in their political game, part-objects who misrecognize their situations.

Arjun’s lack of consciousness about his real position in the army obviously converts him into a “tool” of the Empire. Being a “tool” of the Empire is a recurrent refrain in *The Glass Palace*. This idea finds a direct expression in the novel when Uma tells Dolly after her return to Rangoon from New York, “the Empire does everything possible to keep these soldiers in hand: only certain castes of men are recruited; they’re completely shut off from politics and the wider society; they’re given land, and their children are given jobs,”(193). While many soldiers remained loyal, many revolted after they saw the brutal aspects of colonial occupation abroad.

This is the essence of what Giani Amreek Singh - a Sikh ex-army man and anti-colonial activist who comes to receive Uma at the Rangoon docs, says:

We never thought that we were being used to conquer people. Not at all: we thought the opposite. We were told we were freeing those people. That is what they said - that we were going to set those people free from their bad kings or their evil customs or some such thing. We believed in it because they believed it too. It took us a long time to understand that in their eyes freedom exists wherever they rule (Ghosh 193).

Hybridization in Fragmented Identities

Hybridization also plays an important role in the fragmented identities of Ghosh's characters. Hybridity is an important concept in post-colonial theory referring to the mingling of the cultural sign and the practices of the colonizer and the colonized. In the context of emergent multicultural world order 'pure' nationalist identities in any case do not make sense, "Hybridity occurs in the post-colonial societies as a result of suppressions in cultural, political, economic and social arenas, as well as because of the dispossession of indigenous people and their forced assimilation, through racism, into new social order. There are two reasons specifically responsible for the fragmented identities," (Sharma 155). The Collector at one point of the novel is intrigued when he comes to know of the pregnancy of Queen Supayalat's first daughter due to her affair with a Marathi coachman. Tiwari rightly says, "this saga of human weaknesses gives birth to the concept of hybridity. No race is pure; nor is any casts pure. There is no pure royal blood or anything like that. Life is mixing-DNA combinations and permutations," (Tiwari 103-

104). One more character Saya John is a fine example of this breed of hybridity. Saya himself makes fun of his amalgamated identity. Saya John tells Rajkumar the history of his life:

I am like you (Rajkumar) an orphan. I was brought up by Catholic priests, in a town called Malacca. These men were from everywhere- Portugal Macao, Goa. They gave me my name John Martine... used to call me Jaao, but I changed this later to John... (When) I went to Singapore to work in military hospital the soldiers asked me.... How is it that you who look Chinese, and carry a Christian name can speak our language? When I told them how this had come about, they would laugh and say, you are a dhobi ka kutta - A washer man's dog- na ghar ka na ghat ka- you don't belong anywhere, either by the water or and land, and I'd say yes, that is exactly what (*we are*). (Ghosh 10).

Empathy for the Emotional Despair

Ghosh is able to appreciate the emotional despair of people caught between two worlds, belonging to neither. The fates of nearly all the protagonists are caught in a similar quest for their points of origin. Rajkumar Lives the life of a “near destitute refugee” in Uma’s Calcutta home and for all his wanderings dies with the conviction that the “Ganges could never be the same as the Irrawaddy,” (Ghosh 544). Dolly’s final mission in Burma, brings her life full circle from her beginnings as a slave girl behind the Palace walls of Mandalay to her voluntary submission to the cloistered life in the nunnery at Sagaing, where she quietly passes away.

It is a novel about many places, wars and displacements, exiles, subjugations, identity conflicts and rootlessness. It also depicts human helplessness in such a scenario. All that a human being can do is try to adjust, compromise, live and above everything else, form new

relationships. This forming of new bonds, mixing of races and castes is something that does not stop. After all, this is human life. To sum up Nair has rightly said, “Ghosh is a worthy writer, not a scintillating one; and his *The Glass Palace* is important not because it opens new stylistic or thematic doors, but because it reopens old ones so effectively” (Nair 174).

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Sonority Sequencing Principle in initial cluster consonant in Sistani Dialect

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Abstract

This research aims to study the phonotactics of Sistani Dialect, to show sonority sequencing principle is being verified. For this purpose, all consonant sequences in Sistani in initial position of words were extracted. Consonant clusters are identified and

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compared with sonority sequencing principle, based on the data obtained, except in some case for instance when each of s, ʃ & z is present in the cluster, data are confirmed to sonority sequencing principle and syllable structure in Sistani Dialect is (C)(C)V(C)(C).

Key words: Sistani Dialect, Phonotactics, Sonority Sequencing Principle, Consonant Cluster.

Introduction

Sistani Dialect is member of western Iranian group of languages that is spoken in Sistan as well as Sarakhs in khorasan, Zahedan, Golestan province of Iran, South of Turkamanistan, parts of Afghanistan such as Nimrooz and Fara and Balochestan Province in Pakistan (Yarshater,1985:348-365).

The Iranian Sistani dialect is spoken by total of about 350000 inhabitants in sistani region of provinces of Sistan & Balochestan (Ahangar, 2009:80).

Although Sistani dialect is under heavier influence of standard Persian but many characteristics for instance, initial cluster consonant of old Persian has been conserved in this dialect.

The purpose of this article is investigation of the phonotactics of Sistani dialect to show sonority sequencing principle is being verified.

1.2 Phonotactic and Sonority

Languages of the world differ in their syllable phonotactics. Kenstowicz(1994:250) describes phonotactics as follow:

“Phonotactic constraint refers to limitations on the distribution of sounds and sound sequences at various points (initial, medial, final) in the phonological word or phrase. Typically, these limitations, are not result of a phonological rule changing, are sound into another. Yet it is quite clear that they must follow from the speakers internalized grammar.”

The definition of phonotactics is under the title of syllable by Ewen & Van der Hulst (2001:123):

If a native speaker had no access to syllable structure, and could do no more than identify sequences of segments as being well formed or ill formed in his or her language? In the other hand, the native speaker of English would identify the string */lmpk/ as ill formed because the consonant cluster /lm/ cannot occur at the beginning of any English word. In other words, the initial sequence */lm/ violates the **phonotactic constraints** of English.

Some languages are extremely restrictive and only allow CV sequences; others allow more complex structures both in the margins and nuclei. Across languages, segments are organized into well-formed sequences according to universal principles of segment sequencing. The organization of segments within the syllable, and across syllables, is traditionally assumed to be driven by principles of sonority, a property that ranks segments along a hierarchy from most sonorous to least sonorous. A number of strong cross-linguistic tendencies on the distribution and sequencing of segments is explained with reference to the *Sonority Hierarchy* (Morelli,2009:1-29).

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Maliheh Miri, Ph.D. Student in Linguistics Sonority Sequencing Principle in initial cluster consonant in Sistani Dialect

1.2 The Sonority Sequencing Principle

Principles such as the *Sonority Sequencing Principle*, introduced as early as the 19th century by Sievers (1881), and later by Jespersen (1904), explains, for instance, the tendency, within a syllable, of more sonorous segments to stand closer to the syllable peak than less sonorous ones. Although the notion that segments are ranked along a scale on the basis of their sonority is broadly accepted, the question of what sonority is and how it could be defined still remains a highly controversial issue, both in the phonetic and in the phonological literature. From a phonetic point of view, researchers disagree on whether a single phonetic parameter should be used to define sonority, i.e. perceptual salience or loudness of a particular sound (Ladefoged, 1982, 1993); or the amount of airflow in the resonance chamber; or whether it should be interpreted in terms of multiple phonetic parameters (Morelli, 2009:1-29).

In the phonological literature the issue revolves, instead, upon whether sonority should be a phonological primitive in the form of a multi-valued feature (Foley 1972: 5), or whether it should be derivable from the more basic binary features of phonological theory. Another strategy, instead, is not to deal with the nature of sonority itself, but rather derive the relative sonority of each segment on the basis of their occurrence within a syllable. In other words scales are constructed on the basis of the observed patterns of syllable organization in a language specific way (Morelli, 2009:1-29).

1.2.2 Sonority Scales

The many different approaches proposed to derive sonority have led to the proposal of a number of competing scales in the literature. The main issue is whether sonority scales are universal, i.e. there is only a single universal scale common to all languages (Selkirk, 1984: 107-136) or whether sonority scales are language-specific and languages have a certain degree of freedom in the assignment of sonority values to their segments (Morelli,2009:1-29).

Sonority scales with fixed universal values mostly refer to the major natural classes of sounds. Finer distinctions among segments are derived by means of sonority-independent parameters, i.e. voicing, coronality etc. Clements' universal sonority scale, for example, for nonsyllabic segments only consists of the four major natural classes of sounds (obstruents, nasals, liquids and glides) ranked from least sonorous to most sonorous, as in (1) below:

$$(1) O < N < L < G$$

Butt's sonority scale differs slightly from Clements' in that he assigns a different value to voiceless and voiced obstruents. His universal sonority scale consists of the following ranking:

$$(2) \text{Voiceless } O < \text{Voiced } O < N < L < G < V.$$

Selkirk (1984) assumes even further distinctions among the obstruents and the liquids and proposes the following universal sonority scale for non-syllabic segments:

$$(3) p, t, k < b, d, g < f, \theta < v, z, \delta < s < m, n < l < r$$

As noted by Steriade (1982), the problem with Selkirk's proposal is that different languages seem to assign contradictory values to the same entries on the scale. Steriade proposes, instead, that languages enjoy a certain level of freedom in the assignment of sonority values to their segments. Clements argues, however, that allowing the sonority scale to vary across languages seriously undermines its explanatory power. Clements writes: "... increasing the number of ways in which the sonority hierarchy can accommodate potential exceptions, will reduce the number of cross-linguistic generalizations that it accounts for". As a matter of fact, both Clements and Butt argue that most of the apparent evidence for language particular variation in the sonority scale comes from observations that can be explained in ways which are sonority independent and should not count in the formulation of the scale(Kambuzia 2011:66).

Methods

Data are gathered through several written books such as "kowr-nameh-nimrooz", "kakolak" and "Goj o va Goj", by Raeis o Zakerin, contemporary Sistani poet(all these works has audio CD by voice of writer) as well as interviews with 24 male & female native speakers of sistani between 25-65 years old. The recent data is recorded by MP3 player. The transcription of all this data is according to International Phonetic Alphabet (IPA). Consonant clusters are identified and compared with sonority sequencing principle.

Data Analysis

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Initial cluster consonants in Sistani dialect is usually used in these formats of syllables

CCV,CCVC and CCVCC (Ahangar,1382:22).

Examples of initial cluster consonant in Sistani dialect

Cluster Cons.	Sistani	English equivalent	Cluster Cons.	Sistani	English equivalent
[#/ps-]	/pse: /	Son	[#bl-]	/ble:/	Up
[#/pl-]	/plaft/	Withered	[#br-]	/bra:/	Go(imperative)
[#/pr-]	/pra:/	Patch	[#bj-]	/bjar/	Bring
[#/pj-]	/pjada/	Person who walks	[#tv-]	/tva:q/	Very big paper
[#/bt-]	/bta:rso/	Frighten sb/sth	[#tm-]	/tma: /	Cupidity
[#/bd-]	/bde/	Give	[#tn-]	/tnuk/	Spread
[#/bk-]	/bkar/	Cultivate(IMP)	[#tl-]	/tla:ng/	Push
[#/bg-]	/bgo/	Say	[#tr-]	/tra:k/	Cleft-cracking, opening
[#/bf-]	/bfa:m/	Understand(IMP)	[#dg-]	/dga/	Another
[#/bs-]	/bsoxt/	Burnt	[#dv-]	/dva/	Damination
[#/bz-]	/bza/	Hit	[#dm-]	/dmaq/	Nose
[#/bfs-]	/bfsa/	Become, get	[#dl-]	/dlo: /	Rash(skin disease)
[#/bʒ-]	/bʒappo/	Hit hard	[#dr-]	/dram/	Tinny Barrel
[#/bx-]	/bxɑ/	Eat(IMP)	[#km-]	/kma:r/	Waist

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[#bq-]	/bqa:nd/	Unfold-spread-lay	[#kn-]	/knefk/	Frown
[#btʃ-]	/btʃind/	(S)He harvests	[#kl-]	/kloft/	Thick-coarse
[#bdʒ-]	/bdʒav/	Chew(IMP)	[#kr-]	/krutʃ/	Crisp
[#bn-]	/bna l/	Groan	[#gm-]	/gmo:/	Suspicion-surmise
[#gl-]	/glom/	Swallow of drink	[#zm-]	/zme:/	Splint and the void
[#gr-]	/gro:/	Heavy-expensive	[#zr-]	/zro:/	Heat of fire
[#fl-]	/fliʃ/	Onomatopoeic for frat	[#ʃp-]	/ʃpul/	Whistle
[#fr-]	/fro: ʃ/	Sale	[#ʃt-]	/ʃta/	Get,become,put
[#sp-]	/spest/	Alfalfa	[#ʃk-]	/ʃka:m/	Abdomen, pregnancy
[#st-]	/stada/	Stand-wait	[#ʃm-]	/ʃma/	You
[#sk-]	/skat/	Rigid, tight	[#ʃn-]	/ʃnas/	Familiar, acquaintance
[#ʃl-]	/ʃlar/	Stitch sth	[#ʃj-]	/ʃjar/	Narrow chink, conscious
[#sf-]	/sve:/	White	[#ʃr-]	/ʃrap/	Onomatopoeic for quickly falling of sth(especially in water)
[#sv-]	/sva:d/	Basket	[#ʒr-]	/ʒram/	Sound of rain(onomatopoeic)

[#sx-]	/sxalak/	Very salty	[#xv-]	/xva:r/	Announcement, invitation
[#sm-]	/smael/	Esmaeil(name)	[#xn-]	/xnuk/	Cyperase
[#sr-]	/sra/	House.home	[#xl-]	/xlisak/	See-saw
[#sj-]	/sja:/	Black	[#xr-]	/xros/	Cock
[#zb-]	/zba:r/	Up, over	[#xj-]	/xjavo:/	Avenuse, river
[#zd-]	/zda/	I have beaten	[#qb-]	/qbal/	Chance,fortune
[#zg-]	/zgar/	Drinking water(by animals)	[#qd-]	/qda:m/	Step, gait
[#zv-]	/zvo:/	Tongue	[#ql-]	/qla:/	Village, country
[#zq-]	/zqal/	Coal	[#qr-]	/qref/	Sudden attack(by dog)
[#tjk-]	/tjkara/	What happened			
[#tjl-]	/tjleng/	Name of village in Sistan			
[#tjr-]	/tjrox/	Shiny-lustrous			
[#dʒv-]	/dʒval/	Big bag made of cotton			
[#dʒq-]	/dʒqa:r/	Liver			

As mentioned theoretical frame in introduction part, obstruent consonants (stop, fricative, affricative) have least sonorous scale; among the sonorous consonant (nasal,

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liquid, glide), glides have most sonorous scales that ranked immediately before the vowels. Now, according to sonority sequencing principle we consider initial cluster consonants in follow tables:

[#ps-]	[#bt-] *	[#bz-]	[#bdʒ-]	[#tv-]	[#dg-]	[#km-]	[#gl-]	[#qb-]
[#pl-]	[#bd-]	[#bj-]	[#bn-]	[#tm-]	[#dv-]	[#kn-]	[#gm-]	[#qd-]
[#pr-]	[#bk-] *	[#bʒ-]	[#bl-]	[#tn-]	[#dm-]	[#kl-]	[#gr-]	[#ql-]
[#pj-]	[#bg-]	[#bx-]	[#br-]	[#tl-]	[#dl-]	[#kr-]		[#qr-]
	[#bf-]	[#bq-]	[#bj-]	[#tr-]	[#dr-]			
	[#bs-]	[#btʃ-]						

All presented data in above table, except those shown with asterick (*), confirm sonority sequence principle if we set them aside. In other words, these data show, as Selkirk (1984) says, stops have least sonorous scale among obstruent consonant.

$$p, t, k < b, d, g < f, \theta < v, z, \delta < s < m, n < l < r$$

[#fl-]	[#sp-] *	[#sr-]	[#zb-] *	[#ʃp-] *	[#ʒr-]	[#tʃk-] *	[#dʒv-]	[#xv-]
[#fr-]	[#st-] *	[#sj-]	[#zd-] *	[#ʃt-] *		[#tʃl-]	[#dʒq-] *	[#xn-]
	[#sk-] *		[#zg-] *	[#ʃk-] *		[#tʃr-]		[#xl-]
	[#sf-]		[#zv-]	[#ʃm-]				[#xr-]
	[#sv-] *		[#zq-] *	[#ʃn-]				[#xj-]

	[#sx-] *		[#zm-]	[#l-]				
	[#sm-]		[#zr-]	[#r-]				

As said, the tendency, within a syllable, of more sonorous segments to stand closer to the syllable peak than less sonorous ones; in other word, the first segment in initial cluster consonant has less sonority than the next. Presented data shows the cluster consonant shown with aetrik, revoke the sonority sequence principle, but as Clements (2006) declared consonant such as /s/, /ʃ/, because of having sibilant feature in many languages, act in the same manner and they violate sonority sequencing principle.

Butskhrikidze (2002:111) says:

“The frequency of the /s/ + C (obstruent) clusters can be related to the large number of old and recent borrowings from the Indo- European languages, e.g. Greek, Latin, English, etc. For instance, *SP* is attested in /spero/ ‘sphere’ ; *Sp*’ is attested in /sp’ort’i/ ‘sport’ and /sp’irali/ ‘spiral’; etc.”

Kenstowicz (1994:256) emphasizes SSP has main role in the syllabification. He state the more complex syllable inventories found in some languages is severely constrained that requires onset to rise in sonority toward the nucleus and codas to fall in sonority from the nucleus but he except [s, z, d, t, θ] that combine with the following stop to yield a sequence of two obstruent such as string, strange,...

Conclusion

To briefly summarize, we have seen that the syllable onsets in Sistani are defined by a combination of universal and language- particular information. The contribution of **Language in India** www.languageinindia.com ISSN 1930-2940 13:11 November 2013
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the UG SSP plays the major role. This language – particular feature must be learned. As Anderson(1969) says, The special status, for instance,[sC] clusters is evident in their unique metrical properties in the Indo – European languages and their tendency to emerge later in language acquisition.

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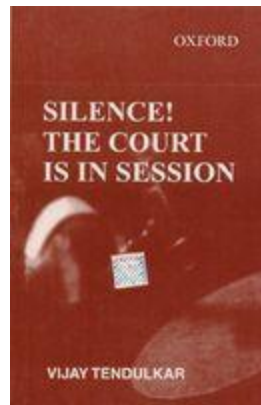
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Plight and Pain of a Woman in Vijay Tendulkar's *Silence! The Court is in Session*

Dr. C. Raghavendra and Dr. P. Sreenivasulu Reddy, M.A., M.Phil., Ph.D.

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A New Era in Marathi Theatre

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Dr. C. Raghavendra and Dr. P. Sreenivasulu Reddy

Plight and Pain of a Woman in Vijay Tendulkar's *Silence! The Court is in Session*

It is no exaggeration to say that with the production of Tendulkar's *Silence! The court is in Session*, a new era has begun in Marathi theatre. The play raises many unsettling questions about human relationships. Tendulkar here uncovers middle class mentality and violent impulses of middleclass people. Vijay Tendulkar has depicted the basic theme of violence and dealt with most of its significant aspects and varieties in the life of human beings. He has explored and expressed bitter and gruesome truths. The entire play revolves round the idea of a mock trial by the members of the amateur theatre group called 'The Sonar Moti Tenement Progressive Association'.

The Troupe

The play begins with the troupe entering the room in a village. Leela Benare, a school teacher, a member of the troupe who is bold and talkative, enters at the very beginning when other members fall behind. She feels happy with Samanth, a villager, who is new to Benare. . The conversation goes on like this;

Benare : I thought, and go somewhere far, far away with you:

Samant : [in confusion] with me?

Benare : yes, I like you very much.

Samant : (terribly shy and embarrassed) tut-tut Ha ha !

I am hardly ...

Benare : You are very nice indeed. And shall I do something?

You are a very pure and good person. I like you.

Trial against President Johnson

The troupe has come to perform a play that is a trial against President Johnson for producing atomic weapons. They have performed this seven times in Bombay and now they want to perform in the village.

Characters – Benare and Others

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Benare, the protagonist, reveals that she is very good at teaching, but because of a bit of slander, the management is not happy. She says, “Life is not meant for any one- also it is one’s own life. It must be free; it is very very important thing, every moment, any bit of it is precious” These words reveal the intension and desire of the middle class woman for a free life.

The members are Kashikar, a social worker who plays the role of a judge, and his wife Mrs. Kashikar, Balu Rockde whom Kashikars give shelter as they are childless, acts as the witness, Sukatme as barrister, Mr. Ponkshi who fails in Inter Mediate, enacts as a scientist, and Karnik as second witness in the mock trail they are going to perform. Prof. Damle has not arrived. This character who doesn’t appear on the stage, plays a significant role in the play.

Mock Trial

Benare speaks about other characters sarcastically, and Ponkshi sneers at Rockde; all others jeer at Mrs. & Mr. Kashikar. This clearly shows the middle class mindset of feeding good in their hearts by ridiculing others. When Benare comes out with a fresh look after washing her face, the mock trial starts with Ponkshi’s words:

“Miss Leela Benare, you have been arrested on suspicion of a crime of an extremely grave nature and brought as prisoner before the bar of this court”

The judge of mock trial Kashikar asks Benare

“Prisoner Benare, under sec 302 of the IPC you are arrested of the crime of infanticide. Are you guilty or not guilty of the afore-mentioned crime?”

Benare’s World

Benare is stunned with the sudden charge of infanticide and the atmosphere becomes serious. It becomes a real trial and the private life of Benare is indecently exposed. At the very first Benare is bold because she has faced many bitter experiences in real life.

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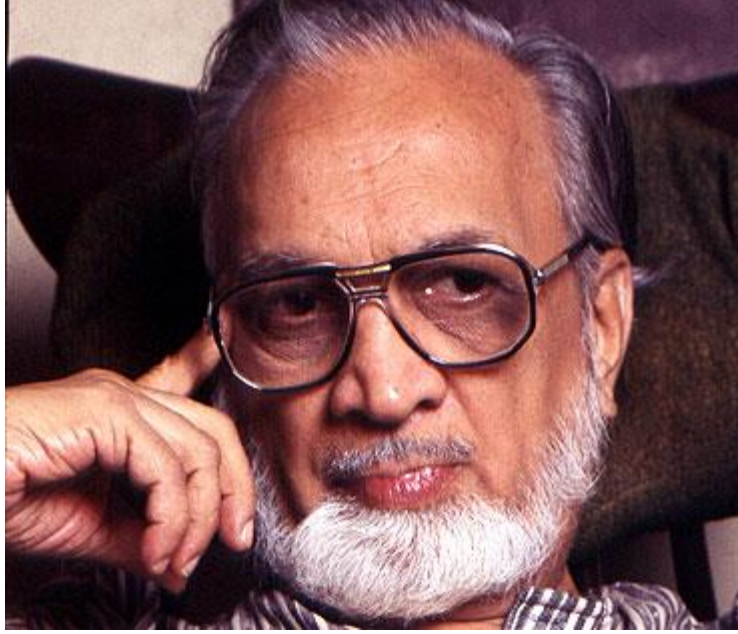
Plight and Pain of a Woman in Vijay Tendulkar’s *Silence! The Court is in Session*

When fourteen, Benare was deceived by her maternal uncle whom she loved and dreamed of marrying. He turned away not giving any importance to her love. She attempted suicide. She now worships Prof Damle for his genius and he uses her body and turns away, escaping from his responsibilities.

Even though she has faced bitter experiences, she commits the same mistake again with Damle whose intelligence attracts her. This is still the real picture happening always around us. This is human nature, ready to face failure again and again in an effort at getting love.

Baseless Charges

In spite of these things, charges against Benare are baseless. Kashikar puts forth the charge of infanticide under sec 302 of IPC. Sukatame's words as reaction reflect male domination. He says "she runs after men too much." The witness Karnik, is persuaded to say that Rockde has seen Benare in a closed door situation and Rockde says that he saw Benare in Prof. Damle's room in the hostel. He emphasizes the responsibilities of a woman, but the words reveal the inner psyche of that man regarding women. He refers to the words of Manu that women are not fit for freedom. These are the narrow minded opinions of men that a woman should be responsible, but at the same time she should not be free. She should be under the control of men. They recite proverbs to speak about the greatness of motherhood but they behave rudely with Benare whom they think has become pregnant with Prof Damle's child. This is portrayed by Tendulkar in an exquisite manner. Ambiguity can be observed here.



Vijay Tendulkar

Courtesy: www.outlookindia.com

Speaking about Tendulkar's insights into human condition, Nishikant D. Mirajkar says:

Vijay Tendulkar has remained the representative of the contemporary modern drama, not only in Marathi, but also on a pan - Indian level, for a long span of last thirty seven years. The fact that majority of his plays became the most controversial, mostly from an ex-dramatic point of view, and have almost churned up public opinions, inviting violent responses and reactions, does not dilute this statement; but on the contrary, strengthens it. Tendulkar symbolizes the new awareness and attempts of Indian dramatists of the last quarter century, to depict the agonies, suffocations and cries of man, focusing particularly on those of middle class. He has been vocalizing different human relations and the tensions implied therein, through his plays, which depict the tragic consequences of confrontations of egos in these relations¹.

Bitter Past and Present Predicament

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Benare recollecting her bitter past, speaks out about the present predicament

“Life is so and so. Life is such and such; life is a book that goes ripping into pieces. Life is a poisonous snake that bites itself. Life is a betrayal. Life is a fraud. Life is a drug. Life is drudgery. Life is something that’s nothing or nothing, that’s something” (p.33)

Benare was firm at the beginning but cannot maintain the same spirit when she faces atrocity. Everyone, including Samant, the new villager, attempts to make her out to be an evil woman in the court by their own sadistic imagination. Samant the next witness in the mock trial, says in reply to Sukatme’s questions, that Damle has refused to accept responsibility for Benare’s pregnancy. Benare says “It’s a lie, complete lie; you are all deliberately upon me, you have plotted against me”

Even Mrs. Kashikar, being a woman doesn’t help her. Moreover, when Benare is unable to bear the words, and tries to go out, the bolts are drawn, and she is rudely dragged back by Mrs. Kashikar. It proves the old proverb ‘a woman is an enemy to another woman’.

Atrocious Blame and Response

The members atrociously blame Benare for her pregnancy out of marriage. They blame her freedom also. These clearly show that when a woman wants to be free, no man can bear it and other women who do not have freedom, also do not seem to like it. Her life has become a heavy burden to herself:

“My life was a burden to me..... But when you can’t lose it, you realize the value of it. You realize the value of living. You see what happiness means. How new, how wonderful every moment is! Even you seem new to yourself. (p.72)

When she understands the reality of life, she tells the bitter truth even though it is bitter to her:

life is no straightforward thing. People can be so cruel. Even your flesh and blood don't want to understand you. Only one thing in life is all-important - the body! You may deny it, but it is true. Emotion is something people talk about with sentiment. It was obvious to me. I was living through it. It was burning through me (p.73).

Truth Revealed

Sukatme readily explains how she has compelled Rockde to marry her. Kashikar, the judge tells that she has crossed the boundaries of customs and she is a stain to motherhood, and so she deserves no mercy. His cruel verdict is that she must destroy the fetus in her womb. Benare is unable to tolerate the pain and cries, "No No I won't let you do it, I won't let it happen. I won't let it happen" (P 119). She collapses with sobs. Then silence reigns. Elizabeth Cady rightly remarks:

"Thus far women have been mere echoes of men. Our laws and constitutions, our creeds and codes, and customs of social life are all of masculine origin. The true woman is yet a dream of future."²

Hypocrisy of Human Life

The playwright boldly uncovers the hypocrisy, complexities of human behaviour, urge for violence, inferiority, utilizing the opportunity to satisfy the urge for violence, urban middle class mentality and also the plight and suffering of a woman in a male dominated society. Speaking about Tendulkar, Gowri RamNaryan says:

"with his exposure to Marathi theatre from childhood, and journalistic background, Vijay Tendulkar turned contemporary socio political situations into explosive drama"³

Contrasting Benare and Kashikar

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The playwright portrays two women characters; one is Benare and the other one Mrs. Kashikar. Mrs. Kashikar does not have anything to do with modern thinking, but she doesn't accept Benare's life style even though she herself is not happy with the traditional behaviour of her husband. When Benare tries to go out, Mrs. Kashikar rudely drags her back to the witness box. This is a very revealing portrayal of the mindset of women. He shows that when a woman is in a terrible predicament, another woman does not help her; rather, she gives her more trouble, or adds some more grief.

After resistance, Benare collapses and suffers silently. The pain of a woman is pleasure for some other people. This brutal behaviour reflects masculine domination, and suppression of women. The play also indicates that it may be the conclusion of the playwright, that women repeatedly face failure, yet remain silent showing great patience, without harming anyone else.

Hard-hitting Reality of Tendulkar's Plays

Hard-hitting reality in his plays makes people think seriously about the plight of women in a male-dominated society. His depiction of his characters is outstanding and with that kind of talent, he has a special place in the history of Indian Drama. Chandrasekhar Barve rightly says:

The depiction of life in Tendulkar's plays has an invisible but solid foundation in his philosophy of life. His philosophy includes man, his body and soul, his ego, his associations, the futility in the relations between men, the resultant sense of loneliness, the ideas of sin and virtue, the uncertainty of all these; in short the individual identity of man and his social existence, the harmony and disharmony between the two - these form the essence of Tendulkar's thinking. Tendulkar's plays don't appear to carry the burden of intellectual speculation. And at (perhaps because of this very reason), they remain beyond the shallow, hollow and the cheap, telling us silently, something original, beyond words. Considering all this it can be observed that Tendulkar's plays tend towards existentialism.⁴

Tendulkar unfolds the actual middleclass activities of life, way of behaviour, way of living, way of thinking, way of giving and solving problems, way of creating problems for others, way of acting, way of responding, way of co-operating to hurt someone, way of getting satisfaction, way of understanding others, way of harming others, way of exhibiting false pride etc. To say it in one sentence, the play mirrors middleclass morality and mannerisms. Vijay Tendulkar succeeds in constructing the unique plot, creating classic characters and achieving amazing success. Hard-hitting reality in his plays makes people think seriously about the plight of women in a male-dominated society. His depiction of his characters is outstanding and with that kind of talent, he has a special place in the history of Indian Drama.

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Dr. C. Raghavendra and Dr. P. Sreenivasulu Reddy

Plight and Pain of a Woman in Vijay Tendulkar's *Silence! The Court is in Session*

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Assistant Managing Editor: Swarna Thirumalai, M.A.

Sylvia Plath as a Poet: A Critical Observation

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



Abstract

Literature is only for the passionate. The passionate readers are the wheel of the chariot called literature. On the path of creativity countless writers, critics and painters have

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come up from their lowly positions to a marvellous height. Sylvia Plath has established herself in the galaxy of literary cosmos with her profound poetic voice and vision. She stands out as a significant figure of modern American poetry. Her talent could be compared to that of the famous poet Keats who also died young. Here I would like to delve deeply into her superb poetic genius which took its birth from the very inception of her school career, as morning shows the day; but, it ultimately had to come to an end in the middle part of her life, leaving an immeasurable contribution to the world of literature.

Keywords: Creativity, Immortal, Manifestation, Plath, View.

The Story of Sylvia



Sylvia was born on 27th Oct, 1932, in Boston Memorial Hospital in the family of a German scholar Otto Emile Plath who was originally a German, but immigrated to the United States when he was sixteen. Otto Plath earned recognition for himself as an eminent scholar in classical languages. He was a professor of biology and German language at Boston University. Aurelia, her mother was a student of the German class taught by Otto Plath. She was younger by twenty one years to Otto Plath, who had divorced his Roman wife earlier. In Winthrop, Sylvia joined a public school which gave her the opportunity of experiencing the learning and exploring of life, but soon misfortune dogged the beauty of the family. She lost her father at the early age of eight and the hard task of bringing up the children was left to a hard working mother.

The death of the father whom she hero-worshipped gave her much pain and sorrow. It was very shocking to her because she had deep affection for her father as well as faith. The feeling of love and the intense suffering due to the absence of the endeared were excellently expressed in her poem, '*Daddy*'. The despair and the retrospection of death made her thoughts revolve much around death, which later led her to suicide.

Sylvia's Poems

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From the very beginning Sylvia has made her poems the vehicle of her personal experiences. Her first poem entitled *On Hot Summer Nights* for which she won a prize was published in the *Boston Herald* when she was eight years old.



“Hear the crickets chirping
In the dewy grass.
Bright little fireflies
Twinkle as they pass.”

A Desire for Deep Love

Sylvia Plath had a strong desire for deep love. She was fond of living a lonely and remote life. While living at Winthrop, Plath immensely felt attracted towards the scenic beauty of the sea, portrayed vividly in her poetic expressions. Sylvia’s superb poetic genius had its foundation laid from her reading of Mathew Arnold’s poem *Forsaken Merman*. This poem was full of sea images and references. She was always familiar with the enthralling as well as eternal beauty of the sea. In one of her quotes she says, “I saw the gooseflesh on my skin. I did not know what made it. I was not cold. Had a ghost passed over? No, it was the poetry. A spark flew off Arnold and shook me, like a chill. I wanted to cry; I felt very odd. I had fallen into a new way of being happy.” (Bradley, p.106). Here we find her first poetic experience which gave her great joy. Her meteoric rise in the literary field came with her first collection of poetry *Colossus* and other poems in 1960. She was writing her poems with meticulous effort. The poetry of Sylvia is the total reflection of her personality. The master piece *The Bell Jar* brought her much popularity as a novelist also.

Ted Hughes and Sylvia

During her stay at Cambridge she met Ted Hughes, the British poet, at a party there.



*(Fatal attraction: Sylvia Plath met Ted Hughes at Cambridge University
& married him only months later)*

In Feb.1956, it was there that she came to read thirty poems written by Hughes. These poems were the composition of a gifted English poet who had created revolution in the field of poetry. On meeting him Sylvia was very much infatuated with the physical stature of Hughes and thought that he would be a suitable life partner. Sylvia was so deeply inspired by the poetry of Ted that she took to reading and enjoying stories and folklores according to Ted's choice. She was influenced not only by Ted's poetic sensibilities but also by his strong personality. She got married to Ted Hughes on June 16, 1956 at the Church of St. George. Plath had to face much opposition from Ted's relatives. The friends of Sylvia Plath also did not welcome her marriage with Ted Hughes. A well-wisher of Plath thought that the marriage would be an obstacle to the blossoming of her literary genius.



Ted Hughes & Sylvia Plath on their honeymoon, Paris, 1956.

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(Photo: Warren J. Plath/Mortimer Rare Book Room, Smith College)

Unhappy Married Life

Sylvia and Ted spent a couple of months of their sweet social rounds while on honeymoon in Spain. In the beginning, her marriage was quite peaceful and harmonious. Elizabeth Sigmund has remarked, “When Sylvia and Ted came to visit us I felt the impact of their stature and their unassailable closeness, a “keep out” sign which one respected totally, their shared reactions to life which needed no words between them”. But during their honeymoon it became clear to Sylvia that their marriage would not be as ideal as she had imagined it would be. Sylvia gave birth to her first daughter Frieda Rebecca Hughes in 1960 and a miscarriage also happened to her one year later.

During this time she began to realize the infidelity of Ted. It came just like a bolt from the blue in the sweet conjugal harmony of Plath & Hughes when Ted started developing an extra-marital affair with Assia Weivell. Her anger was tremendous because she could not help loving him still. The personal disparity as well as, distrust sowed seeds of the conjugal separation. She began to feel that all her dreams of a good marriage had been shattered, but her poetic personality underwent a sea change. The very short marital life followed by separation from Ted brought insurmountable mental depression. She began to call him a traitor. It was on account of Ted’s infidelity she felt that she must go out of this world. Plath said, “Ted lies to me, he lies all the time, he has become a “little man”. Her power of using words and symbols increased vigorously. Words came to her as easily as the chosen tools came to an expert surgeon.

Mental Agonies, Anger and Despondency

Sylvia is one of the few American poets whose poems straddle different cultures; but in some of her poems such as *Daddy* and *Lady Lazarus* we do observe that those came from severe mental agonies. The anger she experienced, gave way to despondency and despair. Death seemed to be the only way out of a life thwarted emotionally as well as psychologically. Plath’s death was like the Keatsian death which perhaps brought the painless death to her as we do find in Keats’ superbly sketched lines:

Darkling I listen; and for many a time
I have been half in love with easeful Death
Call’d him soft names in many a mused rhyme.
Now more than ever seems it rich to die.

LL 51-54 *Ode to a Nightingale* (Wikipedia)

Dying Becomes the Ideal Way

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Here we find that the song-filled time is the beautiful moment when dying seems the way to the ideal state of things. The bird's song brings to the poet's mind, death as the suggested agent of release, as one of three, the other two being wine and poetry. Really death always dogged after this most unfortunate poet of the twentieth Century. Though the death of Keats was natural and destined, in the case of Plath it was ill-fated, and self-inflicted. The anger she experienced gave way to despondency and despair. Death seemed to be the only way out of an emotionally and psychologically thwarted personality. February 11, 1963, she committed suicide by gassing herself in the oven. She had carefully sealed off the children's bedrooms to ensure that they would be safe from inhalation.

Unique Manifestation of Emotional Surges

From Sylvia's story we find Sylvia Plath's life a unique manifestation of the tremendous emotional surges latent in American life and sensibility. It resulted in an iconic presence in American literary imagination. Her poetry symbolises the very pathetic note of personal, of much intellectualised understanding of the universe of human relationships, of human failure, disaster and the inherent urge to overcome. Plath's writings are what remain as her true legacy; her works as she writes in *Burning the Letters*, as the 'immortal' (p.205), a legacy which is held dear to the readers and critics across time, place and cultures.

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Adaptation and Standardisation of Cognitive Linguistic Quick Test in Kannada (CLQT-K): Comparison between Monolinguals (Kannada) and bilinguals (Kannada-English)

Dr. Vandana.V.P, Prof. K.C. Shyamala and Ms.Shafna Jahan

INTRODUCTION

Language and cognition are tightly connected. Language was declared to be a “mental organ”, but one governed by “rules and representations” distinct from structures and processes of consciousness, memory and communicative needs (e.g. Chomsky 1986). Psycholinguistics studying the mechanisms of the so-called “language faculty” and computational linguistics, attempting to formalize and implement aspects of it *in machines* quite literally, were the two most “cognitive” approaches to language .

There are several factors affecting cognition in both monolinguals and bilinguals where in language proficiency plays a role. The impact of language proficiency is

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generally in the direction of disadvantage for bilinguals. Slower word retrieval seems to be specific to bilingualism and is independent of factors mediating language proficiency for bilinguals such as order of acquisition and language dominance (Ivanovo & Costa, 2008). The bilingual disadvantages in verbal tasks mainly depend on language proficiency, notably vocabulary size and level of executive control involved in the task. Bilingual disadvantages may disappear if monolinguals and bilinguals are matched on a measure of language proficiency such as vocabulary knowledge. Scores on category fluency reflects levels of language proficiency in bilinguals (Delis, Kaplan, & Kramer, 2001).

Aging is also associated with many cognitive linguistic changes. Normal aging often refers to the most common or usually encountered functional state of the nervous system in a population of older individuals (Whitehouse, 1991). Aging is associated with special physical, emotional, and social burdens imposed by mental decay in later life and a general wear and tear at anatomical and functional levels. Aging may be associated with deterioration in cognitive skills (Schaie & Hertzog, 1983). The incidence of cognitive impairment increases with age so that by age 85, up to one third of older persons have some degree of cognitive impairment. One aspect of language – semantic knowledge – appears to decline with age, although significant differences are not found until relatively late in the life span (greater than 70 years). Older adults show declines in visual-spatial abilities, which affect visual tasks such as identifying incomplete figures, recognizing embedded objects, or arranging blocks into a design. Aging also appear to affect both the ability to perceive and the ability to reproduce figures in three dimensions (Sailer, Dichgans, & Gerloff, 2000). As age advances time taken for retrieving a word increases, but there is no significant deterioration in cognitive linguistic flexibility (Vijaykumar & Prema, 2007).

There are several models proposed to explain these language changes during cognitive aging which includes the Transmission deficit hypothesis (Mackay & Burke, 1990) and Inhibitory deficit hypothesis (Hasher & Zacks, 1988; Hasher, Zacks & May, 1999). But it is not adequately explored whether these cognitive linguistic changes with definite underlying neural mechanisms affect the linguistic representations of both languages of a bilingual similarly or not.

Other than aging and language proficiency, factors like education and socioeconomic status also plays a major role in cognitive linguistic performance. Educational effect on age dependent cognitive decline may be different depending upon the specific cognitive domain (Capitani, et al, 1996),i.e the effect of education is not homogenous in different cognitive domains. Studies have reported that differences in memory loss during aging are related to socioeconomic status (Craik, Byrd & Swanson, 1987). Research studies have pointed out that low socioeconomic status subjects receive quantitatively and qualitatively less stimulation at home in comparison with high socioeconomic status subjects.

Research into bilingual information processing has provided growing evidence towards enhanced performance in non-linguistic cognitive tasks in bilinguals. Studies consistently report bilingual advantages in nonverbal executive control in both children (Bialystok, 2001; Mezzacappa, 2004; Carlson & Meltzoff, 2008) and adults (Bialystok, Craik, Klein & Vishwanathan, 2004; Bialystok, Craik, & Ryan, 2006; Costa, Hernandez & Sebastian-Galles, 2008). This advantage has been attributed to the enhancement of executive processes through their constant involvement in ordinary language use, bilingual language production necessarily involves the resolution of conflict between the two competing language systems, a process that involves frontal executive processes. Studies have reported that the extended experience of bilingualism thus builds up cognitive reserve and protects against the onset of dementia (Bialystok, Craik & Freedman, 2007).

In the past few years, much work has been done in the field of bi/multilingualism by researchers from various fields such as psychology, linguistics, cognitive sciences and neurosciences. In addition to this, Speech language pathologists are also involved in the studies related to bilingual language processing in normals as well as in individuals with communication disorders and are also considering issues related to monolingualism and bilingualism while developing assessment protocols and treatments for various communication disordered population.

Modern research suggests that the bilinguals have no cognitive disadvantages compared to the monolinguals. Further, there are ample number of studies which were carried out subsequently that supported the view that speaking two languages does not tax either the cognitive or the linguistic system; rather bilingualism confers advantages upon

adults with respect to various cognitive and linguistic abilities. A major turning point in the history of relationship between bilingualism and cognition was by a set of studies in which bilingualism exerts systematic effects on cognitive performance. Bilingualism accelerates the development of executive control in children (Bialystok, 2001; Carlson & Meltzoff, 2008) using nonverbal control tasks such as flanker task (Mezzacappa, 2004; Yang, Shih, & Lust, 2005), perceptual analysis (Bialystok & Shapiro, 2005), and rule switching (Bialystok & Martin, 2004) but not tasks based on withholding responses, such as delay of gratification (Carlson & Meltzoff, in press) and these effects persists into adulthood (Costa, Hernandez, & Sebastian-Galles, 2008) and appear to protect bilingual older adults against the decline of these processes in older age (Bialystok, Craik Klein & Viswanathan, 2004; Bialystok, Craik & Ryan, 2006). Moreover, the cognitive linguistic functions is larger in older age for bilinguals because the normal decline of these processes with aging is attenuated with for bilinguals.

There are several tools/ tests in English to assess the cognitive linguistic abilities in children, e.g., Stanford-Binet test or Stanford-Binet Intelligence scale (Binet & Simon, 1905), Bayley Scales of Infant Development (Bayley, 1969), Griffiths Mental Development Scales (Griffiths, 1954) and The Weschler Intelligence Scale for Children (Weschler, 1949), etc. There are several tools/ tests in English to assess the cognitive linguistic abilities in adults, which include Cambridge Cognition Examination (CAMCOG) by Roth, Tym, Mountjov, Huppert, Henrie, Verma, and Goddard (1986); American Speech-Language-Hearing Association Functional Assessment of Communication Skills for adults which assesses the functional communication of adults with speech, language and cognitive communicative disorders (ASHA-FACS) by Frattali, Holland, Thompson, Wohl, and Ferketic (1995); Ross Information Processing Assessment (RIPA-2) by Deborah Ross- Swain (1996); Montreal Cognitive Assessment (MoCA) by Nasreddine, Philips, Bedirian, Charbonneau, Whitehead, Collin, Cummings, and Chertkow (2005) and Addenbrookes Cognitive Examination (ACE) by Mioshi, Dawson, Mitchell, Arnold, & Hodges (2006).

India being a multilingual country, lot of linguistic and ethno cultural issues will arise when we use the Western assessment batteries in our population. Moreover, it will be a challenge to the clinician while assessing a person from diverse ethnic, cultural and linguistic background as most of the tests may fail to give a true representation of

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population, in their standardization. Race/ethnicity is critical to the external validity of studies in adult neurogenic communication disorders (Ellis, 2009). Various tests have been developed in the course of years to test the cognitive linguistic abilities in adults. Few of them are listed, viz., Boston Naming Test (Good glass & Kaplan, 1983), Scales for Cognitive Ability for Traumatic Brain Injury (SCTABI) (Admovich and Henderson, 1992), Western Aphasic Battery (Kertez& Poole, 1983), Cognitive Linguistic Quick Test (CLQT) (Helm Estabrooks, 2001), Measures of Cognitive Linguistic Abilities (MCLA) [Ellmo, et al., 1995], Arizona Battery for Communication Disorders of Dementia (ABCD) [Bayles & Tomoeda, 1993], Test of Problem Solving (TOPS-AdolescentVersion) (Bower, Huisingh, Barrett, Orman, & Logiudice, 1994), Peabody Picture Vocabulary Test, 3rd edition (PPVT) (Dunn & Dunn, 1997), Ross Test of Higher Cognitive process (Ross & Ross, 1979), and the Right Hemisphere Language Battery (Bryan, 1989).

Several tests are available in the Western context to assess cognitive linguistic aspects whereas the same in Indian context are limited. Limited tests are available to study the pattern of cognitive linguistic performance in monolinguals and bi/multilinguals in Indian languages. Few studies have been done in the Indian context to explore the cognitive linguistic abilities in adults (Kamath & Prema, 2001; Rajsudhakar & Shyamala, 2005; Anuroopa & Shyamala, 2006; Anjana & Jayashree, 2010; Lakshmi & Goswami, 2010; Veena & Goswami, 2010). In Indian scenario, there is a dearth of studies addressing cognitive linguistic performance of monolingual and bilingual adults. The few available studies have not addressed factors like inclusion of both linguistic and nonlinguistic tasks, norms across wide age groups, large sample size, norms or pre-standardisation values.

Hence the present study was designed to adapt the Cognitive-Linguistic Quick Test (CLQT) by Nancy Helm-Estabrooks (2001) to Kannada (CLQT-K) and to standardize it on Kannada speaking monolingual and bilingual (Kannada-English) adults in the age range of 20-80 years.

