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**Various Authors - Vijaya, K.R., Raji Narasimhan; Bala Devi; Selvi Bunce; Tanu Kashyap,
Kiran Sikka, Kaneez Fatima Syeda, V. Shoba**

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THE TAXI EXPERIENCE
Cadavers!

A Narrative from Philosopher, Educationist and Entrepreneur
Jimmy Teo

=====

A kindly chatty lady (in her eighties) boarded the taxi from the hospital.

She realized quickly that the driver is a little unsure & was driving too slowly. Quite unusual. Most taxi drivers drive fast & at time furious!

She extended her hand & lightly tapped the shoulder of the driver, wanting to engage a conversation.

The driver gave a yell. He pressed on the brake, screeching the taxi to a halt. Fortunately, there were no cars behind as it was quite late at night. The road was quite dark, dreary & somewhat, scary.

The poor taxi driver took a few deep gasps of breath, looked behind & slowly uttered:

“Madam, my deepest apologies.

I did not mean to brake so suddenly or that I am careless.

I just started work as a taxi driver for 3 days.

For the past 3 years, my job at the hospital was to handle cadavers (dead bodies). I often dreamed that one of them may wake up & touched me.

That is why I quitted the job & took up taxi driving.

Today, I decided to come to hospital at this late hour to pick you up. It was done with some apprehension as this is the hospital I last worked in. That sudden foreboding returned.

*So, when you touched me, I forgot I changed job. I thought my fear became reality.
I left this place only 3 days ago!*

I am very sorry again, madam!”

The old lady told the driver to pick up more passengers from the hospitals to erase this unique fear syndrome.

The driver said that he thinks it is best for him not to pick anymore passenger from any hospital at night.

He said he has heart problem & the next time, he may not survive a similar experience as he may end up as a cadaver. He has humour, indeed!

This time, they both laughed & laughed.

She advised: “This is life, young man. One fine day, we all will be cadavers. We must enjoy our life daily, learn to laugh like we just did, and accept the inevitable. Move forward & relish our remaining minutes & moments. That’s living with fun, the only way forward!”

Fears entertained daily & often

Are dangers for the mind & health.



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Jimmy Teo
THE TAXI EXPERIENCE Cadavers!

The Nectar of Tears

Sumaya Firdous

=====

The nectar of tears shoots by an arrow of Your Will,
Still we fall on our knees before you,
You lifted us away by the storm of our sighs.

Tired of being following your path untiringly,
When patience and love dried up,
That is the alarm of the death of eternities.

Silence is the message of your heart,
How much you try to conceal,
Silence expresses all by its own language.

We all are Your small created things,
But You keep secrets in secrets.

How can a brainy man,
Figure out such secrets,
Such men are no more,

Following the path of their heart and unfasten,
The secrets of Your silence.

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For the Difference in the Teaching

Dr. Bishun Kumar, Ph.D.

No less than of them I was,
For my mother's brought-up cause;
We (all human flesh) are equal,
Was told every time in sequel,

It gave confidence inside,
And felt no need to it wide;
Played together in ecstasy,
Studied the things, no heresy;

Learnt of powers of our mind and body,
That sometimes confused even my *Dady*,
But none told my body's weakness;
The grey areas surely make me less;

I was growing fast so young,
Breasts bubbled at height hung;
Contempt for my organs they had
Me unconscious of intention bad;

At play they touched my areas,
The touch affected me like anesthesia;
Gradually they extend their desires,
Threw me into the multiple fires;

My preference for them was secondary,
Captured me for forced polyandry;
For them it were the moment of pleasures,
For me more a feeling hacker;

This happened only because;
“For the difference in the teachings’ cause”;
You gave ‘my mother’ such a stature;
But taught ‘boys’ fathers no literature!

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Happy New Year!

Dr. Bishun Kumar, Ph.D.

=====

We wish you, wish you 'Happy New Year'!
'Hai' and Hello', we hear and hear, 'Happy New Year'
Retaining our corrupt practices and criminality,
We wish you, wish you for mere formality.

We decorate our offices and clean the home,
With garbage within, and painted dome.
With desire to fill you up with upheaval,
We wish you; wish you, for mere retrieval.

Sorry dear! We can't raise my dwarfed height,
To surpass you in race, we daren't fight.
We will cut your legs all from below,
We wish you; wish you, to make you low.