Objectives of the Study

Assessment of cognitive linguistic abilities in Kannada speaking monolingual and bilingual (Kannada-English) participants in the age range of 20 to 80years using Cognitive-Linguistic Quick Test in Kannada (CLQT-K) and to see the age related changes

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in the performance on cognitive linguistic tasks in Kannada speaking monolingual and bilingual (Kannada-English) participants in the age range of 20 to 80 years.

REVIEW

Older adults report that one of their most annoying cognitive problems is the inability to produce a well-known word (Burke & Shafto, 2004). Although people of all ages encounters such word-finding failures, this type of error becomes more frequent with age, and has been reported as the cognitive problem most affected by aging (Burke & Shafto, 2004). Lexical access, confrontational naming, and word fluency tasks have been found to decline as age increases from middle age to young-old to old-old (Bowles & Poon, 1985; LeBarge, et al., 1986; Bayles & Kaszniak, 1987). For single word processing task, the normal healthy adults has retained memory store for vocabulary and the semantic association between words, but word retrieval is slower and more difficult for single words. Hence, elderly benefit more when asked to retrieve single words for a particular context.

A number of studies have shown that older adults make more errors in naming pictures than young adults do (Feyereisen, 1997). During discourse, which is a more natural form of speech than picture naming, older adults produce more ambiguous references and more filled pauses (e.g., saying “um” or “er”) and reformulate their words more than young adults do (Kemper, 1992; Schmitter-Edgecombe, et al., 2000). These dysfluencies suggest that they have difficulty retrieving the appropriate words when speaking. Older adults were more likely than young adults to omit sounds (e.g., saying “rip,” given “ribbed”) (MacKay & James, 2004). Vijaykumar & Prema (2007) studied 60 normal healthy adults in the age range of 30 years to 80+ years to examine the cognitive linguistic flexibility across different age groups. Results indicated that there is no significant deterioration in cognitive linguistic flexibility as age advances. They also studied the relationship between aging and reaction time for picture naming which indicated that as age advances time taken for retrieving a word also increases.

Studies regarding the spontaneous production of older adults, suggests that they may be impaired in full sentence formulation (Davidson, et al., 2003). Kemper et al., (1992) reported that older adults produce fewer syntactically complex sentences in a number of language production tasks (e.g., sentence repetition, spontaneous speech, and

written production) and make more errors or are more dysfluent when they do attempt to produce them (Kemper, 1986, 1988). Kemper, et al. (1992) linked these patterns to deficits in working memory. Kemper, Thompson and Marquis (2001) showed a decline in the production of grammatically complex constructions from speech samples. The grammatical assembly processes do not decline to the same extent as other aspects of grammatical processing (Salthouse, 1996). This suggests that some aspects of language use, during grammatical encoding, resist the decline typically observed with age (Tun & Wingfield, 1993; Wingfield, 1999).

Older adults experience more Tip of –the Tongue (TOT) s than do young adults (Burke et al., 1991; Heine et al., 1999). This is evident especially when answering low frequency questions (Burke & Shafto, 2004). Compared with young adults, they report less partial phonological information (Maylor, 1990).

In naming tasks, older adults are less accurate at naming objects and actions (Nicholas, et al., 1997). In picture or scene description tasks, older adults take longer pauses while retrieving names and use more indefinite terms, suggesting retrieval difficulty (Cooper, 1990). Borod, Goodglass, and Kaplan (1980) found that subjects over 70 years of age named significantly fewer items than younger subjects in Boston naming test. Nicholas et al., (1985) reported similar results for the naming of action pictures. They also found that older subjects more often required phonological cues (the initial sound of target name) to elicit a correct response than did younger subjects.

Bilingualism and Cognition

Bilinguals typically show lower levels of performance than monolinguals in simple, highly constrained verbal tasks (Luo, Luk, & Bialystok, 2010). Delays in the vocabulary development of bilingual children have been reported in standardized receptive and expressive vocabulary tests (Oller, Pearson, & Cobo-Lewis, 2007; Bialystok & Feng, 2009). Some studies have found that vocabulary deficits persist into at least early adulthood (Portocarrero, Burright & Donovan, 2007), whereas other studies have reported equivalent vocabulary scores in young and older bilingual adults relative to their monolingual counterparts (Bialystok, Craik, Klein & Viswanathan, 2004). Bilinguals also show poorer performance in tasks that require lexical access, such as picture naming tasks. Gollan, et al., (2005) reported that bilinguals named pictures more slowly than

monolinguals, even though the naming task was done in their dominant language in adults. Ivanova and Costa (2008) replicated the finding with bilinguals who named pictures in their dominant and first language. They showed that the slower lexical access persisted in bilinguals, even when their performance was as accurate as monolinguals (Gollan, et al., 2005). Therefore, slower word retrieval seems to be specific to bilingualism and is independent of factors mediating language proficiency for bilinguals such as order of acquisition and language dominance (Ivanova & Costa, 2008).

Studies have reported bilingual advantages in a variety of nonverbal cognitive tasks of executive functioning (Bialystok, 2005, 2007). These tasks typically involve the need to resolve conflict (Bialystok et al., 2004; Carlson & Meltzoff, 2008; Costa, Hernandez & Sebastián-Gallés, 2008), to suppress distracting information (Bialystok, Craik & Ruocco, 2006; Colzato, et al., 2008), or to switch between multiple rules (Bialystok & Martin, 2004; Bialystok & Viswanathan, 2004). Such effects are especially strong in children and older adults (Bialystok & Martin, 2004; Bialystok, et al., 2004) and are smaller but still reliable in younger adults (Costa et al., 2008). Thus, bilingual disadvantages are found in verbal tasks based on lexical access but bilingual advantages have been observed in nonverbal tasks requiring executive control. Studies on verbal memory performance in bilinguals revealed that they recalled fewer words from both semantic knowledge (Gollan, Montoya & Werner, 2002) and newly acquired information (Fernandes, et al., 2007) in free recall and in a proactive interference (PI) paradigm (Bialystok & Feng, 2009). Fernandes, et al. (2007) reported that the group difference between monolinguals and bilinguals in recall was eliminated after controlling for vocabulary difference. Bialystok and Feng (2009) also found that bilinguals recalled more words in a release from PI paradigm when their lower vocabulary performance was accounted for. In addition, bilinguals who achieved vocabulary scores equivalent to monolinguals also showed comparable levels of performance in category fluency (Bialystok, Craik & Luk, 2008), a task in which it shows a bilingual disadvantage (Gollan, et al., 2002). Therefore there is evidence of role for vocabulary knowledge in monolingual and bilingual performance on tasks of lexical access.

Wodniecka, Craik and Bialystok (2007) analyzed verbal memory performance in younger and older monolinguals and bilinguals and found that bilinguals outperformed monolinguals in recollection but groups performed comparably on familiarity, especially

for the older participants. To conclude, bilingual disadvantage in verbal tasks depends on language proficiency, vocabulary size, and level of executive control involved in the task. Bilingual disadvantages may disappear if monolinguals and bilinguals are matched on a measure of language proficiency such as vocabulary knowledge.

Verbal Fluency Test

Verbal fluency test is a widely used word retrieval task that includes the roles of executive control and language representation. Verbal fluency tasks typically have two conditions, phonemic (or letter) fluency and semantic (or category) fluency (e.g., the Controlled Oral Word Association Test, COWAT, Strauss, Sherman & Spreen, 2006). There are two conditions that place different cognitive demands on word retrieval. Both conditions rely on vocabulary knowledge and executive control. Generating words in the category condition is similar to accessing a lexical item in inter-connecting networks. In case of word production, a word is first selected on the basis of its semantic features; the semantic level is activated before the phonological level which leads to the oral production of the word (Levelt, 1999). Therefore, retrieving words based on their semantic categories is an overlearned process of language production. As a result, performance in category fluency is largely automatic and relies on linguistic representation. The demand of the letter fluency is that one needs to generate words from a phonemic category instead of from a semantic category. And this is more effortful because phonemic generation is not a common strategy in word retrieval (Strauss et al., 2006).

Delis, Kaplan, and Kramer (2001) reported that in verbal fluency test the difference between category and letter conditions is the increased demands for executive control in letter fluency. For example, neuroimaging studies reported that performance in letter fluency tasks is associated with frontal areas, specifically the posterior opercular area of Broca's area (Paulesu, et al., 1997), which is also cognitive task free of language production (Yeung, et al., 2006). A recent study stated that high-proficiency bilinguals showed dissociating functional and structural correlates in letter and category fluency tasks (Grogan et al., 2009).

Grey matter density in pre-supplementary motor area and left caudate, along with higher activation in these areas, was related to letter fluency relative to semantic fluency performance whereas greater activation and higher grey matter density in left inferior temporal cortex was related to semantic fluency relative to letter fluency performance.

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Clinical studies have shown that impaired performance in letter fluency is seen in patients with frontal lesions and executive dysfunctions, whereas impaired performance in category fluency is observed in patients with deficient semantic knowledge structures, such as patients with Alzheimer's disease (AD; Martin et al., 1994; Rascovsky, et al., 2007). Perret (1974) reported the poor performance in letter fluency by patients with left frontal lesions is because even though they fails in verbal production associated with left frontal areas, they also fail to inhibit the semantic word generation strategy.

Compared to monolinguals, bilinguals name fewer pictures on standardized tests such as the Boston Naming Test (Roberts, et al., 2002; Gollan, et al., 2007), name pictures more slowly (Gollan, et al., 2005), experience more tip-of-the-tongue (TOT) retrieval failures (Gollan and Silverberg, 2001) and have reduced verbal fluency (Rosselli, et al., 2000; Gollan, Montoya, and Werner, 2002). Bilinguals are less fluent than monolinguals, even when tested exclusively in their dominant (Gollan and Acenas, 2004, Gollan, Bonanni and Montoya, 2005) and first-learned language (Ransdell and Fischler, 1987; Ivanova and Costa, 2008). Bilinguals may demonstrate a disadvantage in verbal fluency for two reasons: (1) smaller vocabulary in bilinguals (Bialystok & Feng, in press; Portocarrero, et al., 2007) may lead to fewer items that they are able to generate relative to monolinguals; (2) slower lexical retrieval (Gollan, et al., 2005; Ivanova & Costa, 2008) may cause bilinguals to produce fewer words than monolinguals in the given time, possibly because of weaker links pointing to each target lexical item. Category fluency performance depends on the linguistic representation and therefore bilinguals often perform more poorly in this task (Gollan, et al., 2002; Rosselli, et al., 2002).

Impact on Language Proficiency in Bilinguals

Impact on language proficiency in bilinguals shows that bilingual children develop vocabulary more slowly in each language than monolingual speakers of that language and perform more poorly on measures of language proficiency (Bialystok & Feng, in press; Oller & Eilers, 2002) and bilingual adults have a smaller vocabulary (Portocarrero, Burright, & Donovick, 2007), produce fewer words in verbal fluency tasks (Gollan & Kroll, 2001; Michael & Gollan, 2005) with more tip-of-the tongue experiences (Gollan & Acenas, 2004) and record longer reaction times on picture naming (Roberts, Garcia, Desrochers, & Hernandez, 2002), and lexical decision tasks (Randsell & Fischler, 1987).

Bilinguals equated on vocabulary size with the monolinguals outperformed them on the letter fluency task (Bialystok, Craik, Luk, in press).

Researchers have shown that bilinguals have cognitive advantages compared to monolingual speakers on a variety of verbal and non-verbal tasks, involving the resolution of conflicting information and the inhibition of irrelevant information (Hamers & Blanc, 1989; Cook, 1997, Bialystok, 2005) including disadvantages such as smaller vocabulary size, higher number of TOTs, slower picture naming reaction times (Rivera et al., 2008). Bilinguals outperform monolinguals on tasks taxing cognitive control functions, such as the Simon task (Bialystok, et al., 2004) and the attention network task (ANT) (Costa, Hernández & Sebastián-Gálles 2008). Greater advantage for cognitive control of information processing and attention, and more effective use of cognitive functions was reported for Simon task and attention network task (Bialystok, 1988; Bialystok, 2005; Bialystok et al, 2005). Superior inhibitory control have developed as a result of bilingual experience (Green, 1998; Bialystok, 2001; & Bialystok & Martin, 2004).

Recent research has found out the development of executive function in bilingual children (around the age of 3 years) as compared to monolinguals (at approximately 4-5 years of age) (Bialystok, 1999; Zelazo, et al., 2003; Diamond, Carlson, & Beck, 2005). Even though there are differences in cognitive linguistic functions when compared with monolinguals and bililinguals, it is also important to point out the changes in cognitive domains due to aging.

Aging and Cognition

Age effects on various vocabulary measures (decreasing performance with increasing age) have been reported for middle- and older-aged individuals although some researchers report finding such effects only in persons older than 70 (Nicholas, Obler, Albert, & Goodglass, 1985) or 75 years (Welch et al., 1996). Changes in the ability to retain and recall information from discourse in older adults may be due to WM limitations (Cohen, 1981; Light & Anderson, 1985; Norman et al., 1991). The researches done so far, has thrown light on vocabulary and naming skills among monolinguals and bilinguals. There is a dearth of research studies in the domains of cognition among monolinguals and bilinguals.

Influence of Education and Socioeconomic status on Cognitive Linguistic functions

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Apart from factors like age and language proficiency, cognitive linguistic functions are also influenced by several other factors, like socioeconomic status (SES) and education. Education may increase cultural competency, improving reading, math, and reasoning skills as well as test taking abilities. At the same time education also improves brain function because enriched environments result in a greater number of synapses (Jacobs, Schall, & Schiebel 1993), individuals with higher education may enter old age with a greater synaptic density. Education and cognitive change in old age has a relationship that lower educational levels are associated with a greater risk of poor cognitive performance (Lysetkos, Chen & Anthony 1999; Lee, et al, 2003). Craik, Byrd, and Swanson (1987) observed that differences in memory loss during aging are related to socioeconomic status. Ardila and Rosselli (1989) reported that during normal aging the educational variable was even more influential on neuropsychological performance than the age variable. Albert and Heaton (1988) argue that when education is controlled, there is not any evidence of an age-related decline in verbal intelligence. Capitani, et al., (1996) opened that the protective effect of education is not always observed but depends upon the specific cognitive ability that is measured.

Several studies have demonstrated a similarly strong association between educational level and performance on various neuropsychological measures. However, some tests are more sensitive to educational variables (e.g., language tests) than others (e.g., the Wisconsin Card Sorting Test; Rosselli & Ardila, 1993). Extremely low scores in current neuropsychological tests are observed in illiterate people (Ardila, & Rosselli, 1989). Low scores in neuropsychological tests observed in illiterates can be partially due, not only to differences in learning opportunities of those abilities that the examiner considers relevant (although, evidently, they are not the really relevant abilities for illiterates' survival), and to the fact that, illiterates are not used to being tested (i.e., they have not learned how to behave in a testing situation), but also, that testing itself represents a nonsense (non-relevant) situation (Ardila, 1995). Education may positively influence performance on category naming tasks (Capitani, et al., 1999). Education is also related to adult occupation and lifestyle, and higher education early in life results in greater mental activity in occupation and leisure pursuits throughout life (Richards & Sacker, 2003; Kramer et al, 2004; Andel, et al., 2006).

The review of literature indicates that cognitive decline is not uniform across domains. Although there are some interactions among cognitive domains, it seems evident that they have some degree of independence too. Thus, it leads to general impairment in communication. Cognitive processes do interact with communicative processes.

Studies in Indian Contexts

In Indian context, a study has been done by Kamath & Prema (2001) so as find out the cognitive linguistic interaction in adult population. The study has been done on normal Kannada speaking individuals ranging from 40-70 years with equal number of males and females (3 in each group). Their results revealed decline in visual attention, perception and discrimination score, episodic memory, working memory with age. However, they reported that these were not of statistical significance.

Rajasudhakar & Shyamala (2005) found out the age related changes in the performance of various cognitive linguistic tasks in bilinguals. The study was done on normal Kannada speaking monolinguals (Kannada) and bilinguals (Kannada-English) with equal number of males and females in the age range of 20 to 30 years and 70 to 80 years. The results revealed that younger bilingual performance was significantly high on all domains of cognitive linguistic assessment protocol. Both monolingual and bilingual adults in the younger age group 20 to 30 years were faster in all the timed tasks on cognitive linguistic assessment protocol than the elderly individuals.

Anuroopa & Shyamala (2006) developed a protocol to identify cognitive linguistic problems in children ranging from 4 to 8 years with equal number of males and females (3 in each group). The protocol consisted of three different domains, i.e., attention/discrimination, memory and problem solving. Each domain was assessed in both the auditory and visual modality. The results indicated that the scores in each domain increased linearly with increase in age, (better performance with increased age) thereby indicating a developmental trend. Kavya & Shyamala (2007) developed a cognitive-linguistic assessment protocol for children with learning disabilities ranging from 8 to 14 years with equal number of males and females in normal group (5 in each group) and unequal sample size of males and females in clinical group. This protocol was developed

considering the Cognitive-Linguistic Assessment Protocol for Children (CLAP-C) by Anuroopa & Shyamala (2006) as the base, with suitable modifications. The protocol included three domains i.e. attention, memory and problem solving. Each domain consisted of different tasks, and set of item of each task were arranged in a hierarchy from simple to complex, from first to the fifth level. Each domain was assessed both in auditory and visual modalities. Results indicated that there was a significant difference between the scores of the normal children and children with LD in all the age groups in the domains of attention, memory and problem solving.

Lakshmi & Goswami (2010) and Veena & Goswami (2010) adapted the Cognitive-Linguistic Assessment Protocol for Adults (CLAP) – Kannada by (Kamath & Prema, 2001) to Malayalam speaking persons and Telugu speaking persons respectively. The participants were in the age range of 65-80 years with equal number of males and females in three age groups. They examined various cognitive processes under four domains (attention, perception & discrimination, memory, problem-solving and organization) which were again divided into various test items. Results showed that all the four domains showed a general trend wherein as age increases there is degradation in cognitive performance.

Anjana & Jayashree (2010) developed an assessment protocol for persons with Dementia in Malayalam in the age range of 40 to 60 years and above 60 years with equal number of samples in younger and older group (30 in each group) and a clinical group of 10 samples. It examined the various cognitive processes under six domains (memory, linguistic comprehension, linguistic expression, problem solving, organization and visuo-spatial construction). Results revealed that as age advanced there was a significant deterioration in the performance of normal individuals or tasks related to memory, linguistic comprehension, linguistic expression, problem solving, organization and visuo-spatial task decreases. In case of dementia significant reduction in performance was noticed across all the cognitive domains.

Inapplicability of Western Assessment Tools for Indian Contexts

To summarize, the western assessment batteries which have been standardized is not applicable to our Indian context as our country is a multilingual country and the western assessment batteries are liable to linguistic and ethno cultural issues when

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administered on Indian population. There is a dearth of standardized tests available to assess the cognitive linguistic abilities in monolinguals and bilinguals. Most of the tests that are generally used for assessing cognitive functions such as memory, attention, executive functions etc. The socioeconomic status and educational background of an individual can also influence the performance of monolinguals and bilinguals in various cognitive and linguistic tasks. There are no standardized tests which are available in our Indian context which can investigate the pattern of cognitive linguistic performance in monolinguals and bi/multilinguals. Therefore, we need to have appropriate test to assess the cognitive linguistic abilities of monolinguals and bilinguals in Indian context. Hence the present study aims to adapt and standardize the Cognitive Linguistic Quick test (CLQT) by Nancy Helm Estabrooks (2001) to monolingual (Kannada) and bilingual (Kannada-English) participants in the age range of 20-80 years.

Objectives of the Present Study

- Assessment of cognitive linguistic abilities in Kannada speaking monolingual and bilingual (Kannada-English) participants in the age range of 20 to 80 years using Cognitive-Linguistic Quick Test in Kannada (CLQT-K).
- To see the age related changes in the performance on cognitive linguistic tasks in Kannada speaking monolingual and bilingual (Kannada-English) participants in the age range of 20 to 80 years.

METHOD

Aim of the study was to adapt and standardize the Cognitive Linguistic Quick test (CLQT) by Nancy Helm Estabrooks (2001) to Kannada (CLQT-K) and to compare the performance of monolingual (Kannada) and bilingual (Kannada-English) participants in the age range of 20 to 80 years on the CLQT-K.

Participants

180 normal healthy adults in the age range of 20 years to 80 years were chosen for study as shown in Table 1. They were divided into three age groups viz; 20-40, 40-60 and 60-80 years. Each age group consisted of 60 subjects. Of the 60 subjects in each age group, 30 were Kannada monolinguals and 30 were Kannada-English bilinguals. Participants

were from different educational, cultural, professional and linguistic background. The participants varied from diverse cultural backgrounds and educational background, from Xth graders to those employed in various professional fields. They were chosen from among the regular employees of All India Institute of Speech & Hearing (AIISH), regular therapy seeking clients parents at AIISH, parents and grandparents of students of AIISH and residents of old age homes in and around Mysore.

Table 1: Distribution of participants across age groups

Age groups	Monolinguals	Bilinguals
20-40years	30	30
40-60 years	30	30
60-80 years	30	30

Participant Selection Criteria

The following criteria were considered for the selection of participants.

Inclusion criteria:

- 1) Participants with Kannada as mother tongue.
- 2) All the participants should have a minimum of Xth grade education.
- 3) Bilingual Kannada-English participants were selected on the basis of a score of 1 or above in Kannada in the International Second Language Proficiency Rating Scales [ISLPR] by Wylie (2006). [Appendix I A]
- 4) All the participants were selected on the basis of a score of 2 or above for education and a score of 1 or above for occupation in NIMH Socio Economic Status Scale [N.I.M.H. (1999)] [Appendix I B].
- 5) Only those participants with a score of 25 or above on Mini Mental State Examination (MMSE) were selected for the study [MMSE by Folstein&Mc Hugh (1975)] [Appendix I C].

Exclusion Criteria

- 1) Participants with any history of neurological / psychologic illnesses.
- 2) Participants with any deficits in hearing /speech, language and communication.

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- 3) Participants with a history of drug/ alcohol abuse.
- 4) Participants having problems with vision (uncorrected).

Procedure

Participants were explained the purpose and procedures of the study and informed verbal consent was taken. The various tasks in the CLQT (2001) and the relevant cognitive domains involved are given in Table 1. These tasks assess five primary domains of cognition. i.e., attention, memory, executive functions, language and visuo-spatial skills.

Table: 2 Cognitive domains & tasks in CLQT (2001)

CLQT tasks	Cognitive Domains				
	Attention	Memory	Executive functions	Language	Visuospatial skills
Personal facts		×		×	
Symbol cancellation	×				×
Confrontation naming				×	
Clock drawing	×	×	×	×	×
Story retelling	×	×		×	
Symbol trails	×		×		×
Generative naming		×	×	×	
Design memory	×	×			×
Mazes	×		×		×
Design generation	×		×		×

Phase 1: Adaptation of CLQT to Kannada (CLQT-K)

CLQT by Nancy Helm Estabrooks (2001) was adapted into Kannada (CLQT-K) by incorporating culturally relevant modifications to certain tasks like confrontation naming and story retelling. Tasks like personal facts and story retelling were translated into

Kannada after making culturally relevant modifications, wherever necessary. Pictures for confrontation naming task were adapted from CLQT (2001) and given for familiarity testing. Two of the pictures were changed based on culturally relevant changes. Only the pictures which were rated as most familiar by at least 3 out of 5 judges (Speech Language Pathologists) were selected for the study. The story was adapted from CLQT (2010) and translated in Kannada language. Decision of the story elements was finalized based on the content words of the story. The story elements were rated by five Speech Language Pathologists who were native speakers of Kannada and the story elements which were consistently rated by 4 out of 5 judges were finalized.

Phase 2: Standardization of Cognitive Linguistic Quick Test in Kannada (CLQT-K)

The adapted version of CLQT-K was administered on 180 participants in the age group of viz; 20 to 40 years, 40 to 60 years, & 60 to 80 years. Each age group included 30 monolingual and 30 bilingual participants.

Tasks

1. Personal facts (Appendix II) - [A].
2. Symbol cancellation (Appendix II) - [B].
3. Confrontation naming (Appendix II) - [C].
4. Clock drawing (Appendix II) - [D].
5. Story retelling (Appendix II) - [E].
6. Symbol trails (Appendix II) - [F].
7. Generative naming (Appendix II) - [G].
8. Design memory (Appendix II) - [H].
9. Mazes (Appendix II) - [I].
10. Design generation (Appendix II) - [J].

Administration of CLQT-K:

The participants were seated in a comfortable and non-distract surrounding. All the participants were tested individually in relatively quiet and familiar surroundings. Instructions were given by the tester, stimuli were spoken out wherever necessary and the tasks were timed and scored. Responses were recorded online using a digital recorder (Ikon ik885). Nine out of the ten tasks (except personal facts) were timed and total time for testing was approximately 20 to 25 minutes. Testing was continuous and was completed in

single session. All were administered in the following temporal order as given in CLQT (2001), i.e., personal facts, symbol cancellation, clock drawing, confrontation naming, story retelling, symbol trails, generative naming, design memory, mazes, and design generation. Instructions were given in Kannada for both monolinguals and bilingual participants. Both monolingual and bilingual participants were to respond in their dominant or first language (Kannada) for the relevant cognitive linguistic tasks.

Reliability and Validity

Test was repeated on 15 % of participants in each of the three age group 20 to 40 years, 40 to 60 years, & 60 to 80 years for monolingual and bilingual participants after an interval of one month. The scores obtained by the participants during first and second testing were compared and test-retest reliability analysis was done. The coefficient alpha (α) was obtained from the reliability analysis. Discriminant validity was done on a stratified sample of clinical population based on availability of clinical population.

Statistical Analysis

SPSS (version 17) was used for the analysis. Data was subjected to the following statistical procedures -Descriptive statistics, MANOVA and Post hoc Duncan's test, Confidence interval for monolingual and bilingual participants in the three age groups, Reliability coefficient alpha (α) was obtained for test retest reliability.

RESULT AND DISCUSSION

The results of performance on cognitive linguistic tasks were analyzed to evaluate the objectives of the study as mentioned below:

- Assessment of cognitive linguistic abilities in Kannada speaking monolingual and bilingual (Kannada-English) participants in the age range of 20 to 80years using Cognitive-Linguistic Quick Test in Kannada (CLQT-K).
- To see the age related changes in the performance on cognitive linguistic tasks in Kannada speaking monolingual and bilingual (Kannada-English) participants in the age range of 20 to 80years

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MANOVA was employed for comparison of performance on different tasks across the three age groups 20 to 40 years, 40 to 60 years and 60 to 80 years for monolingual and bilingual participants. Post hoc Duncans test was done to identify which age groups were significantly different from each other in the different tasks. Results are shown in Table 4

Tasks	Age group	Monolinguals	Bilinguals
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and Table 5.

Table 3: Mean and SD of the tasks of CLQT-K for monolingual and bilingual participants in the age groups 20 to 40 years , 40 to 60 years, & 60 to 80 years.

		Mean	SD	Mean	SD
PF	20 – 40	7.6333	.80872	7.9333	.25371
	40 – 60	7.7000	.53498	7.8333	.74664
	60 – 80	2.7667	1.83234	7.6667	.60648
SC	20 – 40	10.1000	3.67048	11.8667	.34575
	40 – 60	8.6667	4.64115	9.9667	3.76447
	60 – 80	9.7000	3.73382	10.2667	2.55874
CN	20 – 40	9.1333	.97320	9.4000	.85501
	40 – 60	8.6667	.92227	9.4000	.85501
	60 – 80	8.1333	1.04166	9.1667	.79148
CD	20 – 40	9.6000	3.55838	12.6000	.56324
	40 – 60	10.2333	.72793	11.1667	1.55549
	60 – 80	10.3000	1.60065	12.2333	.89763
SR	20 – 40	5.1667	1.05318	5.6333	.66868
	40 – 60	4.9000	.75886	6.1333	.93710
	60 – 80	5.0000	.78784	6.0000	.90972
ST	20 – 40	4.2667	3.62875	9.1000	1.78789
	40 – 60	6.2333	3.90122	6.6667	2.79573
	60 – 80	4.6333	2.26645	7.2000	1.64841
GN	20 – 40	4.2667	1.08066	6.4000	1.06997
	40 – 60	4.9333	1.22990	6.8000	1.09545
	60 – 80	4.5333	.81931	6.0333	1.03335
DM	20 – 40	4.6333	.99943	5.3333	.99424
	40 – 60	5.1667	.83391	4.9667	.88992
	60 – 80	4.2333	.67891	5.3667	.92786
MZ	20 – 40	6.1000	2.41190	7.5333	1.04166
	40 – 60	5.3667	2.95347	6.5667	2.11209
	60 – 80	4.7000	1.93248	6.9000	1.32222
DG	20 – 40	4.1333	3.50107	9.4333	2.93238
	40 – 60	2.3667	2.42804	4.6000	3.01262
	60 – 80	4.5333	2.14530	5.1000	3.48742

(PF - Personal Facts, SC - Symbol Cancellation, CN - Confrontation Naming, CD - Clock Drawing, SR - Story Retelling, ST - Symbol trail, GN - Generative Naming, DM - Design Memory, MZ - Mazes, DG - Design Generation)

Table 4: Mean Score (and standard deviation) for the Cognitive Linguistic tasks by age groups for monolinguals.

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Tasks	20-40 years		40-60 years		60-80 years		F-value
	Mean	SD	Mean	SD	Mean	SD	
PF	7.6333	0.8087	7.7000	0.5349	2.7667	1.8323	*167.624
SC	10.1000	3.6704	8.6667	4.6411	9.7000	3.7338	1.006
CN	9.1333	0.9732	8.6667	0.9222	8.1333	1.0416	*7.817
CD	9.6000	3.5583	10.2333	0.7279	10.3000	1.6006	0.853
SR	5.1667	1.0531	4.9000	0.7588	5.0000	0.7878	0.708
ST	4.2667	3.6287	6.2333	3.9012	4.6333	2.2664	2.936
GN	4.2667	1.0806	4.9333	1.2299	4.5333	0.8193	3.023
DM	4.6333	0.9994	5.1667	0.8339	4.2333	0.6789	*9.156
MZ	6.1000	2.4119	5.3667	2.9534	4.7000	1.9324	2.415
DG	4.1333	3.5010	2.3667	2.4280	4.5333	2.1453	*5.257

*p ≤ 0.05 level of significance

(PF - Personal Facts, SC - Symbol Cancellation, CN - Confrontation Naming, CD - Clock Drawing, SR - Story Retelling, ST - Symbol trail, GN - Generative Naming, DM - Design Memory, MZ - Mazes, DG - Design Generation)

The results of MANOVA for monolingual participants indicated significant difference across the three age groups for tasks like personal facts ($F(2,87) = 167.62, p \leq 0.05$), confrontation naming ($F(2,87) = 7.81, p \leq 0.05$), design memory ($F(2,87) = 9.156, p \leq 0.05$) and design generation ($F(2,87) = 5.257, p \leq 0.05$). Post hoc test (Duncans) test also suggested significant difference between three age groups for tasks personal facts, confrontation naming, design memory and design generation. Participants in the age group 60 to 80 years were significantly different from participants in age groups 20 to 40 and 40 to 60 in tasks like personal facts and confrontation naming. The performance of participants in the age group 60 to 80 years was better than the other two groups in tasks like personal facts and confrontation naming on the CLQT-K. Similar findings were reported by Obler, Albert and Goodglass (1985), Au, et al., (1995) and Nicholas, Welch, Doneau, Johnson and King (1996). All these studies reported decreased performance with increased age in various vocabulary measures for middle and older-aged individuals. The

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findings are in accordance with the studies which reports decreasing ability in older adults to process complex sentences in isolation (Kemper, 1986; Davis & Ball, 1989; Obler, Fein, Nicholas & Albert, 1991, Christianson, Williams, Zacks & Ferreira, 2006; Edwards & Salis, 2008). The present findings is also supported by the study by Vijaykumar & Prema (2007) which reported that as age advances time taken for retrieving a word increases in the picture naming task for adults.

Table 5: Mean Score (and standard deviation) for the Cognitive Linguistic tasks by age groups for bilinguals.

Tasks	20-40years		40-60years		60-80years		F-value
	Mean	SD	Mean	SD	Mean	SD	
PF	7.9333	0.2537	7.8333	0.7466	7.6667	0.6064	1.650
SC	11.8667	0.3457	9.9667	3.7644	10.2667	2.5587	*4.506
CN	9.4000	0.8550	9.4000	0.8550	9.1667	0.7914	0.782
CD	12.6000	0.5632	11.1667	1.5554	12.2333	0.8976	*14.086
SR	5.6333	0.6686	6.1333	0.9371	6.0000	0.9097	2.802
ST	9.1000	1.7878	6.6667	2.7957	7.2000	1.6484	*10.724
GN	6.4000	1.0699	6.8000	1.0954	6.0333	1.0333	*3.878
DM	5.3333	0.9942	4.9667	0.8899	5.3667	0.9278	1.678
MZ	7.5333	1.0416	6.5667	2.1120	6.9000	1.3222	2.975
DG	9.4333	2.9323	4.6000	3.0126	5.1000	3.4874	*21.310

*p ≤ 0.05 level of significance

(PF - Personal Facts, SC - Symbol Cancellation, CN - Confrontation Naming, CD - Clock Drawing, SR - Story Retelling, ST - Symbol trail, GN - Generative Naming, DM - Design Memory, MZ - Mazes, DG - Design Generation)

The results of MANOVA for bilingual participants indicated significant difference across the three age groups in tasks like symbol cancellation (F (2,87) =4.506, p ≤ 0.05), clock drawing (F (2,87) =14.08, p ≤ 0.05), symbol trail (F (2,87) =10.724, p ≤ 0.05),

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generative naming ($F(2,87) = 3.878, p \leq 0.05$) and design generation ($F(2,87) = 21.310, p \leq 0.05$).

Post hoc test (Duncans) test indicated significant difference between age groups only for the tasks symbol cancellation, symbol trail, design generation and clock drawing. Participants in the age group 20 to 40 years were significantly different from participants in the age groups of 40 to 60 years and 60 to 80 years in tasks like symbol cancellation, symbol trail and design generation and participants in the age group 40 to 60 years were significantly different from participants in the age groups 20 to 40 years and 60 to 80 years for the task clock drawing. The performance of participants in the age group 20 to 40 years was better than the other two groups in tasks like symbol cancellation, symbol trail and design generation and the performance of participants in the age group 40 to 60 years was better than the other two groups in clock drawing task on the CLQT-K. When the three groups were compared on the generative naming task, a significant difference was obtained only between the participants in the age groups 40 to 60 years and 60 to 80 years. The participants in the age group of 20 to 40 years were better in the generative naming tasks when compared to the other two groups.

Similar findings were reported by Rajasudhakar & Shyamala (2005) who studied monolingual and bilingual participants in the age range of 20 to 30 years and 70 to 80 years on various cognitive linguistic measures. Their results revealed that bilingual performance was better on all cognitive linguistic tasks, but there was an interaction effect noticed among age and gender. In their study, participants in the age group of 20 to 30 years were better in all cognitive linguistic tasks compared to the performance of participants in 70 to 80 years age group in both monolinguals and bilinguals. The findings reveal that bilinguals show poorer performance on most of the verbal tasks. These findings are contradictory to the findings by Vijaykumar & Prema (2007) who reported increased time in picture naming with age.

MANOVA was employed for the comparison of the performance of monolingual and bilingual participants within the age groups of 20 to 40 years, 40 to 60 years and 60 to 80 years on various cognitive linguistic tasks. Post hoc Duncans test was done. The results are shown in Table 6.

Age Groups			PF	SC	CN	CD	SR	ST	GN	DM	MZ	DG
20 - 40	Monolingual	Mean	7.6333	10.1000	9.1333	9.6000	5.1667	4.2667	4.2667	4.6333	6.1000	4.1333
		SD	0.8087	3.6704	0.9732	3.5538	1.0531	3.6287	1.0806	0.9994	2.4119	3.5010
	Bilingual	Mean	7.9333	11.8667	9.4000	12.6000	5.6333	9.1000	6.4000	5.3333	7.5333	9.4333
		SD	0.2537	0.3457	0.8550	0.5632	0.6686	1.7878	1.0699	0.9942	1.0416	2.9323
	F - value		*3.758	*6.889	1.271	*20.802	*4.198	*42.827	*59.038	*7.397	*8.929	*40.405
40 - 60	Monolingual	Mean	7.7000	8.6667	8.6667	10.2333	4.9000	6.2333	4.9333	5.1667	5.3667	2.3667
		SD	0.5349	4.6411	0.9222	0.7279	0.7588	3.9012	1.2299	0.8339	2.9534	2.4280
	Bilingual	Mean	7.8333	9.9667	9.4000	11.1667	6.1333	6.6667	6.8000	4.9667	6.5667	4.6000
		SD	0.7466	3.7644	0.8550	1.5554	0.9371	2.7957	1.0954	0.8899	2.1120	3.0126
	F - value		0.632	1.420	*10.201	*8.860	*31.384	0.245	*38.536	0.807	*3.277	*9.995
60 - 80	Monolingual	Mean	2.7667	9.7000	8.1333	10.3000	5.0000	4.6333	4.5333	4.2333	4.7000	4.5333
		SD	1.8323	3.7338	1.0416	1.6006	0.7878	2.2664	0.8193	0.6789	1.9324	2.1453
	Bilingual	Mean	7.6667	10.2667	9.1667	12.2333	6.0000	7.2000	6.0333	5.3667	6.9000	5.1000
		SD	0.6064	2.5587	0.7914	0.8976	0.9097	1.6484	1.0333	0.9278	1.3222	3.4874
	F - value		*193.354	0.470	*18.717	*33.296	*20.714	*25.163	*38.814	*29.151	*26.483	0.575

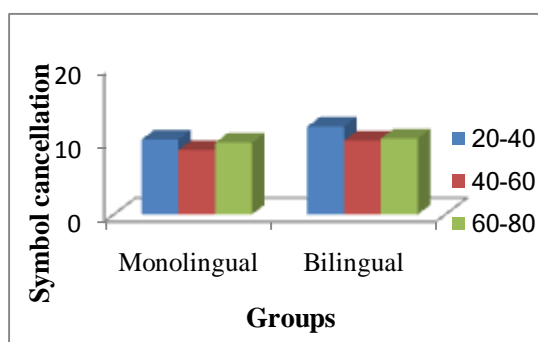
Table 6: Comparison of monolingual and bilingual participants within the age group 20 to 40 years, 40 to 60 years, and 60 to 80 years in the cognitive linguistic tasks.

Table 7: 95 % Confidence interval for monolingual and bilingual participants in age range of 20 to 40 years, 40 to 60 years & 60 to 80 years.

In the age group of 20 to 40 years, results revealed that except for the confrontation naming task ($F(1,58) = 1.271, p \leq 0.05$) performance on all other tasks were significantly different between monolinguals and bilinguals. The performance of bilinguals was better than monolinguals in all the other tasks in the age group of 20 to 40 years. The findings disagree with the results of the study by Bialystok et al, (2005) who studied four age groups comprising of children (5 years), young adults (20-30 years), middle aged (30-60 years), and older adults (over 60 years) and found out that there was no bilingual advantage for younger group in nonlinguistic tasks namely the Simon task. The results of MANOVA indicated that except for personal facts ($F(1,58) = 0.632, p \leq 0.05$), symbol cancellation ($F(1,58) = 1.420, p \leq 0.05$), symbol trails ($F(1,58) = 0.245, p \leq 0.05$) and design memory ($F(1,58) = 0.807, p \leq 0.05$) performance on all other tasks were significantly different between monolingual and bilingual participants in the age group of 40 to 60 years (Graph 3, 4, 5, 7, 9, & 10). Significant difference is evident for linguistically loaded tasks like confrontation naming, story retelling and generative naming. Story retelling mainly requires intact working memory which acts as central for both comprehension of written and spoken text, whereas attention control is essential for non-linguistic tasks. Generative

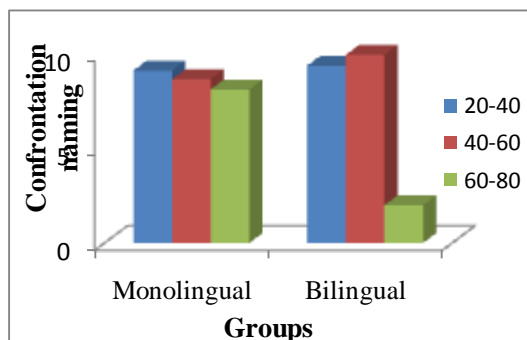
Tasks	20-40		40-60		60-80	
	Monolinguals	Bilinguals	Monolinguals	Bilinguals	Monolinguals	Bilinguals
Personal facts	7.33-7.94	7.84-8.03	7.50-7.90	7.55-8.11	2.08-3.45	7.44-7.89
Symbol cancellation	8.73-11.47	12.00--11.74	6.93-10.40	8.56-11.37	8.30-11.09	9.31-11.22
Confrontation naming	8.77-9.50	9.08-9.72	8.32-9.01	9.08-9.72	7.74-8.52	8.87-9.46
Clock drawing	8.28-10.93	12.39-12.81	9.96-10.51	10.58-11.75	9.70-10.89	11.90-12.57
Story retelling	4.77-5.56	5.38-5.88	4.62-5.18	5.78-6.48	4.71-5.29	5.66-6.34
Symbol trials	2.91-5.62	8.43-9.77	4.78-7.69	5.62-7.71	3.79-5.48	6.58-7.82
Generative naming	3.86-4.67	6.00-6.80	4.47-5.39	6.39-7.21	4.23-4.84	5.67-6.42
Design memory	4.26-5.01	4.96	4.86-5.48	4.65-5.30	3.98-4.49	5.02-5.71
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Design generation	2.83-5.44	8.34-10.53	1.46-3.27	3.48-5.72	3.73-5.33	3.80-6.40

naming was patterned after the word fluency measure which mainly requires the memory and language. Results of MANOVA for participants in the age range of 60 to 80 years indicated that except for the symbol cancellation task ($F(1,58) = 0.470, p \leq 0.05$) and design generation task ($F(1,58) = 0.575, p \leq 0.05$) all other tasks were significantly different between monolingual and bilingual participants. The performance of bilinguals was better than monolinguals in all the other tasks in the age group of 60 to 80 years. In general, elderly participants performed significantly poorer than younger monolinguals and younger bilinguals in both linguistic and nonlinguistic tasks. Graph1 to Graph10 represents the comparison of monolingual and bilingual participants across three age groups for the ten cognitive linguistic tasks.

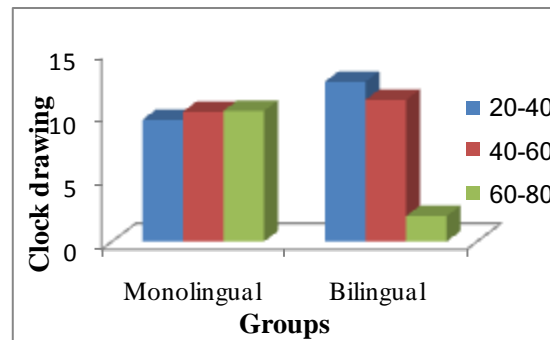


Graph 1: Comparison between monolingual and bilingual participants in personal facts.

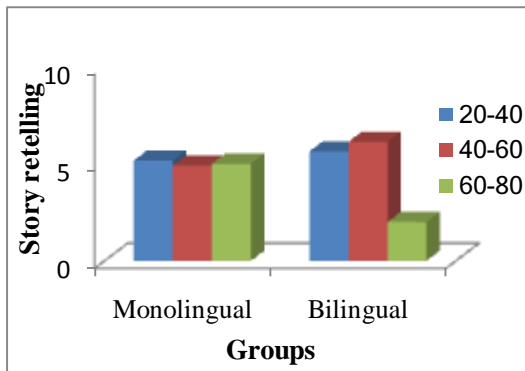
Graph 2: Comparison between monolingual and bilingual participants in symbol cancellation



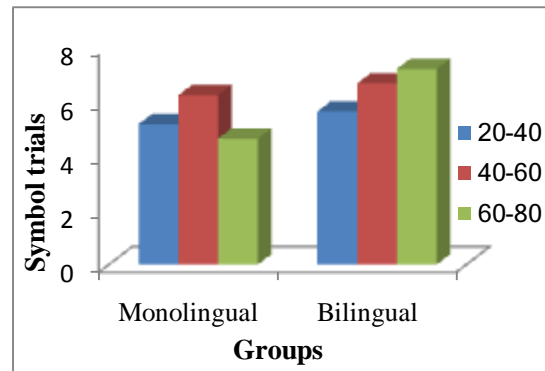
Graph 3: Comparison between monolingual and bilingual participants in confrontation naming.



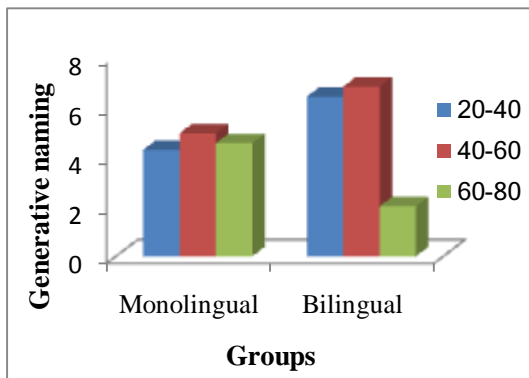
Graph 4: Comparison between monolingual and bilingual participants in clock drawing.



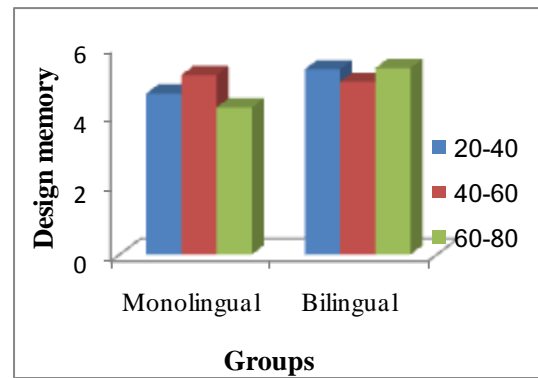
Graph 5: Comparison between monolingual and bilingual participants in story retelling.



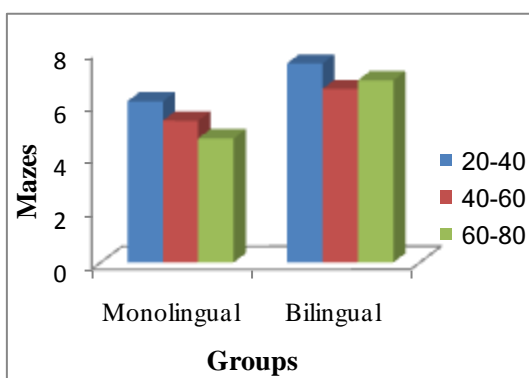
Graph 6: Comparison between monolingual and bilingual participants in symbol trails.



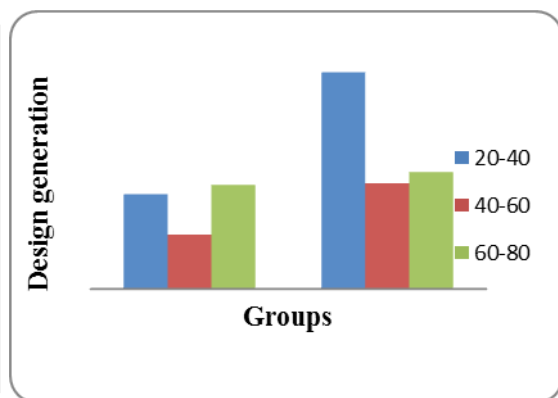
Graph 7: Comparison between monolingual and bilingual participants in generative naming.



Graph 8: Comparison between monolingual and bilingual participants in design memory.



Graph 9: Comparison between monolingual and bilingual participants in mazes.



Graph 10: Comparison between monolingual and bilingual participants in design generation.

and bilingual participants in mazes.

and bilingual participants in design generation.

To discuss in detail, in the age group of 20 to 40 years, bilingual participants show better performance than monolingual participants on non-linguistic tasks. The findings are in accordance with the study of Bialystok, et al, (2005) which states that bilinguals are more proficient than monolinguals in tasks requiring inhibitory control which is required for nonlinguistic tasks. In the present study, the domains mainly involved in the non-linguistic tasks are attention, executive functions and visuo-spatial skills. The linguistic tasks are personal facts, story retelling and generative naming and non-linguistic tasks are symbol cancellation, clock drawing, symbol trails, design memory, mazes and design generation. An interesting factor may be that all the professionals (Speech Language Pathologists) are familiarized with similar type of test material during their training compared to monolingual participants. In the age group of 40 to 60 years bilingual participants show better response for linguistic as well as non-linguistic tasks compared to monolingual participants. The domains mainly involved in linguistic and non-linguistic tasks are attention, executive function and language skills. The linguistic tasks are confrontation naming, story retelling and generative naming and non-linguistic tasks are clock drawing, mazes and design generation.

In the age group of 60 to 80 years, monolingual participants show better response for linguistic than non-linguistic tasks. The linguistic tasks are personal facts, confrontation naming, story retelling and generative naming. The domains mainly involved in linguistic tasks are attention, memory and visuo-spatial skills. Studies have shown that bilingualism is associated with decrements in some verbal abilities relative to monolingual controls. The findings are supported by Roberts, Garcia, Desrochers & Hernandez (2002) and Gollan, Montoya & Werner (2002) in which bilinguals have more errors in picture naming and reduced scores on letter and category fluency tests. The reason for bilingual disadvantage in lexical retrieval could be because of the parallel activation of both the languages when bilinguals are using one of them (Beauvillain & Grainger, 1987; Hermans et al., 1998; Green, 1998; Brysbaert, et al., 1999; Dijkstra et al., 1999; De Groot, Delmaar, & Lupker, 2000; Colome', 2001; Jared & Kroll, 2001; Van Hell & Dijkstra, 2002; Costa, 2005; Rodriguez-Fornells, et al., 2005). Bilinguals typically show lower levels of performance than monolinguals in highly constrained verbal tasks and also generating

words in the category condition which are similar to accessing a lexical item in interconnecting networks (Levelt, 1999). From this, we may infer that confrontation naming and generative naming tasks will be difficult for bilinguals, in general. Working memory plays a major role in story retelling task. The demands on working memory will be greater for bilinguals who need to manage two language systems which requires inhibition of one system while the other is being used (Michael & Gollan, 2005). Working memory is central to tasks such as comprehension of written and spoken text (Gernsbacher & Faust, 1991; Just & Carpenter, 1992) and fluency in language production (Rosen & Engle, 1997).

In the present study, when the performance of participants in the age group of 60 to 80 years and 40 to 60 years is compared, there is no difference in performances of tasks across age groups. These findings are supported by Kamath & Prema (2001) who examined young old (60-70) and middle aged adults (40-60) on linguistic tasks like letter cancellation, generative naming etc. The results revealed that small differences in performances of tasks across age group and with respect to gender have been noted.

On comparison of the cognitive linguistic performance of monolingual and bilingual participants across the three groups (20 to 40years, 40 to 60years and 60 to 80years), bilingual participants showed better performance than monolingual participants in non-linguistic tasks compared to linguistic tasks.

Bilingual advantages have been reported in a variety of non-verbal cognitive tasks of cognitive functioning. These tasks mainly involve the need to resolve conflict (Bialystok et al., 2004; Carlson & Meltzoff, 2008; Costa, Hernandez, & Sebastián-Gallés, 2008), to suppress distracting information (Bialystok et al., 2006; Colzato, et al., 2008), or to switch between multiple rules (Bialystok & Martin, 2004; Bialystok & Viswanathan, 2004). Such effects are especially strong in children and older adults (Bialystok & Martin, 2004; Bialystok et al., 2004), and are smaller but still reliable in younger adults (Costa et al., 2008). Studies have reported that bilingualism is associated with advantages in executive control, disadvantages in verbal fluency, and no clear effects on working memory (Bialystok et al., 2008; Costa-Hernandez & Sebastian-Galles, 2008; Bialystok & Feng, 2009). Similar findings are also evident from the results of the present study.

As both the language systems for fluent bilinguals remain active, the fluent use of one of the languages requires an attention mechanism that will keep language production focused on the relevant language, ignoring interference from the unwanted language. Therefore, bilinguals constantly face a conflict in lexical choice that monolinguals do not, making linguistically loaded tasks more effortful for bilinguals and performance less efficient. This is manifested as a disadvantage in rapid lexical retrieval for bilinguals. At the same time, the resolution of that ongoing conflict boosts the central control system that monitors attention, making that processing more robust in bilinguals. So the bilingual advantage in executive control (nonlinguistic tasks) could be the constant experience in using attention to resolve conflict in online processing.

Lexical conflict leads to disadvantages in lexical retrieval but to advantages in nonlinguistic cognitive processing. Similar findings are also evident from the results of the present study where bilingual participants showed poorer performance compared to monolingual participants in linguistic tasks compared to nonlinguistic tasks. This effect was also evident across different age groups 20 to 40 years, 40 to 60 years and 60 to 80 years. Monolingual participants showed poorer performance than bilingual participants in nonlinguistic tasks, whereas they showed better performance than bilinguals in linguistically loaded tasks. This effect was evident in the performance of participants in the age group of 20 to 40 years, 40 to 60 years and 60 to 80 years.

Bilinguals disadvantage in linguistic tasks is more evident with aging. In comparison to the performance of bilingual participants in the age group 40 to 60 years, the bilingual participants in the 60 to 80 age group show better performance in non-linguistic task compared to linguistic tasks. This may be attributed to the fact that bilingual participants in the 60 to 80 age group are more susceptible to aging effects, compared to monolinguals. As is evident from the results of performance on cognitive linguistic tasks of participants in 20 to 40 years, 40 to 60 years, and 60 to 80 age groups, bilinguals performed better than monolinguals consistently across the three age groups for non-linguistic tasks. However, their performance with aging for linguistic tasks revealed varied results across the three age groups. This may be indicative of the fact that linguistic tasks are more susceptible to aging effects in bilinguals. Similarly we can see the monolingual advantage in lexical access across the age groups. As is evident from the results of 20 to 40

years, 40 to 60 years and 60 to 80 years age groups, monolingual performed better than bilinguals consistently across the three age groups for linguistic tasks. However, their performance with aging for nonlinguistic tasks revealed varied results across the three age groups. This may be indicative of the fact that nonlinguistic tasks are more susceptible to aging effects in monolinguals. That is, lexical representation may be intact in bilinguals, but response production may suffer from the need to suppress interference from the unwanted language.

However the conflict resolution explains both the disadvantages in lexical retrieval and the advantages in executive control, because both the effects are attributed to the same mechanism. Moreover, these complementary processes interact with aging: The need to resolve lexical conflict is an ongoing problem for bilinguals and does not appear to change with age, but the benefit of that process boosts the general executive control system, protecting it from decline and providing an additional age-related advantage for older bilinguals. Bilinguals will have an advantage in attention control which would increase in older adults but that the disadvantage in lexical retrieval would remain constant. In another aspect we can say that bilingual disadvantages in verbal tasks depends on language proficiency, notably the vocabulary size, and level of executive control involved in the task.

Reliability and Validity

Testing was repeated on 15 % of participants in all three age groups for monolinguals and bilinguals. Test-retest reliability was employed and alpha coefficient was obtained. An alpha coefficient of 0.98 was obtained for all three age groups for monolinguals and bilinguals which indicated high test-retest reliability. Discriminant validity was checked using a stratified sample of clinical population. The clinical population included three participants with aphasia and two participants with dementia. The scores obtained for the clinical population on the CLQT-K were compared with the confidence intervals for all CLQT tasks and the test was found to be sensitive in distinguishing both clinical and non-clinical population.

SUMMARY AND CONCLUSION

The results of the study are summarized as follows:

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- ✓ As age increases there was a degradation in cognitive linguistic performance with age in case of both monolinguals and bilinguals.
- ✓ The monolingual participants in the age groups of 20 to 40 years, 40 to 60 years and 60-80 years showed statistically significant difference in the tasks of personal facts, confrontation naming, design memory and design generation when compared to other tasks. The participants in the age group 60 to 80 years were significantly different from participants in age groups 20 to 40 years and 40 to 60 years in tasks like personal facts and confrontation naming. The participants in the age group 60 to 80 years performed better than the other two groups in tasks like personal facts and confrontation naming on CLQT-K.
- ✓ The bilingual participants in the age groups 20 to 40 years, 40 to 60 years and 60 to 80 years showed statistically significant difference in the tasks of symbol cancellation, clock drawing, symbol trail, generative naming and design generation when compared to other tasks. The participants in the age group 20 to 40 years were significantly different from the age groups 40 to 60 years and 60 to 80 years in tasks like symbol cancellation, symbol trail and design generation and the age group 40-60 was significantly different from the age groups 20-40 and 60-80 only for clock drawing task. The participants in the age group 20 to 40 years performed better than the other two groups in tasks like symbol cancellation, symbol trail and design generation and the participants in the age group 40 to 60 years performed better than the other two groups in clock drawing task on CLQT-K.
- ✓ On comparing the cognitive linguistic performance of monolingual and bilingual participants in the age group of 20-40, bilinguals showed better performance than monolinguals on non-linguistic tasks, namely, symbol cancellation, clock drawing, symbol trail, design memory, mazes and design generation.
- ✓ On comparing the cognitive linguistic performance of monolingual and bilingual participants in the age group of 40-60, bilinguals show better response for linguistic and non-linguistic tasks compared to monolinguals. The linguistic tasks are personal facts, confrontation naming, story retelling and generative naming and the non-linguistic tasks are symbol cancellation, clock drawing, symbol trail, design memory, mazes and design generation.

- ✓ On comparing the cognitive linguistic performance of monolingual and bilingual participants in the age group of 60-80, monolinguals showed better response for linguistic than non-linguistic tasks. The linguistic tasks are personal facts, confrontation naming, story retelling and generative naming and the non linguistic tasks are symbol cancellation, clock drawing, symbol trail, design memory, mazes and design generation.

In general, age effects on several vocabulary measures (decreasing performance with increasing age) have been noted. The age related cognitive decline may be because of the variables like educational level and the socioeconomic status in monolinguals and bilinguals. The trend noted is that bilinguals show better performance in non-linguistic tasks and monolinguals show better performance in linguistic tasks. Bilingual disadvantages are found in verbal tasks based on lexical access and advantages in non-verbal tasks requiring executive control. Therefore the linguistically loaded tasks are more effortful for bilinguals than monolinguals.

Implications, Limitations and Future Directions of the Study

This assessment tool will help the professionals to find out cognitive linguistic performance of Kannada speaking monolingual and bilingual population across three different age groups, mainly 20 to 40 years, 40 to 60 years, and 60 to 80 years and ten cognitive linguistic tasks. The present study further corroborates the evidence to research in cognitive linguistic performance and the factors contributing to it and opines to carry out extensive research in this area. Profiling of various cognitive skills in different age groups of normal population which in turn be useful in therapeutic intervention

Factors like educational level and socio-economic status were not controlled in the present study. Though subject selection was based on a score of 2 or above for education and a score of 1 or above for occupation in NIMH scale, these were not considered as variables in this study. Data was not obtained separately for male and female separately. This is a cross sectional study and only pilot norms were obtained. Vocabulary measures were not taken into account between monolingual and bilingual participants..

This is only a preliminary pre-standardization effort and norm adjustment needs to be done and the present finding is only pilot norms and not standard norms. Standardization

and norm adjustment/ normalization needs to be done for calculation of scores in each domain such as attention, memory, visuo-spatial skill, executive function and language. Randomized clinical subjects were taken and only discriminant validity was calculated. Future research should focus on more specified and stratified sample of clinical population for obtaining validity. Studies addressing issues such as education and socioeconomic status as contributing factors in performance on cognitive linguistic tasks need to be taken into consideration. There is a need to study the performance of older individuals (above 80 years) on cognitive linguistic tasks.

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APPENDICES

APPENDIX I A

International Second Language Proficiency Rating Scales [(ISLPR) Wylie, 2006]

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Name:

Date:

Circle the number beside the paragraph which you believe most closely describes your level of proficiency in Indonesian in Speaking, Listening, Reading and Writing

SPEAKING

0	Zero Proficiency	I can't communicate anything at all in spoken Indonesian.
0+	Formulaic proficiency	I can communicate by using a limited range of simple stock Indonesian phrases I have learned.
1-	Minimum 'creative' proficiency	I communicate mainly with simple stock Indonesian phrases. I can be 'creative' (ie. Say new things I have not learned as stock phrases) but any creative language consists of no more than, for example, a subject and verb with perhaps also an object or adverb, and I make many mistakes that most people have great trouble understanding unless the context makes it very predictable.
1	Basic transactional proficiency	I can communicate my basic needs and basic factual information in situations or on topics that are very familiar (eg I can conduct basic shopping transactions and outline such things as how long and where I have learned Indonesian). I can maintain a very simple conversation (satisfying minimum courtesy requirements) with a simple series of exchanges, using complete, though very simple sentences (generally consisting of a single clause). I make a lot of mistakes and I may have to repeat myself often to be understood.
1+	Transactional Proficiency	I speak Indonesian well enough to take part in simple social conversations in face-to-face situations with a background speaker. My language is 'creative' enough (see above) to allow me to interact as an individual, and complex enough to convey my simple opinions about familiar matters. I make a lot of mistakes and I often have great trouble coming up with the vocabulary and structures I need. I make mistakes in grammar, particularly when I am trying to express more complex ideas (e.g. with an 'if' clause).
2	Basic social proficiency	I speak Indonesian well enough to take part in face-to-face conversations with a number of background speakers and in telephone conversations describing familiar things and relating familiar events, and conveying my opinions fairly precisely 'off the cuff'. I use a range of complex sentences (eg with an 'if and 'because'). I often

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		have trouble coming up with the vocabulary I need. I get frustrated in conversations about complex or abstract issues, because I can't express the things I want to, and I worry that other people may think I am ignorant. I use a variety of constructions with clauses but I make mistakes in grammar, particularly when I am trying to express more complex ideas (e.g. with an 'unless' clause). Beyond basic courtesy forms I have limited ability to tailor my language as outlined below.
2+	Social proficiency	I am midway between the description above and the one below.
3	Basic vocational proficiency	I can speak Indonesian well enough to substantiate my own and discuss other people's opinions effectively in conversations or unprepared monologues, although I can't pursue my 'argument' to great depths. I make mistakes, though these rarely confuse or amuse the listener. In familiar situations I can generally tailor what I say and how I say it to considerations such as the formality of the occasion and whether the person I am talking to is older or younger than me, though I can't always come up with the appropriate vocabulary or structure.
3+	Basic vocational proficiency plus	I am midway between the description above and the one below.
4	Vocational proficiency	I can operate effectively in complex in-depth discussions or monologues in social and academic or work situations. My language is mostly accurate, fluent and appropriate to the situation. Someone might think I was a background speaker for a few moments, but they wouldn't be fooled for long.
4+	Advanced vocational proficiency	I am midway between the description above and the one below.
5	Native-like proficiency	I speak the language just as well as similarly educated background speakers do. There is nothing about the way I speak that suggests that I am not a background speaker.

LISTENING

0	I can't understand anything at all when I hear Indonesian spoken, however familiar the topic may be, and however slowly and carefully the other person may speak.
0+	I understand a limited range of short, simple things that I have often heard in Indonesian (e.g. basic personal questions, my own language teacher's basic classroom or tutorial instructions).
1-	I understand a range of short, simple things that I have often heard in Indonesian. I can also understand some 'novel' (i.e. new to me) things in face-to-face situations, provided they are very short and simple (generally consisting of a single clause) and very predictable (e.g. answers to my own questions where the range of possible answers is very limited) and provided the other person uses gestures, and slow, careful speech, and is willing to re-word things in Indonesian to help me.
1	I understand very simple conversations in face-to-face situations with a background speaker of Indonesian, provided the topics are very familiar or have direct relevance to me (e.g. how long and where I have studied the language) and provided the other person uses simple sentences, speaks slowly and repeats or re-words things in Indonesian to help me.
1+	I understand simple conversations in face-to-face situations with a background speaker of Indonesian provided the topics are familiar or of particular interest to me. I can follow some complex sentences (e.g. with an 'if' or 'because' clause) provided the other person is willing to speak slowly and carefully. I understand just isolated bits of very simple news stories on Indonesian TV or radio.
2	I understand when I am participating in conversations with background speakers of Indonesian (face-to-face or on the telephone) about topics that are familiar or of interest to me. If I am not a participant in a conversation (e.g. when I overhear people talking on a bus), I generally understand very little. I can get the main ideas of very simple news stories on Indonesian TV and radio on general (e.g. human-interest) topics, provided the newsreader is speaking relatively slowly
2+	I am midway between the description above and the one below.
3	I understand almost everything when I am participating in social conversations with background speakers of Indonesian on fairly complex and abstract topics (e.g. the extent to which a government should subsidize sporting activities). I can generally follow a conversation I overhear between background speakers (e.g. on a bus) even though I can't understand some things that they say. I can use the telephone for most purposes and I understand most TV and radio news stories.
3+	I am midway between the description above and the one below.

4	I understand most things in the language, even things as difficult as complex radio documentaries with fast speech. However I tend to miss subtle plays on words or references to 'deep' aspects of the culture. I have difficulty with some accents.
4+	I am midway between the description above and the one below.
5	I understand the spoken Indonesian language just as well as similarly educated background speakers do. I understand subtleties and cultural references just as well as they do, and cope just as well when people speak very fast, mumble or have a heavy, unfamiliar accent, or when there is severe interference from background noises.

READING

0	I cant understand anything at all when I read the language, however familiar the topic, and however simple the text
0+	I recognise and understand a limited range of short, simple texts that I have often seen (eg the names of major cities, titles of familiar textbook, common street signs).
1-	I recognise and understand a range of short, simple texts that I have often seen. I can get the essential information in some very simple 'novel' (ie. new to me) texts on very familiar topics provided they are very short (generally consisting of a single clause).
1	I get the essential information in short, very simple 'novel' texts (eg. notices and or advertisements for familiar events or products). I can follow short, very simple instructions (eg consisting of a set of several single-clause sentences) about things I am familiar with. I am lost with longer, more complicated text on less familiar topics.
1+	I get the essential information in simple texts on familiar topics where the meaning is clearly spelled out or where they are fairly predictable (eg circulars about routine events or simple personal notes addressed to me). If the notes are handwritten, the style of handwriting must be one I am familiar with, and the writing neat. I can understand some complex sentences (eg with an 'if' or 'because' clause.). I can follow short, very simple instructions (eg consisting of a set of several single-clause sentences) about things I am familiar with. I am lost with longer, more complicated texts on less familiar topics.
2	I get the essential information in simple texts on familiar topics (eg short, simple human interest stories from a daily paper and personal letters to me about everyday events). Handwriting must be in a standard style and neat. I may need to use a dictionary to help with unfamiliar key items.

2+	I am midway between the description above and the one below.
3	I get the essential information from straightforward texts such as general news stories in the daily paper and semi-technical texts in familiar fields (eg middle school text books in a subject I am interested in). I don't need a dictionary unless I want a full understanding of these (eg to do a translation). I can read short popular novels for enjoyment, although I need a lot more time than a similarly educated background speaker.
3+	I am midway between the description above and the one below.
4	I generally understand quite complex texts (eg editorials in an 'intellectual' newspaper and very detailed articles in my own field of interest) although I miss subtle plays on word or references to 'deep' aspects of culture. I read these texts nearly as fast as a similarly educated background speaker does. I cope with most forms of print and handwriting
4+	I am midway between the description above and the one below.
5	I understand the written language just as well as similarly educated background speakers do. I understand subtleties and cultural references and cope with non-standard or untidy handwriting just as well as they do.

WRITING

0	I can't communicate anything at all in written Indonesian.
0+	I can communicate by using a limited range of simple stock Indonesian phrases I have learned.
1-	I communicate mainly with simple, stock Indonesian phrases I have memorised. I can be 'creative' (see SPEAKING) but any creative language consists of just, for example, a subject and verb with perhaps also an object or adverb. Even using a dictionary I make so many mistakes that most readers have great trouble working out what I want to convey unless the context makes it very predictable. I'm usually concentrating so much on the basic vocabulary that I can't worry about grammatical accuracy.
1	I can communicate my basic needs and basic factual information about very familiar things to a background speaker who is sympathetic and/or experienced in communicating with beginning learners of Indonesian. I can use complete, though very simple, sentences (generally consisting of a single clause). When I need to use more than one sentence to convey a message, I can't make links between

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	the ideas in these sentences through language (with words such as ‘however’ or ‘therefore’) so I rely on the reader’s knowledge of the context and ability to ‘read between the lines’. Even using a dictionary I make a lot of mistakes, but I generally get my meaning across if the reader has good will and patience.
1+	I can write Indonesian well enough to conduct simple social correspondence with background speaking friends and to describe myself to a stranger such as a member of the community who has volunteered to be a language partner. My language is ‘creative’ enough (see SPEAKING) to allow me to interact as an individual, and complex enough to convey my simple opinions about familiar matters. Even if I use a dictionary, however, I make a lot of mistakes, particularly when I try to express more complex things (e.g. with an ‘if’ clause) but I generally get my ideas across.
2	I can write Indonesian well enough to describe familiar things, relate familiar matters and to convey my opinions about them fairly precisely ‘off the cuff’. I use a range of complex sentences (eg, with ‘if’ and ‘because’). Even using a dictionary I make a lot of mistakes but I generally get my ideas across. I have limited ability to tailor my language as outlined below.
2+	I am midway between the description above and the one below.
3	I can write Indonesian well enough to substantiate my own opinion and to discuss other peoples’ opinions, though I can’t pursue my ‘argument’ in great depth. Readers generally follow the development of my reasoning, though it may seem quite ‘second-language’ in its organisation. Even when I use a dictionary I make mistakes, but these rarely confuse or amuse the reader. In familiar situations I can tailor what I write and how I write it to considerations such as the intended audience, my purpose in writing, and the type of text.
3+	I am midway between the description above and the one below.
4	I can write texts as complex as a major project report or a senior school history assignment. My language is mostly accurate and appropriate. Someone might think I was a background speaker after reading a few sentences but they wouldn’t be fooled for long.
4+	I am midway between the description above and the one below.
5	I write the language just as well as similarly educated background speakers do. If I make any mistakes, they are the sorts of mistakes that such background speakers make.

APPENDIX I B

NIMH SOCIO-ECONOMIC STATUS SCALE

National Institute for the Mentally Handicapped (1999)

Grade	Occupation	Score	Descriptions/Illustrations
	Professional		Doctors, Engineers, Chartered or Cost Accountants, IT Professionals, Architects, Audiologists, Group A Jobs, Large Scale business with turnover above INR 50 lakh per annum, etc
	semi-professional		Technicians, Skilled Workers, Business with turnover between INR 10-20 lakh per annum, Group B Jobs, etc
	Technical		Technicians, Skilled Workers, Business with turnover between INR 5-10 lakh per annum, Group C Jobs, etc
	semi-skilled		Assistants to Techies, Farmers, Field Workers, Group D Staff, auto/taxi drivers, small time painters, carpenters, bartenders, etc
	unskilled		Part time Jobbers, Manual Workers, House Maids, porters, etc

Grade	Highest Education	Score	Descriptions/Illustrations
	UG & Above		Post Graduate Diplomas, Doctorates, Professional Qualifications, etc
	Graduates		Graduates with Diploma, etc
	Under-Graduates		Pre-University Courses, Intermediate, Plus Two Level Courses, etc
	Middle & High School		Passed or Failed Tenth Class, SSC, SSLC, etc
	Literate		Can read or cannot read or write

APPENDIX I C

Mini-Mental State Examination [(MMSE) Folstein & Mc Hugh, 1975]

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Patient's Name: _____

Date: _____

Instructions: Score one point for each correct response within each question or activity.

Maximum Score	Patient's Score	Questions
5		What is the year? Season? Date? Day? Month?"
5		Where are we now? State? County? Town/city? Hospital? Floor?"
3		The examiner names three unrelated objects clearly and slowly, then the instructor asks the patient to name all three of them. The patient's response is used for scoring. The examiner repeats them until patient learns all of them, if possible.
5		"I'd like you to count backward from 100 by sevens." (93, 86, 79, 72, 65, ...) Alternative: "Spell WORLD backwards." (D-L-R-O-W)
3		"I told you the names of three things. Can you tell me what those were?"
2		The examiner shows the patient two simple objects, such as a wristwatch and a pencil, and asks the patient to name them.
1		Read the phrase: 'No ifs, ands, or buts.'"
3		"Pick up the paper in your right hand, fold it in half, and put it on the floor." (The examiner gives the patient a piece of blank paper.)
1		"Read this and do what it says." (Written instruction is "Close your eyes.")
1		"Stand up and write a sentence about anything." (This sentence must contain a noun and a verb.)
1		"Copy this picture." (The examiner gives the patient a blank piece of paper and asks him/her to draw the symbol below. All 10 angles must be present and two must intersect.)
30		

Interpretation of the MMSE:

Method	Score	Interpretation
Single Cutoff	<24	Abnormal
Range	<21 >25	Increased odds of dementia Decreased odds of dementia
Education	21 <23 <24	Abnormal for 8 th grade education Abnormal for high school education Abnormal for college education
Severity	24-30 18-23 0-17	No cognitive impairment Mild cognitive impairment Severe cognitive impairment

Interpretation of MMSE Scores:

Score	Degree of Impairment	Formal Psychometric Assessment	Day-to-Day Functioning
25-30	Questionably significant	If clinical signs of cognitive impairment are present, formal assessment of cognition may be valuable.	May have clinically significant but mild deficits. Likely to affect only most demanding activities of daily living.
20-25	Mild	Formal assessment may be helpful to better determine pattern and extent of deficits.	Significant effect. May require some supervision, support and assistance.
10-20	Moderate	Formal assessment may be helpful if there are specific clinical indications.	Clear impairment. May require 24-hour supervision.
0-10	Severe	Patient not likely to be testable.	Marked impairment. Likely to require 24-hour supervision and assistance with ADL.

APPENDIX II

Cognitive –Linguistic Quick Test in Kannada (CLQT - K)

[A] PERSONAL FACTS

“I want you to answer the questions mentioned below”.

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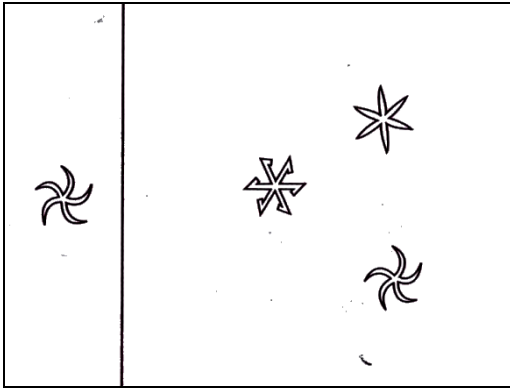
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- 1."When were you born?"
- 2."Where were you born?"
- 3.What is your age now?"
- 4.What is your complete current address?"

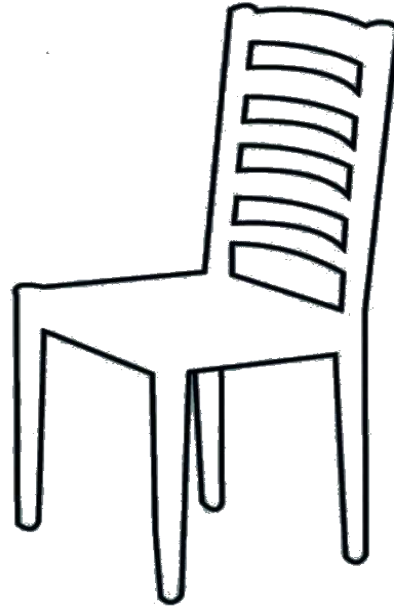
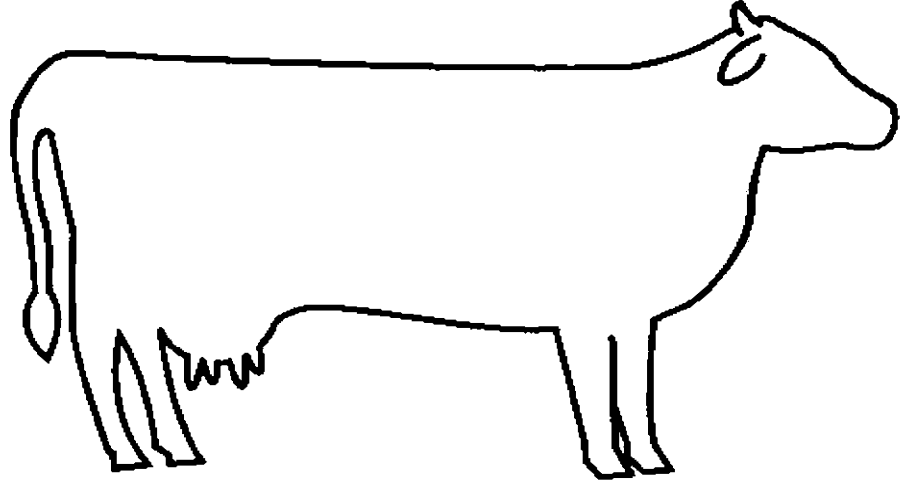
[B] SYMBOL CANCELLATION

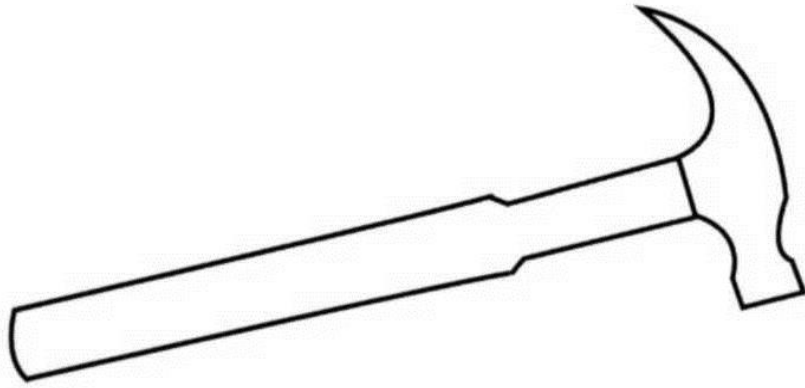
"Look at this symbol .. This symbol appears several times on the page. I'm going to cross out the symbol."[TRIAL]. "Now, I want you to cross out every example of this symbol on the page. Do you have any questions? You have 2 minutes. Start now."

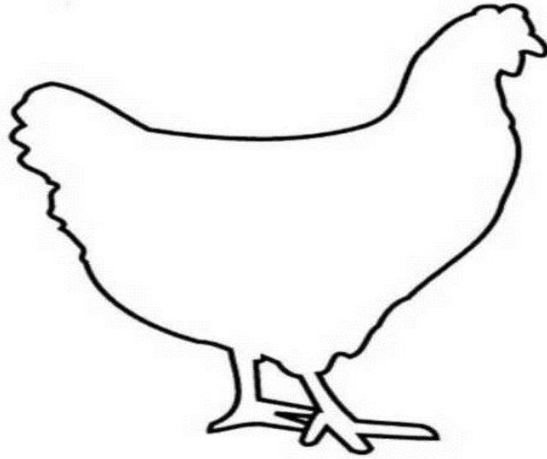
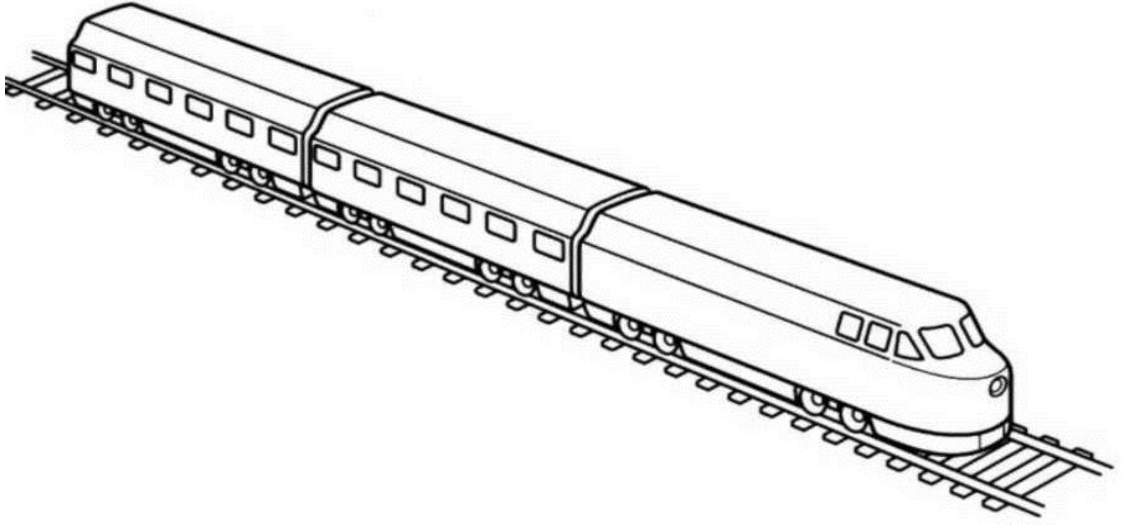


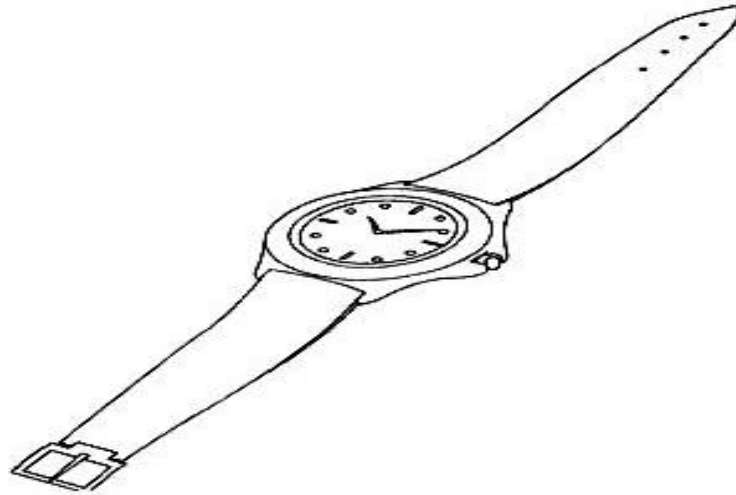
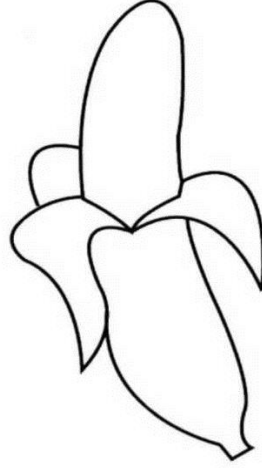
[C] CONFRONTATION NAMING

"Now, I want to name some pictures." You have 30 seconds time for each picture.









Confrontation naming

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Item	Acceptable variations	Response
1.cow	/eɪtʃu/, /dʌna/	
2.chair		
3.hammer		
4.pen		
5.train		
6.chicken,hen,rooster		
7.banana		
8.shirt	/əɪr/	
9.watch		
10.(eye) glasses		

[D] CLOCK DRAWING

“I want you to draw a clock on the page. First, put all the numbers inside the circle. Then, set the hands to '10 minutes after 11.' Be careful. Be neat. You have 3 minutes.”

[E] STORY RETELLING

“I’m going to tell you a short story. Listen carefully. I want you to repeat the whole story back to me exactly as I tell it to you . I can only read it one time”. “Now, tell me the same story. You have 2 minutes”.

/mēdzulana gēḍa əvəḷa huṭṭuhəbbadḍḍu mēdzulanaige onḍu suḍarava:ḍa vədzraḍa uṇurəvənnu ni:diḍənu a: ra:ṭri əvəḷu a: uṇurəvənnu ha:kɪhoḥuvuḍḍu ṭi:mma:nisiḍḍu a:ḍere ədu ka:ṇejat:giṭṭu a:ke əḍənnu ella: kəḍe huḍukiḍḍu mətṭe əḷḍu pra:rəmb^hi:siḍḍu əvəḷu kəi tʃəukavənnu tʃejeḷu dze:bige kəi ha:kɪḍḍu əlli a: uṇurəvu sikkṭu/

Story elements	Response
1.mēdzulana	
2.gēḍa	
3.huṭṭuhəbbadḍḍu	
4.vədzraḍa	
5.uṇurəvənnu	

6.ra:ʈri	
7.ha:kɪhoʈʱuvuɖɛɖu	
8.ka:ɳejat:ɡɪʈʈu	
9.huɖukɪɖaʈu	
10.əʈɖu pra:rəmbʰɪsɪɖɛʈu	
11.kəɪ tʃəukavənnu	
12.dʒe:bɪge	
13.kəɪ ha:kɪɖəʈu	
14.sɪkkɪʈu	

AUDITORY COMPREHENSION

“Now I’m going to ask some questions about the story. Just answer ‘yes’ or ‘no.’

Questions

1. kəʈejəlliruvə heɳəsinə həsəru swəpnənə:
2. ə:kəgə gəndənu əvəʈə huʈʈuhəbbakke vəɖʒraɖa uɳurəvənnu kottɪɖa:nə:
3. ʈəppi əllə:ɖəru ə:ke ə:uɳurəvənnu ɛsɪɖɪɖɖə:lə
4. ə: henninə həsəru məɖʒuʈa ɛndɪʈhə:
5. əvəʈə gəndə əvəʈə huʈʈuhəbbakke həvəʈəɖə uɳurəvənnu ni:ɖɪɖəne

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6. əvəʎigə əvəʎə tʃi:l ədʒəlli udugore sə:mə:nu sikkɪɛ:

[F] SYMBOL TRIALS

Trial 1: Circles by Size

“Look at these circles. They are different sizes. I will connect them by drawing lines between them. I will start with the smallest circle and draw a line to the next biggest circle. Now I will draw a line to the biggest circle in figure: 1”

“Now I want you to start from the smallest circle and draw a line from that circle to the next biggest circle, and then keep going in figure: 2”. You have 1 minute.

Figure:1

Figure:2

Trial 2: Alternating Shapes

“Now look at these circles and triangles. I will connect them by drawing lines between them. I will start with this circle and draw a line to the triangle. Now I will draw a line from the triangle to the other circle. Now I will draw a line to the last triangle in figure: 1”

“Now I want you to start with the circle and draw a line from the circle to a triangle, and then keep going, circle to triangle to circle, and so on in figure: 2”. You have 2 minutes.

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Figure:1

Figure:2

Scored Item: Alternating Sizes and Shapes

“Look at these circles and triangles. They are different sizes. I will connect them by drawing lines between them. I will start with the smallest triangle and draw a line to the smallest triangle. Now I will draw a line to the next biggest circle, and then to the next biggest triangle in figure: 1)

Now I want you to connect by drawing lines starting from the smallest circle and then keep going....circle, triangle, circle and so on in figure: 2”. You have 3 minutes .

Figure: 1

Figure: 2

[G] GENERATIVE NAMING

Subtask 1- Animals

“I want you to name as many different animals as you can in 1 minute. What animals can you think of?”

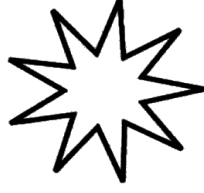
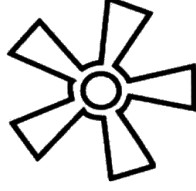
Subtask 2 - m words

“Now I want you to name as many words as you can in 1 minute that start with the letter m. Proper nouns are not allowed. Do not say the same word again with a different ending, like mop, then mopped or mopping.”

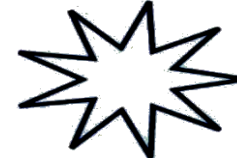
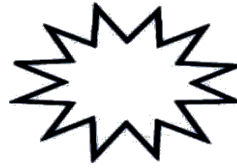
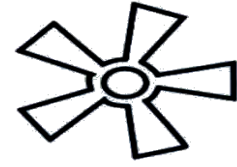
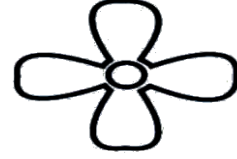
[H] DESIGN MEMORY

“Look at these designs carefully. There are 3 sets of designs. I want you to remember what they look like. Try to remember them because I can only show them once.”

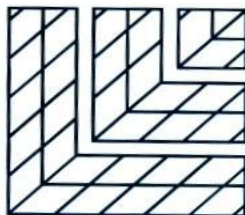
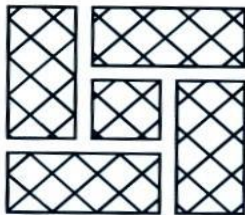
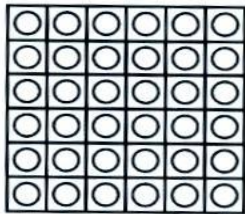
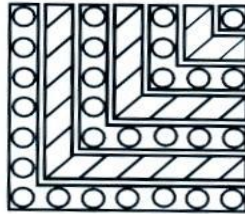
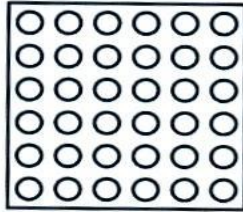
Picture no:1



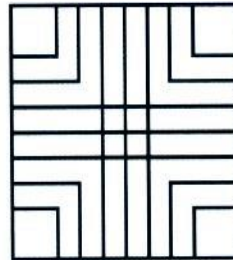
“Point to the designs I just showed you.” You have 10 seconds time for each response to each task.

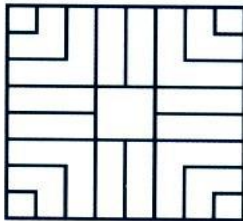
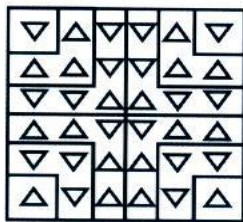
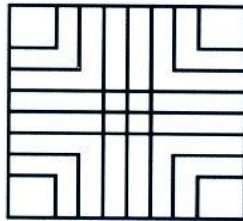
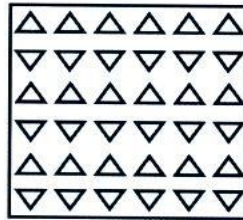
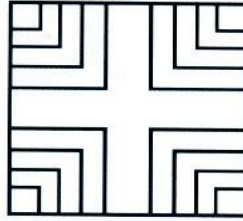
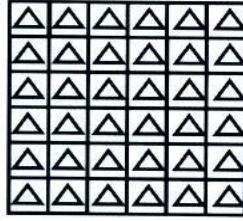


Picture no:2



Picture no:3





[I] MAZES

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Dr. Vandana.V., Prof. K.C. Shyamala and Ms.Shafna Jahan

Adaptation and Standardisation of Cognitive Linguistic Quick Test in Kannada (CLQT-K):
Comparison between Monolinguals (Kannada) and bilinguals (Kannada-English) 435

Maze 1

“ Use the pen to trace a path through the maze to get to the money. Stay in the alleys and don't go through any walls. You have 60 seconds to complete the maze. Do you have any questions? Begin at the arrow. Start now.”

Maze 2

“you have 2 minutes to trace a path through this maze. Do you have any questions? Begin at the arrow. Start now.”

[J] DESIGN GENERATION

“Here are four dots. I’m going to connect the dots, using four lines to make a design.” “I used four lines to connect the four dots. I will make another design.”

[DEMONSTRATION INSTRUCTION]

“I made a different design using four lines. I want you to make as many designs as possible, but don’t copy my designs. Use four straight lines. Make sure each line begins at a dot and ends at a dot. You have 3 minutes. Remember to use four lines for each design. Start now.”

“Use four lines and only four lines.”

* Refer Appendix III for score sheet

A) PERSONAL FACTS

1. ni:vu huttiḍa ḍina:ka, ṭari k^hu javuḍu (ni:vu javaga huttlidu)
2. ni:vu jelli huttiḍḍu
3. nimma vajəsu eṣtu
4. nimma pu:rnə/ pu:rṭi vilasa e:nu

B) SYMBOL CANCELLATION

i: tṣi n^he (sībəl) jannu no:ṛi ə ṭ^həva iḍənnu no:ṛi. iḍu bəhəla sarı i: kagaḍaḍallı ka:ṇisuṭḍe. na:nu i: tṣi n^heja me:le gi:tu ha:kutṭe:ne aṭava gere ha:kutṭe:ne. ni:vu sahaiga ide: ṭəreha tṣinəgaḷənnu guruṭiṣi, gere eḷejiri.

niməge e:naḍəru prəṣnegəḷiveje:, niməge erədu nimıṣhagəla səməjəvənnu koṛəla:guṭḍe, i:ga ṣuruma:ṛi.

C) CONFRONTATION NAMING

ni:vu i:ga tṣiṭrəgəḷənnu hesəriṣi niməgə prəṭijonḍu tṣiṭrakku muvəṭṭu sekēdu səməjəvənnu kodala:ṭḍe.

D) CLOCK DRAWING

ni:vu i:ga kagaḍaḍallı onḍu g^hərijarəḍə tṣiṭrəvənnu bidisəbe:ku, moḍəllu ella sək^hjəgəḷənnu vruṭḍə oḷəge bərijebekku, məṭṭe gərija:rəḍə kəigəḷənnu

Trial 2

i:ga i: vruṭṭəgəlu ha:gu tribudzəgəḷənnu no:diri. nanu əvugəḷənnu gere eḷəḍu se:risuṭene. nanu i: vruṭṭəḍiḍa prərəmb^hə maṛi tribudzəkke se:risuṭene. i:ga tribudzəḍiḍa be:re vruṭṭəkke gere eḷejuṭe:ne. nanu i:ga konæ tribudzəkke gerejənnu eḷejuṭe:ne. i: kagaḍaḍallı əḍənnə ni:vu maṛabeku. i: vruṭṭəḍiḍa juṛumaṛiri. i: vruṭṭəḍiḍa tribudzəkke onḍu gere eḷejiri ha:gu ha:ge mūḍuvarisi. vruṭṭəḍiḍa tribudzəkke tribudzəḍiḍa vruṭṭəkke ha:ge maṛuta:iri. nanu niməge mu:ru nimifa səməjəvə koṛuṭṭe:ne. niməge saḍ^hjəvaḍəṣṭu tʃenna:gi maṛi.