Oh! You again shine with your honest thought,
All the beam of light, the spectrum will be caught.
With the clouds of my dark desires, you will fail,
We wish you, wish you but to put you in jail.

O Sun! We challenge you and your spiritual tomorrow.
In fathomless abyss and blue space, you are alone
Fog, mist, clouds, drought and flood all my brothers.
We wish you, wish you, to suffer, flutter, and suffer flutter.

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Change of Medium of Instruction at Intermediate Level and Its Influence on Students' Motivation for Education

Muhammad Abdullah, M.A., M.Phil. Ph.D. Scholar

=====

Abstract

Researchers in the field of psycholinguistics have recommended mother tongue as the best option for Medium of Instruction (MOI), but due to some social, economic, ethnic, political etc. reasons it could not become possible in Pakistan. In the prevalent system of education change of MOI is implemented at different levels. This study has explored the phenomenon of change of MOI at higher secondary level, especially in the public-sector colleges and its influence on students' motivation for education. A questionnaire was developed for data collection. There were 264 male and female students, who were selected as respondents through stratified random sampling. Data was collected through personal visits and analyzed both qualitatively and quantitatively. It was found that there was significant difference of opinion among male and female students in respect of the influence of change of MOI on their motivation level for education. The overall influence of the change of MOI was found negative which demands serious concern by the education policy makers in Pakistan.

Keywords: medium of instruction, intermediate level, influence, motivation, education.

Introduction

In accordance with the research studies in the educational history of human beings, Medium of Instruction (MOI) (Li & Shum, 2008) has been a critical issue for the policy makers due to multiple reasons indigenous or international, hidden or obvious all over the world (Nisar & Ijaz, 2011). Literature on language policy holds record of difference of opinion even among educational experts in this regard. There can be no hard and fast rules for recommendation of MOI because of the social, traditional,

economic and cultural differences all over the world and different attitudes of the people toward indigenous and foreign languages. Even the age of globalization has not been able to eliminate these differences. Therefore, it is very difficult or rather impossible to hold any single opinion as universal for deciding MOI in the education system for all nations of the world. People always have to decide according to their priorities and requirements if the decision is not imposed upon them.

The motive behind the choice of this research was to highlight the difficulties faced by the students in terms of change of MOI at intermediate level for science subjects which resultantly influence their interest in education. Both motivation for education and medium of instruction play an important role in respect of learning achievements of students. This study was meant to elaborate this relationship for the guidance of educationists and language policy makers, so that students' concerns might be taken into account in this regard.

Hypothesis

The study was conducted to test the following null hypothesis:

H₀: There will be no significant difference of opinions among male and female students in respect of the influence of change of medium of instruction on their motivation for education at intermediate level.

Research Questions

This study was also meant to find out answers to the following question:

- (1) What is the significance of change of MOI for science subjects at intermediate level in terms of its influence on students' motivation for education?
- (2) Whether the change of MOI for science subjects at intermediate level influence students' motivation for education negatively or positively?

(3) Whether male and female students differ in their opinions regarding influence of change of MOI on their motivation for education at intermediate level or not?

Literature Review

Pakistan is one of those countries of the world where more than one medium of instruction (English, Urdu, Sindhi and Pashto) are being used for education (UNESCO, 2007). Almost every Pakistani student has to face the challenge of three languages. First is his mother tongue i.e. Punjabi, Sindhi, Pashto, Balochi or Siraiki, etc. The second one is the national language Urdu and the third one is the foreign language English. English was introduced in the Subcontinent by the British colonial power in the nineteenth century (Rehman, 2007) and now it is a very strong MOI in this region.

Language policies and considerations before partition of East and West Pakistan were solely made for the development of a formula which should be equally acceptable to Urdu speakers and Bengali Speakers. The harmonious relationship between Bengali and Urdu (Hassan, 2007) was the actual agenda at that time. The issue of MOI after that has not been addressed consistently.

Majority of the public sector schools especially in the rural areas of Pakistan use Urdu as a MOI up to secondary school level except in the provinces of Sindh and Khyber Pakhton Khawah (K.P.K). In Sindh, Sindhi language is also used as MOI from nursery to university level, while Pashto is used as MOI in the primary schools of K.P.K. mostly in rural areas.