Trial 3

i: vruṭṭəgəḷənnu məṭṭu tribudzəgəḷənnu no:diri, ivu be:re be:re əḷəṭegəḷəllide, nanu əvugəḷənnu gere eḷəḍu se:risuṭene. nanu əṭi tʃikkə vruṭṭəḍiḍa gere juṛu maduṭ:ene. məṭṭu əṭi tʃikkə tribudzəkke gere se:risuṭene, i:ga nanu muḍina əṭi ḍodda vruṭṭəke gere eḷejuṭe:ne, i: ka:gəḍəḍəlli əḍənnu ni:vu maḍəbekku, i:ga əṭi tʃikkə vruṭṭəvənnu tʃo:risi. i:ga a: vruṭṭəḍiḍa əṭi tʃikkə tribudzəkke gere eḷejiri ha:ge muḍuvərisi vruṭṭə, tribudzə, vruṭṭə ha:ge ho:guṭṭa iri, nanu niməge mu:ru nimifa səməjəvənnu koṛuṭṭe:ne. niməge saḍ^hjəvaḍəṣṭu maṛi.

G) GENERATIVE NAMING

Subtask 1-Animals

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i:ga niməge eʃtu sa:ɖjəvo: əʃtu be:re be:re pra:ɳiɡələ hesərugələnnu/onɖu
nimifədəlli he:ləbaku. nanu nimmorəne səhəkərisəlu saɖ^həvilla. niməge eʃtu
səɖ^hjəvo: əʃtu maɳi.

Subtask 2-‘m’ words

i:ga ni:vu 'ma' əkfərəɖɪɖa ʃuruvaguva eʃtu pədəgəlu sa:ɖjəvo: əʃtu
pədəgələnnu onɖu nimifədəlli he:ləbaku, aɖəre na:məpədəgələnnu
he:ləba:rəɖu . nanu nimmorəne səhəkərisəlu saɖ^həvilla. he:ɭɪɖə pədəvənnə
punahə he:ləbedi. uɖa:hərənige oresu he:ɭɪɖə me:lə oresuvudu, oresuɖe:ne
ha:ge əɖe pədəvənnu he:ləba:rəɖu.

H) DESIGN MEMORY

i: a:kruɖikələnnu no:ri illi mu:ru setnəlli vividə a:kruɖiɡəɭive. ni:vu i:
a:kruɖikələnnu nəpəkəɖ əllittu kolləbaku. nanu niməge kevəla onɖe: səla
ivugələnnu ɖorisuɖe:ne. i:ga nanu ɖorisɪɖa a:kruɖijənnu nəpəkəɖəllittukōdu
ni:vu ade: a:kruɖijənnu ke:vəla həɖu sekēɖugələlli ɖorisəbaku.

I) MAZES

MAZE 1

həɳəvənnu sigəlu i: ɖəkrəvjuhəɖə ɖa:riɖəlli pennu upəjo:gisi, gerejannu ha:ki.
ɖəkrəvjuhəɖə go:degələnnu muttisəbarəɖu. i: ɖəkrəvjuhəɖə ətəvənnu
murisəlu niməge ərəvəɖu sekedulive. e:nəɖəru prəʃnəgaɭiveja: . i:ga ʃurumaɳi
(baɳəɖə guruɖina kəɖejida ʃurumaɳi).

MAZE 2

i: tʃəkɾəvjuhə sərijada ɖa:ri hudukəlu kəndu hidijəlu nimage erədu
nimifəgəla əvəka:fəvide. baŋəɖə gurutiŋiɖa ʃurumaɾi. i:ga ʃurumaɾi.
prəjətnamaruttāa: nimage sadjəvaɖʰəʃtu prəjətna mari. (sərijada ɖa:ri hudukəlu
prəjətnisi)

J) DESIGN GENERATION

illi nalku tʃukkiɡəlive. nanu nalku gereɡələnnu upəjo:ɡisi tʃukkiɡələnnu
se:risi a:kruʃiɡələnnu madutte:ne. nanu nalku gereɡəliɖə nalku tʃukkiɡələnnu
se:risiɖə. nanu be:re a:kruʃiɡələnnu madutte:ne. nanu nalku gereɡəliɖə be:re
a:kruʃiɡələnnu maɾide. niməge eʃtu be:re be:re prəka:rəɖə a:kruʃiɡələnnu
madəlu sadʰjəvo: əʃtu maɾi. aɖəre nanu maɾiruvəɖəʃte əɖə a:kruʃiɡələnnu
madəbarəɖu. nalku gereɡələnnu upəjo:ɡisi, prəʃijəɖu gereju: onɖu tʃukkiɡ
iɖa
ʃuruvagi innəɖutʃukkiɡəlli mukʃta:jəvagəbe:ku. niməge mu:ru nimifəgəɭ səməja
siguʃəɖə. nenepirəli ni:vu nalku gereɡələnnu upəjo:ɡisəbeku. i:ga ʃuru maɾi.
nenepirəli ni:vu nalke: nalku gereɡələnnu upəjo:ɡisi a:kruʃiɡələnnu
bərijabeku.

APPENDIX III

Score Sheet

(Refer Appendix II for instructions)

A. Personal facts

Score two point for each correct answer & zero point for incorrect answer

Item	Response	Score	
		Correct	Incorrect

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1. When were you born?			
2. Where were you born?			
3. What is your age now?			
4. What is your complete address?			

Maximum score = 8

B. Symbol cancellation

No. of Symbols correctly cancelled =

No. of Symbols Incorrectly cancelled =

Total correct – Total Incorrect = Symbol cancellation score

Maximum score = 12

C. Confrontation Naming

Score 1 point for each correct response and 0 point for incorrect response.

Maximum score = 10

D. Clock Drawing

Score

1. How many numbers are present? Are they legible in context? 3 2 1
0

3 = Numbers 1-12 are present with no perseverated or extra numbers.

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2 = At least one of the following is present

-Only six to 11 correct numbers are present.

-One or more numbers higher than the number 12 is present in addition to six to 12 correct numbers.

-Six to 12 correct numbers are present, with one or more numbers perseverated.

0 = Only one to five correct numbers are present.

0 = No correct numbers are present.

2. Does the clock show 12 and only 12 of something? 1

0

1 = The clock is divided by 12 of something (e.g., numbers, hands, dots).

0 = One of the following is present

-The clock is divided by less than 12 of something.

-The clock is divided by more than 12 of something (e.g., perseveration, extra numbers).

3. Are the numbers oriented correctly for reading vs. rotated? 1

0

1 = Zero to two numbers are rotated.

0 = Three or more numbers are rotated.

4. Are the numbers spaced correctly? 1

0

1 = The numbers 12, 3, 6 and 9 are in the correct places, and the other numbers are reasonably well spaced.

0 = Numbers are poorly spaced/ spaced.

5. Are the numbers inside the circle arranged in a circular pattern? 1

0

1 = Numbers are arranged in a circular pattern inside the circle. One or two numbers may stray from a circular pattern, but no number or less than half of any number is placed outside the circle.

0 = At least one of the following is present

- No circular arrangement of numbers is evident.
- Three or more numbers stray from a circular pattern.
- At least half of one or more numbers is placed outside the circle.
- One or more numbers is placed outside the circle.

6. Are the numbers presented clockwise? 1

0

1 = All numbers written are clockwise around the clock.

0 = At least one of the following is present

- Numbers are counter clockwise.
- Numbers are in a random arrangement.
- Numbers are in columns.

7. How many hands are there? 1

0

1 = Two hands are present.

0 = At least one of the following is present.

-No hands are present.

-Only one hand is present.

-More than two hands are present. (No penalty for a “ seconds” hand.)

8. What lengths are the hands?

1

0

1 = A distinguishable long hand and short hand are present.

0 = At least one of the following is present.

-Equal size hands are present.

-Only one hand is present.

-More than two hands are present.(No penalty for a “ seconds” hand.)

9. Where do the hands originate?

1

0

1 = Hands (or a single hand if only one hand is present) emanate from the center of the circle, or within ½ inch from the center of the circle. Hands (if more than a single hand) touch, or come within ½ inch of touching at the point of origin.

0 = At least one of the following is present.

-Hands originate more than ½ inch from the center.

-Hands are separated by more than ½ inch at the point of origin.

-No hands are present.

10. Where do the hands point?

1

0

1 = One hand is pointing to 11 and the hand is pointing to 2, or one two- directional hand is pointing to 11 and 2.

0 = At least one of the following is present.

- One or more hands is not pointing to 11 and 2.
- No hands are present.
- More than two hands are present.(No penalty for a “ seconds” hand.)

11. Do the hands tell the correct time?

1

0

1 = The short hand points to 11 and the long hand points to 2.

0 = At least one of the following is present.

- One or more hands does not point to the correct number.
- Equal size hands are present.
- No hands are present.
- Only one hand is present.
- More than two hands are present.(No penalty for a “ seconds” hand.)

Maximum score = 13

E. Story Retelling

Score one point for each correct story element and zero point for each incorrect story element.(Refer Appendix III D for story).

Maximum score = 14

Auditory Comprehension

Score ½ point for each correct answer and 0 point for incorrect answer.

Maximum score = 3

Use the table below to determine the Story Retelling Score

Subscore Total	Story Retelling Score
0	0
1-2	1
3-4	2
5-6	3
7-8	4
9-10	5
11-12	6
13-14	7

Maximum Score = 7

F. Symbol Trails

Score one point for each correct trail and zero point for incorrect trail. (Total of ten trails)

Maximum Score = 10

G. Generative Naming

To determine the generative naming score:

Step 1: Add the Correct Animals and Correct 'm' words

Step 2: Use the table below to determine the Generative Naming Score

Correct Animals + 'm' words	Generative Naming Score
0	0
1-5	1

6-10	2
11-15	3
16-20	4
21-25	5
26-30	6
31-35	7
36-40	8
41+	9

Maximum score = 9

H. Design Memory

Score one point for each correct design and 0 point for incorrect design. (Total of six designs).

Maximum score = 6

I. Mazes

Maze 1

Step 1 – Correct solution = 4

Incorrect solution = 0

If the score is 4 points: Move to step 2

Subtract 1 point each time the examinee's line travels at least ½ inch up an incorrect path but is self corrected. If the difference is a negative number, score as 0 points.

Maze 2

Step 1 – Correct solution = 4

Line stops or crosses the wall directly above the money = 3

Incorrect solution = 0

If the score is 3 or 4 points: Step 2

Subtract 1 point each time the examinee's line travels at least ½ inch up an incorrect path but is self corrected. If the difference is a negative number, score as 0 points.

Maze 1 + Maze 2 = Maximum score = 8.

J. Design Generation

Scoring	Score
Total number of designs (13 designs, one point for each correct design)	

Maximum score = 13

Additional Information

Number of demonstration designs that were copied (maximum of two designs)	
Number of Perseverated designs (any time an examinee's design is repeated, count it as a perseverated design)	
Number of designs with designs with greater or less than four lines	
Other types of Incorrect designs	

=====
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Myth as Male Conspiracy: A Study of Githa Hariharan's *The Thousand Faces of Night*

Dr. Vandana Goyal, M.A., M.Phil., Ph.D.



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Myth as Male Conspiracy: A Study of Githa Hariharan's *The Thousand Faces of Night*

Abstract

In this paper, an endeavour has been made to study the very basics of the creative dynamics of Indian women fiction through a close study of Githa Hariharan's *The Thousand Faces of Night*. The position of Indian feminism on the role of myth in woman's life/fiction would be discussed primarily. Does this fiction validate myth without any challenge? Or does it resist its authority? Is myth a sacred construct? Or is it a conspiracy of the so-called phallogocentric social set up? Is myth indispensable? Or can it be done away with? I shall try to answer these pertinent questions to bring out the response of Indian women writing towards the mythical and the archetypal.

Keywords: Myth, Feminine, Patriarchal, Post-modern

Mindset Behind Indian Women Fiction

It is pre-supposed that there is a definite mindset that goes into the very formation of the burgeoning corpus of Indian women fiction. An attempt to discover the broad possible contours of this mindset with all the attendant risks of reductivism is undertaken to arrive at the very poetics of this mindset. "An integral part of the feminist critical project in the West has been to re-evaluate the ideological underpinnings of dominant genres be they high or low, realist or fantasy."¹

On Defining Myth

To begin with, it is necessary to understand what a myth is all about. In common parlance myth signifies "any story or plot, whether true or invented."² To some myths is an authentic source of history, fossilized history. Michael Grant goes a step further when he terms myth as "para-history", which records not what happened but what people at different times, said or believed had happened."³ Myth, as Northrop Frye would constantly remind us is the very grammar of our language. It provides a structure to our imagination. Myths are not easy to disown. Jungian psychology would tell us that they are ingrained in our consciousness irrevocably. Myths bequeath us the very co-ordinates of our behaviour. Myths are heralded as universal fables that have a paradigmatic value in all environs. In post-modern terms, myth as grand-narrative is not accepted as a

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harmless, apolitical, value-free story or a fable. Myth is taken as a closed, value-loaded narrative which tends to erase the minor differentiations of race, nationality and gender in favour of the dominant and the powerful. Myth is the mischief of the mighty. Post-modernists warn us against this granted linearity of the mythical.

***The Thousand Faces of Night* – Full of Women Characters**

Githa's novel *The Thousand Faces of Night* records the evolution of an Indian woman named Devi against the conservative native *mythos* which deters and even chokes her growth at every possible juncture of her life. The novel is not built around the easy dialectics of the mythical versus the existential. There is an unmistakable axis of gender that overtly intervenes into the narrative making it a complex womanist discourse. The novel is peopled with women characters. In real terms, what we get in this novel is a virtual maleless world. Male characters are relegated to the margins. This, however, does not mean that patriarchal order is absent or secondary to the overall design of the novel. The myths that Grandmother and Mayamma recount and express themselves through are grim reminders of ever-present tyrannical male order. Male characters, even when they are pushed to the edges, stalk all over the narrative through myths. In women writing, myths are allegories of the male.

The Concept of *Indian Woman*

Before Devi's encounter against these totalizing allegories of the male, i.e., myths, is discussed and analyzed, it is pertinent to problematize the very concept of 'Indian Woman' first. After all, Indian woman is not a uniformly definable being. In the context of the novel *Grandmother* with all her patriarchal values is more Indian than the US-returned protagonist Devi is. In fact, Devi's stay in America and her relations with Dan take the credit of her being a native Indian woman away from her. In America, she learns two things: (1) "...in America you could brazenly plead your rights as an individual" (p. 6)⁴. (2) "The possibility of imposing permanence such as marriage – however, flexible in transient America – was somehow obscene" (p. 6). This clearly brings out that Devi is a sufficiently displaced being, and her backlash against the

mythical cannot be termed as the backlash of an Indian woman as such. The grandmother as an illiterate wizened old woman also cannot be accepted as a befitting model of post-colonial Indian woman. Mayamma is all the more superstitious.

Who, then, is the Indian woman in the novel?

Who, then, is the Indian woman in the novel? Devi, despite her brief stint in US as a post-graduate student, could be taken as a representative of new Indian woman for they too are sufficiently westernized. Contemporary Indian women do not live in an insular present; nor can they wish away the colonial past. The very fact they are the products of a post-colonial society dis-credits any claim of their being absolutely native or aboriginal. In this limited sense, we can say that Hariharan's novel traces the trajectory of new Indian woman's evolution against the backdrop of patriarchal society that legitimizes its authority through the perpetuation of grand myths.

Tryst with Myths

Devi's tryst with the subtle regime of myths begins when she as an innocent child is pitted against the wizened grandmother, the eternal story-teller of native Indian ethos. Her innocuous curiosities are satisfied through big fables. At this sapient stage, myths fascinate the girl-child Devi as she is easily lured into their make-believe world by the crafty grandmother. The story of Damayanti choosing her bride in a swayamvara comes to her as a real heady stuff: "...and I listened, rapt, my seven-year-old mind thrilling at the splendours that awaited me" (p. 20). The very prospect that some day kings and princes "dressed in robes and jewels of such brilliance, the eyes did not know where to look" (p. 18) would be making a beeline for her in a swayamvara overwhelms Devi. Damayanti becomes her arch model; she asks her grandmother, "Will I be fair like Damayanti when I grow up?" (p. 19).

Radical Response

Teenaged Devi responds to myths in a radically different way. She is no longer complacent about them. When she comes across an old photograph of her mother Amma

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playing a veena, she is “surprised” (p. 27) for she has not known her mother to be a veena-player. Grandmother bangs a story into Devi’s volatile mind to discount her surprise. Gandhari is grandmother’s prototype of “real woman” (p. 28). Gandhari’s heroic tale of “self-sacrifice” (p. 29) becomes a handy instrument to checkmate rebellious vagaries of a young girl. When grandmother narrates her story, Devi intervenes, but her interventions are dismissed by the seasoned grandmother. For instance, when Devi asks, “If he [Dhritrashtra] was so noble, why did he agree to marry her?” grandmother replies, “All husbands are noble, Devi. Even the blind and deaf ones” (p. 29). Further she continues, “Gandhari was not just another willful, proud woman. She embraced her destiny – blind husband – with self-sacrifice worthy of her royal blood” (p. 29).

Intimidation

Intimidation through myths continues unabated. The story of “the beautiful girl who married a snake” (p. 33) and the Mahabharata episode of Amba-Bheeshma duel are rammed into Devi’s consciousness with a patriarchal gusto. Grandmothers, unknowingly, happen to be the unpaid committed cadre of the patriarchal apparatus called society. Grandmothers outdo grandfathers when it comes to preserving the patriarchy. Devi’s observations on Baba’s [Devi’s father-in-law] stories in this regard are quite remarkable:

Baba’s stories remind me of my grandmother’s, but they are also different. They are less spectacular, they ramble less. Her stories were a prelude to my womanhood, an initiation into its subterranean possibilities. His define the limits... His stories are never flabby with ambiguity, or even fantasy; a little magic perhaps, but nothing beyond the strictly functional (p. 51).

Rivalry with the Fantastic

A fierce rivalry with the fantastic sets in, right from adulthood in Devi’s mind. As she grows, the pressure of the mythical mounts on her. She harbours a secret desire of responding “to my [her] grandmother’s years of over-rich, unadulterated nourishment with a story of my [her] own” (p. 40). She begins to look at the myth-dictated society with a belligerence and defiance of a warrior: “I lived a secret life of my own: I became a

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woman warrior, a heroine. I was Devi. I rode a tiger, and cut off evil, magical demons, heads” (p. 41).

Adult Encounter with the Mythical

Grandmother’s death gives now a sixteen years old Devi a respite. After that she joins a college hostel and later goes to America. This intermediate period in her life gives her a freedom to be. But after her studies and sudden demise of her father, she comes back to India only to re-discover her old rivalry with the mythical. But now her protest undergoes a qualitative shift. As a child, she never realized the real stranglehold of myth in day-to-day life. She could, at times, afford a casual, half-serious, care-free, kiddish attitude. As an adult, married young lady, she finds that myth is not mere a wonderful story, it is a veritable aspect of life. Not only does myth dictate life and its realities, it overtakes them too. A point comes when the mythical becomes the real and vice-versa.

Blurring of the Mythical and the Real

The character of Mayamma, the old family retainer in the house Devi has married into, epitomizes this blurring of the mythical and the real. She fills the slot of archaic grandmother in Devi’s post-marital life. She is both a victim and a perpetuator of myths. Her rituals appear more tyrannical than the stories of the grandmother: She invoked every day the goddess’ thousand names; five hundred times she prostrated herself at the feet of the ever-fertile mother. Every six months she invited six Brahmins to a feast and sent them away with richest gifts she could lay her hands on (p. 81). Mayamma’s rituals rock Devi’s liberal imagination. “The dark room of Mayamma’s gods” (p. 83) becomes the brooding space of married Devi.

“Barrenness”

When as a married women Devi fails to conceive a child, Mayamma perpetuates superstitions which she had observed throughout life first as an unlucky wife and then an unlucky mother. To the frustrated Devi, she advises:

Pray, pray, Devi. Tell the beads till your fingers are calloused and numb with exhaustion. Sit between five fires in a grove of penance for the sake of your unborn son. Find Shashti’s head, a smooth

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stone the size of a man's head that rests under a sanctified banyan tree.... (p. 94).

Phallogocentric Mythos and the Androgenic Realities

In the end one gets an impression that Githa Hariharan's narrative drives its basics structure from this on-going contest between the phallogocentric mythos and the androgenic realities of a woman named Devi. "*The Thousand Faces of the Night*" emerges as a metaphor of a hydra-headed mythos that unleashes a dark terror on the female. The female is an eternal captive in the closed frame of myth. Myth has thousand faces. It gives a language to Devi's dreams, it punctures them too. Remember in moments of intense agony Devi fashions herself in the image of a Kali or a Durga. Myth is protested through the myth itself. Devi confides in myths, she distrusts them too. She is lost in the mighty maze of the mythical. This accounts for the complex poetics of Hariharan's novel.

Githa's Poetics

The myth is not subverted with a playful postmodern impulse. Here C. Vijayasree's observations on Hariharan's poetics are significant: "Subversion, parody and pastiche seem to be preferred techniques in feminist re-writing of the old texts. But in Hariharan's work, the old stories undergo subtle and gradual transmutations through narration as they are passed from one generation to the other."⁵ The novelist does not indulge in inventing an easy alternative world of fantasy to counter the terror of the myth. This saves the novel from slipping into the zone of the bizarre and the fanciful. Devi's resistance to mythos is not radical or vehemently disruptive. This lifts novel to a level of serious feminist discourse where propaganda is shunned in favour of an honest and realistic portrayal of life. After all survival is a pre-condition to any futuristic struggle. Devi resists the hegemony of the patriarchal, but she never endangers her survival by adopting fundamentalist feminist position. In Indian women fiction, this constitutes the basic design of protest.

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Phonatory Characteristics in Subjects with Focal Cerebellar Lesions Preliminary Findings

Dr. Vandana.V.P., Ph.D.

Prof. R. Manjula, Ph.D.

Cerebellum is said to be crucial in controlling and maintaining the temporal aspects of any motor act. Temporal regulation by cerebellum may be as precise as a measure in milliseconds (Ivry, 1996). Boutsen & Christman (2002) speculated that the right cerebellar hemisphere is involved in the coordination of supralaryngeal and laryngeal movements as is required for voice onset time and in the maintenance of syllable integrity. They also speculated that left cerebellum is likely to be involved in controlling the tonal aspects of speech over a span of several syllables.

Apart from the observations of Boutsen and Christman (2002), other studies have suggested a distinct acoustic-perceptual process for timing versus pitch characteristics (van Lancker & Sidtis, 1992) associated with the left and the right cortical hemisphere. The **Language in India** www.languageinindia.com ISSN 1930-2940 **13:11 November 2013**
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'Differential cue lateralisation' hypothesis proposed by van Lancker & Sidtis (1992) contends that acoustic cues to prosody are lateralised to different cerebral hemispheres with fundamental frequency (F0) parameters processed by right cerebral hemisphere and temporal parameters by left cerebral hemisphere in speech production as well as speech perception. Considering the role subserved by the contralateral cerebro-cerebellar connection, the assigned functions of the cerebral hemispheres have a contralateral representation in the cerebellar hemispheres. In this context, Lechtenberg and Gilman (1978) suggest that, given the vast documentation of laterality effects on cerebral-cortical functions for speech, and the ample connections between cerebral and cerebellar hemispheres, laterality should be considered an important factor in cerebellar functions.

Phonatory Dysfunction in Ataxic Dysarthria

Phonatory disturbances are reportedly conspicuous in ataxic dysarthria with nonfocal cerebellar lesions. Perceptual attributes of phonatory dysfunction (Darley et al., 1969a; Gilman & Kluin, 1992) as well as acoustic attributes were described in ataxic dysarthria due to isolated cerebellar disease (Ackermann & Ziegler, 1994), Friedreichs ataxia (Joanette & Dudley, 1980) and spinocerebellar degeneration (Gilman and Kluin, 1992). Phonatory abnormalities commonly described in ataxic dysarthria included monopitch, monoloudness and harshness (Darley et al., 1969a, 1969b); harshness, pitch level and pitch breaks (Joanette & Dudley, 1980) and alternating loudness, fluctuating pitch, transient harshness, transient breathiness, voice tremors and audible inspiration (Gilman & Kluin, 1992). Darley et al., (1975), were of the opinion that although the reported features were solely attributed to phonatory dysfunction; many of them could also partially be the result of dysfunction at other levels of the speech production mechanism (e.g., the respiratory system).

The findings on the perceptual variability of pitch and loudness in ataxic dysarthria seem to be equivocal. Inconsistencies are reported with reference to pitch and loudness. It is reported to be reduced (Brown et al., 1970), increased (Joanette & Dudley, 1980) or alternating (Kluin et al., 1988) in ataxic dysarthria. Chenery, et al., (1990), observed that, in general, the features of phonatory-prosodic insufficiency, i.e., monopitch and monoloudness are the most frequent which are associated with severe forms of speech deviations than abnormal pitch and loudness variations. Acoustic studies have especially pointed to an

increased short-term and long-term variability in phonation leading to phonatory dysregulation (Kent, et al., 1997; Hertrich, et al., 1998). However, methodological differences across studies make it difficult to specify the nature of voice dysfunction in ataxic dysarthria.

Acoustic studies have most often supported the findings of Joannette and Dudley (1980) that ataxic dysarthria is characterized by higher pitch level.

Based on the acoustic measures of mean F0, Ackermann and Ziegler (1994) reported that five of their 20 subjects with cerebellar disorder who had a history of cerebellar atrophy had an overall mean F0 above the normal range, while the other 15 subjects exhibited values within the normal range. Three of the five subjects with increased pitch level had atrophy confined to the cerebellum and two had olivopontocerebellar atrophy (OPCA) i.e. non focal cerebellar lesions. Thus they concluded that increased pitch level could be present in focal as well as nonfocal cerebellar lesions. The increased pitch level was reasoned to be due to altered sensory feedback from the laryngeal structures. They also observed an increased vocal effort in these subjects and this was attributed to a compensatory mechanism employed by the subjects to overcome the sensory disturbances. They however expressed that the finding needs to be confirmed with additional studies.

None of the subjects with cerebellar disorders reported in Ackermann and Ziegler (1994) study showed consistent pitch lowering. They however noticed an intrinsic pitch effect, with reduced F0 for /a/ as compared to high vowels /i/ and /u/.

Zwirner, et al. (1991) found no significant difference between the mean F0 values of male ataxic subjects [123 Hz (SD 32, range 83-176)] compared to the mean F0 values of normal male controls [118 Hz (SD 15, range 99-147)]. They found that the standard deviation of F0 (reflecting long term phonatory instability) was significantly higher in ataxic dysarthrics than in the control group. The pitch fluctuations that were commonly seen in cerebellar disorders could be a reflection of the disruption in the proprioceptive loops mediated through extracerebellar structures (Ackermann & Ziegler, 1994).

Vocal tremor has occasionally been reported to be present in some subjects with cerebellar lesions. Vocal tremor refers to long-term quasi-periodic modulation in frequency and/or amplitude (Horii, 1983). Ackermann and Ziegler (1994) found a quasi-rhythmic modulation of the F0 contour at a frequency of 2.8 Hz in an ataxic dysarthric subject, who demonstrated predominant pitch fluctuations. They explained the cerebellar voice tremor as postural tremor due to isometric contraction of the internal laryngeal muscles. They did not observe any significant between-trial pitch variations; with the exception of one ataxic subject who showed a value exceeding the normal range for high vowels. According to them, vocal tremor may not be the most deviant dimensions in ataxic dysarthria.

Boutsen, Duffy and Dimassi (2004) found abnormally high vocal tremor in vowel prolongations of ataxic-dysarthric (with variable etiology) compared to normal speakers. They speculated a possible association between the presence of vocal tremor and extracerebellar pathology as eight out of thirteen subjects who had vocal tremor showed associated extracerebellar pathology. Vocal tremor was seen in only one out of five subjects with pathology confined to the cerebellum. They further observed that the rate of tremor (5 Hz in normal speakers and 3Hz in ataxic dysarthric speakers) was the only distinguishing factor between normal and ataxic dysarthric subjects. According to Duffy (1995), instability in intensity and pitch during vowel prolongation were some of the most deviant speech characteristics of ataxic dysarthria.

Kent, et al., (1997) and Kent et al., (2000) also reported increased long-term variability of amplitude (vAm) and long-term variability of fundamental frequency (vF0) for cerebellar group compared to the normal control group.

Cannito and Marquardt (1997) observed that overshoot or undershoot of pitch and loudness could be a reflection of the underlying dysmetria in ataxic dysarthria. Gremy, Chevrie-Muller and Garde (1967) and Kent, et al., (2000) reported some gender based differences based on acoustic parameter of jitter. They observed increased jitter in females compared to male subjects with cerebellar atrophy.

Using both acoustic and perceptual methods, Hertrich, et al., 1998 studied gender specific differences in subjects with cerebellar atrophy. They found significantly increased

values on almost all parameters, particularly those involving long-term instability scores ('pitch' and 'loudness fluctuations,' 'quiver', vFo and vAm) in females, but soft phonation index was remarkably low in female subjects compared to male subjects. In the perceptual domain, harshness was reportedly more prominent in males and harshness, breathiness, strained, quivering, pitch and loudness fluctuations were more prominent in females.

In summary, the acoustic and perceptual studies on ataxic dysarthria indicate inconsistency in the findings of laryngeal measures. In the reported studies, increased long and short term pitch and loudness fluctuations and reduced F0 were observed in ataxic dysarthria. The phonatory deviations, in general, may be due to underlying dysmetria in subjects with cerebellar lesion.

Method

Subjects

Experimental group

Seventeen subjects with ataxic dysarthria due to lesions restricted to various sites in the cerebellum were included in the study. The subjects were selected based on neurological evaluation and diagnosis by a neurologist/ neurosurgeon/ neuroradiologist. The neurological evaluation was also supported with findings from neuroimaging investigations [(Computerized tomography (CT) & / or magnetic resonance imaging (MRI)]. The subjects fulfilled the following criteria: (a) They were diagnosed as having cerebellar tumour as the neuropathology along with the presence of dysarthric speech. (b) They were in the age range of 20 to 51 years. (c) They were native speakers of Malayalam language which is a Dravidian language spoken in Kerala state in India. (d) The education qualification of the subjects varied from matriculation to graduation. (e) They did not have history of any other neurological illness or other type of speech problem, as confirmed by the Neurologist and Speech-language pathologist respectively. (f) The speech and voice samples of the subjects were recorded within 4 months of the onset of dysarthria. (g) All subjects were subjected to computerized tomography and / or magnetic resonance imaging investigations and the evidence for lesions in the cerebellum was established. (h) The severity of dysarthria was

judged perceptually based on a 7-point rating scale by three experienced judges (experimenter and two postgraduate students of speech pathology)

The site of lesion within the cerebellum of the seventeen subjects were recorded based on CT & / or MRI and the same was confirmed by three neurologists, three neurosurgeons and three neuroradiologists based on the neurological examination and reports of CT or MRI (Appendix 1). Based on the site of lesion, the experimental subjects were grouped into six groups. The neurological / CT or MRI findings, pathophysiology and diagnosis of the subjects in the experimental group are given in Appendix 1. The demographic details of the subjects are given in Table 1.

Table 1: Demographic details of the subjects

Groups	Subject	Age/ Sex	Site of lesion in the cerebellum	Neurodiagnosis & type of tumour in the cerebellum
I	OK	29/ F	Left superior paravermal (LSP)	Cavernous angioma
	NB	23/ F	Left superior paravermal (LSP)	Medulloblastoma
	TJ	45/ F	Left superior paravermal (LSP)	Venous angioma
II	JA	37/ F	Left anteroinferior (LAI)	Tuberculoma
	ST	27/ M	Left anteroinferior (LAI)	Lymphoma
III	MK	36/ M	Superior vermis (SV)	Medulloblastoma
	VN	27/ M	Superior vermis (SV)	Astrocytoma
	BT	50/ F	Superior vermis (SV)	Adenocarcinoma
	HR	42/ F	Superior vermis (SV)	Pilocytic astrocytoma
	SD	25/ F	Superior vermis (SV)	Hemangioblastoma
IV	SP	42/ F	Right superior paravermal (RSP)	Astrocytoma
	ST	39 /F	Right superior paravermal (RSP)	Cavernous angioma
	OK	31/ F	Right superior paravermal (RSP)	Pilocytic astrocytoma
V	N	34/ M	Right posterosuperior (RPS)	Hemangioblastoma
	JT	46/ M	Right posterosuperior (RPS)	Tuberculoma
	RP	51/ M	Right posterosuperior (RPS)	Hemangioblastoma
VI	RN	23/ M	Right anterosuperior (RAS)	Astrocytoma

The data were collected from neurology / neurosurgery departments in four major hospitals in Kerala State. Informed consent in writing was obtained from all the subjects prior to the study. The subjects were explained the purpose and the nature of the study before taking the consent. The data was collected from these seventeen subjects over a time span of 21 months.

Control group

A group of 30 normal control subjects, matched in age and gender to the experimental group were included in the study. This included two control subjects matched to each of the experimental subjects. Experimental subjects ST and VN and subjects HR and SP matched in age and gender and hence only two age and gender matched controls were matched for each of these pair. This was carried out to establish confidence intervals for various tasks selected for the study. A total of 12 males and 18 females were selected as the control group. Normal subjects were in the age range of 23 years to 51 years with a mean age of 37.5 years.

Material

- 1) *Proforma for assessment of dysarthria*
- 2) *Proforma for neurological examination of dysarthria*
- 3) *Protocol for voice and speech assessment*

The voice and speech samples of subjects were obtained when they performed various tasks. The tasks which were reported to be sensitive in revealing underlying region of neural control in the literature were included in the study.

An overview of the tasks included in the study is given in Table 2.

Table 2: *Overview of the tasks and the measures obtained from these tasks*

	Task	Dimensions measured		
		Spectral	Temporal	Perceptual
Phona	Maximum phonation duration	<ul style="list-style-type: none"> • Fundamental frequency 		-

(MPD) for vowels /a/, /i/ and /u/	<ul style="list-style-type: none"> • Frequency perturbation • Amplitude perturbation • Noise related 	MPD (s)	
Maximum fricative duration for /s/ and /z/	-	Maximum fricative duration and s/z ratio	-

Recording

The voice and speech samples of the subjects were collected individually and recorded on to a Sony MZ-55 digital tape recorder. A constant microphone-to-mouth distance of 10 cm was maintained for all the subjects. The recording was carried out in a sound treated room in the respective hospitals.

Instrumentation

Acoustic analyses of voice and speech samples were accomplished by using Computer Speech Laboratory (CSL) Model 4400 (Kay Elemetrics, Corp) software. Speech samples were preamplified, low-pass-filtered at 9.8 KHz, and the digitized data was fed to the CSL - 4400 at a sampling rate of 16 KHz, using an analog-to-digital convertor with 16 - bit resolution and window size of eight. Phonatory samples were digitized at a sampling rate of 50 KHz (as per the suggested criteria by Kent et al., 2000). The Multi-Dimensional Voice Profile software in the CSL - 4400 was used for analysis of phonatory samples.

Test Protocol and Analysis

A. Test Protocol for Phonatory Tasks

Test protocol was developed to evaluate the following phonatory features in the speech of the subjects as shown in Table 3.

Table 3: Protocol for phonatory tasks

Domain tested	Task	Purpose
I A	Sustained vowel prolongation of /a/, /i/ and /u/	To assess laryngeal function
II A A. Phonation	Sustained prolongation of /s/ and /z/ and s/z ratio	To infer on laryngeal coordination.

I A. Sustained Phonation of Vowels

The subjects were instructed to phonate the vowels /a/, /i/ and /u/ as long as possible at a comfortable loudness level after taking a deep inhalation. Three trials were given for each vowel. The mean duration of the three trials was considered as maximum phonation duration for that vowel.

The samples were digitized to extract ten parameters (reported to be frequently affected in ataxic dysathria by Kent et al., 2000), using Multidimensional Voice Profile in the Computerized Speech Laboratory (Model -- 4400). Analysis of phonatory parameters was done at a sampling rate of 50 KHz (as per the suggested criteria by Kent et al., 2000). The calculation algorithms for each parameter were preset. The sample size of 2.5 s in the mid-portion of the phonation, discarding at least the first 25ms of phonation as well as the terminal phase of phonation was selected for analysis. This was done to capture (a) relative stable effort and pitch in the sample of the subjects & (b) to control the effects due to phonation - onset and phonation - offset (as per criteria by Kent et al., 2000). Ten acoustic parameters analyzed from the phonation sample is shown in Table 4.

Table 4: Acoustic parameters extracted from phonation samples using MDVP software

<i>No</i>	<i>Parameter</i>	<i>Unit</i>
<i>Fundamental frequency related parameters</i>		
1	Average fundamental frequency	F0 (Hz)

2	Phonatory frequency range	PFR (semitones)
<i>Frequency perturbation parameters</i>		
3	Jitter percent	Jitt (%)
4	Smoothed pitch perturbation quotient	SPPQ (%)
5	Variation in fundamental frequency	vF0 (%)
<i>Amplitude perturbation parameters</i>		
6	Shimmer percent	Shim (%)
7	Smoothed amplitude perturbation quotient	SAPQ (%)
8	Variation in amplitude	vAm (%)
<i>Noise related parameters</i>		
9	Noise to harmonic ratio	NHR
10	Soft phonation index	SPI

II A. Prolongation of /s/ and /z/ and s/z ratio

Samples of sustained productions of /s/ and /z/ sounds were collected from the subjects. The subjects were asked to prolong a /s/ sound (a measure of expiratory control) and a /z/ sound (a measure of sustained phonation). Three trials each were given for individual subjects for the prolongation of /s/ and /z/ respectively. The s/z ratio was calculated by dividing the time taken for /s/ by time taken for /z/ measure. The s / z ratio was calculated for all three trials. The mean of the three values were considered. Typical s/z ratios of normal-speaking subjects approximate 1.0 (Boone, 1977), indicating that voiceless expiration time closely matches the maximum phonation time.

RESULTS AND DISCUSSION

The aims of the study are to analyze the voice dimensions in subjects with ataxic dysarthria due to lesions in various sites of the cerebellum, using acoustic methods. Seventeen cerebellar dysarthrics served as subjects of the experimental group. They are grouped into six categories based on the site of lesion in the cerebellum and this is shown in Table 5.

Table 5: Details of experimental subjects including site of lesion in the cerebellum

[LSP = left superior paravermal, LAI = left anteroinferior, SV = superior vermis, RSP = right superior paravermal, RPS = right posterosuperior and RAS = right anterosuperior]

Lesion in the cerebellum	Age & Sex	Total
Left superior paravermal	29/ F	3
	23/ F	
	45/ F	
Left anteroinferior	37/ F	2
	27/ M	
Superior vermis	36/ M	5
	27/ M	
	50/ F	
	42/ F	
	25/ F	
Right superior paravermal	42/ F	3
	39 /F	
	31/ F	
Right posterosuperior	34/ M	3
	46/ M	
	51/ M	
Right anterosuperior	23/ M	1

Phonatory Measures: Temporal Measures

1. *Maximum Phonation Duration (MPD)*

Maximum phonation duration (MPD) is measured as the maximum time over which phonation can be sustained after a deep inhalation for a vowel sound. Maximum phonation duration was obtained for vowels /a/, /i/ and /u/. The measure of Maximum Phonation Duration reflects on the coordination of respiratory and laryngeal processes.

The results in Table 6 reveal that the maximum phonation duration is reduced in all the experimental groups compared to normal controls. MPD places demands on sustaining good coordination of respiratory, laryngeal and supralaryngeal structures for a long time. Reduced MPD in all the experimental groups suggests poor coordination of respiratory, laryngeal and supralaryngeal structures as a general feature.

Table 6: Mean (sec) and SD for measures of maximum phonation duration for /a/, /i/ and /u/ of normal controls and experimental groups and confidence intervals (CI) for normal control subjects. [(*) indicates that the mean values are outside the confidence interval]

	N	N	LSP	LAI	LAI	SV	SV	RSP	RPS	RAS
Gender	Male	Female	Female	Female	Male	Female	Male	Female	Male	Male
Vowel /a/										
Mean (s)	17.51 to	16.50	*10.21	*13.54	*14.21	*11.15	*12.21	*13.02	*14.55	*13.89
SD	9.41	6.91	12.03	8.62	8.47	7.54	8.55	11.21	5.42	4.53
CI	16.99 to 18.03	15.14 to 16.85								
Vowel /i/										
Mean (s)	17.47	16.46	*9.63	*12.71	*12.53	*10.64	*10.22	*12.14	*15.64	*14.53
SD	5.34	8.21	9.54	5.34	6.34	11.65	12.54	13.42	4.74	5.12
CI	17.16 to 18.78	15.37 to 16.75								
Vowel /u/										
Mean (s)	17.82	16.76	*11.04	*14.44	*14.93	*9.58	*13.07	*14.53	*15.98	*10.51
SD	7.11	5.62	14.11	4.44	5.77	9.22	10.21	9.86	3.89	2.87
CI	17.29 to 18.96	15.49 to 17.01								

Abnormal loudness variation, shorter phrase lengths and loudness decay have been reported as indirect indices of respiratory abnormalities in ataxic dysarthria by Darley et al., (1975) and Ludlow and Bassich (1983). But these observations were made with reference to subjects with nonfocal cerebellar involvement. Brown et al., (1970) also observed reduced respiratory rate and vital capacity in ataxic dysarthric subjects with nonfocal lesions, which

they attributed to reduced MPD and poor temporal coordination between respiration and phonation. Murdoch et al., (1991) reported irregularities in chest wall movements during tasks of sustained vowel phonation and syllable repetition in some subjects with ataxic dysarthria due to degenerative causes. Few investigators attributed phonatory abnormalities as the most deviant perceptual dimensions in ataxic dysarthric subjects with nonfocal lesions due to hypotonia in the respiratory and laryngeal musculature (Darley et al., 1975; Chenery et al., 1990). Kent and Netsell (1975) stated that hypotonia accounts for the physiological deficits like delay in the generation of muscular forces, reduced rate of muscular contraction and reduced range of movements, which is in turn reflected in speech as prolongation and slowness of movement.

The results in **Table 12** suggests that MPD is reduced in all the cerebellar subgroups of the study, that is in subjects with lesions restricted to left superior paravermal (LSP), left anteroinferior (LAI), superior vermis (SV), right superior paravermal (RSP), right posterosuperior (RPS) and right anterosuperior (RAS) regions. The reason for reduced MPD may only be speculated as due to hypotonia of the respiratory and laryngeal structures. Interestingly, in this study, in addition to hemispheric lesions (left superior paravermal, left anteroinferior, right superior paravermal, right posterosuperior and right anterosuperior), MPD was reduced in midline lesion of superior vermis also. These preliminary findings may be suggestive of the fact that hypotonia may be a generalized symptom seen in subjects with cerebellar lesion irrespective of the lesion site. The findings contradict the report by Maurice-Williams (1975), Amici, et al., (1976) and Gilman (1986) which stated that hypotonia was prominent in instances of damage to the lateral (hemispheric) zones of the cerebellum. It is only speculated that an underlying hypotonia could be the cause for reduced MPD in all the subgroups of cerebellar lesions. This requires to be substantiated with evidences from physiological studies before generalizing the results.

A poor range of MPD implies deficit in respiratory support as well as vocal fold vibration. The subjects with left cerebellar (left superior paravermal, left anteroinferior), superior vermis and right cerebellar (right superior paravermal, right posterosuperior and right anterosuperior) lesions all showed poor MPD suggesting that the neural correlates for coordinated activity of respiratory and phonatory skills are equally implied in the left superior

paravermal, left anteroinferior, superior vermis, right superior paravermal, right posterosuperior and right anterosuperior areas of the cerebellum.

2. Maximum Fricative Duration and the s/z Ratio

This task is generally employed as a clinical means to infer on the adequacy of laryngeal musculature in disordered individuals. Boone (1977) proposed the use of a measure of voiceless / voiced sustained production ratio for the sounds /s/ and /z/. Production of voiceless fricative /s/ requires the coordination of respiratory and supralaryngeal structures, while the production of voiced fricative /z/ requires the coordination of laryngeal musculature along with respiratory and supralaryngeal structures (Keller, Vigneux and Laframboise, 1991). The measure of s / z ratio by itself cannot be used to distinguish a deficit in respiratory support from that of vocal fold vibration. Boone (1977) suggested that the clinical evaluation of vocal fold function can be conducted using the measure of maximum phonation duration for production of voiced /z/ sound contrasted with a sustained expiration without phonation for voiceless sound /s/. The ratio of voiceless / voiced sound (s / z) will be approximately one (unity) for speakers with normal phonatory functions but larger than unity for individuals with laryngeal dysfunction (i.e vocal fold thickening, polyps or nodules). Table 7 and 8 gives the confidence intervals (CI), Mean (sec) and SD for /s/, /z/ measures and s/z ratio respectively.

Table 7: Mean (sec) and SD for control and experimental subjects for /s/ and /z/ measures (in secs) and confidence intervals for normal control subjects. [(*) indicates values outside the confidence intervals].

Group	N	N	LSP	LAI	LAI	SV	SV	RSP	RPS	RAS
	Female	Male	Female	Female	Male	Female	Male	Female	Male	Male
/s/										
Mean (sec)	19.80	19.66	*15.03	*16.11	*15.13	*17.07	*14.28	*16.39	20.01	19.49
SD	9.44	8.18	10.12	5.12	3.11	5.89	7.21	11.23	12.41	5.42
CI	19.00 to 21.61	19.00 to 21.31								
/z/										
Mean (sec)	20.25	19.51	*13.12	*12.23	*12.44	*9.13	*10.16	*15.52	20.41	19.81
SD	10.29	6.85	12.42	4.84	6.45	8.96	4.53	9.87	8.62	8.12
CI	19.54 to 21.97	18.81 to 22.20								

Table 8: The Mean and SD for control and experimental groups for s/z ratio. Confidence intervals (CI) for normal controls is also given [(*) indicates values outside the confidence intervals].

Measure	N	N	LSP	LAI	LAI	SV	SV	RSP	RPS	RAS
s/z ratio	Female	Male	Female	Female	Male	Female	Male	Female	Male	Male
Mean	0.98	1.01	*1.15	*1.32	*1.22	*1.88	*1.48	*1.06	0.98	0.98
SD	7.04	4.08	8.96	6.12	4.97	6.72	6.87	10.47	7.33	6.47
CI	0.96 to 0.99	0.96 to 1.05								

The results in Table 7 indicate that the duration of /s/ and /z/ are reduced in all the experimental subgroups, with the exception of right posterosuperior (RPS) and right anterosuperior (RAS) subjects. The duration of /s/ and /z/ for right posterosuperior and right anterosuperior groups are comparable to that of normal controls. As a task, sustained production of fricative sounds requires good regulation of the muscle forces that produce the aerodynamic conditions of turbulence. It may be presumed that the regulation of these muscle forces were affected in the left superior paravermal (LSP), left anteroinferior (LAI), superior vermis (SV) and right superior paravermal (RSP) lesions. Delay in generation of muscular forces as a result of hypotonia is a common feature reported in ataxic dysarthria due to

nonfocal lesions, further affecting the stability of forces developed by the tongue muscles required for the production of sustained fricatives (Kent and Netsell, 1975). The trend observed in the experimental subjects possibly suggests that tongue muscle force dysfunction may not be a common feature of ataxic dysarthria. It may be affected only in those with lesions in certain areas of the cerebellum like left superior paravermal, left anteroinferior, superior vermis and right superior paravermal lesions. Deficits in tactile feedback have also been reported in ataxic dysarthria by Bowman (1971). It may be too early to presume a deficit in tactile feedback from the tongue muscles as an underlying cause for reduced fricative duration for /s/ and /z/, in left superior paravermal, left anteroinferior, superior vermis and right superior paravermal lesions. The duration of fricatives (/s/ & /z/) were comparable to normal control group for subjects with lesions in right posterosuperior and right anterosuperior lesion. It may be speculated that these areas of the cerebellum are possibly not involved in the control of sustained production of fricatives. To confirm, these findings need to be supported with physiological evidence as well as data from larger sample.

The results for s / z ratio in Table 8 indicate that s / z ratio of the left superior paravermal, left anteroinferior, superior vermis and right superior paravermal areas in the cerebellum are increased compared to that of normal controls. It may be speculated that the neural mechanisms involved in the sustained production of fricatives are more implicated in these cerebellar areas. The right posterosuperior as well as right anterosuperior areas in the cerebellum does not seem to be involved in the task of sustained production of fricatives as the s/z ratio is comparable to that of normal controls.

B. Spectral Measures

1. *Frequency, Amplitude and Noise related measures of vowels*

Phonatory dysfunction is reported as one of the most frequently observed abnormalities in ataxic dysarthria (Duffy, 1995; Hertrich et al., 1998; Kent et al., 2000). These observations are mostly based on studies including subjects with diffuse lesions in the cerebellum. Acoustic studies to quantify the phonatory dysfunction in lesions restricted to the cerebellum are scanty and include only few parameters. The phonation samples of vowels /a/, /i/ and /u/ were analyzed on the Multi - Dimensional Voice Program (MDVP) software of Computerized Speech Lab (4400). There is scope to measure 38 parameters using the MDVP software, but based on the smoothing factor and parameters that measure similar aspects,

only ten parameters were included in the study. This is also as per the selection paradigm used in the acoustic analysis of ataxic speech by Hertrich et al., (1998) and Kent et al., (2000).

a. Fundamental Frequency Related Parameters

- (i) Average Fundamental frequency (Hz)
- (ii) Phonatory frequency range (semitones)

b. Frequency Perturbation Parameters

- (i) Jitter percentage (%)
- (ii) Smoothed pitch period perturbation quotient (SPPQ) (%)
- (iii) Variation in F0 (vF0) (%)

c. Amplitude Perturbation Parameters

- (i) Shimmer percentage (%)
- (ii) Smoothed amplitude perturbation quotient (SAPQ) (%)
- (iii) Variation in amplitude (vAm) (%)

d. Noise Related Parameters

- (i) Noise to Harmonic ratio (NHR)
- (ii) Soft Phonation Index (SPI)

The data obtained for the experimental groups were compared with the confidence intervals obtained for normal control group. The results are presented in Table 9 to Table 18.

a. Fundamental Frequency Related Parameters

(i) Fundamental Frequency (F0) Hz

Fundamental frequency (F0) for normal controls and experimental subjects are given in Table 9.

Fundamental frequency (F0) measures of left (left superior paravermal, left anteroinferior) and right (right superior paravermal, right posterosuperior and right anterosuperior) cerebellar groups is comparable to normal control subjects for all the three vowels. F0 is reduced in subjects with superior vermis lesion, for vowel /a/ and /u/ in female

subject and for vowels /i/ and /u/ in male subject, compared to normal control subjects (Table 9).

Table 9: Mean (Hz) and SD for normals (N) and experimental groups and confidence intervals (CI) for normals for fundamental frequency (F0) in Hz. [(*) indicate values outside the confidence interval]

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (Hz)	116.92	119.12	117.31	112.66	116.00
	(SD)	(18.32)	(25.10)	(26.12)	(19.20)	(14.12)
CI	CI	114.63 to 199.21	-	-	-	-
/i/	Mean (Hz)	117.53	117.03	*111.66	116.61	117.03
	(SD)	(14.03)	(22.91)	(22.83)	(17.13)	(15.75)
	CI	114.75 to 120.30	-	-	-	-
/u/	Mean (Hz)	117.04	118.24	*110.33	115.33	115.24
	(SD)	(15.43)	(24.01)	(24.33)	(23.42)	(13.46)
	CI	113.77 to 120.31	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (Hz)	198.04	201.00	*183.50	197.33	195.66
	(SD)	(21.31)	(24.21)	(19.21)	(23.01)	(26.31)
	CI	185.21 to 209.29	-	-	-	-
/i/	Mean (Hz)	196.32	198.00	181.23	196.86	194.44
	(SD)	(19.58)	(19.62)	(22.64)	(24.27)	(21.02)
	CI	176.74 to 215.90	-	-	-	-
/u/	Mean (Hz)	198.14	197.00	*184.33	197.66	194.33
	(SD)	(18.06)	(21.87)	(23.81)	(21.22)	(25.17)
	CI	187.33 to 210.75	-	-	-	-

F0 is reportedly a highly inconsistent feature in ataxic dysarthria with some studies reporting lower F0 (Brown, et al. 1970; Chenery, et al. 1990) and others a higher F0 (Joanette & Dudley, 1980). Ackermann and Ziegler (1994) reasoned that higher F0 is the general trend seen in subjects with ataxic dysarthria. In this study none of the experimental groups showed

a higher F0 compared to normal control subjects. The F0 in right cerebellar group (right superior paravermal, right posterosuperior and right anterosuperior) and left cerebellar group (left superior paravermal, left anteroinferior) is comparable to that of normal control subjects, but is lower in subjects with superior vermis lesion. Studies have speculated the possible role of cerebellar vermis in aspects related to speech in general (Mills and Weisenburg, 1914; Holmes, 1917, 1922; Chiu et al., 1996). The findings of the study seem to point to a possible role of the superior cerebellar vermis in controlling F0.

The findings of this study does not confirm the general impression of a higher F0 in ataxic dysarthria as seen in diffuse nonfocal lesions (Joanette and Dudley, 1980). It is too early to presume a trend based on cerebro - cerebellar interaction. The results indicate the possible role of the superior vermis in controlling F0, and not the right (right superior paravermal, right posterosuperior and right anterosuperior) and left (left superior paravermal, left anteroinferior) cerebellar regions.

(ii) Phonatory Frequency Range (PFR) (Semitones)

Phonatory frequency range signifies the difference between the highest and lowest fundamental frequency and helps to infer the flexibility of the vocal system. Table 10 gives the Mean and SD for PFR for normal and experimental groups and the confidence intervals for normals.

The PFR for left (left superior paravermal, left anteroinferior), superior vermis and right superior paravermal groups are higher than the normal control subjects (Table 10), signifying that the fine control of laryngeal musculature is affected in these groups. There is an unresolved controversy still continuing regarding whether it is the laryngeal muscles, or changes in subglottal pressure that controls F0 (Ladd, 1984).

Table 10: Mean (semitones) and SD for normals and experimental groups and confidence intervals (CI) for normals for phonatory frequency range (PFR). [(*) indicates values outside the confidence interval.

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (Semitones) (SD)	4.95 (3.13)	*7.08 (4.61)	*16.27 (6.41)	5.12 (3.63)	5.44 (4.31)
	CI	3.98 to 5.92	-	-	-	-
/i/	Mean (Semitones) (SD)	3.19 (2.12)	*7.94 (5.01)	*15.51 (7.02)	3.63 (2.64)	4.01 (3.07)
	CI	2.29 to 4.09	-	-	-	-
/u/	Mean (Semitones) (SD)	2.82 (2.01)	*11.94 (4.33)	*14.46 (6.55)	2.94 (2.44)	3.02 (4.42)
	CI	2.54 to 3.09	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (Semitones) (SD)	3.53 (2.13)	*6.17 (3.15)	*13.47 (5.14)	*16.73 (4.15)	*5.40 (2.14)
	CI	2.31 to 4.75	-	-	-	-
/i/	Mean (Semitones) (SD)	3.02 (2.54)	*6.85 (2.98)	*15.97 (6.02)	*14.58 (5.12)	*5.99 (2.01)
	CI	2.61 to 3.42	-	-	-	-
/u/	Mean (Semitones) (SD)	3.11 (2.27)	*9.11 (3.78)	*15.20 (5.87)	*11.04 (4.89)	*5.72 (2.54)
	CI	2.38 to 3.84	-	-	-	-

The increased F0 range is generally attributed to inefficiency in the control of subglottal pressure (Collier, 1974), tracheal pull (Maeda, 1976) and inefficient vibration of the vocal folds or aspects related to laryngeal F0 control (Strik and Boves, 1992). The fine control of laryngeal stiffness, stability and control of subglottal pressure required for maintenance of steady phonation may be differentially affected in subjects with cerebellar lesions restricted to different loci. Phonatory dysmetria is a well-documented phenomenon in

ataxic dysarthria due to nonfocal lesions (Cannito and Marquardt, 1997). Subjects with cerebellar lesions may be unable to gauge the range of vibratory movements of the vocal folds that are required for maintenance of steady F0 due to phonatory dysmetria and hence there could be variations in F0. It may be speculated that the increased phonatory frequency range in left superior paravermal, left anteroinferior, superior vermis and right superior paravermal groups may be because of phonatory dysmetria. It is also noticeable that F0 is affected only in subjects with superior vermis lesions, whereas PFR is affected in left (left superior paravermal, left anteroinferior), superior vermis and right superior paravermal groups. F0 is controlled mainly by laryngeal muscles (stiffness and vibratory pattern of vocal folds), whereas F0 range is determined by vibration of vocal folds as well as changes in subglottal pressure. Thus it may be presumed that more number of cerebellar regions are involved in the control of coordinated activity of laryngeal and supralaryngeal regions as is required for F0 range.

b] Frequency Perturbation Parameters

(i) *Jitter Percentage (%)*

Jitter percentage indicates cycle to cycle variation in pitch and is a short term measure of F0. Higher values in Jitter percentage indicate irregular vocal fold vibration. Table 11 gives the Mean and SD for Jitter percentage for normal and experimental groups, along with confidence intervals for normals.

Jitter percentage is increased for subjects with left (left superior paravermal, left anteroinferior), superior vermis (SV) and right superior paravermal (RSP) lesions compared to normal control group (Table 11). It may be speculated that increased Jitter percentage in these lesions may be due to irregular vibration of the vocal folds. Increased jitter is generally caused due to irregular neuromuscular excitation at the level of cricothyroid muscles and vocal folds (Baer, 1980).

Table 11: Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for Jitter percentage (%). [(*) indicates values outside the confidence interval].

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (%) (SD)	0.68 (0.34)	1.41* (0.61)	1.38* (0.87)	0.70 (0.64)	0.76 (0.51)
CI	CI	0.55 to 0.81	-	-	-	-
/i/	Mean (%) (SD)	0.76 (0.37)	1.42* (0.74)	1.39 (0.79)	0.84 (0.53)	0.79 (0.62)
	CI	0.60 to 0.91	-	-	-	-
/u/	Mean (%) (SD)	0.65 (0.28)	1.11* (0.70)	1.49* (0.98)	0.73 (0.71)	0.69 (0.58)
	CI	0.54 to 0.77	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%) (SD)	0.90 (0.32)	1.02* (0.76)	1.62* (0.98)	1.18* (0.81)	1.71* (0.52)
	CI	0.75 to 1.00	-	-	-	-
/i/	Mean (%) (SD)	1.08 (0.47)	1.63* (0.84)	1.77* (0.87)	1.51* (0.93)	1.70* (0.61)
	CI	0.77 to 1.40	-	-	-	-
/u/	Mean (%) (SD)	0.97 (0.39)	1.31* (0.98)	1.79* (0.91)	1.38* (0.74)	1.54* (0.58)
	CI	0.70 to 1.23	-	-	-	-

Changes in stiffness of the vocal fold, mass of vibrating structures and changes in subglottal air pressure are cited as possible reasons for increased jitter (Lieberman and Blumstein, 1988). Abnormal neuromuscular excitation could have lead to changes in vocal fold stiffness and subglottal air pressure in subjects with lesions in left superior paravermal, left anteroinferior, superior vermis and right superior paravermal regions of the cerebellum,

only. However, this cannot be generalized as it requires substantive data from physiological analysis.

Ackermann and Ziegler (1994) reported increased jitter and pitch fluctuations during sustained vowel phonation in subjects with cerebellar atrophy (restricted to the cerebellum), suggesting reduced stability of vocal fold oscillations and thus impaired phonatory functions. Such a trend is observed only in left superior paravermal, left anteroinferior, superior vermis and right superior paravermal groups in this study. Interestingly however, subjects with right posterosuperior (RPS) and right anterosuperior (RAS) groups did not show any difference from that of normal control subjects. This may imply that right posterosuperior and right anterosuperior regions of the cerebellum are not involved in phonatory function as reflected by the jitter measures. It can also be seen that the jitter is increased in like cognate pairs of left superior paravermal as well as right superior paravermal regions of the cerebellum, whereas it is comparable to normal controls in right posterosuperior and right anterosuperior regions of the cerebellum. It is also noticeable that the same cerebellar regions (left superior paravermal, left anteroinferior, superior vermis and right superior paravermal) may be involved in controlling aspects related to phonatory frequency range and short term perturbation measure like jitter. It may be that anatomical correlates underlying the control of F0 variations (frequency range and jitter) are localized within left superior paravermal, left anteroinferior, superior vermis and right superior paravermal regions of the cerebellum.

(ii) Smoothed Pitch Perturbation Quotient (SPPQ) (%)

SPPQ indicates long term cycle to cycle variation in pitch (over 55 cycles). SPPQ is the relative evaluation of the short or long term variability of pitch period within the analyzed voice sample at a defined smoothing factor (default of 55 periods used). That is, it averages the variability of pitch periods across 55 periods. The smoothing factor reduces the sensitivity of the SPPQ to pitch extraction errors and hence it is considered to be a more reliable perturbation measure. Table 12 gives the Mean and SD for SPPQ for normal and experimental groups along with confidence intervals for normals.

Table 12: Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for Smoothed pitch perturbation quotient (%) [(*) indicates that the Mean values are outside the confidence interval]

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (%)	0.73	*5.13	*12.66	0.81	0.74
	(SD)	(0.23)	(2.14)	(5.02)	(3.41)	(4.35)
CI	CI	0.62 to 0.84	-	-	-	-
/i/	Mean (%)	0.60	*6.32	*11.80	0.63	0.61
	(SD)	(0.31)	(3.01)	(4.98)	(2.33)	(4.33)
	CI	0.54 to 0.66	-	-	-	-
/u/	Mean (%)	0.62	*6.31	*11.65	0.62	0.63
	(SD)	(0.34)	(3.71)	(6.78)	(3.92)	(4.33)
	CI	0.58 to 0.66	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%)	0.79	*4.58	*7.41	*9.86	*1.72
	(SD)	(0.31)	(2.82)	(4.31)	(3.24)	(5.12)
	CI	0.52 to 1.05	-	-	-	-
/i/	Mean (%)	0.87	*5.61	*7.35	*9.84	*2.22
	(SD)	(0.28)	(5.01)	(3.87)	(4.47)	(6.82)
	CI	0.59 to 1.14	-	-	-	-
/u/	Mean (%)	0.91	*6.01	*4.64	*8.82	*3.23
	(SD)	(0.37)	(2.61)	(2.24)	(3.51)	(4.56)
	CI	0.62 to 1.20	-	-	-	-

The results for SPPQ are similar to the results seen for Jitter percentage. SPPQ is increased for left superior paravermal, left anteroinferior, superior vermis and right superior paravermal groups compared to normal controls (Table 12). In other words it may be inferred that left superior paravermal, left anteroinferior, superior vermis and right superior paravermal groups demonstrated increased F0 variations even after a smoothing factor is applied. The smoothing factor helps to smooth out most of the variations in F0, except for

major variations in F0. Hence it may be speculated that pitch variations due to irregular vocal fold vibrations or irregular changes in subglottal pressure (Lieberman and Blumstein, 1988) are more obvious in left superior paravermal, left anteroinferior, superior vermis and right superior paravermal regions of the cerebellum and the functional correlates related to F0 variations could be specific to these cerebellar regions. SPPQ (%) is comparable to normal control group in subjects with right posterosuperior (RPS) and right anterosuperior (RAS) lesions. These regions do not seem to play an important role in controlling F0 variations. It may be inferred that anatomical correlates related to cycle to cycle variations in F0 may have bilateral representation in the cerebellum, atleast in the left as well as right superior paravermal regions of the cerebellum. The posterior as well as anterior regions of the superior portion of the right cerebellum may not be involved in controlling F0 variations as SPPQ (%) is comparable to that of normal controls.

The results obtained for PFR, Jitter percentage and SPPQ (%) indicate that same anatomical regions (left superior paravermal, left anteroinferior, superior vermis and right superior paravermal) may be involved in controlling aspects related to absolute F0 measures (PFR) and short term F0 measures (Jitter percentage and variation in fundamental frequency).

(ii) Variation in Fundamental Frequency (vF0) (%)

Variation in fundamental frequency (vF0 %) is calculated as the relative standard deviation of the period-to-period calculated fundamental frequency (standard deviation of F0 / F0). It reflects the very long term variations of F0 for the analyzed sample. Table 13 gives the Mean and SD for vF0 (%) for normal and experimental groups and the confidence intervals for normals.

Table 13: Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for variation in fundamental frequency (%). [(*) indicates that the Mean values are outside the confidence interval]

Groups		N	LAI	SV	RPS	RAS
Gender		Male	Male	Male	Male	Male
/a/	Mean (%)	1.23	6.26*	14.15*	2.54*	1.45*
	(SD)	(0.98)	(2.41)	(5.62)	(3.42)	(2.01)

CI	CI	1.10 to 1.36	-	-	-	-
/i/	Mean (%) (SD)	1.25 (1.01)	6.54* (2.53)	13.69* (4.31)	2.08* (2.87)	1.53* (1.98)
	CI	1.10 to 1.41	-	-	-	-
/u/	Mean (%) (SD)	1.44 (0.84)	5.20* (2.01)	12.72* (5.02)	1.91* (1.97)	1.73* (2.77)
	CI	1.27 to 1.62	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%) (SD)	1.29 (0.89)	7.55* (3.02)	13.03* (3.43)	26.35* (9.02)	3.39* (1.12)
	CI	1.06 to 1.51	-	-	-	-
/i/	Mean (%) (SD)	1.35 (0.98)	6.51* (2.41)	12..36* (4.11)	21.99* (9.47)	3.58* (1.03)
	CI	1.17 to 1.54	-	-	-	-
/u/	Mean (%) (SD)	1.50 (0.93)	5.63* (2.11)	12.27* (4.58)	18.61* (10.13)	4.58* (2.12)
	CI	1.27 to 1.74	-	-	-	-

vF0 (%) is increased in the left (left superior paravermal, left anteroinferior), superior vermis as well as the right cerebellar groups (right superior paravermal, right posterosuperior, right anterosuperior) compared to normal controls (Table 13). Thus all the cerebellar regions included in this study seem to be involved in controlling aspects related to vF0 (%). It may be presumed that anatomical correlates underlying long term variations in F0 may be localized in more number of cerebellar regions compared to localization of neural correlates related to absolute measures of F0 and short term variations of F0. vF0 (%) is increased in subjects with right as well as left superior paravermal lesions. Interestingly, vF0 (%) is increased in right posterosuperior and right anterosuperior lesions unlike for PFR or short term frequency perturbation measures (Jitter percentage and SPPQ). This indicates that right posterosuperior and right anterosuperior regions may only be involved in controlling long term frequency perturbation measures.

Increased vF0 (%) is a characteristic finding reported in ataxic dysarthric subjects with nonfocal lesions (Ackermann and Ziegler, 1994; Kent et al., 1997; Hertrich, et al., 1998; Kent, et al., 2000). Boutsen, Duffy and Dimassi (2004) reported vocal tremor (quasi-periodic long term fluctuations) in majority of subjects with extracerebellar pathology and a single subject with atrophy confined to the cerebellum. Ackermann and Ziegler (1994) explained the long term frequency modulations in ataxic dysarthric subjects as due to isometric contraction of the internal laryngeal muscles. The results of the present study indicate that long term phonatory instability may be a common feature in ataxic dysarthric subjects with lesion either in the left and right cerebellar regions and superior vermis and isometric contraction of internal laryngeal muscles during sustained phonation may be a common feature of dysarthria, irrespective of the site of lesion in the cerebellum.

Summary

The results suggest definite trends with respect to functional control of various parameters (absolute, short and long term measures of F0) obtained from sustained phonation of vowels /a/, /i/ and /u/. Neural correlates underlying the production of F0 seem to be localized only in the superior vermis region of the cerebellum, whereas those underlying phonatory frequency range, Jitter percentage and Smoothed amplitude perturbation quotient are localized in more regions of the cerebellum (left superior paravermal, left anteroinferior, superior vermis and right superior paravermal). Long term measure of frequency perturbation (vF0 %) is increased in all the experimental groups compared to normal controls.

Neural correlates for precise coordinated movements as is required for steady F0 (phonatory frequency range and short term perturbations) seem to be localized only in the left superior paravermal, left anteroinferior, superior vermis and right superior paravermal regions of the cerebellum. Aspects controlling long term frequency perturbation (vF0 %) seem to be localized in more regions of the cerebellum. These differences may be due to the differences in the subsystems controlling these parameters. F0 control mainly involves laryngeal control whereas variations in F0 (short and long term) involves laryngeal control as well as changes in subglottal pressure. It is seen that left (left superior paravermal, left anteroinferior), right superior paravermal as well as superior vermis regions of the cerebellum are involved when coordination between different subsystems are required (F0 variations),

whereas absolute F0 which principally involves laryngeal control seem to be represented only in the superior vermis region of the cerebellum. All cerebellar regions irrespective of lesions (right, left as well as superior vermis) may be involved in neural control of long term frequency related measures. There seems to be bilateral representation of neural correlates for the absolute frequency variations (PFR) as well as short and long term measures, as these measures were found to be increased in both right and left superior paravermal regions. The right posterosuperior as well as right anterosuperior seem to be involved only in controlling the long term frequency perturbation measures.

A disruption in the cerebellar control system leads to adjustment in the gain of proprioceptive loops mediated through extracerebellar structures which in turn leads to pitch fluctuations and this is a well-documented phenomenon in ataxic dysarthria due to nonfocal lesions (Ackermann and Ziegler, 1994). This finding may hold good for subjects with lesions restricted to the cerebellum also, as these subjects also showed increased long term pitch fluctuations. However, the findings need to be substantiated with larger sample size and from physiological studies.

c] Amplitude Perturbation Parameters

(i) *Shimmer Percentage (%)*

Shimmer percentage indicates short term cycle to cycle amplitude perturbation. Table 14 gives the Mean and SD for Shimmer percentage for normal and experimental groups and the confidence intervals for normals.

Table 14: *Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for Shimmer percentage (%). [(*) indicates that the Mean values are outside the confidence interval]*

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (%)	3.08	*6.11	*10.32	3.36	3.23
	(SD)	(1.83)	(3.12)	(4.12)	(1.51)	(2.56)
CI	CI	2.20 to 3.40	-	-	-	-

/i/	Mean (%) (SD)	2.51 (0.91)	*5.93 (2.32)	*10.58 (3.02)	2.76 (4.96)	2.64 (3.04)
	CI	2.22 to 2.81	-	-	-	-
/u/	Mean (%) (SD)	2.47 (0.74)	*7.02 (3.41)	*10.14 (4.74)	2.58 (5.44)	2.66 (2.98)
	CI	2.23 to 2.71	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%) (SD)	3.13 (0.93)	*5.08 (2.10)	*9.72 (3.12)	*11.90 (3.82)	*5.15 (5.71)
	CI	2.58 to 3.68	-	-	-	-
/i/	Mean (%) (SD)	2.63 0.81	*6.14 (3.11)	*7.60 (2.34)	*10.30 (3.41)	*4.06 (2.07)
	CI	2.06 to 3.20	-	-	-	-
/u/	Mean (%) (SD)	2.98 0.71	*5.54 (3.78)	*10.62 (4.27)	*9.79 (5.81)	*5.18 (3.47)
	CI	2.49 to 3.48	-	-	-	-

Shimmer percentage is higher in subjects with left (left superior paravermal, left anteroinferior), superior vermis (SV) and right superior paravermal (RSP) lesion compared to normal control subjects (Table 14). These findings are similar to that observed for phonatory frequency range as well as short term frequency perturbations. Increased Shimmer percentage could be attributed to the inability of the subjects to maintain a constant intensity in phonation due to changes in vocal fold tension or stiffness, changes in subglottal air pressure and mass of vibrating structures (Lieberman and Blumstein, 1988). The subglottic pressure depends on the volume of airflow and the degree of adduction of vocal folds. Respiratory insufficiency or dysregulation are often reported in subjects with ataxic dysarthria due to nonfocal cerebellar lesions (Deger, Ziegler & Wessel, 1999; Kent et al., 2000). It may be presumed that airflow volume and vocal fold adduction are inadequate in subjects with left superior paravermal, left anteroinferior, superior vermis and right superior paravermal lesions. Increased Shimmer percentage was reported as a general feature in ataxic dysarthria in subjects with diffuse lesions by Kent et al., (2000). The results in Table 22 indicate that neural correlates controlling short term intensity variations may be localized only in left

superior paravermal, left anteroinferior, superior vermis and right superior paravermal regions of the cerebellum as increased Shimmer percentage could be noticed only in subjects with these lesions. Neural correlates associated with short term intensity variations also seem to have bilateral representation as is evident for jitter, as both the right and left superior paravermal areas also show increased jitter. The right posterosuperior and right anterosuperior regions are not involved in controlling aspects related to shimmer as the values are comparable to normal controls in subjects with lesions in these cerebellar regions.

(ii) Smoothed Amplitude Perturbation Quotient (SAPQ) (%)

Smoothed amplitude perturbation quotient (SAPQ %) is defined as the relative evaluation of the short or long term variability of the peak-to-peak amplitude within the analyzed sample at a defined smoothing factor (default of 55 periods used). It averages the variability of peak amplitude across 55 periods. The smoothing factor reduces the sensitivity of the SAPQ to amplitude extraction errors. Table 15 gives the Mean and SD for SAPQ for normal and experimental groups, including the confidence intervals for normals.

Table 15: Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for Smoothed amplitude perturbation quotient (%). [(*) indicates that the Mean values are outside the confidence interval]

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (%)	4.26	*12.54	*8.49	4.55	4.42
	(SD)	(2.10)	(4.25)	(3.54)	(4.02)	(2.01)
CI	CI	3.89 to 4.62	-	-	-	-
/i/	Mean (%)	3.95	*5.06	*5.28	4.02	4.31
	(SD)	(1.98)	(2.10)	(2.43)	(1.87)	(1.93)
	CI	3.47 to 4.43	-	-	-	-
/u/	Mean (%)	4.23	*5.61	*5.33	4.52	4.68
	(SD)	(2.23)	(1.87)	(2.52)	(1.76)	(1.83)
	CI	3.71 to 4.76	-	-	-	-
Groups		N	LAI	SV	LSP	RSP

Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%) (SD)	4.28 (2.01)	*5.55 (3.45)	*7.58 (4.01)	*9.91 (5.27)	5.02 (2.71)
	CI	2.27 to 6.29	-	-	-	-
/i/	Mean (%) (SD)	3.73 (1.44)	*5.21 (2.14)	*5.47 (1.91)	*6.94 (4.53)	3.68 (3.02)
	CI	3.01 to 4.44	-	-	-	-
/u/	Mean (%) (SD)	3.90 (1.31)	4.52 (2.76)	*7.30 (3.44)	*8.42 (5.24)	*5.14 (2.25)
	CI	3.23 to 4.56	-	-	-	-

SAPQ is increased in the left (left superior paravermal, left anteroinferior) and superior vermis group (Table 15). SAPQ is comparable to normal control subjects in all the groups with right hemispheric lesions except for increased for vowel /i/ for right superior paravermal subjects. Dysfunctions at the level of vocal fold vibrations or irregular changes in subglottic pressure could be the reason for increased amplitude perturbation. The amplitude perturbations are evident despite the use of smoothing factor. The smoothing factor (55 cycles in this study) smoothens most of the variations in amplitude and hence amplitude perturbations are observed only if the intensity variation are very conspicuous. The results in Table 15 indicate that short term amplitude perturbations are more in subjects with left (left superior paravermal, left anteroinferior) and superior vermis lesions. In contrast to the findings obtained for short (Jitter percentage and SPPQ) and long term frequency variations (vF0 %) and for short term amplitude perturbation (Shimmer percentage), the right superior paravermal region is not implicated in short term variations in amplitude, when a smoothing factor is applied. This indicates that short term amplitude variations are not very conspicuous in subjects with right superior paravermal lesions. In contrast to the findings for short term amplitude perturbations, the right superior paravermal region is involved in the control of short term pitch fluctuations (Jitter percentage and Smoothed pitch perturbation quotient). The neural correlates for control of short term pitch perturbations are not present in right posterosuperior and right anterosuperior lesions.

(iii) Variation in Amplitude (vAm) (%)

Variation in amplitude (vAm %) indicates long term peak to peak variations in amplitude. Increased vAm (%) indicates reduced ability to maintain sound pressure level and reduced ability to regulate subglottal pressure by proper adduction of vocal folds. Table 16 gives the Mean and SD for variation in amplitude for normal and experimental groups and confidence intervals for normals.

Table 16: Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for variation in amplitude (%). [(*) indicates that the Mean values are outside the confidence interval]

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (%)	12.42	*26.51	*39.93	13.01	12.71
	(SD)	(3.41)	(11.36)	(14.31)	(4.56)	(3.45)
	CI	11.56 to 13.28	-	-	-	-
/i/	Mean (%)	10.66	*18.01	*26.40	*12.81	*13.16
	(SD)	(4.57)	(12.42)	(13.04)	(3.07)	(2.98)
	CI	9.49 to 11.83	-	-	-	-
/u/	Mean (%)	12.10	*24.01	*26.75	*15.42	13.01
	(SD)	(5.02)	(9.47)	(9.83)	(5.14)	(4.01)
	CI	10.84 to 13.35	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%)	12.08	*39.49	*21.52	*34.78	*15.86
	(SD)	(3.58)	(11.31)	(8.74)	(8.90)	(7.52)
	CI	10.75 to 13.41	-	-	-	-
/i/	Mean (%)	13.51	*23.69	*18.31	*21.14	13.25
	(SD)	(1.02)	(14.04)	(7.98)	(10.12)	(7.22)
	CI	11.90 to 15.81	-	-	-	-
/u/	Mean (%)	13.83	*18.25	*24.32	*26.19	14.50
	(SD)		(9.83)	(6.04)	(9.13)	(9.11)

	(SD)	(1.03)				
	CI	12.40 to 15.55	-	-	-	-

vAm (%) is increased in subjects with left (left superior paravermal, left anteroinferior), superior vermis and right posterosuperior lesions compared to normal control subjects (Table 16). It could be that coordination of vocal fold adductions and volume of airflow which in turn controls subglottal pressure is affected in these experimental groups. vAm (%) is increased for vowels /i/ and /u/ in right posterosuperior and for vowel /i/ in right anterosuperior lesion. Increased vAm (%) observed in subjects with right posterosuperior lesions is unlike the findings seen in measures related to short term measures of frequency and amplitude and also unlike that observed for long term measures of frequency variation (vF0). Neural correlates for long term measures of amplitude perturbation does not seem to implicate the right superior paravermal region and right anterosuperior region as vAm (%) in this group is comparable to that of normal group. vAm (%) is increased in the left superior paravermal region of the cerebellum. The right posterosuperior region of the cerebellum alone seems to be implicated in long term amplitude perturbation.

Several studies have reported increased long-term variability of amplitude (vAm %) in ataxic dysarthria due to nonfocal lesions (Kent et al., 1997; Hertrich, et al., 1998; Kent et al., 2000). The results in Table 16 indicate that vAm (%) is increased only in subjects with left superior paravermal, left anteroinferior, superior vermis and right posterosuperior lesions. The results for vAm (%) for lesions restricted to cerebellum indicate that right superior paravermal as well as right anterosuperior regions may not be involved in controlling aspects related to vAm (%).

Summary

Short (Shimmer percentage and SAPQ) and long term (vAm %) amplitude perturbation measures are increased in subjects with left (left superior paravermal, left anterosuperior) and superior vermis lesions compared to normal controls. This indicates that the subjects in these experimental groups are not able to maintain steady intensity in phonation for short and long durations. In addition to these groups, Shimmer percentage is also increased in subjects with right superior paravermal lesion and vAm (%) is also

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increased in subjects with right posterosuperior lesion. The right anterosuperior region of the cerebellum may not have neural correlates related to amplitude control as short as well as long term measures of amplitude perturbation in this group are comparable to that of normal controls. Short as well as long term measures of amplitude perturbation is increased in subjects with left superior paravermal lesions whereas short term measure of Shimmer percentage alone is increased in subjects with right superior paravermal lesion. Short term amplitude perturbation measures in subjects with right anterosuperior and right posterosuperior lesions are comparable to normal control subjects. Long term amplitude perturbation measure (vAm) is increased only in subjects with right posterosuperior lesion.

Table 25: Summary of frequency and amplitude related parameters

(*) indicates parameters that are deviant from normal controls

<i>Fundamental frequency related parameters</i>						
	LSP	LAI	SV	RSP	RPS	RAS
F0 (Hz)			*			
PFR	*	*	*	*		
<i>Frequency perturbation related parameters</i>						
	LSP	LAI	SV	RSP	RPS	RAS
Jitt (%)	*	*	*	*		
SPPQ (%)	*	*	*	*		
vF0 (%)	*	*	*	*	*	*
<i>Amplitude perturbation related parameters</i>						
Shim (%)	*	*	*	*		
SAPQ (%)	*	*	*			
vAm (%)	*	*	*		*	

F0 is reduced in subjects with superior vermis lesions and comparable to normal control subjects in all other experimental groups. It can be seen that absolute F0 measure of phonatory frequency range (PFR), short and long term amplitude perturbation and Shimmer percentage is increased in the left (left superior paravermal, left anteroinferior), superior vermis and right superior paravermal regions. This leads to the assumption that control of short and long term measures of frequency and amplitude perturbation may arise from dysfunctions in the same neural correlates of left superior paravermal, left anteroinferior and

superior vermis regions of the cerebellum. The right superior paravermal region seems to be involved in controlling aspects related to short and long term measures of frequency. Only short term amplitude perturbation (Shimmer percentage) is increased in subjects with right superior paravermal lesions. The left superior paravermal region of the cerebellum controls neural correlates related to short and long term F0 and amplitude variations. The right posterosuperior region of the cerebellum seems to be involved in controlling only long term F0 and amplitude measures. Right anterosuperior region is involved only in the control of long term F0 perturbation (vF0).

These findings imply definite trends that can be seen with respect to localization of neural correlates of frequency and amplitude perturbation parameters in different regions of the cerebellum.

d. Noise Related Parameters

(i) Noise to Harmonic Ratio (NHR)

NHR is a ratio of the in-harmonic energy in the range 1500-4500Hz to the harmonic spectral energy (70 - 4500Hz). Table 17 gives the Mean and SD for NHR for normal and experimental groups and confidence intervals for normals.

Table 17: Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for noise to harmonic ratio. [(*) indicates that the Mean values are outside the confidence interval]

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (%)	0.14	*0.16	*0.21	*0.18	0.14
	(SD)	(1.18)	(3.09)	(5.10)	(4.14)	(2.17)
	CI	0.13 to 0.15	-	-	-	-
/i/	Mean (%)	0.12	0.13	*0.31	*0.15	0.124
	(SD)	(2.27)	(3.62)	(4.18)	(5.19)	(3.83)
	CI	0.11 to 0.13	-	-	-	-
/u/	Mean (%)	0.13	*0.15	*0.18	*0.15	*0.10

	(SD)	(1.09)	(3.92)	(2.64)	(3.56)	(4.91)
	CI	0.12 to 0.14	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%)	0.13	0.14	*0.24	*0.22	*0.17
	(SD)	(1.98)	(4.73)	(6.42)	(5.18)	(3.96)
	CI	0.12 to 0.15	-	-	-	-
/i/	Mean (%)	0.11	0.11	*0.22	*0.22	*0.18
	(SD)	(1.08)	(3.97)	(5.72)	(4.61)	(3.82)
	CI	0.08 to 0.14	-	-	-	-
/u/	Mean (%)	0.14	0.16	*0.18	*0.24	*0.18
	(SD)	(2.07)	(3.70)	(4.66)	(3.03)	(3.68)
	CI	0.12 to 0.16	0.07	0.12	0.13	0.10

NHR is increased in most of the experimental groups compared to normal control subjects. Exceptions are present in female subject with left anteroinferior lesion and subject with right anterosuperior lesion (Table 17), where the measures of NHR for these subjects are comparable to normal control subjects. The increase in NHR in subjects with left superior paravermal, left anteroinferior (male), superior vermis, right superior paravermal and right posterosuperior lesions mean that harmonic energy in the speech range (70 - 4500 Hz) is reduced in these experimental groups due to aperiodic vocal fold vibratory patterns. It could also mean that in-harmonic energy in the range of 1500 Hz to 4500 Hz is increased in these subjects compared to harmonic energy. This increase in noise (in-harmonic energy) may be due to inadequate vocal fold adductions and escape of excess air through the glottis during phonation resulting in frication noise. This noise is reflected as higher noise level in the spectrum (Krom, 1993). Superior paravermal regions in the left as well as the right cerebellar regions and right posterosuperior regions seem to be involved in controlling movements of the vocal folds which reflect in the production of harmonics in the speech spectrum. The right anterosuperior regions of the cerebellum are not involved in controlling movements of the vocal folds that reflect in the production of harmonics in the speech spectrum.

(ii) *Soft Phonation Index (SPI)*

Soft phonation index is a ratio of the lower-frequency (70-1600Hz) to the higher frequency (1600-4500Hz) harmonic energy. Table 18 gives the Mean and SD for Soft Phonation Index for normal and experimental groups and the confidence intervals for normals.

SPI is increased in subjects with left (left superior paravermal), superior vermis and right cerebellar (right superior paravermal and right posterosuperior) lesions as can be seen from Table 18. Increased SPI indicates increase in lower frequency harmonic energy (i.e. noise) or loss of harmonic energy in the high frequency range (as is required for speech). Increased SPI indicates inadequate vocal fold adduction leading to excess air leakage through the glottis, producing inharmonic energy in the spectrum. SPI for vowels /a/ and /i/ are comparable to normal control subjects in female subject with left anteroinferior lesion and subject with right anterosuperior lesion.

Table 18: Mean (%) and SD for normals and experimental groups and confidence interval (CI) for normals for soft phonation index (SPI). [(*) indicates that the Mean values are outside the confidence interval]

Groups		N	LAI	SV	RPS	RAS
Gender		<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>
/a/	Mean (%)	14.13	*23.11	*36.66	*20.03	15.01
	(SD)	(4.12)	(8.56)	(12.16)	(9.87)	(5.33)
CI	CI	12.30 to 15.96	-	-	-	-
/i/	Mean (%)	14.05	14.91	*28.12	*26.04	17.21
	(SD)	3.54	(4.92)	(11.01)	(12.26)	(7.01)
	CI	10.51 to 17.59	-	-	-	-
/u/	Mean (%)	15.45	*36.28	*31.14	*24.94	*32.76
	(SD)	5.02	(15.14)	(9.87)	(10.51)	(10.87)
	CI	13.39 to 17.51	-	-	-	-
Groups		N	LAI	SV	LSP	RSP
Gender		<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>
/a/	Mean (%)	12.58	14.62	*52.50	*34.23	*31.33
	(SD)	5.58	(5.44)	(19.21)	(9.42)	(13.43)

	CI	9.95 to 15.20	-	-	-	-
/i/	Mean (%)	12.42	13.61	*36.50	*29.66	*24.33
	(SD)	4.12	(6.89)	(13.47)	(11.23)	(11.57)
	CI	9.45 to 15.39	-	-	-	-
/u/	Mean (%)	13.49	*16.03	*44.60	*40.90	*29.66
	(SD)	4.08	(7.81)	(10.13)	(14.01)	(10.58)
	CI	10.25 to 16.72	-	-	-	-

This indicates that low frequency harmonic energy is reduced compared to high frequency harmonic energy in these subjects leading to the presumption that vocal fold adduction is adequate in these subjects. Hertrich, et al., (1998) reported remarkably low SPI in their subjects with atrophy confined to the cerebellum. The results of this study do not agree with the findings of Hertrich, et al., (1998).

In the present study, a differential effect can be seen with SPI increased only in subjects with left superior paravermal, superior vermis, right superior paravermal and right posterosuperior lesions. Subjects with left superior paravermal as well as right superior paravermal lesions show increased NHR compared to normal controls. NHR is increased in subjects with right postero superior lesions whereas it is comparable to normal controls in subjects with right anterosuperior lesions.

Summary

NHR and SPI are increased in subjects with left superior paravermal, left anteroinferior (male subject), superior vermis, right superior paravermal and right posterosuperior lesions. This indicates that inharmonic energy (noise) is increased in these subjects compared to normal control subjects. This may be attributed to inadequate vocal fold adduction which inturn leads to excessive air leakage through the glottis. NHR and SPI for subjects with left anteroinferior lesion (male) and subject with right anterosuperior lesion is comparable to normal controls. The right posterosuperior lesion is implicated only in the control of long term frequency and amplitude perturbations. Increased NHR and SPI in subjects with right posterosuperior lesions indicate that this region is involved in controlling vocal fold vibrations as well as subglottal pressure variations required for steady phonation.

The right anterosuperior region of the cerebellum may not be involved in controlling these factors as NHR and SPI is comparable to normals.

Summary of All Spectral Parameters

Fundamental frequency related parameters (F0 & PFR) were differently affected for different lesions associated with cerebellum. Left (left superior paravermal and left anteroinferior) and right (right superior paravermal, right posterosuperior, subject with right anterosuperior) cerebellar lesions were comparable to normal control subjects for F0, whereas subjects with superior vermis lesion had reduced F0. Phonatory frequency range was increased in left (left superior paravermal, left anteroinferior), superior vermis (SV) and right superior paravermal lesions, whereas it was reduced in subjects with right posterosuperior and right anterosuperior lesions.

Frequency and amplitude perturbation parameters also showed some degree of differential representation in the cerebellum. Frequency perturbation parameters of Jitter and smoothed pitch perturbation quotient were increased in all subjects with cerebellar lesions except for right posterosuperior and right anterosuperior lesions. Differential representation with respect to variation in fundamental frequency could not be observed, as all the cerebellar lesions had increased vF0 (%). Amplitude perturbation parameters also showed some degree of differential representation. This was reflected as increased shimmer percentage in subjects representing all lesions except right posterosuperior and subject with right anterosuperior lesion. For smoothed amplitude perturbation quotient, in addition to right posterosuperior and subject with right anterosuperior lesions, right superior paravermal lesions were also comparable to normals. Variation in amplitude showed a different trend as lesions associated with right superior paravermal and right anterosuperior alone were comparable to normals.

Subjects with left anteroinferior and right anterosuperior lesions presented similar values of NHR and SPI as that of normal control subjects. All other experimental groups (left superior paravermal, superior vermis, right superior paravermal and right posterosuperior) had increased NHR and SPI compared to normal control subjects. The subjects with left (left superior paravermal and left anteroinferior lesions), superior vermis and right superior paravermal lesions had increased short term frequency perturbation measures (Jitt, SPPQ),

whereas subjects with right posterosuperior as well as right anterosuperior lesions were comparable to normal control subjects. All the groups (left, superior vermis, right) had increased long term frequency perturbation (vF0 %). The subjects with left (left superior paravermal and left anteroinferior), superior vermis and right superior paravermal lesions had increased short term amplitude perturbation measures (Shim & SAPQ) indicative of the fact that neural correlates underlying short term amplitude perturbations may be localized to these regions. Shimmer percentage was comparable to normal controls in subjects with right posterosuperior as well as right anterosuperior lesions. All the right cerebellar groups (right superior paravermal, right posterosuperior and right anterosuperior) showed increased short term amplitude perturbation when a smoothing factor was applied (i.e. increased SAPQ). Long term amplitude perturbation (vAm %) is increased in subjects with left (left superior paravermal and left anteroinferior), superior vermis and right superior paravermal lesions. The findings for vAm (%), are similar to the findings for Shimmer percentage.

Summary

I. Phonatory Tasks

1) Temporal Measures

- Maximum phonation duration for vowels was reduced in all the experimental groups compared to normal controls.
- Maximum fricative duration of /s/ and /z/ were reduced in all the experimental groups, with the exception of subjects with right posterosuperior (RPS) and right anterosuperior (RAS). The s/z ratio was increased in all the experimental groups when compared to normal controls, except in subjects with right posterosuperior and right anterosuperior lesions (RAS).

2) Spectral Measures

- Fundamental frequency (F0) measure was comparable to normal group in subjects with left (left superior paravermal, left anteroinferior) and right (right superior paravermal, right posterosuperior, right anterosuperior) cerebellar groups for all three vowels. F0 was reduced in subjects with superior vermis lesion.