In Urdu-medium schools up to secondary level, science subjects are taught in Urdu, whereas, at the intermediate level these subjects are taught in English in almost all public sector higher secondary schools, intermediate or degree colleges of Pakistan. Therefore, the change of MOI takes place at intermediate level for the students of public sector educational institutions. The researcher has personally witnessed that only due to this reason a number of students become reluctant for further education in science and

study arts subjects in Urdu (MOI). The students of rural areas feel themselves threatened by English as a MOI. This study is not going to probe into the pros and cons of the adoption of foreign language (English) as a MOI in detail. The focal point of the study is related to the change of MOI. This change definitely has certain influence on the education of the students.

The importance of English and at the same time status of English in Pakistan and all over the world is very well known. English has achieved the status of international lingua franca (Bjorkman, 2008) and according to (Phillipson, 1992) nonnative speakers of English especially from post colonial countries feel pride in speaking it or they are appreciated as speakers of English. In 1990, Tejero claimed that the Filipinos took pride in claiming that they were the third largest English speaking nation on earth (Velasquez, 2005). There is no doubt that the powerful upper class elite uses English as an identity marker, and supports continued use of English in all the domains of power, but more importantly the less affluent also support English (Rehman, 1997). The students of Urdu-medium schools who continue their education with science subjects at intermediate level face difficulties in the form of change of terminology and mismatch (Richard, 1995) with the conceptual framework of foreign language.

There are different arguments which are produced in the favor of English as a MOI. The most valid argument for English as MOI is that, it facilitates access to modern world and advanced knowledge. But the question is, if countries like China, Japan, France, Russia, Germany , Korea etc. have achieved the same in their indigenous languages, why can't we? One argument on the issue can be that indigenous languages lack the appropriate terminology in fields of commerce, science and technology to become MOI at university level. The language studies in the world prove that it is very much possible through a sincere, competent and effective language planning. And further it is not necessary or rather possible that every minor or major language should be used a MOI. A consensus can be developed for a suitable indigenous language at the regional or country level which requires less corpus planning. For example in Pakistan Urdu has

gained the status of lingua franca (Hussain, 1992) and a consensus can be developed for it to be used as MOI and if other languages are to be included than a bilingual or multilingual education system may be developed as according to Tsui, et al, (1999) an indigenous language is far better than a foreign language as MOI.

If English remains a major language of MOI in Pakistan then question arises that, what is the percentage of those people who can speak, understand and write English in the population of almost hundred and seventy or eighty millions in Pakistan? English has few native speakers in Pakistan though it's spoken as a supplementary language by the Westernized, urban elite. Then, can a country make progress or meet the challenges of modern world by taking into consideration only the negligible or small percentage of the population? Researchers in the field of psycholinguistics claim that children learn best in their mother tongue (Mustafa, 2005). It is reasonable and necessary to take into accounts the feelings and difficulties of the majority of Pakistanis because we cannot make progress and resolve our problems without involvement of the whole nation in the cycle of development.

The solution of this issue is a matter of serious concern. Can a Bilingual or Trilingual/Multilingual Education System (Gorter, 2005) be recommended for the linguistically diversified countries like Pakistan, where six major and 58 minor languages are spoken (Rahman, 2010)? Can a system of education be devised in which English can be adopted according to the requirements (Cleof & Velasquez, 2005), that is English for Specific Purpose (ESP), and at the same time indigenous languages maintained or preserved? The study is intended to find the answers to these questions and consult those who are directly affected with this dilemma of change of MOI. The researcher has focused on change of MOI at intermediate level and its consequent psychological influence on the students' motivation level.

Methodology

It was a survey research. Mixed research methodology i.e. both qualitative and quantitative was used in the study. Data was collected through questionnaire and then

analyzed both quantitatively (SPSS) and qualitatively. A pilot study was conducted to ensure the validity and reliability of the questionnaire. The target population was large and heterogeneous; it consisted of students of almost 132 public sector colleges (72 male and 60 female) of Karachi. The respondents were selected from clusters of 36 male and 30 female (67) colleges which were selected randomly from a total of 132 (72+60). Finally a total sample size of 264 (144M+120F) was selected through stratified random sampling. The mother tongue of more than 90% students was Urdu whereas the rest were used to speak Punjabi, Pashto, Sindhi or Balochi at home. The quantitative analysis was followed by the qualitative analysis to make the results more intelligible for non-scholarly readers.