- Phonatory frequency range (PFR) in subjects with left [left superior paravermal (LSP), left anteroinferior (LAI)], superior vermis (SV) and right superior paravermal (RSP) lesions were increased compared to normal control subjects. PFR was comparable to normal subjects in subjects with right posterosuperior (RPS) and right anterosuperior lesions (RAS).
- Jitter percentage (Jitt) (%) and Smoothed amplitude perturbation quotient (SPPQ) (%) were increased for the left [left superior paravermal (LSP), left anteroinferior (LAI)], superior vermis (SV) and subjects with right superior paravermal (RSP) lesion compared to normal control group. Jitter percentage was comparable to normal group in subjects with right posterosuperior (RPS) and right anterosuperior lesions (RAS).
- Variation in fundamental frequency (vF_0 %) measures was increased in all experimental groups compared to normal group
- Shimmer percentage (Shim) (%) was increased in subjects with left [left superior paravermal (LSP), left anteroinferior (LAI)], superior vermis (SV) and subjects with right superior paravermal (RSP) lesion compared to normal control subjects. It was comparable to normal controls in subjects with right posterosuperior lesions (RPS) and subject with right anterosuperior lesion (RAS).
- SAPQ (%) was increased in subjects with left and superior vermis group. SAPQ (%) was comparable to normal control subjects in subjects with right superior paravermal lesion (RSP) and subjects with right posterosuperior (RPS) and right antero superior lesions (RAS).
- vAm (%) was increased in subjects with left superior paravermal (LSP), left anteroinferior (LAI), superior vermis (SV) and right posterosuperior (RPS) lesions compared to normal control subjects. vAm (%) was increased for vowels /i/ and /u/ in subjects with right posterosuperior (RPS) and for vowel /i/ in subjects with right anterosuperior lesion (RAS). vAm (%) was increased only for vowel /a/ in subjects with right superior paravermal (RSP) lesions.
- NHR was increased in all the groups except for female subject with left anteroinferior lesion (LAI) and for subject with right anterosuperior lesion (RAS), compared to normal control subjects
- SPI was increased in subjects with left superior paravermal lesion (LSP), superior vermis (SV) and right cerebellar [right superior paravermal (RSP) & right

posterosuperior (RPS)] lesions. SPI for vowels /a/ and /i/ were comparable to normal control subjects for female subject with left anteroinferior lesion (LAI) and subject with right anterosuperior lesion (RAS).

An attempt is made to throw some light on the differential contribution of different cerebellar regions to phonation. Very few studies in the past have focused on analysis of lesion specific characteristics of ataxic dysarthria. As a preliminary attempt, this study has aimed to reflect on phonatory characteristics in the different regions of cerebellum, based on phonatory task based profile of subjects with ataxic dysarthria with lesions in different regions of the cerebellum.

The study has been carried out with a small number of dysarthric subjects with lesions in different cerebellar loci, which restricts the generalization of the research finding. Equal representation of male and female subjects could not be obtained. Also this study in itself has considered only few tasks of varying complexities. The possible contribution of cerebellar nuclei to phonatory aspects could not be considered. Future studies incorporating these variables are necessary.

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Pragmatic Abilities in Juvenile Delinquents

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Introduction

The on-going exchange of messages, in one form or another, connects all living creatures in a never ending circle. Birds do it, honey bees do it, but it is only in humans that we find language being used as a most remarkably facile means of sharing information. And, although other modalities also are utilized, speech is the most common and important way in which we use language to communicate. The act of communication is a process, not an entity. It consists of the transfer of a message from a sender to a receiver. The message may be verbal, non verbal,

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chemical, electromagnetic, and so on. In the case of humans, the basic unit of communication typically involves a speaker and one or more listeners.

While all living creatures communicate, only human exchange information using a code that we call language. Only the human species has devised an elaborate system of shared symbols and procedures for combining them into meaningful units. Among speech, language and Communication, the greatest is communication; therefore if there is no communication, there is nothing but isolation and despair. The need to exchange messages, in some form, is critical to human.

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing meaning, idea or thought. Language may refer either to the specific human capacity for acquiring and using complex systems of communication, or to a specific instance of a system of complex communication. Human language is unique, because it allows humans to produce an infinite set of utterances from a finite set of elements and because the symbols and grammatical rules of any particular language are largely arbitrary, the system can only be acquired through social interaction. Language as a tool of communication has been defined as a socially shared code or conventional system for representing concepts which are arbitrary symbols (Owens et al., 2007).

Other Aspects of Communication

Speech and language is only a portion of communication. Other aspect of communication may enhance or even eclipse the linguistic code. The aspects are paralinguistic, non linguistic, Meta linguistics. Para linguistic mechanism can change the meaning of a sentence by acting across individual sounds or word of a sentence .These mechanisms signal attitude or emotion and include intonation, stress, rate of delivery and pause or hesitation. Intonation patterns are changes in pitch, such as rising pitch at the end of a sentence used to signal a question. Pauses

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may be used to emphasize a portion of the message or to replace it. Even young children recognize that a short maternal pause after their request usually signals a negative replay.

Non-linguistic clues include gestures, body posture, facial expression, eye contact, head and body movement, and physical distance or proxemics. Each of these aspects of non-linguistic behavior can influence communication. For example, body posture and facial expression can convey the speaker's attitude towards a message or situation. Meta linguistic cues signal the status of communication based on our intuitions about the acceptability of utterances.

Two distinct taxonomies are used frequently for subcategorizing language. They are the traditional set which includes the five linguistic categories –phonology, morphology, syntax, semantics and pragmatics and the Bloom and Lahey model; 1978 which subcategorize language as form, content and use.

Pragmatics

The term *pragmatics* refer to the study of use of language in social situations .The words we use and the manner in which we speak depend on a great extent on our purpose and the constraints of the social situation .

Pragmatics involves three major communication skills:

Using language for different purposes, such as greeting (e.g., hello, goodbye), informing (e.g., I'm going to get a cookie) ,demanding (e.g., Give me a cookie) ,promising (e.g., I'm going to get you a cookie) ,requesting (e.g., I would like a cookie, please).

Following rules for conversations and storytelling, such as taking turns in conversation, introducing topics of conversation ,staying on topic ,rephrasing when misunderstood, how to use verbal and nonverbal signals ,how close to stand to someone when speaking ,how to use facial expressions and eye contact.

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Changing language according to the needs of a listener or situation, such as, talking differently to a baby than to an adult ,giving background information to an unfamiliar listener ,speaking differently in a classroom than on a playground.

Talking is a socio-psychological event and there are distinct rules that govern how we use language within different social contexts. Pragmatic rules govern sequential organization and coherence of conversation, repair of errors, role and speech acts. Organization and coherence of conversation includes turn taking; opening, maintaining, and closing a conversation; establishing and maintaining a topic; and making relevant contributions to the conversation. Repair includes giving and receiving feedback .Role skill includes establishing and maintaining a role, and switching linguistic code for each role. Finally speech act include coding of intentions relative to the communicative context.

To ignore pragmatics is to concentrate on language structure and to remove language from its communicative context. The motivation for language use and language acquisition is effective communication. The speaker chooses the form and content that will best fulfil her intentions based on her perception of the communicative situation. Thus language is not an abstract code but an interactive tool. A speaker's knowledge of the communication situation or context influences selection of the other aspects of language.

Juvenile Delinquents and Deficiency in Communication

The question of whether juvenile delinquents are deficient in communication skills is not new and, in fact has been studied for more than 30 years. Juvenile delinquent is an individual under the age of 18 years who manifest either antisocial or criminal behaviors. Juvenile delinquency is therefore a pattern of behavior of children, who come in conflict with the law. Studies have confirmed that juvenile delinquents have a higher incidence of speech, language, and hearing problems than non-institutionalized children and youth. Prevalence figures of communication problems in the delinquent population range from 24%-84 % (Cozad & Rousey, 1966; Falconer & Cochran, 1989). Moreover, recent studies suggest male (Davis, Sanger, &

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Morris-Friehe, 1991) and female delinquents (Sanger, Hux & Belau, 1997) qualify as potential candidates for language intervention.

Characteristics of Delinquents

Juvenile delinquent is different from his peers in a number of ways. That is to say that there are a number of traits which are significant predictors of delinquent activity.

Some of these traits appear to be fundamental personality factors: Hyperactivity, tendency to alcoholism, Psychosis, Low measured intelligence, Small stature and poor health, Male rather than female.

Some characteristic modes of social interaction: Bad temper, unpopular with peers, disruptive behavior in school, parents found him a difficult child, likely to be violent, poor work and bad results at school.

Some background traits: Living in a slum area, living in an area of high delinquency, social class, sociopathic fathers, family dynamics, poor surveillance, and irregular discipline, lack of affection, family interaction, family breakdown & poverty.

Factors Leading to Juvenile Delinquency

The main factors that play a role in making a child delinquent are as follows:

Biological factors: An individual's body build and features do influence his acceptability. For example, a club – footed boy may slip into delinquency to prove that he is good at something.

Sex: Sexes show little difference in type of offences during childhood, a period when boys and girls are treated in a similar fashion. Much of the differences in behavior between boys

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and girls are due to social expectations. The girl who feels she is discriminated against by her parents or treated brutally, consider delinquency as a way of reacting to this.

Family: Broken home causes delinquency. An insecure child, whose parent show that they neither expect nor hope for anything good to come out of him may seek satisfaction in the delinquent gang. Parents of delinquents are overly harsh and project their aggression into their children. Children in turn, may not dare to strike back but instead take out their own hostility on teachers and other adults. Poor communication between parents and children, leads to failure of children to learn appropriate social values. Children are affected undesirably when parents go to work, leaving the child in the streets. Parents of delinquents are often guilty of low morals as well. High incidence of sociopathic traits in the fathers of delinquent boys has been reported. These includes alcoholism, brutality, antisocial attitude, failure to provide for basic needs, frequent absences from home& other characteristics which made the father an unacceptable model for the boys. Mother's influence, seem to have more causal relation to girls' delinquency than boys. After a divorce, the mother's unhappiness adversely affects the child.

School: The school plays a part in evoking anti-social tendencies. Since lower class standards are typically represented as undesirable by middle class teachers, the lower class child feels that he is being devalued. His feelings of inferiority are further accentuated by slurs and taunts from his peers.

Neighborhood: Research has shown a high correlation between anti-social behavior and neighborhood at low economic levels. Poverty plays a part in producing the conditions which give rise to anti-social behavior.

Low intelligence: In 5% cases, low intelligence appears to be of etiological significance in delinquency. The delinquent is unable to appreciate the significance of his actions or to foresee the consequences.

Brain Pathology: In about 1%, brain pathology may result in lowered inhibitory controls and tendency towards aggressive and violent behavior.

Neurosis: In about 10 – 15 %, delinquent behavior appears to be directly associated with psychoneurotic disorders. Here the delinquent act takes the form of a compulsion such as peeping, stealing things which the individual does not need, or setting fire.

The Delinquent Gang: Juvenile delinquency is higher in the slum areas of large urban centers. Child is exposed to antisocial models and parents are not able to maintain a control over their children. In such environments teenage gangs flourish. Such gangs function as a haven for teenagers who have no clear sense of self – identity & feels rejected at home. Here they find social approval and status. The delinquent acts are ways of maintaining approve status in the gang.

Communication Problems in Juvenile Delinquents

Over the years, previous research has confirmed a high incidence of communication problems among male and female juvenile delinquent. Researchers have documented challenges in a broad range of communication skills including articulation, fluency, semantics, morphology and syntax. Standardized testing has shown that juvenile delinquent have a high incidence of communication problem.

Study by Moore Brown et al (2001) reveals that juvenile delinquents had poor standardized language test results, less complex language samples, problem with sequencing ideas and problems with pragmatic skills that included poor topic initiation and maintenance, inconsistent use of politeness techniques and variable application of rules governing conversational interactions. Researchers have estimated that at least 20% of adolescents residing in correctional facilities have language and communication problems (Sanger D. D., Creswell J. W., Dworik J., & Schultz L. 2000). This figure is more than three times higher than found within the general population. At least one out of five imprisoned girls has problems understanding and

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using language. Over half of the young offenders were identified as language impaired, in a cross-sectional study examining the oral language abilities and social skills of male juvenile delinquents (Snow P.C. and Powell M.B. 2008).

Davis AD, Sanger DD, Morris-Friehee (1991) compared the language skills of 24 delinquent and non delinquent adolescent males, ranging in age from 14.4-17.9 years and found a significant difference for language skills on the dependent measures between the two groups . Study done by Bryan K, Freer J, Furlong C (2007) assessed the communication skills of 58 delinquents, aged 15-17 years on TOAL-3 .The results showed that 66%-90% juvenile offenders in this sample had below average language skills, with 46%-67% of these being in the poor or very poor group.

A study by Sanger D. D., Creswell J. W., Dworik J., & Schultz L. (2000) addressed communication behaviors of 78 juvenile delinquents ranging in age from 13.1-18.9 years over a 5 month period. Data collection consisted of participant observations, interviews and a review of documents. Participants were tested on the Clinical Evaluation of Language Fundamentals-3. Findings indicated that as many as 22% of participants were potential candidates for language services.

Findings of the study by Dixie D. Sanger, Karen Hux, and Don Belau (1997) on the comparison of the language performances of female delinquents and non delinquents on a standardized test (The Test of Language Competence) suggest a significantly lower score in the standardized measures in delinquents.

Need for the Study

The speech and language measures assessed in most of the research work on juvenile delinquents tend to focus on the mastery of discrete skills and rarely assess communication performance in social contexts, which is an aspect of communication frequently assumed to be affected in them.

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Difficulty in socialization is an important characteristic feature of delinquency. Socialization enters an endless dimension through language. Assessment of pragmatic aspects of language provides a direct understanding on social skills of delinquents.

Hence, the purpose of the present study is to compare and contrast the pragmatic abilities of delinquent versus non-delinquent persons, and also to identify the pragmatic skill which is predominantly affected in delinquents.

Methods

Participants

The experimental group consisted of 9 male juvenile delinquents, between the age ranges of 12-13.11yrs, convicted of committing one or more misbehavior or felony offenses, with a minimum 6 months of detention at the observation home. And a control group of 9 male non-delinquents who were between the age range of 12-13.11yrs. All the participants chosen were devoid of any physical and sensory disabilities.

Procedure

The assessment tool used for assessing the pragmatic abilities of the participants was the Test of Pragmatic Language (TOPL) given by Phelps-Terasaki & T. Phelps-Gunn, 1992. The test comprised of items targeting the skills of requesting, informing and regulating. It was administered in a silent room, individually on each subject. General observations were also made on the pragmatic abilities of the subjects during group interactions.

The responses were rated as '0' for an inappropriate response and '1' for appropriate response. The raw score was tabulated accordingly. The participants were subjected to a 7 point

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rating scale in which the quotient >130 was rated as very superior & <70 was rated as very poor. Statistical analysis of the obtained data was done using the t-test.

Results

The results of the present study are tabulated below.

Sl No:	Delinquents			Non – delinquents		
	Age(in years)	Raw scores	Age equivalent	Age(in years)	Raw scores	Age equivalent
1	13.5	18	4.3	13.6	36	10.6
2	13.3	21	5	13.3	36	10.6
3	13.11	26	6.3	13	37	11.6
5	13.11	21	5	13.5	37	11.3
6	12.8	24	5.9	12.6	38	11.9
7	12.5	25	6	13.4	37	11.3
8	13	26	6.3	13.6	39	13.6
9	13.11	18	4.3	13.6	39	13.6

Table 1.1: Raw scores and the pragmatic age levels obtained for all the subjects in the delinquent & non-delinquent groups.

As seen in the above table 1.1, there is difference in the raw scores between the two groups, in which, the delinquent subjects have poorer scores as compared to the non-delinquent subjects.

Based on the raw scores obtained, the quotient was derived for each subject, and as shown in table 2.1, it was inferred that 100% of delinquent subjects were very poor in their

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pragmatic abilities, when compared to the non-delinquent age mates who were having 100% average pragmatic abilities.

RATING	Subject		Normal		Total	
	F	%	F	%	F	%
Very poor	9	100.0	0	.0	9	50.0
Average	0	0	9	100.0	9	50.0
Total	9	100.0	9	100.0	18	100.0

Table 2.1: Rating of pragmatic abilities

Table 3.1 as shown below, depicts the mean years of lagging of pragmatic language age in the delinquent and non-delinquent group.

CATEGORY	N	Mean years of lagging	SD	T	P
Subject	9	7.7	1.2	11.288	0.000*
Normal	9	1.3	1.0		

*p<0.005

Table 3.1: Mean years of lagging and SD of the delinquent and non-delinquent group

Significant differences ($p < 0.05$) exists between delinquents and non-delinquent subjects in their mean years of pragmatic language delay with the non-delinquent children having a mean difference of 1.3 years and delinquent children having a mean difference of 7.7 years.

Of the three pragmatic skills (requesting, informing, regulating) assessed in the test, the task of requesting was most affected in the delinquent children.

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Discussion

The findings of the study suggest that the pragmatic language is very poor in the delinquents as compared to that of the non-delinquents. The results obtained is in line with the findings of Snow & Powell, 2004, who reported that male juvenile offenders perform significantly more poorly than non-offending peers and Sanger D.D, Davis A.D and Morris-Friehe M, 1991 who found significant differences for language skills between adolescent juvenile delinquent males and matched non-delinquent peers.

The poor performance could be attributed to their lack of awareness and limited monitoring of their communication behaviors (Sanger D.D., Hux K., and Ritzman M., 1999). Friction with parents or broken homes is conditions which are probably the most important factors in producing delinquency (Glueck, 1968). Majority of the participants in the experimental group were having poor family relationships. The deficits in their social skills may be attributed to the family background of the participants.

Of the three pragmatic skills assessed (requesting, informing & regulating), the task of requesting was greatly deficient in the juvenile delinquents. Problems in pragmatic skills including inconsistent use of politeness techniques and variable application of rules governing conversational interactions were reported to be seen in juvenile delinquents (Moore Brown et. al., 2001). Since politeness is a behavior which should accompany the act of requesting, inconsistent use of politeness techniques can have an effect on the pragmatic skill of requesting.

General observations made during the group interactions with the juvenile delinquents showed that their requesting was perceived as a demand rather than a request. They mainly used non-verbal means to gain attention of others. Outburst of emotions whether happiness, sadness or anger was noticed.

Conclusion

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The present study highlights the need for the assessment of the pragmatic abilities in delinquent individuals, thereby indicating the importance to establish effective intervention programs for such persons.

The findings have particular implications in the areas of investigative interviewing of juvenile offenders and early intervention for high-risk boys. Intervention should be aimed at creating awareness among such children on appropriate pragmatic abilities and teaching them to incorporate these skills into their daily social situations.

The attempts to rehabilitate and social reintegration of a child shall begin during the stay of child in a children's home or special home and the rehabilitation and social reintegration of children shall be carried out alternatively by adoption, foster care, sponsorship & sending the child to an after care organization. In this way, by laying down the provisions like the above, we can provide due justice to the juveniles through special legal means with an eye to provide for the specialized approach towards the prevention and treatment of juvenile delinquency in its full range in keeping with the developmental needs of the child found in any situation of social maladjustment. It is not a simple task. An all-round goodness and change of attitude on the part of all the parties involved in these attempts is well needed. Any insincerity and dishonesty on the part of anyone may derail the total process of helping the delinquents in returning to the mainstream and live their life properly as a responsible and productive member of the society.

Delinquent behavior is a deep-rooted learned reaction; therefore, careful attempts should be made for providing psychological treatment and handling of the child's behavioral actions. Education is by all means a desirable way for helping the delinquents. Therefore, with the help of the provision of a special school, these children should be helped in achieving all that which has been denied to them in the past on account of their delinquent behavior. As far as possible, the delinquents should be helped to acquire such vocational and occupational efficiency that may help them to acquire self-sufficiency in terms of getting employment and engage in their own entrepreneurship. They should also be helped in providing opportunity for the acquisition of

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proper social and leisure skills with an eye to provide a means of catharsis during their stay in special homes or correction centers and a way of living their life afterwards properly in their community settings. An adequate follow-up programme should essentially be followed for the rehabilitation of the juvenile offenders after their correction and treatment in the special homes.

Every one of us has in fact a moral duty, a real humanitarian obligation to be performed with our juveniles for helping them to come out from the turmoil they are facing in their life.

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“Passion is Above My Friendship”

A Fact that is Found in Behn’s *The Forced Marriage*

Mohammed Sagheer Ahmed Al-fasly, Ph.D. Scholar

Abstract

The theme of friendship is remarkably discussed in Behn’s play, *The Forced Marriage*. Behn had many friends, yet her friendship was mostly linked to those who were notorious like John Hoyle (Zimmerman 99). She also formed friendships with many important politicians either to have sexual relationship or to seek confidential information and then report it to the Stuart Monarchy. Because Behn had failed in her marriage, she commenced to discuss the importance of friendship in a way that serves, to some extent, the issues of love and marriage. The friendship

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between Philander and Alcippus in *The Forced Marriage* is an example. Philander and Alcippus are friends, colleagues and officers in the same army, but their friendship turns into real enmity at the time when Alcippus marries Erminia, Philander's lover. When Philander gets Erminia back, they regain their friendship. From this point, it can be said that Behn stresses on the importance of friendship that does not contradict love and marriage; when friendship becomes an obstacle, it should be ended, even abruptly. Thus, friendship is presented in the play as a preliminary factor in the success of marriage.

Keywords: Behn, Friendship, Love, Marriage



*M^{rs} Aphra Behn
from the portrait by Sir Peter Lely*

Aphra Ben: Courtesy: www.gutenberg.org

Introduction

This article attempts to discuss friendship from the viewpoint of Aphra Behn and in the light of her play *The Forced Marriage*. Friendship is significantly present in the play though Behn does not focus on this theme as she focuses on the theme of the forced marriage. However, the article does not provide an in-depth and historical study of Behn's friendship, but it aims at

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giving an example of how Behn has discussed this theme in her play, which, in turn, helps us understand Behn's friendship orientation.

The Forced Marriage or *The Jealous Bridegroom* was Behn's debut play. It was produced by the Duke's Company in 1670 and was well received by audiences, so its success encouraged Behn to write her other plays. The play is an interesting romantic tragicomedy in spite of its redundancy. It is overloaded with dull and confusing exposition, endless characters, and many unnecessary activities. One of its redundancies is the story of the ghost which is actually absurd and uninteresting. Janet Todd writes about the play:

The story of *The Forc'd Marriage* was not complicated but, like other dramas of the time, it had multiple pairings. There were mistakes and night encounters but little intrigue in the play, which was rather lacking in tension. Yet the sex struggle was there in embryo and a shrewd reader might have discerned Behn's future preoccupation. (139)

Interpreting Friendship

At any rate, friendship is a bond which is beyond any description. It is based on mutual understanding, sacrifice, love, trust and care. Friendship is a fore-grounded theme in English drama. It ranks in competition with love. To be friends, it means to have "voluntary relations, the content and future of the bond being always at the discretion of each party" (Fischer 114). So, friendship which is formed with the intention mainly of getting one's personal interests satisfied, is surely unworthy and its results are sometimes destructive on personal relationships.

Friendship is a simple word, but has a lot of significance. It is priceless, it cannot be measured by scales, but it is, in fact, a sublime human relation. A person might find it hard to live alone without a friend and in isolation from the others. He ultimately needs help from a

friend and wants to interact either positively or negatively, with those around him. A positive interaction with a true friend gives a sense of warmth, love and comfort in life, especially, if both friends live in complete understanding of each other. On the contrary, lack of friendship may cause depression, stress and psychological disorders, so “a good marriage can compensate for a lack of friendships” (Linsley 232).

“Friendship’s too near a kin to love” as Alcippus says (3.1.2). Thus, it is difficult to live without a friend. Friends can share their sorrows, joys and various problems of life. Friends can also exchange advice, share sufferings and hardships, and engage in mutually beneficent behaviour. There are many secrets that cannot be revealed to a family, but they can be revealed to a friend either to seek advice, or at least, to alleviate distress. True friends are like mirrors in which they reflect faults of one another. Even as friendship is necessary, it is sometimes difficult to find that true friend. When it happens, true friends do not disappear at the time of need and crisis. Therefore, a friend has to learn how to fraternize well with a friend and how to keep him in his heart if he wants friendship to continue to the end.

In general, it is noticed that true friendship in most plays of the Restoration period is based on parity. If friendship happens among different social classes, it is not true. Friendships between superiors and inferiors or between educated and uneducated people are not true. This kind of friendship is regarded as a kind of respect, duty or obedience. Hence, true friendship can be found between equals.

An Analytical Reading of Some Characters of the Play

In *The Forced Marriage*, a young brave warrior Alcippus returns victorious from a military mission in which he was the commander of twenty thousand warriors. The old King decides to promote him to be the General instead of his son Philander. Hence, Alcippus feels free

to become betrothed to Erminia, the daughter of the former General. Philander gets angry because he and Erminia are in love. Stubbornly, her father forces her to marry Alcippus which can be referred to as the turning point in the conflict between Philander and Alcippus. Meanwhile, Gallatea, the daughter of the king and the sister of Prince Philander, loves Alcippus, but Alcippus does not know that she loves him. Pisaro once loved Gallatea, but felt ashamed to love the one who was in love with his close friend, Alcippus. However, Pisaro is a close friend to Alcippus and Alcander is a close friend to Philander. Though the four members are colleagues in the same army, Pisaro remains a loyal friend and a strong supporter to Alcippus as does Alcander to Philander.

According to Behn, a friend must not think to love or marry his friend's lover; otherwise, they would turn into enemies. In this regard, Philander and Alcippus are close friends, but when Alcippus marries Philander's lover, they become enemies. As a kind of rite of honour, Philander attempts to get back Erminia. Alcippus also attempts to keep her as a permanent wife; if he fails, it would be regarded as a kind of dishonor. Colin Richmond asserts, "Men of honor could (and did) lie, cheat, deceive, plot, treason, seduce, and commit adultery, without incurring dishonor" (199), but they are not allowed to violate the sanctity of their marriage. Diane Jacobs-Malina also states, "Honor is the positive value of a person in his or her own eyes plus the positive appreciation of that person in the eyes of his or her social group" (25–26).

However, Behn presents friendship in this play in brilliant images. It is when friends either support or confront each other even if it leads them to transgress the norms of society, that friendship shines through. In the play, princess Gallatea and Erminia are close friends. They share ideas, consult each other and discuss their joys and sorrows, but their friendship would surely end if they fell in love with the same person. Gallatea values love as more important than

friendship. She tells her brother, “The highest love no reason will admit, / And passion is above my friendship yet” (2.1.84-85). Gallatea in times suspects Erminia of getting Alcippus. But when Erminia tells her that she does not love Alcippus, but she loves Philander, Gallatea is overjoyed. At this time, Gallatea considers Erminia as her best friend forever, “But I, as well as you, can weep and die” (1.2.70). It is worth mentioning that Erminia does not consider herself as a wife for Alcippus, rather, she considers him a friend. She tells him, “A friendship, Sir, I can on you bestow” (2.3.56). She again affirms her friendship to Alcippus. She tells him, “We might as friends, and not as Lovers greet” (3.3.165). By this, she intends to tell him that her presence with him is just like a friend staying with a friend. Friendship is a kind of respect, help and reciprocal feelings, while the relationship between lovers is often extended to sex. Hence, she is not ready to share his bed, since she is in love with Philander.

Male friends also sacrifice their friendship for the sake of love and marriage. Philander and Alcippus appear as close friends, but they forget their friendship and turn into enemies when Alcippus marries Erminia. Philander does not only intend to break his friendship with Alcippus, but also decides to kill him. He determines, “Thou wouldst the sacred blood of friendship spill. / I kill a man that has undone my Fame, / Ravisht my Mystress, and contemn’d my Name” (2.1.75-77). Their friendship breaks when both fall in love with Erminia. Even if there is a kind of friendship between them, it is only a friendship of convenience. Their friendship can be seen at the beginning of the play when Philander supports Alcippus to be the General, and at the end of the play, when he surrenders his sister Gallatea to Alcippus.

At the very end, Philander is about to embrace Alcippus as a sign of forgiveness for their dispute and to stress their friendship. Alcippus hesitates to embrace Philander since he is ashamed of his marrying Erminia. Philander wonders and asks him, “Why dost receive me

coldly? I'm in earnest; / As I love Honour, and esteem thee Generous, / I mean thee nothing but a perfect amity" (5.5.233-35). It is strange to hear Philander talking about "perfect amity", since they have been rivals during the major part of the play. In fact, they are not perfect friends, but Philander intends to keep Alcippus loyal by his talk about their friendship. Philander will soon be the King, so he has to win the heart of General Alcippus.

If Philander and Alcippus were close friends, Alcippus would have never married Erminia. We see that loyalty in Alcippus friend Pisaro's behavior. Pisaro stops thinking about Gallatea as a wife when he comes to know that she loves his friend Alcippus. He sarcastically remarks, "'tis my friend too that's become my Rival" (2.5.30). Indeed, Pisaro is a loyal friend to Alcippus. He stands firm with him in his adversities. Therefore, he antagonizes his prince Philander but is not worried of it, since he believes that his duty is only to support Alcippus.

Certainly, there are many actions which crown his friendship with Alcippus. For example, Pisaro remains the custodian of Alcippus's home, whether Alcippus is at home or outside of it. Once when Philander, Alcander and a pageboy go to the door of Alcippus to sing a song about the absurdity of love in order to attract Erminia, Pisaro tries to prevent them. Philander is surprised to see Pisaro's act, so he asks him, "What makest thou here then, when the whole World's asleep? / Be gone, there lies thy way, / Where e'er thy business be" (2.6.36-38). Pisaro replies that it is his business to protect Alcippus. Pisaro and Philander commence a duel. The close friend of Philander, Alcander, intervenes and takes the role of fighting Pisaro. Pisaro and Alcander start fighting each other despite being close friends; they are also officers in the same army, and Alcander is in love with Pisaro's sister.

Pisaro is wounded, but he keeps it secret from Alcippus. Because they are friends, Alcippus feels that Pisaro is hiding something. Alcippus tells him, "Friendship's too near a kin to

love Pisaro, / To leave me any peace, whilst in your eyes / I read Reserves, which 'tis not kind to hide” (3.1.2-4). Anyway, Pisaro reveals the fight, but he does not reveal anything regarding the case of Erminia and Philander in order to protect his feelings. Alcippus is not so stupid a man that cannot understand what is going on around him; hence he tells Pisaro, “Oh friend, I saw what thou canst ne'er conceal” (3.1.21).

Suspicion of Unfaithfulness

Moreover, Alcippus once decides to come back home rather than continue in his military mission, because he suspects Erminia of having an affair with Philander in his absence. So, he decides to check the matter himself to remove all doubts. Pisaro is afraid that Alcippus may meet Philander there, so he makes him promise not to get excited since such an act may destroy his future. Pisaro advises him, “Alcippus this will ruin you forever, / Nor is it all the power you think you have / Can save you, if he once be disoblig'd” (4.2.65-67). Pisaro is experienced in the field of love and friendship. He describes himself, “This night I'm wiser grown by observation, / My Love and Friendship taught me jealousy, / Which like a cunning Spy brought in intelligence” (2.5.21-23). Thus, he is able to analyze facial expressions. He understands the love looks of Gallatea towards Alcippus. Once when all the characters are celebrating, he observes that Gallatea loves Alcippus deeply since she does not move her eyes away from him. He also notices the indescribable love between Philander and Erminia. He does not only observe the love, but also the hatred between Philander and Alcippus. Alcippus hates Philander for the very reason that his wife Erminia loves him. Philander is full of anger since Alcippus has taken his lover. So, the expression on Philander's face, as it is read by Pisaro, reveals Philander's intention to kill Alcippus.

Further, he considers Alcander to be an appropriate husband for his sister. It is seldom one finds a brother seeking an appropriate husband for his sister in Behn's plays, yet it happens in *The Forced Marriage* with the secondary characters. The main characters are suffering in their marriages, but this matter does not always happen with the secondary characters. The best example of this desirable phenomenon is the act of Pisaro. Pisaro stands against Alcander to defend his friend Alcippus. At the same time, he encourages Alcander to marry his sister Aminta. In turn, Alcander suspects Aminta's love. Thus, he complains to him of her negligence, but Pisaro reassures him, "You'll bring her to't, she must be overcome, / And you're the fittest for her fickle humour" (1.1.211-12). In fact, Pisaro considers Alcander a good man who is worthy to marry his sister. Meanwhile, he advises his sister to keep her love for Alcander. He tells her:

Alcander is a worthy youth and brave,
I wish you would esteem him so;
'Tis true, there's now some difference between us,
Our interest are dispos'd to several ways,
But time and management will join us all. (3.2.155-59)

As Pisaro is an honest friend to Alcippus, Alcander completely supports his friend Philander. Both Alcander and Pisaro are ready to sacrifice themselves for the sake of pleasing Philander and Alcippus. As Pisaro prevents Philander from entering Alcippus's house, Alcander guards Alcippus's house once when Philander is inside with Erminia. He prevents Alcippus from entering the house lest he finds Philander inside. Further, as Pisaro advises Alcippus not to be angry if he finds Philander with Erminia, Alcander advises Philander to get Erminia back from Alcippus, because she is waiting for him to save her. According to Alcander's advice, Philander should not be worried about the sin of taking away another man's wife for the reason that

Alcippus is the one who should be held responsible for taking a woman who does not love him. Also, Alcander advises Philander to use force if necessary to regain Erminia, "...you have both power and justice on your side; / And there be times to exercise 'em both" (2.7.81-82).

From the beginning of the play till the end, Alcander supports his friends Philander and stands against Alcippus. At the same time, Alcander feels humiliated when he is not promoted to the rank of the General instead of Alcippus. He feels that he should get the position of the General, or at least, should be given promotion like Alcippus. He considers himself equal to Alcippus in everything, but Alcippus is promoted while he is not. Alcander reveals to Pisaro and Falatius his dissatisfaction about Alcippus's promotion, "Why the devil should I rejoice? / Because I see another rais'd above me; / Let him be great, and damn'd with all his greatness" (1.1.137-39). Then he adds:

What is't that thou cal'st merit?

He fought, it's true, so did you, and I,

And gain'd as much as he o'th' victory,

But he in the Triumphal Chariot rode,

Whilst we ador'd him like a Demi-God. (1.1.141-45)

Moreover, Alcander believes that his close friend Philander is not wise in his decision to let Alcippus mount to the top position in the army. By doing so, Philander commits a mistake because the army would then be under the control of Alcippus. As a quick negative result of this promotion, Philander loses Erminia. According to Alcander, the indifference of this sensitive position will bring Philander under the mercy of Alcippus or else would cost him his life. Alcander states, "And he [Philander] has most unluckily disarm'd himself, / And put the Sword into his Rivalls hand, / Who will return it to his grateful bosom" (1.1.174-76). At the end when

Philander marries Erminia and Alcippus marries Gallatea, all the four characters, Philander, Alcander, Alcippus and Pisaro regain their friendships. So, it can be said that friendship is one way to ensure the success of a marriage.

Behn is able to adjust the progress of the play at the proper time to favour the desires of the men and women characters. Therefore, she makes Erminia take up her role in earnest to resolve the matter. *The Forced Marriage* is a kind of conflict of the will of honour between Erminia's supposed husband Alcippus and her lover Philander. Their conflict cannot be resolved easily, since Erminia felt divided in her loyalty between the two men. Indeed, Erminia is torn between love and honour, between her love for Philander and her duty to her husband and father. She wants to behave according to the honourable codes of her society, but she is passionately in love with Philander. To keep her love for Philander, she finds herself going against the norms of the society where the girl is not allowed to disobey her father and refuse the order of the King. In order to keep her honour within the society, it might mean the loss of her lover, and then she would also have to remain an obedient wife to a husband whom she does not love. However, she is able to maintain her honour and love at the same time. Because she is a woman of honour, Erminia is able to do her marital duty towards her husband in a proper way; she meanwhile remains loyal to Philander by keeping her virginity. It is worth mentioning that many women and men attempt to satisfy their sexual desires out of wedlock. Erminia does not allow even her husband to have an affair with her since she is in an emotional attachment with Philander.

On the other hand, Philander himself is in a similar condition. He feels torn between duty, love and honour. His duties towards his father the King, General Alcippus and the norms of society are in conflict with his love for Erminia. People also hold him in contempt for seeking a married woman. Yet, he cannot leave Erminia because they are in love like twin flames as he

complains to Alcander, “Our Souls then met, and so grew up together, Like sympathizing Twins” (1.4.7-8). Further, he feels as if he is betrayed and dishonoured by the act of Alcippus. Nevertheless, Erminia and Philander choose love instead of duty. They preserve their honour, and then they get the consent and respect of all. Thus, they can be regarded as victors in the field of love and honour. At the end of the play, friendship and love, and duty and desire are reconciled and harmony is therefore restored.

To conclude, friendship in the play serves in one way or another, the issue of love and then marriage. In other words, the value of friendship is presented in a way, where friendship strengthens love between lovers and helps in overcoming the difficulties which stand in the way of marriage. Close friends may love the same woman, but one of them will stop his love at the time of discovering that his friend and the woman are in love with each other. However, the main factor for the success of marriage is love; when there is genuine love, the lovers will get married whatever obstacles might be there. It is right that some ulterior motive such as friendship may hinder marriage for a while, but it will be ineffective when there is real strong love.

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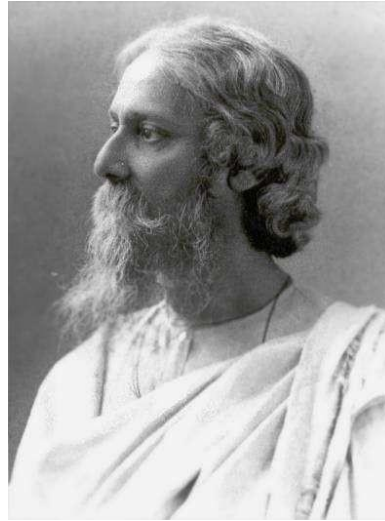
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Rabindranath Tagore: A Quest for Beauty

Dr. Neeru Bala, M.A., M.Phil., Ph.D.



Rabindranath Tagore (1861-1941)

Abstract

If it could be said that literature has reached its excellence in the creative hands of Rabindranath Tagore, then it would not be wrong to say that he was the one writer who first gained a place for modern India, on the world literary scene. An ardent apostle of endless excellence, Tagore is very aware of emphasizing the inner potentialities of man, and the reaching beyond of consciousness through partnership with Beauty, which might direct one toward the thrilling avenues of creative appreciation. Throughout his life, Tagore had worshipped the ideal of beauty and perceived it in his heart as a devoted disciple. Tagore does not adore external beauty as most poets do; and he envisages only the emotional beauty which he has personified in his writings as the ideal human characteristic. That is why this crucial element of all of Tagore's writing (after a deep analytical study) makes a reader firmly convinced of the deep spiritual impulse that inspired Tagore in the writing of his songs, which enhances his sense of beauty.

Introduction

To bathe in the beauty of creation is to be blessed with the blessings of the All Beautiful. Rabindranath Tagore, an incomparable worshipper of beauty throughout his life, sought beauty not extrinsically but intrinsically, introspectively and the sense of beauty appears in his creations as a living, dynamic force. As the fountain of beauty springs from the heart, his quest for beauty is primarily in the heart's core. He looks at the reasons for the blossoming force of beauty within as quite inexplicable. However, Tagore presents an explanation in his own inimitable fashion about the inner urge for beauty that is involved in the history of human creative process.

Tagore's Quest to Unfold Beauty

Like any faithful creative artist of beauty, Tagore believes in unfolding the inherent mystery of beauty. He believes in the truth of Bacon's statement that the best part of beauty is that which no picture can express. Therefore, the quest becomes a haunting one, a thrilling and unending voyage toward the sea of beauty. The quest for the beauty of death in creative force

appears in a new pattern of poetic consciousness. In fact, in the preface to this book of poems, the poet plunges into self-revelation in a very eloquent mode:

“Looking within my heart, an idea awoke within me that everything good and evil of my every moment, my all experiences of joy and sorrow of day to day life are taking an endless image of creation ceaselessly. The real nature of that creativity is the eternal ups and downs of this expression and non-expression. Thinking over this it seemed to me, What, then, is the meaning of death? Somehow the reply was that life retains everything while death leads. I am dying at every moment and through this death I am marching ahead towards the avenue of life. It is as if the work of sowing is going on within me the past, present and future is being sewn.”

The quest for the beauty of love that adorns every object of Nature goes on quite convincingly in Tagore's poems. Tagore has an inward eye of beauty that has its parallel only in that of Victor Hugo who is re-enlivened in Tagore's translation. The words of dedication the poet uses for his book of poems *Chhabi O Gaan* are worthy embodiments of the quest for beauty. In fact, the spring of beauty re-appears in a new garb in these poems and the poet plunges into the beautiful and mysterious world of Nature quite cordially and deeply to reveal the beauty of the Great Creator of the world. In this quest for beauty, Tagore makes new experiments with language and diction.

Energetic Enquiry into the Spirit Of Beauty

Joyous and youthful as the Poet maybe, the form of poetry seems to be drenched in beauty with a many-sided splendor in his creation. The creative spontaneity at this stage of his life gets a new spurt of energetic enquiry into the spirit of beauty. Tagore's genius is reflected in the exploration of the element of love in his poem Bhanu Singla Thakurer Padavali that has undergone long years of poetic endeavour. In fact, there is a soft corner for this creative manifestation of love in his heart and the romantic imagination is spread over the canvas of a mellow atmosphere of love.

Beauty Associated - Poignance of Pain

Rabindranath Tagore has a new vision of life for the manifestation of the poignance of pain in the human heart. The poet's quest for beauty as reflected in *Kadi O Komal* discovers beauty in a newer pattern, the youthful vigour in Tagore finds a new language of exposition. In his own comment titled "Kabir Mantabya" at the beginning of the book of poems as a preface, Tagore explains his own position quite frankly:

Youth is that time of the change of season in the life when the unexposed enthusiasm for blooming and perfection suddenly becomes visible in manifold colours and appearances. Kadi O Komal is my composition of that youth anew. Whatever found expression within me was new and sincere to me also. (RR-61)

Search for Word for Self-Revelation

The search for the word of the heart that the Poet undertakes, leads him towards a greater and thrilling quest for beauty. Tagore makes himself continually poised for the most unassuming but the most appropriate word for self-revelation and self-discovery. Rich and varied as his experience was in the wonderland of creative sensibilities, he could easily switch over from one pattern of imagery to the other. These variations are found in plenty in his *Manasi* where every poem is a romantic journey in the path of the quest for beauty.

Nature Personified as Beauty

Nature personified as beauty in the Poet's quest finds a new expression in the exposition of love that transcends romanticism to touch mysticism. The Poet also runs wild towards Nature, despite the fact that he is running towards her in futility. Tagore also makes a deep study of the smile in her face that spreads the mysterious aura of her intentions of love-offerings and interprets her beauty in the star studded sky. The delight of the mystery of Nature that the Poet enjoys in abundance finds its superb manifestation in the poems of *Sonar Tari*. On a different context, of course, the same sense of beauty is revealed in the poem *Paras-Pathar* (*The*

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Touchstone). Here the Poet enters rather more deeply into the concept of beauty and the vehicle for the manifestation of beauty, is a simple, self-disinterested *Khaypa* (*The Homeless*) who is in continual search for the real touchstone. The beautiful portrait of Nature is drawn with a sense of serenity in the backdrop of a great philosophy of life based upon the renunciation of the ephemeral objects of nature.

Beauty in the Pangs for Separation

The quest for beauty in the pangs of separation as expressed in *Viraha* is a natural comeback on the part of the Poet into the world of pure romanticism. The bereaved heart of the poet seeks beauty in void and this sense of beauty is created not in isolation without Nature, but essentially featuring Nature as an embodiment of nostalgia reminiscent of the eternal. The woes of the lover and the beloved, even in isolation, are alive in all natural perspectives and even the vacant room throbs again with the beautiful movements and conversations that haunt the poet's mind time and again.

Beauty and the Play of Child

Tagore enters into a new dimension in the quest for beauty. Here the Poet himself is a child playing on in innocence with the beautiful objects of Nature. But along with the eternal play of the child on the seashore of eternity, beauty appears in a deeper concept also. Hide and seek is the emblem of this quest eternal. The Poet unfolds the mystery of beauty in the autobiographical vein of a child spreading the oysters of beauty before the seashore of humanity. The poet has a keen eye and a kind heart too. He cannot be rude to the child despite his naughtiness, nor can become indifferent to his views and opinions. He allows himself to suffer from conflicts consequential to affection and awareness, duty and forbearance as the internal components of beauty. The sense of a somber attitude is engulfed in a deep veil of joyous activities that never allow a child to remain aloof from the kingdom of beauty. Indeed, it is the quest of all quests for beauty:

The appreciation of Beauty in Tagore is just like that of a devotee. This beauty eternal is different from that described by Browning who says that he cannot feed on beauty for the sake of beauty alone. (RR-191).

Beauty Personified as Woman

The quest for beauty is further accentuated in *Gitanjali* where beauty is personified as a woman and given a mystic interpretation. In Tagore desire means beauty. A woman, indeed, is a serene picture of beauty sans desire. Serene beauty is abstract. A woman whose beauty is admired does not earn this admiration for her bodily charms. She does it because she is abstractly an icon of beauty. In the poem *Urvashi* Tagore views *Urvashi* as the sheer woman not child, nor mother, nor wife but the beautiful woman who is goddess and seductress at once: “*Woman you are, to ravish the soul of Paradise. Like the dawn you are without veil, Urvashi and without shame*”.

Explorer of Truth Goes After Woman’s Beauty

As such a woman’s beauty is absolute, only an explorer of Truth runs after such beauty. The nearer the explorer goes to Truth, the more the bliss eternal flows on to him. This beauty is much beyond the reach of desire. This cannot be enjoyed in the physical sense; it can be enjoyed only in spirit untainted by selfish desire. Such a beauty can only be worshipped. Tagore treats Almighty as a beautiful woman who treads on everything. The whole of God’s creation is beautiful, hence True.

Derelict Clouds of Beauty, Etc.

In his quest for beauty, the Poet sometimes enjoys his vacant mood like the ‘derelict clouds’ of the sky, but even then beauty emerges with extraordinary brilliance of colours. Ever alert about the laughter of creation, the Poet goes out in his quest for beauty in the freedom of the wind and the sky, the birds and the streams, even dumb hours of darkness as he introspect, finds language in the stillness of eternity. The quest becomes more entertaining as he plunges

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into the deep sea of beauty: *"I placed your flower, O world! I pressed it to my heart and the thorn pricked. When the day waned and it darkened, I found that the flower had faded, but the pain remained"*.

Beauty of Pain and Suffering

Tagore sees the beauty of pain that remains after suffering has passed. He is ready to embrace sorrow that is to be christened in the halo of brilliance. The freedom from all encumbrances and constraints that he pines for, becomes a reality:

"You blind me with the flashes of laughter to hide your tears ..."

Seeking Beauty in the Love of the All Beautiful

A new concept of beauty emerges from the Poet's vast experience of Nature. The sweet incompleteness of Nature is the infinite charm of human life, continually seeking beauty in fulfillment. The inner wailing of the Poet's heart seeks beauty in the love of the All Beautiful. The world appears to him as the embodiment of the All Beautiful. He welcomes the world with his love that came like a song and was in happy union with eternity. The association of love in the form of a song with divinity, is an altogether new perspective of Tagore's quest for beauty. It brings forth in him a sense of humble dedication. It also marks a note of happy optimism that makes the Poet rather frank and buoyant.

Conclusion

If we analyse the creative works of Rabindranath Tagore, then it should not be denied that Tagore represents a happy blending of love, beauty and truth. The creative ideal, as the Poet elucidates, takes its form in the innermost essence of creativity and therein lies the brilliance of his quest for beauty. Tagore, therefore, seeks beauty anywhere and everywhere, but the process of seeking every time appears new with changing processes of imagination. The experimenting with prose-poems point towards the changeability of ideas and expression in search of beauty.

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The Poet's finer sensibilities, exploring new frontiers of beauty, find a new avenue of manifestation. Tagore's true concept of beauty is adorned with love. Here is truth dancing arm in arm with Beauty. Tagore has given a description of the serene touch of the beautiful. He feels the touch of Truth in the core of his heart. In the process of discovering beauty the Poet plays with imageries as freely and abundantly as possible. He allows them to be adorned with the ornaments of his language, the twists and turns appearing as sparkles that dazzle with much lustre.

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Post-Colonial Faces: A Comparative Analysis of Point of View in Ngugi Wa Thiong'o's *A Grain Of Wheat* and V. S. Naipaul's *The Mystic Masseur*

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Abstract

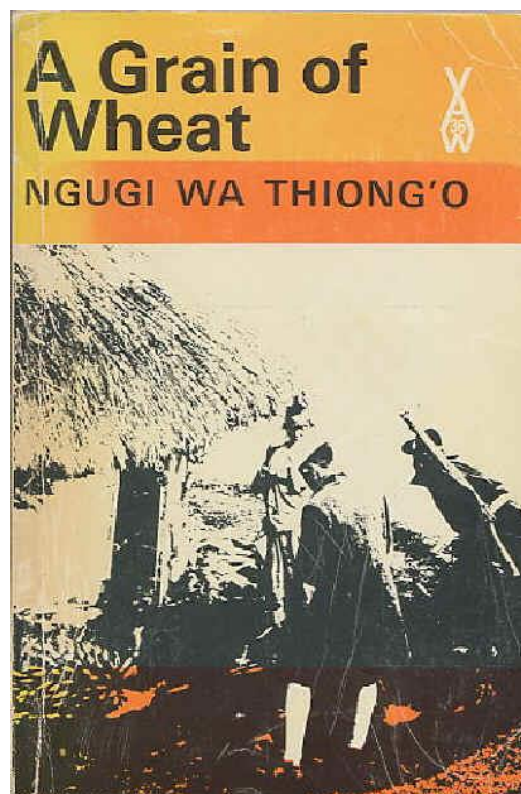
Style and content are two concepts or ideas that exist side-by-side in literature. Style or artistic expression in particular really helps to place content (subject matter and themes) of literary works in its proper perspective. This essay is a qualitative work positioned in the context of narrative technique and post-colonial studies. The primary objective of this study is to investigate the importance of narrative point of view in the understanding of post-colonial issues through a comparative analysis of Ngugi's *A Grain of Wheat* and Naipaul's

The Mystic Masseur. Qualitative research approach and post-colonial theory are the two vital tools used in the analysis of the texts.

The findings of this essay reveal that both Ngugi Wa Thiong'o and V. S. Naipaul use first and third person points of view, with varying frequencies, in developing their post-colonial issues. In addition, the study shows that narrative point of view primarily contributes to the development and understanding of post-colonial issues in the two texts under study.

Keywords: *A Grain of Wheat*, first person, Naipaul, narrative point of view, Ngugi, *The Mystic Masseur*, post-colonial, third person

Introduction



It is generally agreed that literature provides a lens through which human beings interpret the world in order to cause a social transformation. African and Caribbean writers like other writers from Europe, Australia and Asia write to present issues of their own

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experiences, imaginations and things they witness in their society. Placing emphasis on this idea, Fanon (1963) in his write-up, *On National Culture*, as contained in *The Wretched of the Earth*, argues thoughtfully that since African history, culture and identity have been displaced, disfigured, or destroyed by colonialism, it is the task of the native historians, intellectuals and artists to illustrate “the truths of the nation” (p.225) in order to affirm the existence of African culture. Post-colonial writers draw upon their own experiences and that of their own culture to fight against neo-colonialism. According to Brennan (1990), the novel is one of the means through which these post-colonial nations can be imagined. Deducing from the above statements by Brennan and Fanon, it can be said that Ngugi’s *A Grain of Wheat* and Naipaul’s *The Mystic Masseur* are novels aimed at revising the “disfigured” and “displaced” history and culture of a colonized people in order to create national consciousness among them.

In exploring the complex nature of the disruptive effects of colonialism on their respective society, Ngugi Wa Thiong’o and V. S. Naipaul have developed unique narrative technique, that is narrative point of view, which blends intimately with their choice of characters. Their narrative points of view and choice of characters emanate from definite personal decision by the authors to represent and influence the reality of the political, social and cultural environment to which they belong. With different narrative points of view, the two writers present their post-colonial themes with immense authority.

During the pre-colonial and post-colonial era, a new content-based literary genre known as post-colonial literature emerged around the sixteenth century. Colonialism modified and changed the physical territories, as well as human identity. As Lamming (1960), the renowned Caribbean writer puts it: “the colonial experience is a live experience in the consciousness of these people” (p.12-13). This observation by Lamming is what has

shaped the thought of these writers of the post-colonial period. Since the pre-colonial and

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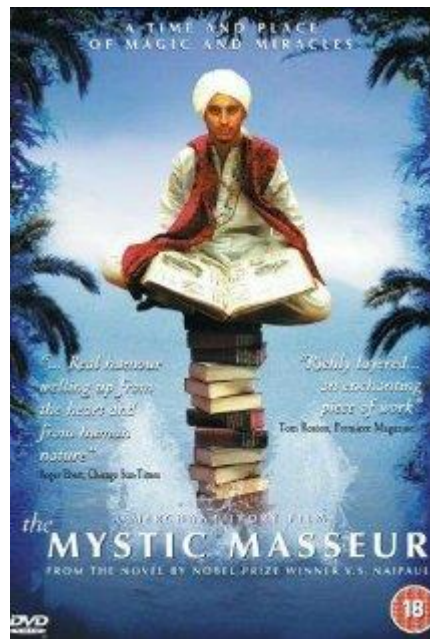
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post-colonial period, literary writers have been using literature as a means of exposing the disruptive effects of colonialism and problems that post-colonial societies face even after independence. It is against this backdrop that a new content-based genre known as “post-colonial literature” emerged. Following this emergence, Tyson (1999) in his work, *Critical Theory Today*, situates post-colonial literature within a number of qualities. One of such qualities is that post-colonial literature, wherever post-colonial critics place themselves, is interpreted based on overlapping themes such as mimicry, disillusionment after independence, double consciousness, alienation, unhomeliness and others.

Apart from the thematic studies in post-colonial works, narrative technique is also a different aspect that makes a novel very understandable. Narratology refers to both the study and the theory of narrative and narrative structures and the ways that these elements affect meaning and our view in general. As Lye (2008) in his *Lecture Note* puts it: “the story must get told, there are various ways to tell it, each way of telling may bring a different emphasis, different knowledge, different ways in which the readers process the story”. This therefore means that narrative point of view influences how thoughts, ideas, emotions and meanings are delivered to readers by the narrator. Some of the major subdivisions in narrative technique include flashback, foreshadow, character consciousness, point of view and others. Point of view, which is the focus of this study, is the position and direction by which literary works are perceived and related. Abrams (1981) clearly explains point of view in literature in his work, *A Glossary of Literary Terms*, as “the way a story gets told; the mode or perspective established by the author through which the audience is presented with the narrative ...” (p. 142). Also, Robert and Jacobs (1998) suggest that point of view is “the speaker, voice, narrator, mode... of a work” (p. 210). A point of convergence that is obvious

in these two explanations concerning point of view is that, it is the narrator and perspective of a work.



Ngugi Wa Thiong'o and V.S. Naipaul are prolific post-colonial writers whose contributions to African and Caribbean writings are facts that cannot be doubted. Their artistic style and technique in propagating their post-colonial subjects are very encouraging to learn from. As a means of exploring the artistic nature and post-colonial subjects of these prolific writers through a comparative analysis of Ngugi's *A Grain of Wheat* and Naipaul's *The Mystic Masseur*, this essay will establish that point of view contributes immensely to the development of post-colonial issues. We shall proceed by taking each point of view and show with instances how it influences the discussion of post-colonial issues in the various novels. Then a comparative study will be done as the conclusion aspect of the work.

Analysis of How Narrative Point of View Influences Post-Colonial Themes in the Two Texts:

I. Third Person Narration in *A Grain of Wheat*

The third person point of view basically has to do with the employment of the third person pronouns “he”, “she”, and “they” or the narrator referring to the characters by their names. In a broader sense, the third person could be an omniscient narrator who knows and sees everything about the characters. According to Losambe (2004), the omniscient narrator is not hindered by time or place. The narrator maintains some distance between himself or herself and the story being presented. In a situation whereby issues are presented from different characters’ point of view, it is classified by scholars as “multiple narration”. Having given the above background, this study will proceed to analyse how the third person point of view (multiple narration) influences the status of post-colonial themes in Ngugi’s *A Grain of Wheat* by carefully studying some selected influential characters of his novel- Kihika, Gikonyo, Karanja, Mumbi and Mugo, General R., Koina, Githua, Mr. Thompson and others.

Ngugi Wa Thiong’o, through the multiple narratives, is able to uncover several post-colonial themes. One of the most influential themes Ngugi reveals in *A Grain of Wheat* is the theme of disillusionment. Ngugi aesthetically treats the theme of disillusionment through the perspective of the following characters - Gikonyo, Koina, Githua, and General R. Reconstructing the history of Kenya from the point of view of this group of characters, Ngugi reminds us of how the new nation-state is manipulated and controlled by the elite. The fruits of Kenyan independence are not eaten by characters such as Gikonyo, General R., Githua and Koina, who form the working-class and the peasants, the two classes which Ngugi considers to form the majority of the freedom fighters. For instance, Gikonyo's disillusionment can be demonstrated in his failed effort to ask for a bank loan from an M.P. in Nairobi. Also, as it is seen in the novel, it turns out that the piece of land which Gikonyo and five others want to buy for their business has been bought by another Kenyan person. Later in the novel, Gikonyo discovers that the new landowner of Richard Burton’s land is his own M.P.

Gikonyo's frustrations are generally expressed by him in a conversation with Mugo, in the following words: "But now, whom do we see riding in cars and changing them daily as if motor cars were clothes? It is those who did not take part in the movement, the same who ran to the shelters of schools and universities and administration" (p.75).

Here, Ngugi suggests that even on the day of independence the people's struggle is being betrayed by a new ruling class who, in the words of Fanon (1963), "are completely ignorant of the economy of their own country" (p.151). Like the other politicians, the M.P. does not really care about development of the masses. This M.P. and other politicians function in postcolonial Kenya as the agents of colonial power, preoccupied with their self-interests and not the welfare of their own people.

Furthermore, the post-colonial subject of disillusionment can be seen in Githua's encounter with Mugo and General R. at the "Uhuru Hotel: subtitled Bar and Restaurant" (p. 137). As Githua, the Mau Mau fighter in the novel, says, "The government has forgotten us. We fought for freedom. And yet now!" (p.139). Representing the marginalized and the voiceless, Githua wants his voice to be heard and his sacrifice as a freedom fighter remembered in postcolonial Kenya. He says to Mugo, "So, Chief. Remember me. Remember the poor. Remember Githua" (p.139). Here, through the pleading voice of Githua, Ngugi focuses on how the woeful plights of the "ignored masses" have been neglected by the new government after Kenya's independence.

Closely linked to the theme of disillusionment is the theme of doubt and uncertainty, which Ngugi reveals from the points of view of General R., Karanja and Koina. After Kenyan's independence, one would have expected that the freedom would bring hope and contentment to the masses. However, the aspirations of the people are replaced with mistrust and uncertainty, which becomes a new obstacle for the Kenyans. As General R. says in his independence celebration speech, "And I know even now this war is not ended. We get

Uhuru today. But what's the meaning of 'Uhuru'?" (p.240). Ironically, the biting effects of neocolonialism are most profound on those who actually fought in the Mau Mau war. In this novel, the narrative of doubt and uncertainty can be succinctly summarized by Koina's questions. Upon seeing Dr. Lynd, an European plant pathologist, whom he used to work for, Koina, who fought in the Mau Mau war, asks in a doubtful manner: "Why was she still in Kenya? Why were all these whites still in Kenya despite the ringing of Uhuru bells? Would Uhuru really change things for the likes of him and General R? Doubts stabbed him" (p.232). All these questions posed by Koina are perhaps well answered by Karanja's prophetic words: "The coming of black rule would not mean, could never mean the end of white power" (p. 42). Ngugi also stresses that this new ruling class has little concern for the people. This instance can be seen in the novel when General R. recalls Lt. Koina's recent misgivings, where Koina talks "of seeing the colonial past still haunting Independent Kenya" (p. 239). From these instances, one can draw the conclusion that the people of Kenya detect little meaning of Kenya's independence as they are plagued with fear and suspicion. Also, the prophetic statement of Karanja echoes on in the novel to reveal the neo-colonial state of Kenya which is manipulated and controlled by the "supposed educated elite" in Kenya.

Structurally, Ngugi's multiple character perspectives (focused on characters such as Mugo and Karanja, who represent the Kenyan society, and Dr. John Thompson, who represents the colonial government) relate to his post-colonial subject of betrayal. A typical evidence in the novel to support this claim is when Karanja betrays his own community's safety and integrity by collaborating openly with John Thompson and the colonial administration. As an appointed chief of the colonial administration, Karanja selfishly searches for his personal gratifications or individual freedom at the expense of his own collective community. Even though Karanja decides to be on the side of the colonial government, he is cautiously warned by his mother, Wairimu; yet he chooses to ignore her:

“During the Emergency, Wairimu disapproved of her son becoming a home guard and a chief and said so. Don’t go against the people. A man who ignores the voice of his own people comes to no good end” (p. 245). From this statement, one can conclude that Ngugi, through his post-colonial writings, is trying to caution Kenyan leaders, in particular, and African political leaders, in general, not to betray their country’s safety and integrity for their selfish satisfaction and progress.

Also, when Mugo betrays Kihika, a true patriot and nationalist of Kenya, it causes more harm to the freedom fighters. The omniscient narrator’s revelation of Mugo’s tortured thoughts showcases the result of his betrayal- the death of Kihika. In his work, *Detained: A Writer’s Prison Diary*, Ngugi (1981) explains the importance of Mugo’s suffering and fate: “In the novel, *A Grain of Wheat*, I tried, through Mugo who carried the burden of mistaken revolutionary heroism, to hint at the possibilities of the new Kenya” (p. 90). Here, through the creation of the character, Mugo, Ngugi tries to predict what may happen to Kenya if the country is governed by unpatriotic people like Mugo in the novel, who may betray the safety and integrity of “the new Kenya” for their personal satisfaction.

Moreover, Ngugi develops the character, Kihika, beyond an original “Mau Mau” revolutionary deliberately to develop his post-colonial themes of nationalism, resistance and unity. Through the use of disguise and daring, Kihika is actually developed into the epic “Mau Mau” character reminiscent of Stanley Mathenge or Didan Kimathi, two of the key leaders of Land and Freedom Army of the 1950’s in Kenya. Using the omniscient narrator, Ngugi gives Kihika historical depth as a nationalist figure, by tracing his early life:

Kihika's interest in politics began when he was a small boy and sat under the feet of Warui listening to stories of how the land was taken from people. . . Warui needed only a listener: he recounted the deeds of Waiyaki and other

warriors, who, by 1900 had been killed in the struggle to drive out the white man from the land; of Young Harry and the fate that befell the 1923 Procession; of Muthirigu and the mission schools that forbade circumcision in order to eat, like insects, both the roots and the stem of the Gikuyu society. . . Kihika's heart hardened towards 'these people', long before he had even encountered a white face (p. 91).

When Kihika talks about Kenyan independence, he says that what is needed is the unity of the people. Unity is the strong force of the people against the military strength of the British. The novel explores the idea of unity in the community as well as in political lives. The strong forces that oppose unity are isolation and division, and the focus on self to the detriment of the larger society. Unlike Kihika, Mugo is the quintessence of isolation and he ultimately destroys himself through his own isolation. He has no family or sense of leading a political life in the community of Thabai and Kenya. Mugo only wants to live in isolation. In contrast with Kihika, Mugo does not see the reason why he should fight for the freedom of his own community. Mugo does not realize that he is in the same position as the other African people of Kenya. However, no man can exist only for himself; he must live in a society. Kihika preaches the importance of collective action rather than individual endeavor in his advocacy of anti-colonial resistance. Throughout the novel, there remains tension between individual and collective action that is never fully resolved. Mugo's unconcerned attitude towards the collective freedom of his community is revealed by the omniscient narrator through Mugo's own thought:

Why should Kihika drag me into a struggle and problems I have not created? Why? He is satisfied with butchering men and women and children. He must call on me to bathe in the blood. I am not his brother. I am not his sister. I have not done harm to anybody. I only looked after my little shamba and crops. And now I must spend my life in prison because of the folly of one man! (p. 210).

Even though Mugo's betrayal is considered as unfortunate, it also results in a new life for other characters in the novel. Ironically, the main purpose of Mugo's public confession during the time of Kenya's independence is to heal the wounds of betrayal, which indirectly is a cause of distrust and disunity in the novel. In support of this action, JanMohamed (1983) makes an interesting point that even though Mugo wants to isolate himself from other people, he is integrated as a member of the society and he makes the community more open to each other: "Mugo's self-sacrifice, through his confession, is ultimately soothing; it becomes symbolic of the regeneration of open communication and has notable effects on Gikonyo and Mumbi" (p.218). Mugo eventually brings reconciliation to his community by inviting other people to redeem themselves in the post-independence era, and they start a new life in a new "imagined" community.

II. First Person Narration in *A Grain Of Wheat*

Despite Ngugi's effective use of the omniscient third person narrator, he also makes use of the first person point of view in some instances. Unlike Naipaul's *The Mystic Masseur*, which makes dominant use of first person point of view, Ngugi's *A Grain of Wheat* makes minimal use of the first person narration. Specifically, the narrator's reference to the first person plural "we" makes him part of the Kenyan community affected by British colonialism. For instance in the novel, to indicate that he is a victim of Kenya's colonization by Britain, he says that: "Learned men will, no doubt, dig into the troubled times which we in Kenya underwent, and maybe sum up the lesson of history in a phrase" (p. 143).

Upon careful observation of the above excerpt, we can identify that the narrative voice resembles authorial matter-of-fact account anchoring events within a definite historical context. Viewing it from the historical context, the above excerpt recounts the kind of inhuman treatment and oppression that the Kenyan freedom fighters went through during

colonization. The narrator who appears to be part of this historical incident summarizes the inhuman treatment meted out to the innocent Kenyans: “As soon as they got out of the train, they were made to squat in large queues with their hands on their heads. The soldiers beat them with truncheons, cynically encouraging one another: strike harder ...” (p. 143). The image of brutality and the sense of helplessness echo in this last quotation, showing the painful torture and suffering of fellow Kenyans.

To sum up, it is worth noting that through several characters’ point of view and the first person point of view (the least point of view), *A Grain of Wheat* (1967) discusses both colonial and post-colonial themes in Kenya, in a village in which the people’s intertwined lives are transformed by the 1952-1960 Emergency in Kenya.

III. Third Person Narration in *The Mystic Masseur*

In the demonstration of the theme of mimicry, Naipaul minimally employs the third person narration in addition to the first person point of view. With his third person point of view, instead of the participant narrator recounting the actions in the story, the story is narrated from the multiple character point of view. Thus, the external narrator switches to other characters from time to time. This can be seen in the use of the third person pronouns “he”, “she”, and “they”. Unlike Ngugi’s *A Grain of Wheat*, which reveals the thoughts and feelings of each of the characters, Naipaul’s *The Mystic Masseur* only reveals the actions and experiences of each of the characters and not what goes on in their minds.

From the viewpoint of characters such as Ganesh Ramsumair, Leela, Narayan, Partraps, and Street and Smith, Naipaul is able to develop his post-colonial subject of mimicry and its effect, being ambivalence. Here, the external narrator is used as a device which creates an ironical distance in the story in order to highlight the inherent ambivalence of mimicry oscillating between its complicity in colonial domination and its potential

subversion of the latter. For Bhabha (1994), “colonial mimicry is the desire for a reformed, recognizable ‘Other’, as a subject of difference that is almost the same, but not quite” (p. 122). Based on the evidence from the text under study, we can point out that Ganesh, the hero of Naipaul’s *The Mystic Masseur*, expresses his proclivity for colonial mimicry when he advocates the use of correct English instead of Trinidadian dialect to his wife, Leela:

One day he said, ‘Leela is high time we realize that we living in a British country and I think we shouldn’t be shame to talk the people language good’. . . . All right, man. ‘We starting now self, girl’. ‘As you say, Man’. ‘Good. Let me see now. Ah, yes. Leela, have you lighted the fire? No, just gimme a chance. Is “lighted” or “lit”, girl?’ ‘Look, ease me up, man. The smoke going in my eye.’ ‘You aint paying attention, girl. You mean the smoke *is* going in your eye’ (pp. 65-66).

Still on the issue of mimicry and ambivalence, it must be noted that the introduction of English education in the Caribbean produced an ambivalent relationship with language and contributed to distorting the cultural identity of the West Indians, in general and Trinidadians, in particular. For instance, in Trinidad, speaking a different language other than the English language marks people as being countrified and even uneducated; while speaking English makes them feel that they are imitating British mannerisms. Therefore, while speaking Creole serves, in a way, to unite the diverse ethnic elements in the Caribbean, English language has always been the divisive factor in West Indian culture. Evidence in the novel to illustrate this point can be seen when the third person limited narrator in the text under study only reveals the action of Street, Smith and Ganesh by saying that:

Street and Smith had made him think about the art of writing. Like many Trinidadians Ganesh could write correct English but it embarrassed him to talk anything but dialect except on very formal occasions. So while, with the encouragement of Street and Smith, he perfected his prose to a Victorian weightiness he continued to talk Trinidadian, much against his will (p. 65).

The above quotation and the earlier one before this one clearly demonstrate that language is one of the major tools with which the colonizer seeks to discredit and belittle the culture and identity of the colonized.

Also, the effect of mimicry is posited as central in post-colonial studies by post-colonial theorists. According to them, the colonial subject after imitating the colonizer, for instance, in language, develops a double consciousness (Tyson, 1999). This means that colonial subjects like Ganesh and Leela perceive their world as divided between two opposing cultures: culture of the colonized and culture of the colonizer.

IV. First Person Narration in *The Mystic Masseur*

As we have noted in this paper, the first person narration is in use when the narrator is a character in the story using the pronouns “I-me-my-mine-us-we-our-ours” in his or her speech. Unlike Ngugi’s *A Grain of Wheat* which makes dominant use of the third person omniscient point of view, in developing his postcolonial themes such as disillusionment, doubt and uncertainty, colonialism and neocolonial issues, Naipaul’s novel, *The Mystic Masseur*, employs the first person narrative point of view as the controlling narrative to develop his postcolonial themes of mimicry and new identity. Even though Naipaul uses Ganesh Ramsumair as his focal character, he is able to develop his numerous themes by using a direct observer who tends to reveal various information and moments of deep insight which may also be his own.

Structurally, with the focus of the participant narrator on the central character, Ganesh Ramsumair, Naipaul discusses the postcolonial subject of mimicry, a feature of his own experience as an Indian in the West Indies, a West Indian in England, and as a nomadic intellectual in a postcolonial world, which is also a major problem in Third World Countries,

in general and Trinidad, in particular. In general connotation, “mimicry” refers to the imitation of one culture by another culture. Tyson (1999) explains mimicry as the imitation of the “colonizer, as much as possible, in dress, speech, behavior, and lifestyle” (p. 368). This imitation may therefore be complete, reflecting in every aspect of the life of “colonial subjects” who believed in the superiority of the colonizers.

Even though Tyson does not mention “change of name” as a distinctive marker of mimicry, it must be noted that it forms part of the “mimic act”. Bhabha (1994) in his essay *Mimicry and Man: The Ambivalence of Colonial Discourse* demonstrates that colonial mimicry produces not only resemblance, but also difference; thus being ambivalent and therefore potentially subversive. Mann (1984) argues that *The Mystic Masseur* depicts Naipaul’s early critical stance on mimicry as a theme. Certainly, mimicry emerges as the central theme of the novel and Ganesh, the failed teacher-turned-mystic-turned-politician, emerges as the total mimic man. Thus, in the novel, the theme of mimicry is expressed through Ganesh, who is sent to study at the Queen’s Royal College:

Ganesh never lost his awkwardness. He was so ashamed of his Indian name that for a while he spread a story that he was really called Gareth. This did him little good. He continued to dress badly, he didn’t play games, and his accent remained too clearly that of the Indian from the country” (p. 10-11).

The above quotation obviously presents Ganesh as a struggling individual who is prepared to give up his Indian heritage for what he perceives as superior to his own culture.

When the colonial governor appoints Ganesh as an official Member of the Order of the British Empire in 1953, Ganesh becomes ashamed of his Indian name, which he changes from “Ganesh Ramsumair”, turbaned faith-healer, to “G. Ramsay Muir”, sack-suited

diplomat, in London. This instance can be seen at the concluding part of the novel where the participant narrator reports that:

The day of the visit came and I was at the railway station to meet the 12.57 from London. As the passengers got off I looked among them for response with a nigrescent face. It was easy to spot him, impeccably dressed, coming out of a first-class carriage. I gave a shout of joy. ‘Pundit Ganesh!’ I cried, running towards him. ‘Pundit Ganesh Ramsumair!’ G Ramsay Muir,’ he said coldly. (Epilogue).

In analyzing the above excerpt from the stylistic and thematic point of view, we can establish the fact that the use of the participant character, playing the role as an observer on Ganesh Ramsumair, the central character, contributes immensely to our knowledge of the postcolonial subject of mimicry on the colonial subject, Ganesh Ramsumair. Also, as the main character in the novel, the I-character positions Ganesh as the quintessential postcolonial subject in the novel. Furthermore, the participant narrator presents the accounts of Ganesh and expects us to believe that “the history of Ganesh is, in a way, the history of our times”, despite the fact that, “there may be people who will welcome this imperfect account of the man Ganesh Ramsumair, masseur, mystic, and, since 1953, M.B.E” (p. 8).

Moreover, the participant narrator’s revelation of the success of Ganesh Ramsumair at the beginning of the novel shows that Ganesh’s rise from a struggling masseur in Fuente Grove to the position of British Representative at Lake Success in Port-of-Spain (which is the centre of politics and corruption) not only result in the betrayal of his people, but arguably, also of himself. Before Ganesh’s position as a Hindu Indian Member of the Legislative Council (M. L. C) of Trinidad, “he was always ready to do a favour for any member of the public, rich or poor” (p. 201). However, when the colonial governor appoints Ganesh as an official Member of the Order of the British Empire (O. B. E), he betrays the local people and

“in 1950 he was sent by the British Government to Lake Success and his defence of British rule is memorable” (p. 207). This whole incident is foreshadowed by the participant narrator when he summarizes the life history of Ganesh in the following words:

LATER HE WAS TO BE famous and honoured throughout the South Caribbean; he was to be a hero of the people and, after that, a British Representative at Lake Success. But when I first met him he was still struggling masseur, at a time when masseurs were ten a penny in Trinidad. This was just at the beginning of the war, when I was still at school. I had been bullied into playing football and in my first game I had been kicked hard on the shin and laid up for weeks afterwards (p.1).

It is clear that Ganesh becomes successful and even famous throughout the South Caribbean, but not after losing a greater part of his belief in his own Indian heritage for the ideal lifestyle he found in the life offered by the British colonial government.

Conclusion: A Comparative Analysis of the Influence of Narrative Point of View on Post-Colonial Themes in the Two Texts.

Through a comparative analysis of Ngugi's *A Grain of Wheat* and Naipaul's *The Mystic Masseur*, this paper establishes that point of view contributes immensely to the development of post-colonial issues. It is evident from the paper that the first person and third person points of view are the two main perspectives adopted by Ngugi Wa Thiong'o and V. S. Naipaul in their works: *A Grain of Wheat* and *The Mystic Masseur* respectively, though they occur with varying frequencies. These points of view account for the development of post-colonial themes in the two texts. Significantly, Ngugi's use of the third person narration with an omniscient narrator is very effective, with frequent insertions of internal monologue, which gives us direct access to the characters' thoughts and perceptions—a mode almost completely absent in Naipaul's work, *The Mystic Masseur*.

Structurally, *A Grain of Wheat* is much more involved. Through flashbacks, Ngugi constantly shifts his point of view through multiple characters. From the above analysis, we can see that major post-colonial themes such as disillusionment, doubt and uncertainty, betrayal, nationalism and unity are developed from the following characters' point of view- Gikonyo, Githua, Koina, General R., Mugo, Karanja, Mumbi, John Thompson, and Kihika. We can also see that truly the multiple characters' point of view in *A Grain of Wheat* relates to the content of the text. Though Ngugi uses an omniscient narrator, there are several places where the use of "we" points to a narrator who is one with the natives' cause. From the first person point of view, the narrator identifies himself with the post-colonial theme of oppression as brought by the process of colonization in Kenya.

However, in *The Mystic Masseur*, and based on the evidence shown in the above analysis, the paper shows that the central post-colonial subject of mimicry is emphasized from the first person point of view. Here, the participant narrator positions the central character, Ganesh, as the extreme mimic man. To further add to the knowledge of post-colonial themes in the novel, Naipaul employs few instances from the point of view of other characters such as Leela, Street and Smith, and Ganesh, whose thoughts are not necessarily revealed as in the case of characters in Ngugi's *A Grain of Wheat*.

From the analysis, one other conclusion that can be drawn in relation to the themes and narrative points of view studied above is that first person point of view and third person point of view are extremely influential in the development of different post-colonial subjects in the two texts under study. As we have already noted, this is because each narrative point of view devised by the two authors brings a different emphasis and a different knowledge, which affect the reader's understanding of post-colonial issues in the two texts. Indeed, the two postcolonial writers, Ngugi Wa Thiong'o and V. S. Naipaul, with varying frequencies of

point of view, have expressed the disruptive tendencies of colonialism in *A Grain of Wheat* and *The Mystic Masseur*, respectively.

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A Study on Reasons for Code-Switching in Facebook by Pakistani Urdu English Bilinguals

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Abstract

With over 800 million active users, Facebook is changing the way hundreds of millions of people relate to one another and share information. Language has also been influenced in terms of its usage and practices as it is one of the favored modes of communication on the Internet. Code switching is one of the language phenomena where such changes can be traced.

This paper aims to find out code-switching in online interaction also the reasons for doing so by

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examining participants' bilingual exchanges in social networking website. This study adapts Malik's (1994) ten reasons for code-switching as a framework to investigate the reasons of code switching by Urdu English bilingual students of five postgraduate institutes of Pakistan. The data consisted of messages posted by bilingual students on their Facebook profile pages. The study uses descriptive qualitative method to analyze data collected through convenient sampling method. Findings show that code-switching is a prevalent phenomenon in Pakistani Urdu English bilingual speakers on facebook. Based on the analysis the study concluded that code switching is not only apparent in spoken discourse but also in online written discourse and the reasons for switching codes are similar to those of verbal communication.

Keywords: Code switching , Facebook, Reasons, Bilingual

Introduction

Code switching is a widespread phenomenon in bilingual speech and it is therefore not surprising that a great proportion of research on bilingualism focus this. More often than not, bilinguals will find themselves switching or mixing between languages that they are familiar with while engaging in a conversation daily. Known as code-switching in linguistics, many bilinguals will utilize their ability to shift from one language to another to communicate with others in an unchanged setting and usually within the same utterance (Bullock & Toribio, 2009).

Code-switching, alternatively known as code-mixing, is not an unfamiliar linguistic phenomenon in Pakistan, a multilingual country where bilinguals often communicate with more than just one language or variety in everyday interaction. Code-switching, which may be defined as the alternation between two or more languages in a speaker's speech, occurs naturally in the speech of bilinguals. According to some studies, code-switching often happens subconsciously;

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people may not be aware of the fact that they have switched, or be able to report, following a conversation, which code they used for a particular topic (Wardough, 1998, p. 103).

Myers-Scotton and Ury (1977) explained code-switching as the “use of two or more linguistic varieties in the same conversation or interaction.” Thus, code-switching may be defined as the alternate use of two or more languages by bilinguals in a conversation. Unlike other sociolinguistic phenomena such as pidgins and creoles where speakers in contact only need to have knowledge on the common language that is used to communicate with speakers of other languages, code switching requires its speakers to know at least two or more varieties, making it an activity exclusive to only bilinguals.

The occurrence of code-switching is often seen as a natural and subconscious phenomenon in bilingual speech. According to Nomura (2003), speakers may not be aware that code-switching has occurred in their communication or be able to report which language they have used during a particular topic after the conversation.

However, research has shown that the phenomenon does not happen without a purpose. A study by Ariffin and Rafik-Galea(2009) showed that code-switching is a tool or employed by speakers or discourse strategies used to effectively communicate their intents and express social and rhetorical meanings in their conversation.

Although code-switching and borrowing are often debated as having similarities, many linguists have since proved both phenomena to be very distinct. Myers-Scotton (2006) asserted that borrowed words arise in conversation with some level of predictability while the same aspect cannot be applied to code-switching words. This means that borrowed words tend to be used in other conversation as well but code-switching words may occur only once and not in other discourses. Also, phrases are unusually borrowed from their original languages as it is hard

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to do so without losing their original elements and intended usage. It is parallel to Gumperz's (1982) claim that the borrowing phenomenon happens at word and clause level while code-switching at syntax level.

While many linguists have placed their interest on code-switching that takes place in verbal communication, the emergence of various non-verbal communication devices due to the rapid technology development over the past decades has resulted in the increased amount of computer-mediated exchanges such as in instant messaging, e-mail and social networking websites.

Facebook, the world's largest social network website that allows users to connect with other people, share information and communicate online, is one of such electronic media where code-switching often happens. Non-verbal communication provides bilinguals with different conditions for code switching. The mediated nature of online conversation allows bilinguals the time and opportunity to edit the content before being sent to another party, a feature that is not available in verbal interaction as conversation is spontaneous. In other words, the growing use of various communication tools for electronic devices such as computers and mobile phones has brought about various communicative functions and reasons for code-switching.

Statement of Problem

Due to the bilingual education system and multilingual communication patterns in Pakistani society, speakers are bound to know more than one language. Other than acquiring their mother tongue through informal family instruction at young age, students also learn and use a second or even a third language through formal education (Gulzar, 2010). Therefore, code switching is more likely to occur in order for communication to be successful among speakers of different social backgrounds. While extensive studies have been done to explain the linguistic

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phenomenon in verbal communication, the area of code-switching in computer-mediated communication has not been clearly defined especially social networking website that has only become popular in the recent few years. Thus, this research attempts to fill this gap by revealing the reasons for code-switching in non-verbal communication as opposed to the widely researched code-switching in verbal conversation

Objectives of the Study

The primary objective of this study is to examine the phenomenon of code-switching in computer-mediated communication (CMC) by bilingual university students. The various reasons for code-switching are identified by collecting and analyzing students' bilingual texts in social-networking website which has been a popular medium of communication on the Internet.

Significance of the Study

This study will add to the existing literature on code-switching, specifically on online conversation. Information gained from the study will help to provide insight on how and why code-switching occurs not only in spoken but also in written form. It is important as bilinguals will then be aware of the code-switching that occurs during online communication via social networking website. As a result, code-switching can be used to obtain positive effects in online conversation by bilinguals such as to express group solidarity, establish goodwill and emphasize a point as mentioned by Muthusamy (2009).

Research Questions

The research questions for this study are as follows:

1. What are the reasons for Pakistani Urdu English bilingual students to switch codes in online messages sent via social networking website?

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2. What are the most frequent reasons for the phenomenon of code-switching among Pakistani Urdu -English bilingual students in social networking website?

Literature Review

The convergence of the Internet and the web has brought about a new medium for information sharing and communication known as computer-mediated communication (CMC). Crystal (2006) used the term Internet linguistics to refer to the study of the new styles and formats and the development of language that emerged from the new electronic media.

According to Thurlow, Lengel and Tomic (2004), CMC fundamentally refers to any human communication achieved through, or with the help of computer technology. The areas include all types of Internet activity such as e-mail, instant messaging, games interaction and bulletin boards.

Crystal (2006) views CMC as an emerging third medium, a hybrid between traditional speech and writing where certain properties are shared by CMC while others are not.

The trending usage of CMC is indeed imposing different conditions for language to be used than those by other forms of conventional communication. Studies have shown contradicting results of how language is used in CMC. Therefore, the change in code-switching can also be traced from the language of the swiftly developing medium of communication.

Facebook

Facebook is a social network website that provides an extensive number of features for its users to socialize and share information about themselves. Users can sign up on the website with a valid e-mail address and create a profile page, allowing them to keep updated with friends' social activities, upload photos, share links and videos and connect with people. As of January

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2011, the network was estimated to have more than 600 million monthly active users worldwide (Carlson, 2010). One of the main features is the News Feed where users can publish status updates and share them with users in their network. The status updates posted on users' profiles pages will then available to be replied or commented on at any time by other users. Thus, Facebook has become the leading social network platform on the Internet and a vital communication tool globally.

Bilingualism and Code Switching

Bilingualism is a concept often associated with code-switching as a speaker must be able to perform more than a language in order to code switch. Numerous attempts have been made by linguists to describe and fully understand the concept from various aspects such as categories, factors and degree of bilingualism.

One of the earliest studies carried out by Bloomfield (1933) broadly defined bilingualism as the “native-like control of two languages.” The definition raised some questions on the degree of mastery or competency of a speaker in the languages in order to be considered to have native like control.

Haugen (1953) further explained that bilingualism only exists when a speaker of one language has the ability to produce complete meaningful utterances in another language. While the definitions remain vague and do not entirely reveal what exactly is needed for a speaker to be a bilingual, both Weinreich (1953) and Mackey (1957) provided a more or less similar definition where bilingualism is said to be the alternate use of two languages or more by the same speaker, altogether embracing the concept of multilingualism in its definition.

Code and Code-switching

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The concept of *code* was put forward by Bernstein (1971). It refers to any system of signals, such as numbers, words, signal, which carries concrete meaning. Wardhaugh pointed out that the term *code* is a neutral term rather than terms such as *dialect*, *language*, *style*, *pidgin* and *creole* which are inclined to arouse emotions. Code can be used to refer to “any kind of system that two or more people employ for communication” (p.86). When a particular code is decided on, there is no need to stick to it all the time. People can and should shift, as the need arises, from one code to another. In the studies of code-switching, there have been various definitions of the term “code-switching”.

Gumperz referred to it as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (p.59). Cook came up with the notion that code-switching is the process of “going from one language to the other in mid-speech when both speakers know the same languages” (p.83). As defined by Lightbown, it is “the systematic alternating use of two languages or language varieties within a single conversation or utterance” (p.598).

To be brief, code-switching is the shift from one language to another within a conversation or utterance. In the context of foreign language classroom, it refers to the alternate use of the first language and the target language, a means of communication by language teachers when the need arises.

Types of Code-Switching

There have been many attempts to give a typological framework to the phenomenon of code-switching. One of the most frequently discussed is that given by Poplack. Poplack identified three different types of switching which, more often than not, bilinguals will find themselves switching or mixing between languages that they are familiar with regularly while

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engaging in a conversation daily. Known as code-switching in linguistics, many bilinguals will utilize their ability to shift from one language to another to communicate with others in an unchanged setting and usually within the same utterance (Bullock & Toribio, 2009). Code-switching is traditionally assumed to be an indication of language knowledge deficiency in bilingual speakers. However, various researchers have proposed that code-switching is also commonly used by bilinguals to achieve particular interactional goals in a conversation with other speakers (Shin, 2010).

Additionally, code-switching was viewed as a choice in determining the linguistic choices used in a conversation where the rewards and costs for using either of the languages was weighed by the switcher to achieve a particular outcome (Myers-Scotton, 1979).

The theory was further represented in Myers-Scotton's (1993) Markedness Model based on the social motivation of code-switching. The model centers on the notion of code-switching as low level proficiency in the second language. The model centers on the notion of code-switching as language choices made by speakers and it is seen as either an unmarked or marked language choice in different speech situations. Code-switching is deemed as an unmarked or safe choice when it is more or less expected in a particular type of interaction that is determined by factors other than the conversation content such as social and situational settings. In contrast, marked choice is unpredictable, disregarding social and situational factors and what is expected in the interaction. Therefore, a marked choice is a negotiation about the speaker and the speaker's relationship with other participants (Myers-Scotton, 2006).

Types of code-switching

In one of the early researches, Bloom and Gumperz (1972) identified two types of code-switching: situational and metaphorical. Situational code switching is influenced by situation

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change in a conversation or discourse such as the change in participant, topic or setting. Metaphorical or conversational code-switching, on the other hand, works as a conversational strategy to assist conversational acts such as an apology, request, complaint or refusal. From another perspective, Poplack (1980) categorized code-switching into the following three types: tag-switching, intersentential and intrasentential.

Tag-switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of code-switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions thus not violating syntactic rules when being inserted into monolingual sentences. Common English tags such as *I mean, you know* and *I wish* are some of the examples that fit into that category.

Intersentential Switching

Intersentential switching happens at clausal or sentential level where each clause or sentence is in one language or another. Occurring within the same sentence or between speaker turns, this type of code-switching requires its speaker to be fluent in both languages in order to conform to the rules of the languages.

Intrasentential Switching

Intrasentential switching is possibly the most complex type among the three, can take place at clausal, sentential or even word level. Since the early 1970s, code-switching has gained the interest of scholars as a naturally occurring use of languages by bilinguals (Ariffin & Rafik-Galea, 2009). The motivations, functions and reasons of code-switching have been studied extensively by a number of researchers from various linguistics perspectives.

Malik (1994) in discussing the sociolinguistics of code-switching of the language situation in India explained ten reasons for speakers to code-switch.

Frame Work for This Paper

In this research article about code switching in a social network between speakers of Urdu and English Malik's (1994) review on ten reasons for code-switching will be used to discuss the occurrences of code-switching in online communication. The reasons are: lack of facility, lack of registral competence, mood of the speaker, to amplify and emphasize a point, habitual expressions, semantic significance, to show identity with a group, to address different audience, pragmatic reasons and to attract attention.

This framework is used for justifying the phenomenon of code-switching in social-networking website. The framework that is used is as illustrated below:

Malik's (1994) ten reasons for code-switching

- Lack of facility
- Lack of registral competence
- Semantic significance
- To address different audience
- To show identity with a group
- To amplify and emphasize a point
- Mood of the speaker
- Habitual expressions
- Pragmatic reasons
- To attract attention

Methodology

This research about code switching in a social network between speakers of Urdu and English, adapts a framework by Malik (1994), the ten reasons for code switching. Data in the form of online written texts was drawn from a social networking website known as Facebook.

Two instruments are used in this study:

1) Profile pages on Facebook

Data taken from Facebook is used as a primary source data. It was randomly selected through the participant's profile pages where they used to update on the recent activity and also to communicate with their peers. The status posted is open for others to comment and also data are collected on what their friends has written on their profile pages or known as wall.

2) Malik's ten reasons for code switching

Data gathered are then analyzed on a framework adopted by Malik (1994).

The study uses descriptive qualitative methods since it is the best way to describe the reasons of bilingual speakers' code switching in Pakistan on Facebook. Convenience sampling method is employed by researcher in selecting the participants in order to gain access to the posted messages. Participants are made up of 50 Urdu-English bilingual speakers from Government College University Faisalabad, University of Education Lahore, Kinnaird College for Women Lahore, National Textile University Faisalabad and University of Agriculture Faisalabad. Ten participants from each institute participated in this study. Out of the 50 participants, 30 of them are male while the remaining twenty are female. Participants are aged between 22 to 28 years old.

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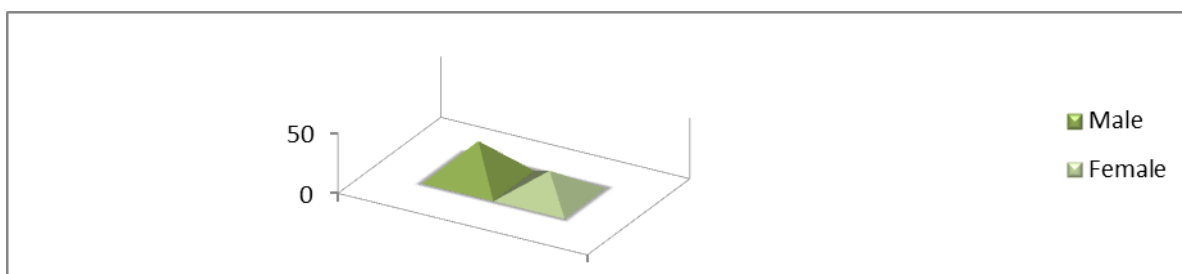
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For this study, a total of 100 messages dated between April 2013 and 20 June 2013 were collected by the researcher through participants' profile pages based on participants' activity on the website and the occurrence of code-switching are marked. 20 messages were same as they were repeated in different situations so the occurrences were marked out of 80 messages.

Findings and Discussion

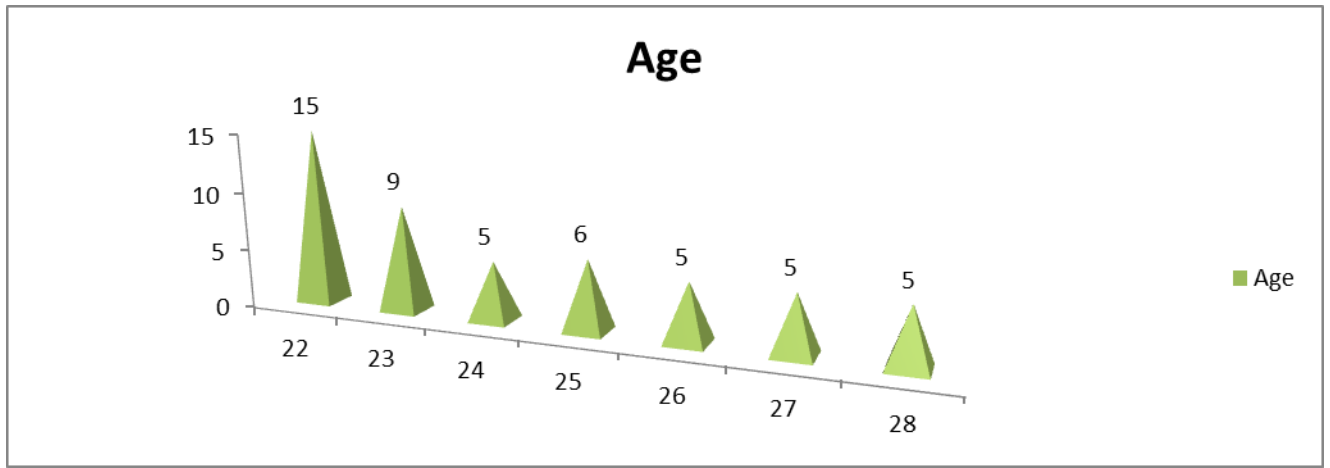
From the collected data it was seen that majority of the online messages and statuses posted in Facebook by participants were in Urdu with insertion of English and Punjabi. Data was examined based on the occurrences of code switching and the reasons for bilingual speakers to switch code in Facebook, through their statuses, comments and chat. Malik's (1994) ten reasons for code switching were applied to the occurrences of code switching in Facebook. To give a clearer understanding on participants' background, demographic information of the bilingual university students is also included.