Karachi is the biggest city of Pakistan. It is thickly populated and multiethnic. People from all races and walks of life are residing in it. It is an economic hub and people from all over Pakistan (Punjab, Sindh, KPK, Balochistan, AJK, Gilgit Bultistan and FATA) have their considerable representation in its population. Urdu is the lingua-franca and equally spoken by literate or illiterate factions of the societies in the city. A big size of the population is getting education in public sector schools and colleges. Due to these above narrated factors, researcher decided to conduct the study at Karachi. Following was the composition of students as respondents in the study:

- (i) Table (1) shows the distribution of male and female colleges in the sample size.

Table (1)
Distribution of the Colleges by Gender

SNO	COLLEGES	FREQUENCY	PERCENTAGE
1	Male	36	54%
2	Female	31	46%
	TOTAL	67	100%

It is clearly manifested in Table (1) that out of total 264 student respondents 55% were male and 45% female.

(ii) Table (2) shows the distribution of male and female students in the sample size.

Table (2)
Distribution of the Students by Gender in the Sample Size

SNO	RESPONDENTS	FREQUENCY	PERCENTAGE
1	Male	144	55%
2	Female	120	45%
	TOTAL	264	100%

It is clearly manifested in Table (2) that out of total 67 colleges 54% was male and 46% female. The difference in the frequency of male and female respondents is in accordance with the existing difference of strength of students and colleges in Karachi. Both the genders were equally consulted for data collection as per their strength in the colleges.

Data Collection

Data was collected through close ended questionnaire. The questionnaire comprised 10 questions (attached as appendix “A”). It was developed through consultation with the experts in the field (PhDs in education and linguistics). Every question was followed by five attributes i.e. (a) strongly agree, (b) agree (c) undecided (d) disagree and (e) strongly disagree; based on Likert Scale widely used in survey research. To ensure the validity of the data, it was collected through personal visits by the researcher and queries of the respondents if any were answered then and there. There was 100% return response of the questionnaire. The reliability of the research instrument was also confirmed through application of Cronbach’s Alpha.

Data Analysis

Data will be analyzed in detail in the following two stages:

(i) Major Hypotheses Testing

(ii) Item-by-Item Analysis (for answers to above stated three questions).

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Testing of the Major Hypothesis

A hypothesis was made for the study, which will be tested in the following:

Null Hypothesis

H₀: There will be no significant difference of opinion among male and female students in respect of the influence of change of medium of instruction on their motivation for education at intermediate level.

Analysis of the Problem

1. $H_0 : \mu_1 = \mu_2$
2. $H_1 : \mu_1 \neq \mu_2$
3. $\alpha = 0.05$ with $df = 262$
4. Test Statistics : t – test

Computation Results:

T-Test

Table (3)

Group Statistics					
	Sex	N	Mean	Std. Deviation	Std. Error Mean
Response	Male	144	4.2424	.58364	.04864
	Female	120	4.0117	.68614	.06264

Table (4)

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Response	Equal variances assumed	8.209	.005	2.952	262	.003	.23069	.07815	.07681	.38458
	Equal variances not assumed			2.909	234.747	.004	.23069	.07930	.07446	.38693

5. Decision Rule: Reject H_0 if computed $t \geq 1.9768$

6. Conclusion

Referring to the table of critical t values, it is found that at Alpha = 0.05 with degree of freedom (df) = 262 the tabulated value of $t = 1.9768$, which is smaller than the computed value $t = 2.952$. Therefore, the H_0 is rejected and it is established that there is significant difference of opinion among male and female students in respect of the influence of change of medium of instruction on their motivation for education at intermediate level.

Item-by-Item Analysis of the Data

In this section of the study, the data would be analyzed item-by-item. Following points should be kept in view while reading the reports:

- (i) Chi-Square One-Variable test is applied through SPSS for analysis.
- (ii) Level of Significance Alpha (α) = 0.05
- (iii) Degree of Freedom (df) = $k - 1 = 5 - 1 = 4$

(iv) Decision Rule: Reject H_0 if computed value of $X^2 \geq 9.49$

Following is the item-by-item data analysis of questionnaire:

Analysis of the Problem

The problem for each item was analyzed in the same pattern as mentioned below:

1. H_0 : $f_1 = f_2 = f_3$
2. H_1 : $f_1 \neq f_2 \neq f_3$
3. $\alpha = 0.05$
4. Test Statistics : X^2

Item No. 1

I speak mother tongue at home.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.1.