Number



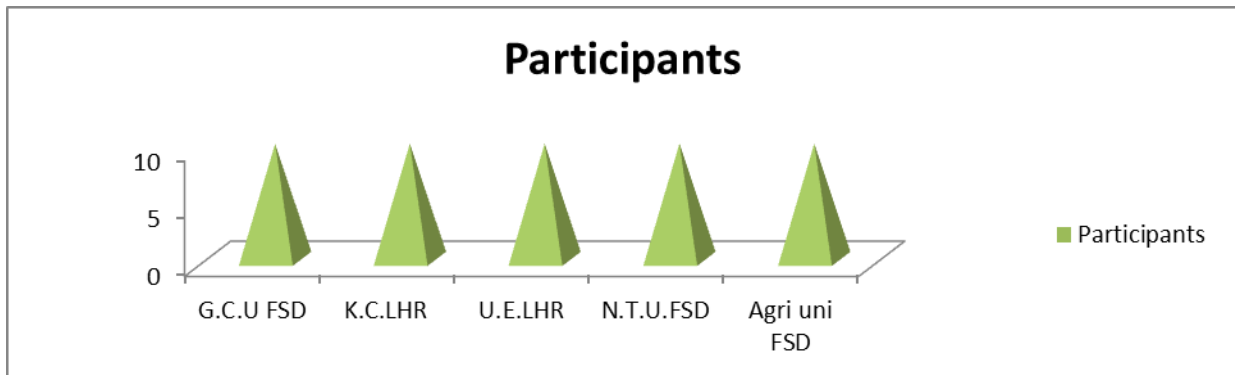
Findings has shown that 30 (60%) out of 50 participants are male and the 20 (40%) participants are female.

Number of Participants (Age)



The age of the participants range between 22-28 years old. Results have shown that 15(30%) out of 50 participants are aged 22 years old. 9(18%) out of 50 participants are aged 23 years old. 6(12%) out of 50 participants are aged 25 years old. 15(30%) participants out of 50 participants are aged between 26-28. Only 5(10%) out of 50 participants fall in the category of 24 years old.

List of Institutes



Members of 5 postgraduate institutes are included in sample and all are given equal participation. Ten participants of each institute are randomly selected for the study.

Reasons for code- switching	Number of occurrences	Percentage %
Lack of facility	31	38.75%
Lack of registeral competence	17	21.25%
Habitual expressions	11	13.75%
To amplify and emphasize a point	3	3.75%
Mood of the speaker	10	12.5%
To show identity with the group	2	2.5%
To address different audience	1	1.25%
Semantic significance	3	3.75%
Pragmatic reasons	2	2.5%
To attract attention	0	0%
Total	100	

1. Lack of Facility

According to Malik (1994), bilinguals or multilinguals often explain that they code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. The reason for switching may however be culturally conditioned and David (2003) notes that an alien concept often has a speaker switch to the language from which the concept is borrowed. as in the following example:

“sb thek hy koi fb py hi nah bus thory sy log hai kuch k to contact no hi nai hay”

Urdu does not have any word for fb so in usual conversation borrowed words are used.

“M.phil ka course work complete kia ajkal research chal rahy hy”

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According to Malik (1994), the above example shows that the participant couldn't find an appropriate expression or vocabulary item for course work in Urdu at that moment of conversation.

“it was guuud,abi to 14 grade walo ko training di ja rahy hy”

“zara kuch activities btao jo kara sakon students ko”

The word activities here refer to the learning practices in classroom but as the speaker does not have a substitute urdu word for activities so speaker use it.

“wts up buddy?”

“molvi sb reached for fatiha tmko b bejogy ”

In this example speaker obviously does not have English word for fatiha so here switching is culturally conditioned.

2. Lack of Register

When speakers are not equally competent in two languages and when the speakers do not know the terms in two languages, then code-switching occurs. For example, in certain occupations code switching takes place in the speech of doctors, lawyers, engineers while they interact among themselves owing to the fact that proper terms in Urdu or in any other language other than English may not be available to them. As a result, they utilize the English terminology that they are familiar with.

“wo kuch different is liy b hy k is ma educational research b hy wo hamin spss b karwaingy”

“ma sham ko update karongy abi to ami ki sugar chek karany jana hy”

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In these examples speakers don't have appropriate words for spss and sugar so they switch code from Urdu to English, this is further elaborated by these examples:

Han phly Pakistan kals b ziada expensive nai the but abi zardari ny tax hi bht laga dia hy"

Wo b thek hai phd kar rahy y leave py"

Yahn mery jan py bani hy linguistics ki presentation hy merrrrrryyyyyy"

"yar antomology k paper ma theorem hi solve karny hay bus"

In these the speakers use Tax, PhD, Linguistics, Entomology and Theorem as they are not familiar with Urdu substitutes. These are different terms used in educational environment so these are commonly used and understood. As David (2003) notes, it is vital to use specific terminology to refer correctly to an object or a character. The use of the exact terminology or vocabulary is important in this situation when the terminology plays an important role and has the potentiality to make a major impact on perception. Therefore, whichever the code is that enables the speaker to get his/her exact meaning across will be the one that is acceptable to the interactants including one where language mixing occurs.

3. Mood of the Speaker

Malik (1994) claims that usually when bilinguals are tired or angry, code switching takes place with a new dimension. This means, when the speaker is in the right state of mind, he/she can find the appropriate word or expression in the base language. Very often he/she knows exactly the word in both the languages (X and Y) but the language Y may be more available at the point of time when the speaker has a disturbed mind. Such circumstances may create a hurdle in getting the appropriate word or phrase in the language in which the speaker may be more proficient if he is not mentally agitated.

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“drama b acha hy or song b ala hy ulooooo ho tm sb ho Indian love stories dekhny walo its reality dear”

“yar tm koi ziada hi Pakistani mat bna karo”

I love baba quam”

In this conversation X is speaking to Y in an angry passionate mood so he switches to English as well in Urdu words, he switches to English: Indian love stories and its reality dear, although he has easy Urdu substitutes for these words. In the example,

“*I lov baba quam,*” he switches to Urdu by using *baba quam* in his mood of passionate patriotic feelings.

4. Habitual Expression

Malik.(1994) stresses the fact that code switching often occurs in fixed phrases of greeting and parting, commands and request, invitation, expressions of gratitude and discourse markers such as O, yes (listen) and You know, etc.

“*O u did it menu pta c tu kar lena hy yarrrrr fantastic”*

“*Chill..... chill kar raha ho buddy”*

Here *fantastic* and *chill* are used as usual expressions and in using these even the speakers may not be conscious that they are switching.

“*oooo wooooo great mubarkan hamary liy b dua karna”*

“*o shitttt lit offffffff hogai hyyyy”*

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“okkkkaz gud nit abi yad aia k tmny book mangoi the bhol gai yar soooo sorry”

“what a mosamm plzzzzz ak cup tea to bna do ma ata hon plzzzzz “

O sunnyyy kidr ho?????????? Congrtats yarrrrra”

“obviously garmi hy lahr ma b ”

5. To Emphasize a Point

Switching is also used to emphasize a point. Gal (1979) reports several instances in which a switch at the end of an argument not only helps to end the interaction but may serve to emphasize a point. She has taken an example from English/German code switching and stressed that switching from English to German is a means of adding more force to the statement.

“SS k test ka w8 kar raha hon ...wesy kesa test hota hy mgy to bht tension hysuggest me plzz”

“paper hy kal jan mat khao mery kuda ka wasta hy try to understand the concepts”

“kuch khany ko hy to ma aon hstl bht bhok hydying....”

“lawn prints bht piary thay dil chaha sb kharid lon bhthtttt piary thay....really....”

In these examples, speakers switch to English at the end of the statement just to add more force in their arguments.

6. Semantic Significance

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Malik (1994), Gumperz (1970, 1976, 1982), and Gumperz and Hernandez (1972) all stresses that switching at a particular moment conveys semantically significant information. It is a communicative resource that builds on participant's perception of two languages. Lexical choice conveys meaning during code-switching.

“That tells auntie that u r a living breathing hatta katta guy.....yeaaa u r normal nd all of us have been there now havn't we?????????????”

“yar todays is party v wll go no more fight asi konsi 751 hy us sy tery”

These examples reinforce Gal's view that listeners interpret code switching as an indicator of the speaker's attitude, or communicative intents and emotions as code switching is a tool for conveying appropriate linguistic and social information. By the same token, David (2003) describes a range of speech acts like reprimands, directives, requests, and warnings that are conveyed by using different intricate strategies to show the semantic significance in certain specific situations.

7. To Show Identity with a Group

Di Pietro (1977) reports that Italian immigrants would tell a joke in English and give the punch line in Italian, not only because it was better said in Italian but also to stress the fact that they all belong to the same minority group, with shared values and experiences (cited in Malik, 1994).

O God CDA is finished ,mgy bhbbbbhhht tension hy bhai log k bilingualism ka kia karna hyyyyyy lay bethin gy asim rai sbbbbbbbbbb lif ws guuuuuud I don't know yyyyyy akhir yyyyyyy I put

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myself in this siappppppaaaaaa, plz help for comprehnsiv bus jan chut jay fatay chak dityyyy aas phd nyyyy”

In this case, the issue being talked only appeal to those who know what CDA and Bilingualism mean and what is the relationship of the speakers with the person named as *asim rai*. Here, the speaker is referring to the English Language topics, Critical Discourse Analysis and Bilingualism and someone relating to these. The end words *siapppppa* and *fatay chak dityyy* also show that the speakers have shared identity of Punjabi and Urdu

8. To Address a Different Audience

Malik (1994) states that code switching is also used when the speaker intends to address people coming from various linguistic backgrounds. For example, in Pakistan the television announcer often uses Urdu as it is the national language but also switches to English and Punjabi as well.

“O dear frnds sajno ty mitrooooo finally journey form Ms 2 mmmmmmmmmrs is finishedddddddd mubark salamt kahiy janab jiii wadhian paoooo jiii o say me congrats sohnoio”

This status given by a Facebook user elaborates this idea clearly that the speaker is addressing different people having different linguistic backgrounds.

Similar types of situations have also been reported in some other settings. One reason for such use of mixed languages is to address simultaneously persons from different linguistic backgrounds. Also, the speaker clearly distinguishes whom he/she addresses and what should be

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communicated. Hence, the speaker uses part of the sentence in one language and the other part in another language.

9. Pragmatic Reasons

Sometimes the alternation between two languages is highly meaningful in terms of the conversational context (Malik, 1994). Gumperz (1970) also notes that switching may emphasize varying degrees of speaker's involvement.

“there are other men in the world u knw nd just becus u r 35 does not mean that u will never ever hv the pleasure of parking urself on the shadi ka stage”

This statement shows the conversational context where the use of “shadi ka stage” with the idea of 35 year age refers to a specific situation in Pakistani context; so, here switching is consciously made to assert an idea.

10. To Attract Attention

Malik (1994) shows that in advertisements (in both written as well as in spoken) in India, code-switching is used to attract the attention of the readers/listeners. In English newspapers when the readers come across non-English, either Hindi or any one of the other Indian languages, the reader's attention is automatically drawn to depend on the language background he/she originates from. A similar situation prevails in advertisements that involve audio and video output. In collected data of hundred messages, no example of code switching in order to attract attention, is found as it is only applicable to written and spoken advertisements

Conclusion

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In this study, the phenomenon of code switching in status and messages posted in social networking site Facebook by Urdu English bilinguals was analyzed by using Malik's ten reasons approach to code switching. It can be concluded that code switching not only apparent in spoken discourse but also in online written discourse and the reasons for switching codes are similar to those of verbal communication. The findings also show that there are many reasons why code switching takes place in particular social situations. The ability of the interlocutors who are able to speak more than one language fluently plays an important role during their interaction. The study has shown that lack of facility, lack of registral competence, along with habitual expressions are main reason for code-switching. Besides these, mood of the speaker is also another contributing factor for code switching.

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Cognitive Discourse Analysis of L2 Writer's 'Think-Aloud Protocol: A Case Study

Ghulam Haider

Abstract

The aim of this qualitative study is to uncover the composing processes of a male Pakistani student writer tentatively with the help of cognitive discourse analysis. The study qualitatively analyzed the verbal transcripts to come to the tentative conclusions about the writing behaviors of the L2 student. An analysis of the participant's writing think-aloud protocol verbalized data show that writing is a recursive process. The writer applies different meta-cognitive, cognitive, social and affective strategies in a recursive pattern while writing.

Key Words

Writing Processes, Cognitive Discourse Analysis, ESL Teaching of Writing

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Cognitive Discourse Analysis of L2 Writer's 'Think-Aloud Protocol: A Case Study

1. Introduction

Writing is a complex process. According to Flower and Hayes (1980a, pp.31-33), in order to write, people must perform a number of mental operations: “they must plan generate, knowledge, translate it into speech, and edit what they have written ... a writer caught in the act looks much more like a very busy switchboard operator to juggle a number of demands on her attention and constraints on what she can do.” This statement vividly elaborates that writing involves some distinctive cognitive processes that enable the writers to write.

Janet Emig's (1971) finding that writing is as a recursive process invoked the researcher to focus on process orientation in writing for example;(Flower & Hayes, 1980, 1981;Humes, 1983;Cumming, 1989; Flower et al., 1990; Hudelson, 1989; Lauer and Asher, 1988; Raimes, 1985; Zamel, 1983, 1987) .

Writing Processes

Process of writing has been defined in various ways by the researchers, for example; Cohen (1988) describes “process is a strategy that is consciously selected by the individuals and that can enhance the use of the second or foreign language, through retention and recall of information regarding language.” Rubin (1981) says when the learners use type or operations to acquire, store, retrieve and use information this is called a process. Stern (1983) says process is the name of tendencies or overall characteristics that the learners of language apply, and it is an observable learning behavior that is consciously used by a learner.

During the activity of writing all those actions and behaviours that facilitate writers to solve a problem are called processes or strategies, says Shapiro and Lazarowitz (2005). According to Shapiro and Lazarowitz (2005). The above stated actions are categorized as:

Meta-cognitive, cognitive, social and affective processes. The researcher has built up the theoretical frame work of this present study on these four processes. According to the researcher these four processes are the helping tools that help the writers in planning, translating ideas drifting i.e., actual writing and organization of the produced or written text. The role of these processes helps overcoming all those difficulties which are generally faced by the student writers including, anxiety, fear and a sense of depression while writing.

Meta Cognitive Processes

Writing is a complex process and a variety of processes entail it (Cohen and Dornyei, 2002; Chanut, 1987; Oxford 1990 and Shapira and Lazarowitz, 2005) during the activity of writing the process of planning, and self-awareness of the writers that motivates them during writing are named as meta-cognitive processes. According to Schmitt (2002, cited in Khalid, 2011) meta-cognitive processes are the conscious awareness of the writer about their task. Self-management, the ability for planning, monitoring and revising or the adequate conscious control over the process of writing is called Meta cognitive processes. According to Ehrman, Learning and Oxford (2003 cited in Khalid 2011) following are the examples of meta-cognitive processes: process of planning, process of goal setting, teachings for the process of writing, focusing, use of as adequate schemata, process of monitoring the of task, judgment about the completion of the task and a search for actual practice.

Cognitive Processes

The processes that help the writers to process and translate information are called cognitive processes. According to McCrindle and Christensen (1995) cognitive processes with the help of effective use of language enable the writer to write. Oxford (1990, cited in Khalid, 2011) asserts that cognitive processes help the writers organize information, read the

produced text aloud, analyse the produced text, summarize the written expression and give a logical explanation. There are three types of cognitive processes: process of organization of the text, this process creates cohesion in the produced text, processes of rehearsing; those processes consist of re-reading and repetition of ideas, the processes of elaboration that work as a bridge between the previously produced ideas and currently produced ideas (McCrinkle and Christensen, 1995).

Social Processes

These processes make the writers aware of audience or readers. How to communicate a meaningful message to the readers? How the difficulties of complex communication of purposeful message can be controlled or overcome? In these processes, the writers ask questions about the purposeful communication of ideas, collaboration with peers for the accomplishment of a task, and request to the members of community for the revision of produced text. Shapira and Lazarowitz (2005) name those processes as interactions between writers and audience, thus these processes help in thinking, drafting and improving the overall process of writing.

Affective Processes

According to Cohen and Dorneyi (2002) while writing, a writer has to face, sometime, anxiety and depression, the affective processes help the writers to reduce and regulate such emotions, motivations and attitudes. These processes have both positive and negative influence on the process of writing. According to Shapira and Lazarowitz (2005 cited in Khalid, 2011) negative influence of those processes includes: avoidance, passiveness, lack of concentration and indifference to the process of writing. On the contrary, positive influence of these processes pertain, an effective overcome on anxiety, taking deep breaths, meditation

listening to music, laughing and self-pressing or rewarding. This is a very common habit of students in regular classes that they try to relax themselves by winking and beckoning to other class fellows.

According to Khalid (2011) both of affective and social processes are also called as compensatory processes that help the writers to overcome difficulties of boredom, fatigue etc. the writers listen to music, eat some food item or indulge in some recreational activity as a *passé*.

In Pakistan, Academic discourse analysts (Alvi & Baseer,2012; Alvi & Baseer, 2011 and Naz, Alvi, & Baseer, 2012) have focussed on the linguistic structures of the language. They have worked on a more formal , grammatical, stylistic, syntactic and semantic analysis.

Cognitive Discourse Analysis: Theoretical Underpinnings

Text and talk do not exist in isolation (A. Van Dijk,2000) they both exist in a context that consists of education of the participants, political and religious ideology of the participants, communicative , social and professional roles of the participants, the existence of power and authority between participants and various aspects of time and location as a context of setting. The term context cannot be narrowed down to the aforesaid domains or other social or interactional properties of communicative event rather the cognitive processes such as ; the aims behind the discourse, beliefs behind the production of discourse certain knowledge and set of opinions behind the production of discourse are also be named as context (A. Van Dijk,2000). Thus narrowing down context to only social or power relation will limit its importance. Thus a cognitive analysis is an analysis of those properties of discourse that are accounted for in terms of cognitive concepts such as various types of mental representations (A. Van Dijk, 2000).

Discourse Analysis: Theoretical Underpinnings

There are four major assumptions behind discourse analysis:

1. There are some rules and internal structures that constitute a human discourse.
2. The discourse of a speaker, who is member of a community, is shaped by cultural, political, economic, social and personal realities.
3. Discourse reflects human experience and at the same time, constitutes important features of that experience. (Gee, Michaels and G. Connor, 1992).

Gee et.al. (1992) describes there are two different research stances of discourse studies for educational research: one focuses on the objectivity of the discourse, second stresses upon the social, cognitive, political and cultural aspects of discourse. The former deals with the form, meaning, and structural functions of a sentence. The latter stance focuses on social, cognitive, cultural, political and psychological processes. Life with its complex and abstract aspects is sometimes beyond quantifiable measures and a talk provides a deeper insight into these aspects.

In 1980s social power exploitation, power, authority and inequality were critically studied via the text and told stories in the social and political perspective. This type of research was named Critical Discourse Analysis. Conversation is not mere a structure of sentences or symbols. It has more than words, a sea of various meanings that it contains but we always have to make effort to dive into this sea and bring the meanings up to surface---our knowledge and experiences. Challenging the orthodoxies is like an adventure that demands an insightful interpretive skill. So does the critical discourse analysis, Van Dijk (1985) says, critical discourse analysis owns the responsibility to expose and ultimately erects

barriers against social inequalities. Until we understand what the people talk, what the people say and what experiences they wish to talk about, it seems impossible to realize the power of discourse. Discourse is a powerful phenomenon that requires to be interpreted in a social context where it has been occurred.

A few researchers and practitioners have applied it for developing their theses across Pakistan. In Pakistan it is comparatively, a new field of study. The list of researchers who have worked in this field in Pakistan does not go beyond a few studies. A few studies own their place in some linguistic journals.

Thus instead of analyzing abstract structures of language I have made an effort to provide a non static, concrete, dynamic account of ongoing cognitive processes that are involved in writing of the L2 students. This paper aims at providing insights into the generalisable cognitive processes that are not generally exercised by the writers consciously and such patterns of linguistic context that are not directly observable.

According to Chafe(1998) patterns in language are systematically related to pattern of thoughts. Language used by the writers reflects the presence of some distinctive cognitive processes that are not observable directly in the discourse. The writers and writing teachers are not usually aware of the presence or role of these processes in the produced text. The present study can help teachers and students activating these cognitive processes effectively while writing and understanding the written texts.

Tenbrink and Freask(2009) claim that there are some networks of options for the writers. These networks provide them a variety of linguistic choices. These choices are vast in nature and are useful for the generation of ideas. Van Dijk (2008) has also acknowledged the relationship between some certain linguistic features such as; the verbal representation of

semantic domains that are reflected in ideational networks, specific choices of prepositions, hesitation, lexical omissions and elaborations, conceptual perspectives revealed by language, presuppositions, discourse markers and cognitive processing. Drawing on the above mentioned evidences of cognitive processes in discourse the present study aims at identifying the presence of some distinctive cognitive processes in the discourse produced by an O LEVELS student, tentatively.

Methodology

The participant of this study was an O LEVELS student with Biology as a major subject. He was selected for this study because he had won an essay writing competition that was held in the institute and also won a prize of RS-5000/- in this contest. So he is assumed to be a proficient writer. He could be an exemplary case for L2 writers.

Data Collection

Think aloud protocol was used as a data collection tool. I asked Ali to aloud write an essay on the topic of *An Unforgettable Day of My Life* .this topic was similar to the assignments he usually received in his English course.

Data Analysis

The verbal data were transcribed and coded for analysis. For the coding of this transcript coding scheme developed by Wong (2005) and Wang (2004) were adopted.

Code	Description
.	<i>Short pauses lesser than a minute</i>
..	<i>Pause less than two minute</i>
...	<i>Long pause more than two minutes</i>
<i>QG</i>	<i>Question to generate text</i>
<i>-A</i>	<i>Negative self-assessment</i>
<i>E</i>	<i>Editin operations</i>

<i>ESP</i>	<i>Editing-spelling errors</i>
<i>RVWC</i>	<i>Revising operation-word choice</i>
<i>PL</i>	<i>Planning</i>
<i>HE</i>	<i>Hesitation</i>
<i>EV</i>	<i>Evaluation</i>
<i>QC</i>	<i>Question to check text</i>
<i>RS2</i>	<i>Rereading two or more sentences</i>
<i>RS1</i>	<i>Reading the topic assignment</i>
<i>RR</i>	<i>Reading what has been written</i>
<i>ED</i>	<i>Editing-deletion</i>
<i>PUNC</i>	<i>Punctuation</i>

Coding scheme developed by Wong (2005) and Wang (2004).

Results and Discussion

Ali the participant of this study applied different writing strategies during writing. The protocol suggests that Ali was certain about his assignment or task. He was also certain about the purpose of his task and what was expected of him. He spent almost one hour and ten minutes writing in English. He produced only one draft of 02 pages, 551 words, 2957 characters, 51 paragraphs and 64 lines. He read the topic before writing. He repeated the topic aloud again and again.

Ali used the process of planning to decide what he will write next, how he will proceed, what to say and how to say. At the stage of pre writing he frequently asked himself about what to say next. He did not use global planning rather he used local planning to proceed. He repeatedly commented on his topic and process. He paused many times for deciding what is to say next. Even during these pauses he indulged himself in local planning. He was applying all of the processes in a recursive pattern. (Flower and Hayes,1981). Ali repeatedly asked him questions to focus on his topic, he could not succeed to control himself

from digression. He did not frequently plan about the organization of the content. The protocol data show that he was concerned to mere the generation of ideas.

One of the major findings in this study is that the writer has applied all of the strategies in a recursive pattern. This finding is consistent with other past research findings by Raimes (1985, 1987), Zamel (1983) and Flower & Hayes (1980). What these findings and this study recommend is that writing is not a linear process which involves usually the planning first, drafting and ending with revising process but writing is more like writers engaging in the rehearsing, transcribing, rereading, revising process in a cyclical or recursive pattern. Therefore the research shows that writing is not best taught as a linear, in order set of skills but as a process of steady decisions of what skilled writers do: a cycling and recycling of learning processes. Composition is not something that should hang around until all the basic, necessary skills are learned, but can be introduced even to novices. Moreover, instructors cannot treat writing as a neat, linear process: on Monday we plan, on Tuesday we draft, and on Wednesday we respond to drafts (Dyson & Freedman, 1991).

Writing would no longer be perceived as an unreceptive assignment of just ‘filling up’ the paper with words; instead it should be taken as a problem-solving assignment with clear goals. If our writing curricula are to encourage the development of goal-oriented problem-solving skills, instructors need to admit that students will learn at different rates and in different styles.

Instructors need to find ways to encourage them to decide on their own topics and purposes for writing and to see one another as resources. On the contrary, writing should not be taken in person but more as a social interactive task. Mechanics such as spelling, handwriting, and grammar need to be taught not in isolation but along with the higher-level processes of learning so that these tools are applied to the production of meaning.

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Students should be taught how to come over writing constraints of sentence formation etc; instead meaning should be the major focus. Instructors also need to understand the role of knowledge-telling and narrative writing as a precursor to the kinds of knowledge-transforming writing required of essay tests. Students have the ability, the need, and the right to be more than simply consumers of other people's words.

The challenge of instructors of writing is to move beyond seeing writing as simply another skill. The application of recent research on writing can give us valuable tools to help these students to become creators of language to make words their own.

The key to produce a good essay here seems to rely on the types, the amount of strategies, how the students regulated the strategies to write either in generating of ideas or revising what was written. However it is important that generalization cannot be made from the findings of this study about the writing strategies used by students or the difference in the strategies used between the skilled and the unskilled students as the number of subjects here is only limited to one which is a small number.

Furthermore the definition of skilled and unskilled students could be refined further or could have a total different definition in other similar studies. Another limitation of the study would be the reliability of the think aloud protocols. There would be chances where the students' cognitive activities were not reported especially the unskilled ones who frequently paused and kept silent.

However, think aloud protocols have been used extensively in research and were found to be a "valuable and thoroughly reliable source of information about cognitive processes" (p. 247) (Ericsson & Simon, 1980). Moreover protocol analysis can be adopted as a teaching tool. Raimes (1985) used the Think Aloud Protocol to show teachers that it is a

technique that they can use in the classroom with their students in order to find out how students enact the process of writing and in that way to help their students to improve their ability to write.

As Raimes asserted, "... think-aloud composing for ESL composition research ... can be applied... to generate words, sentences, and chunks of discourse and to communicate in the new language." (P.251-252). If attention given to process can enhance it and if the ability to monitor the process of one's writing is indeed a major component of writing skill, as Flower and Hayes (1980b) believe, then protocol analysis could be a valuable aid for writers to diagnose their own weaknesses and develop the evaluative skills on what it takes to produce successful texts. Furthermore, since it is by far the only method of looking into the process of composing as it is happening and easily replicable in all kinds of classroom settings, it could be invaluable as a means of demonstrating to writers the truth about the composing activity, dispelling the notion of linearity, and revealing the essentially generative nature of the act of writing.

On another note, this study could be replicated in other or wider context in investigation of writing strategies of ESL or EFL writers. The methodology employed here by no means complete but it could be adopted and adapted as one of the ways to do similar study.

Conclusion

This study has provided some practical insights into the writing processes of a L2 writer in real conditions in Pakistan. Its findings can help ESL Teachers and students developing and understanding important writing strategies that can enhance writing skills of L2 Writers in a totally different context. The study has made a little contribution in the

research of writing processes using cognitive discourse analysis and think aloud protocol as data collection tools. I hope this study will prove an initiation in this area in Pakistan. Teaching of writing in Pakistan is a struggling area and demands more attention. Considering the cultural differences in Pakistani student writers and Native writers of English this study can better provide a guide line for the development of an effective curriculum for teaching of writing in Pakistan.

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PPENDIX A

Verbal Report:

Syed Ali Abbas(PseudoName)

AN UNFORGETTABLE DAY OF MY LIFE

1. I have to first memorize some moments of my life
2. and then I would decide which one would I chose for my topic [PAUSE].
3. I worked hard to record my speech but unfortunately, I was unable to do that.
4. I should now concentrate on this topic and should forget the previous one. [PAUSE]
5. Which incident of my life should I choose ????????
6. And of which year???? [PAUSE]
7. Should it be real or imaginative?
8. I think real would help me write good.
9. My first day in Unique?????
10. No it's not too special or unforgettable.
11. Fare well party at Beacon House??
12. That's better one.
13. I should recall some of these incidents like parties and functions.

14. Funfair in the Beacon House in 2004?
15. That is Ok sent...
16. What about, Fun Fair in Beaconhouse when I was in Class 6, may be 2006.
17. That's good.
18. I have many points relating to that.
19. My science project, English project, duty at the science and English corner, McDonald's in our School, some unusual questions that I did with the students who made their projects to tackle them, I called many parents to my stall [PAUSE].
20. I should now start writing. [PAUSE]
21. First of all a good introductory paragraph,,,,,
22. And that should be a good one.
23. What happened to Talha??? [PAUSE]
24. Ok leave them.
25. My Maths work- I am scared because of my incomplete homework-
26. Oh God save me!!!!
27. The Match that I played yesterday...
28. leave this and concentrate on the topic [PAUSE]
29. Faiz is asking the English for a word and constantly everyone is speaking and that is irritating me.
30. Ok introductory paragraph [PAUSE]
31. What should I do it to make it unique???
32. [PAUSE]
33. There are many Cralder moments of life but some are very special life the funfair party that was held in my precious school, Beaconhouse School System, in 2006.
34. That remembers me of Humza, my best friend of Beacon House.
35. The lunch we shared and...
36. Sir Shahid Mubeen. Uff!!!! Again homework- OH My God? Plz save me!!! Well good to hear about the holiday tomorrow.
37. Ok! Back to the topic as Sir Agha is instantly saying, "Don't look at the board", think and recite.
38. Ok [PAUSE]
39. The Funfair party.
40. I should first write how did this party took place. [PAUSE]
41. My old principal, Miss Azra Mujib, this remembers me of her being Gold headed and students making fun of her.
42. Ok-As 5 minutes are left
43. I should concentrate on my topic rather than discussing other several things.
44. Well our principal was not allowing us for the party.
45. Am I writing perfect and correct English?
46. Should check the sentence again. [PAUSE]
47. It looks Ok! The sentence-----
48. So she was not allowing for a funfair party so our student council gathered. (4 minutes left—increase your speed Ali!)
49. So the student council went to her and demanded for a party but she refused then they went to the vice principal 3 minutes left—Oh God!!
50. OK—the student council then went.....

Summary of the Verbal Report

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Pages	Words	Characters	Paragraphs	Lines
04(Approximate)	551(Approximate)	2957(Approximate)	51(Approximate)	64(Approximate)

=====

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MULTIMEDIA AND LANGUAGE TEACHING
DESIGNING MULTIMEDIA PACKAGE
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What is Multimedia?

- **Multimedia is the combination of the following five components/elements**
 1. **Text**
 2. **Art**
 3. **Sound**
 4. **Animation and**
 5. **Video**

- **If all the above five factors are appropriately linked, the multimedia package will become highly **auto instructional in its nature.****
- **Maximum utility of the modern technology is the Main objective of this training programme.**

Changes Taking Place!

- **Changing concepts.**
- **Changing technologies**
- **Disappearance of concepts.**
- **The process of modernization.**
- **Increasing in efficiency and potentiality**
- **This is happening in every field.**
- **One cannot avoid this!**
- **Teachers are no exception to this process!**

- **Primary aims of a Multimedia package is to transform the end users from**
 - 1. Passive learners to**
 - 2. Active learners or Experimental learners**
- **How to achieve this through designing?**
- **Two main parameters to achieve this:**

- **1. Establish a perfect link between the five elements -**

Text, Art, Sound, Animation and Video to achieve high interactivity -- an **interactive multi media**.

- **2. Smooth navigation between the elements by the end user to get – hypermedia (hyper linking the relevant learning component for the learner to follow directly and interact).**


Two Primary Divisions

- **While designing Multimedia packages for language teaching -**

1. Designing for computer presentation

2. Content (subject) designing

Both should synchronize at every level frame by frame

- 
- 1. Designing for computer presentation**
 - i) Designing the general appearance**
 - ii) Designing the interface**

1.Designing the general appearance

Five points to note

1.Color combination

2.Reality of the pictures

3.Number of pictures in every page

4.Size of fonts and their relationships
with the content(*titles, subtitles, other points
etc.*)

5.Synchronization of the music with the
activities

2. Interface Designing

Seven points to note

1. Clarity in presentation

2. Selection of icons and their understandability

3. Systematic and graded progressive navigation with navigation clues

4. Reverse navigation if needed

5. Icon to go back to the first page (*animated monkey*)

6. Provision for Learner based desired navigation (*options*)

7. Proper directions to the user for systematic navigation

2.Content (subject) designing

1. Pre designing brain storming phase

2. Post designing end user testing phase

3. Post designing revision phase

4. Designing phase

1. Pre designing brain storming phase

- **Objectives:**
- **To identify the micro level objectives**
- **To decide on the topics**
- **To decide on the topic gradation**
- **To decide on the grammatical gradation**
- **To decide on the type of exercises**
- **To decide on the testing strategies**

2. Post designing user testing phase

Objectives:

- **To identify the gaps in the material**
- **To identify the problems in appearance**
- **To identify any incomprehensibility**
- **To identify any other problems in the multimedia package**

3. Post designing revision phase


Objectives:

- **To make appropriate revisions on the basis of the feed back**

4. Designing phase Fifteen points to note

1. Every learning component must have a specific objective/objectives

2. Identified learning objectives should be materialized through interactive and hyperlinked multimedia activities

- 
3. Designer's efficiency depends on what extent the material is auto instructional
 4. Designer should be an expert in that subject
 5. Designer need to be a creative artist
 6. Lesson based clarity
 7. Avoid the ambiguity
 8. Short and easy comprehensibility of the instructions

9. Foresightedness of the material producer

- a) error speculation**
- b) speculating the FAQ – give a link**
- c) inculcating creative thinking**

10. Academic competence of the material producer

- a) subject knowledge**
- b) artistic lookout**
- c) creative thinking**
- d) innovative in nature**

11. Hyperlink:

a) explain the specific concept which come in the lesson

e.g) greeting pattern in the target language

b)give another cultural pattern while greeting in order to illustrate

c)directions to have further reading and viewing through reference of books and web sites

12. Material's potentiality to cater to the need of the heterogeneous learners :
Identify the nature of heterogeneity

13. Exercises – Every exercise should have an objective which is lesson based

a) micro level practice through various exercises

b) every lesson should have exercises to practice all the language skills

c) Interactivity of the exercises – various activity oriented exercises

14. Testing – All kinds of possible tests should be conducted

15. Evaluation – Constant maintenance of linking

a) curriculum objectives and,

b) skill oriented lesson based objectives while devising evaluation strategies

c) relevant anecdotes to illustrate the points in the lesson:

vocabulary level (**crazy vs stupid** *differences*)

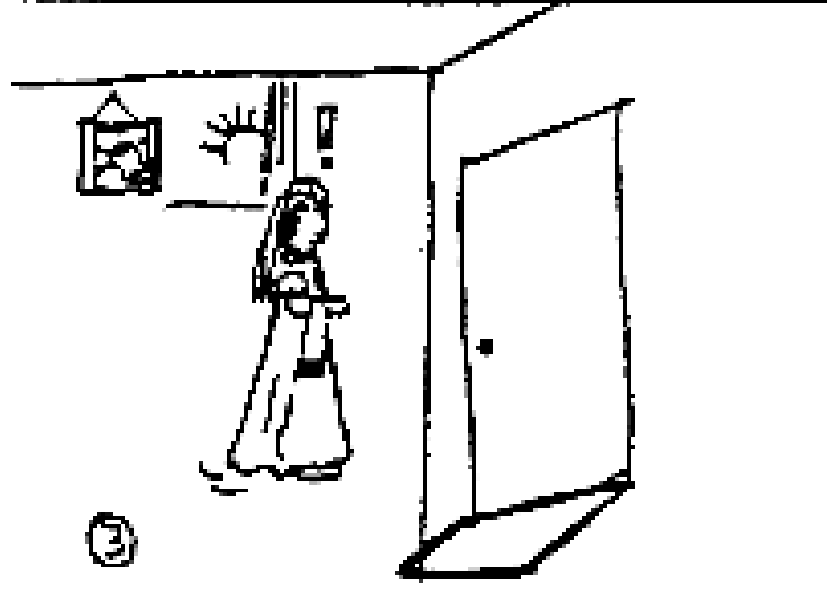
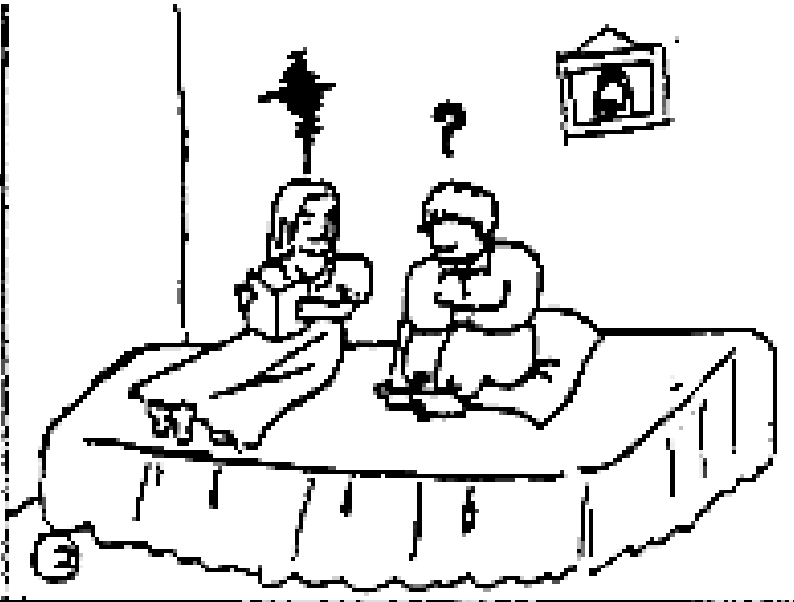
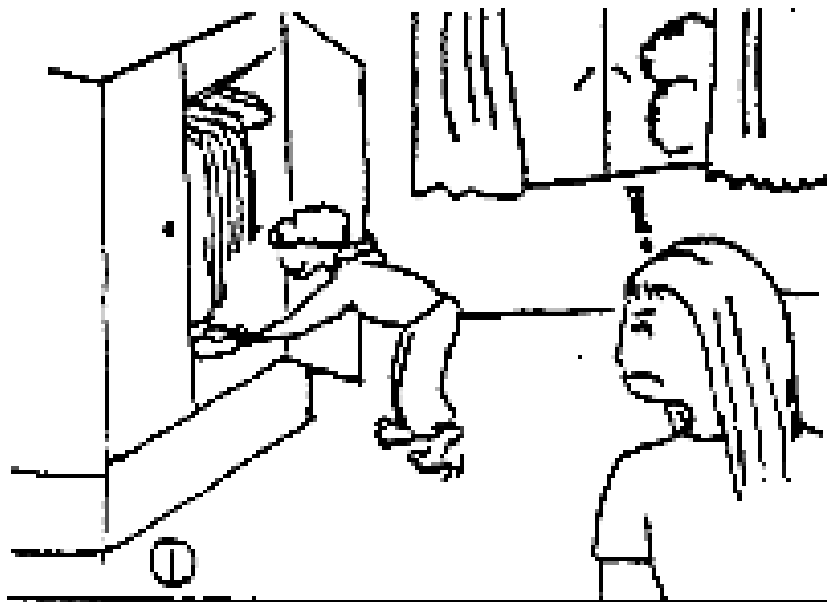
semantic variations

d) interesting and relevant stories

e) jokes through pictures and narration

f) illustrative pictures (*cultural incompatibility*)

g) cartoons



- **Eg. Script teaching. Roughly 16 different activities**

- 1. hand movement**

- 2. pronunciation (listening)**


- 3. letter combination (listening)**

- 4. pronunciation variations (listening)**

- 5. visual representation (picturization)**

- 6. pronunciation variations (listening)**

- 7. practicing component (writing)**

- 
- 8. pronunciation variations (listening)**
 - 9. practicing component (writing)**
 - 10. practicing component (pronunciation)**
 - 11. exercise component**
 - 12. contrasting pronunciation (listening)**
 - 13. contrasting pronunciation (practicing)**
 - 14. section on evaluation**
 - 15. vocabulary development**
 - 16. section on grading the learner achievement**

- **Approximately 18 member team / who attend to 18 different activities is ideal to prepare the multimedia packages**
- **Functions and designations of the personnel involved in preparing the multimedia packages**
- **1.Executive supervision producer: Overall**

- **2.Producer / Project manager:**
Responsible for overall development and implementation of the project and co coordinating the day to day operations.
- **3.Creative director / Multimedia Designer**
- **4. Art director / Visual Designer**



5. Artists

6. Interface Designer

7. Game Designer

8. Subject Matter Expert

9. Instructional Designer / Training Specialist

- 10. Script Writer**
- 11. Animator (1-D/3-D)**
- 12. Sound Producer**
- 13. Music Composer**
- 14. Video Producer**
- 15. Multimedia Programmer**
- 16. HTML Coder**
- 17. Lawyer/Media Acquisition**
- 18. Marketing Director**

- **Prepare any interactive Game**
- **Animated type of the script writing system of the language concerned**

Icons

Language



Adaptive



Motor Skills



Play



Icons

Academic Skills



Executive Functions



Cognition

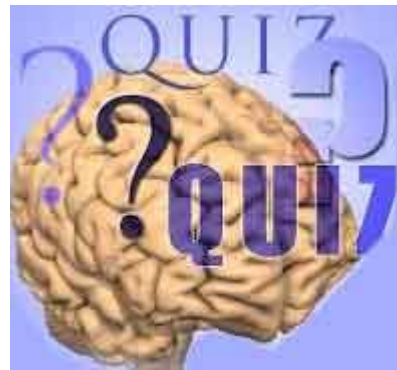


Social Skills



Icons

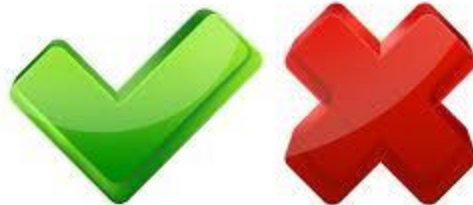
Quiz



- Evaluation



- Learner's Grading



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- Question and Answers

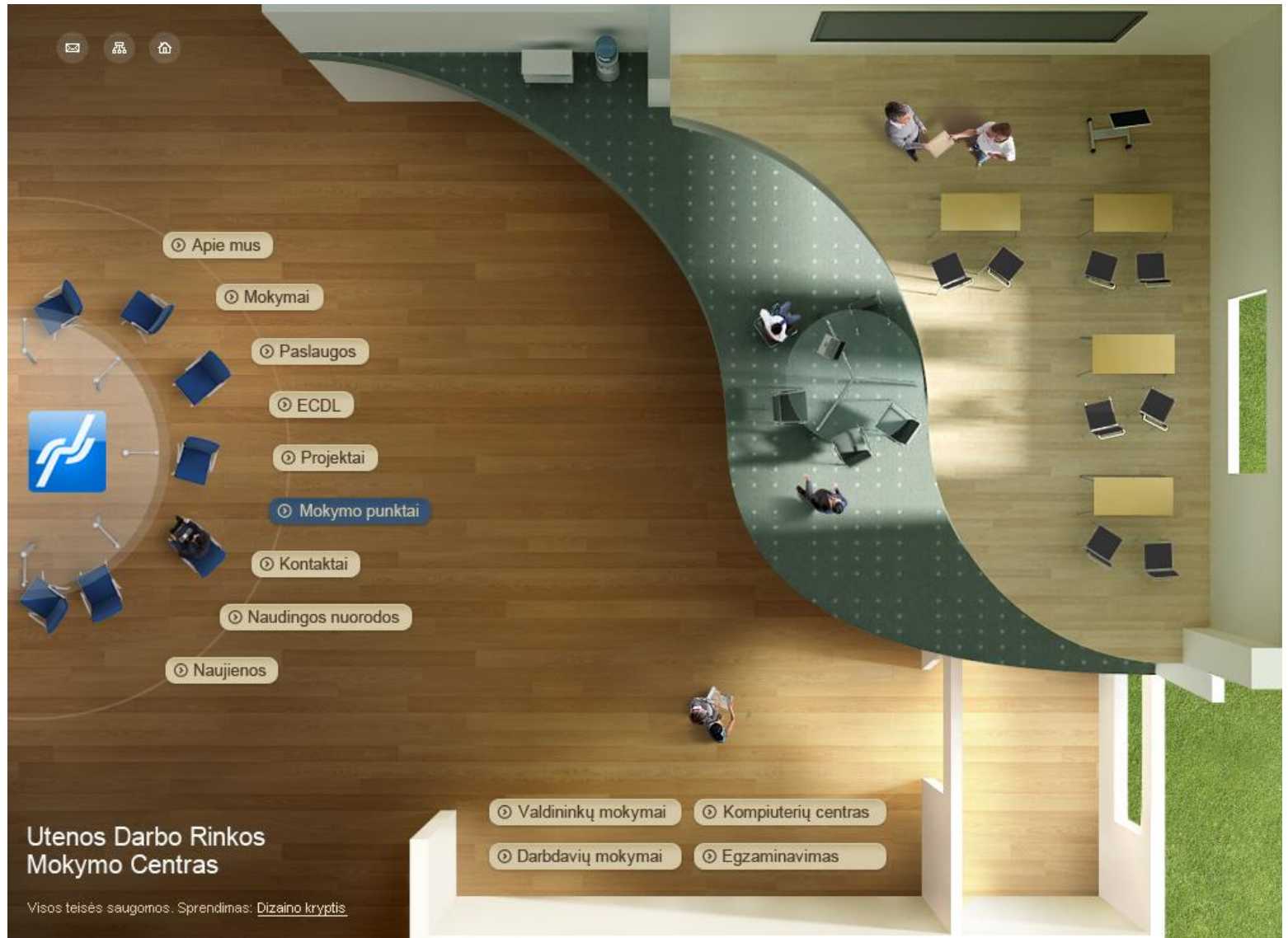


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“ This is the day the LORD has made; let us rejoice and be glad in it – Psalm 118:24

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