Computation Results of X^2

Chi-Square Test

Table (5)

Test Statistics	
	Qu1
Chi-Square	6.317E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (6)

Qu1			
	Observed N	Expected N	Residual
Strongly Disagree	5	52.8	-47.8
Disagree	5	52.8	-47.8
Undecided	2	52.8	-50.8
Agree	38	52.8	-14.8
Strongly Agree	214	52.8	161.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is lower than the computed value Chi $X^2 = 6.317E2 = 631.70$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 214 strongly agree and 38 agree with the statement, which confirms that there is overwhelming majority (95%) of the students who speak their mother tongue at home.

Item No. 2

I prefer Urdu to English for reading books or magazines.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.2.

Computation Results of X^2

Chi-Square Test

Table (7)

Test Statistics	
	Qu2
Chi-Square	3.337E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies**Table (8)**

Qu2			
	Observed N	Expected N	Residual
Strongly Disagree	1	52.8	-51.8
Disagree	9	52.8	-43.8
Undecided	8	52.8	-44.8
Agree	99	52.8	46.2
Strongly Agree	147	52.8	94.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 3.337E2 = 333.70$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 147 strongly agree and 99 agree with the statement, which confirms that there is overwhelming majority (93%) of the students who prefer Urdu to English for reading books or magazines.

Item No. 3

I watch Urdu television channels.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.3.

Computation Results of X^2

Chi-Square Test

Table (9)

Test Statistics	
	Qu3
Chi-Square	3.665E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (10)

Qu3			
	Observed N	Expected N	Residual
Strongly Disagree	6	52.8	-46.8
Disagree	9	52.8	-43.8
Undecided	6	52.8	-46.8
Agree	79	52.8	26.2
Strongly Agree	164	52.8	111.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 3.665E2 = 366.5$. Therefore, the H_0 is rejected. The frequency table further

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shows that out of 264 respondents 164 strongly agree and 79 agree with the statement, which confirms that there is overwhelming majority (92%) of the students who watch Urdu television channels.

Item No. 4

My parents discourage watching English television channels.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.4.

Computation Results of X^2

Chi-Square Test

Table (11)

Test Statistics	
	Qu4
Chi-Square	1.094E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (12)

Qu4			
	Observed N	Expected N	Residual
Strongly Disagree	25	52.8	-27.8
Disagree	40	52.8	-12.8
Undecided	15	52.8	-37.8
Agree	79	52.8	26.2
Strongly Agree	105	52.8	52.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 1.094E2 = 109.40$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 105 strongly agree and 79 agree with the statement, which confirms that there is overwhelming majority (69.69%) of the students whose parents discourage watching English television channels.

Item No. 5

I speak Urdu in the extracurricular activities of my college.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.5.

Computation Results of X^2

Chi-Square Test

Table (13)

Test Statistics	
	Qu5
Chi-Square	3.412E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (14)

Qu5			
	Observed N	Expected N	Residual
Strongly Disagree	2	52.8	-50.8
Disagree	14	52.8	-38.8
Undecided	7	52.8	-45.8
Agree	84	52.8	31.2
Strongly Agree	157	52.8	104.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 3.412E2 = 341.20$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 157 strongly agree and 84 agree with the statement, which confirms that there is overwhelming majority (91%) of the students who speak Urdu in the extracurricular activities of their colleges.

Item No. 6

I prefer Urdu to English as a medium of instruction at intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.6.

Computation Results of X^2

Chi-Square Test

Table (15)

Test Statistics	
	Qu6
Chi-Square	1.708E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies**Table (16)**

Qu6			
	Observed N	Expected N	Residual
Strongly Disagree	16	52.8	-36.8
Disagree	39	52.8	-13.8
Undecided	11	52.8	-41.8
Agree	72	52.8	19.2
Strongly Agree	126	52.8	73.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is lower than the computed value Chi $X^2 = 1.708E2 = 170.80$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 126 strongly agree and 72 agree with the statement, which confirms that there is overwhelming majority (75%) of the students who prefer Urdu to English as a medium of instruction at intermediate level.

Item No. 7

Science teachers hardly encourage classroom discussion in English at intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.7.

Computation Results of X^2

Chi-Square Test

Table (17)

Test Statistics	
	Qu7
Chi-Square	1.914E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (18)

Qu7			
	Observed N	Expected N	Residual
Strongly Disagree	16	52.8	-36.8
Disagree	20	52.8	-32.8
Undecided	17	52.8	-35.8
Agree	85	52.8	32.2
Strongly Agree	126	52.8	73.2
Total	264		

Conclusion

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Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is lower than the computed value Chi $X^2 = 1.914E2 = 191.40$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 126 strongly agree and 85 agree with the statement, which confirms that there is overwhelming majority (80%) of the students who confirm that science/commerce teachers hardly encourage classroom discussion in English at intermediate level.

Item No. 8

I try to avoid participation in the classroom activities when it is compulsory to speak English.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.8.

Computation Results of X^2

Chi-Square Test

Table (19)

Test Statistics	
	Qu8
Chi-Square	52.780 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (20)

Qu8			
	Observed N	Expected N	Residual
Strongly Disagree	23	52.8	-29.8
Disagree	56	52.8	3.2
Undecided	31	52.8	-21.8
Agree	66	52.8	13.2
Strongly Agree	88	52.8	35.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi $X^2 = 9.49$, which is smaller than the computed value Chi $X^2 = 52.780$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 88 strongly agree and 66 agree with the statement, which confirms that only 58% students try to avoid participation in the classroom activities when it is compulsory to speak English.

Item No. 9

I hesitate to take initiative in classroom activities due to change of MOI at intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.9.

Computation Results of X^2

Chi-Square Test

Table (21)

Test Statistics	
	Qu9
Chi-Square	1.464E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies**Table (22)**

Qu9			
	Observed N	Expected N	Residual
Strongly Disagree	10	52.8	-42.8
Disagree	33	52.8	-19.8
Undecided	25	52.8	-27.8
Agree	80	52.8	27.2
Strongly Agree	116	52.8	63.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4, tabulated value of Chi $X^2 = 9.49$, which is larger than the computed value Chi $X^2 = 1.464E2 = 146.40$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 116 strongly agree and 80 agree with the statement, which confirms that there is overwhelming majority (74%) of the students who confirm that they hesitate to take initiative in classroom activities due to change of MOI at intermediate level.

Item No. 10

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Medium of instruction should be changed after intermediate level.

Statement of the Problem: There is no significant difference in the opinion of students in respect of item no.10.

Computation Results of X^2

Chi-Square Test

Table (23)

Test Statistics	
	Qu10
Chi-Square	1.689E2 ^a
Df	4
Asymp. Sig.	.000

Frequencies

Table (24)

Qu10			
	Observed N	Expected N	Residual
Strongly Disagree	10	52.8	-42.8
Disagree	36	52.8	-16.8
Undecided	19	52.8	-33.8
Agree	74	52.8	21.2
Strongly Agree	125	52.8	72.2
Total	264		

Conclusion

Referring to the table of Chi-Square, it is found that at Alpha = 0.05 with degree of freedom (df) = 4 tabulated value of Chi X^2 = 9.49, which is smaller than the computed

value Chi $X^2 = 1.689E2 = 168.90$. Therefore, the H_0 is rejected. The frequency table further shows that out of 264 respondents 125 strongly agree and 74 agree with the statement, which confirms that there is overwhelming majority (75%) of the students who agree that MOI should be changed after intermediate level. In the Pakistani context the exalted professional career is determined after intermediate level qualification. Maintaining the MOI at intermediate level is meant to give opportunities to all for their auspicious professions without any disturbance by MOI. For professional qualification students have more time and they most probably have got strong and clear basic concepts up till now, especially of science subjects in their national language. Now the MOI might be changed if inevitable as opined by the students.

Findings and Conclusion

The main purpose of this study was to explore the phenomenon of the change of MOI at intermediate level in the perspective of its influence on students' motivation for education and make recommendations for effective education in the light of the opinions of students of intermediate level. The scope of the study was limited to the students of intermediate level of public sector colleges of Karachi and only those students were targeted who were taught in Urdu as MOI at secondary level in their respective secondary or higher secondary schools before admission in colleges.

The following null hypothesis was formulated for the study:

H₀: There will be no significant difference of opinion among male and female students in respect of the influence of change of MOI on their motivation level for education at intermediate level.

The null hypothesis was rejected and it was established that there was significant difference of opinion among male and female students in respect of the influence of change of MOI for science subjects at intermediate level on students' motivation for education. It was concluded in the perspective of over all data analysis (item by item) that change of MOI at intermediate level had a significant negative influence on the

motivation level of the students in general. They were found very much inclined toward their national language in formal and informal academic activities. The change in MOI shook the confidence of majority of the students for taking initiative in classroom activities solely based upon communication due to language barrier i.e. L2 or foreign language (English). Whenever students were asked by the teacher to speak only in the MOI, most of them were not convinced to participate until and unless they were compelled to participate. Therefore, teachers were not reported as encouraging the students to discuss something in English. Majority of the students preferred Urdu to English as MOI at intermediate level. In their daily routine activities like games, newspaper reading, novels or magazine reading, domestic discourse or television programs they opted Urdu by choice, therefore, they were not motivated for English as MOI at intermediate level after getting their education in Urdu MOI from class I to class X. The result of this research demands a review of the education policy in Pakistan regarding MOI to address the concerns of the students as the strength of English-medium schools is increasing and Urdu-medium schools decreasing day by day.

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Exploring Higher Secondary Students' Perceptions for the Implementation of Task-Based Language Teaching in the English Classroom in Assam

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Abstract

There is no gainsaying that the traditional methodologies used for the teaching of English in India in general and Assam in particular are basically teacher-centred ones, which fail to enable learners to become communicatively competent. This situation obviously calls for an overhauling of the English language pedagogy in India, with a view to adopting a methodology which is learner-centred and has been found to be effective in enabling the learners in developing communicative competence. In this context, the authors of this article carried out a research to find out the feasibility or otherwise of implementing task-based language teaching methodology, a contemporary offshoot of the much-hallowed learner-centred communicative language teaching, in the English language classroom at the higher secondary in Assam. This article reports the findings with regard to the perceptions of higher secondary students regarding the appropriateness of task-based language teaching in the context mentioned above.

Key words: Task-based language teaching, teacher-centred, learner-centred, communicative competence, communicative language teaching

Introduction

As in the rest of India, English is today generally viewed as the language of opportunity and upward mobility in Assam as well. Assam shares all or many of the English Language Teaching (ELT) practices followed elsewhere in India at all levels of education. The current paradigm of teaching-learning of the English language in Assam is largely based

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on the Grammar-Translation Method. This method views language as a structured system of grammatical patterns with an aim to develop in students the ability for producing correct sentences (Nunan, 1988). Whereas there has been a surge of research and development in ELT across the world in the areas of language acquisition and teaching methodology, ELT in Assam could not benefit from these developments, and the obsolete Grammar-Translation Method is still in vogue. There is a requirement, emerging as a consequence of the international and the national role of English and the developments in ELT methodology, to make ELT more relevant and meaningful for the students by taking into account their needs. The educational institutions where ELT forms an important part of the curriculum need to explore the possibility of adopting an effective ELT approach responsive to the language learning needs of their students.

The Context of the Study

As the general aim of teaching English as a second language should be to enable the learners to use the language in real life situations, and not just to give them knowledge about the language, it is imperative that ELT adopts a language teaching methodology that would make the learner communicatively competent. One such methodology is Task-based language teaching (TBLT). Tasks form the focus of TBLT. In a task-based course, the emphasis is on meaningful, holistic language practice, in which learners need to listen, read, speak, or write in order to complete a challenge. The rationale for TBLT as a teaching methodology is found in theories of language acquisition that emphasise the central role in language learning of meaningful language use allied with opportunities to notice the ways in which meanings are created through the target language (Long, 1996; Skehan, 1996). According to such theories, opportunities for communication and noticing the relationships between forms and functions provide the conditions under which communicative competence in a second language can most effectively be developed.

However, the attempt to implement TBLT has not been without problems in many Asian countries, as many research studies have shown. It has been found to be in conflict with the local learning cultures. Hu (2002) has indicated that grammar- and vocabulary knowledge-focused national examinations are the most influential factors preventing teaching innovation in China. A frequently mentioned concern is the large class size, which has been

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noted as a barrier to change in Korean (Jeon & Hahn, 2006; Li, 1998), Hong Kong (Carless, 2002), and mainland Chinese (Zhang, 2007) schools. Clark *et al.* (1999) identified vague understanding of TBLT as a main factor that limited the ability of Hong Kong teachers to implement the new curriculum. On the other hand, there is also evidence that once exposed to TBLT, Asian learners can adjust their preferences for learning. Hsu (2007) found that Taiwanese students who had been exposed to TBLT preferred group to individual work.

In Assam there has hardly been any serious effort towards bringing about any change in the current inefficacious paradigm of teaching English which heavily relies on the traditional Grammar-Translation method. It can be inferred that most of the concerns, as expressed in the above-mentioned research studies, with regard to implementing an innovation in teaching methodology can be raised in the context of ELT in Assam, as the pedagogical condition in Assam in particular and in India in general is, by and large, similar to the ones in many of the Asian countries.

Keeping in mind the limitations of the Grammar-Translation Method in making learners communicatively competent, and the merits of TBLT as well as the concerns expressed in implementing it, a research was undertaken by the authors for exploring the perceptions of students at the higher secondary level with a view to understanding the constraints in and opportunities of implementing TBLT in Assam for the teaching of English.

The authors of this article focused their study on the Higher Secondary level, as they assumed that it would be more viable to implement TBLT initially at that level. The justification for this assumption is that with the students having already acquired some sort of ability to use the English language at the primary and the secondary levels, it would be easier to get them to perform classroom tasks that TBLT requires. Once TBLT is successfully implemented at the Higher Secondary level, the same framework, with relevant modification, can be inducted into the other levels of English education in the state.

Research Design

Since the study attempted to explore the perceptions of a representative group of higher secondary-level students of English to find out the feasibility or otherwise of the

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implementation of TBLT, it employed a quantitative data collection technique in the form of the administration of a questionnaire for collecting data from them with regard to their English language learning needs, their opinions and views on the current ELT classroom practices, etc.

The first phase of the research involved selection of representative educational institutions for the purpose of sample selection. For this, ten districts of Assam, namely, Dhubri, Bongaigaon, Kamrup, Nagaon, Sonitpur, Lakhimpur, Tinsukia, Jorhat, Karbi Anglong and Cachar, were selected, giving representation to different parts of the state. From each district two institutions and from each institution a group of twenty students were selected using systemic random sampling and purposive random selection techniques respectively. A specially designed questionnaire containing multiple choice, likert type, and preference-scale questions was administered to the participants for their responses. The questionnaire incorporated questions on English learning needs of the students, their expectations from the English language curriculum, their reaction to suggested innovations in teaching-learning methods and classroom practices, etc.

The data collected by means of the questionnaire were analysed using a simple statistical tool. The responses to the questions in the questionnaire were accumulated option-wise or preference-wise, as was the case. The total number of responses against each of the options or preferences provided for a question was converted into percentage in order to understand the weight received by each option. The responses were then tabulated and represented. A schematic representation in the form of tables was produced for the data, which were then interpreted with a view to arriving at the findings of the study.

Data Analysis

The total number of students selected as part of the sample was 200, with as many questionnaires handed over to them. However, only 180 filled-in questionnaires were returned by the students. The number of question items in the students' questionnaire was 11. The following is the presentation of the data in a tabular form followed by analysis:

Question Item 1

Why do you need to learn English?

Needs	Preference					
	1 st	2 nd	3 rd	4 th	5 th	6 th
To be able to study English Literature	3.3%	3.3%	3.3%	25.6%	22.3%	42.2%
To speak to people speaking a language different from yours	8.9%	0	31.1%	25.6%	25.6%	8.9%
To speak to your friends and family	0	0.6%	0	23.3%	39.4%	36.7%
To pass examinations	22.8%	14.4%	31.1%	16.7%	6.1%	8.9%
For higher education	25.6%	50.6%	14.4%	5.5%	3.3%	0.6%
For a successful professional career	39.4%	31.1%	20%	3.3%	3.3%	2.8%

Table 1 Students' Needs for English

The data on students' needs for English reveal that most of the students perceive a successful professional career and higher education as the main needs for learning English. While 39.4% students learn English mainly (first preference) for having a successful professional career, 25.6% students learn it for the reason that it will be mainly (first preference) necessary for higher studies. However, 22.8% say that they primarily (first preference) learn it for passing examinations. Higher education is given second preference by 50.6%, followed by professional career which is given second preference by 31.2% students and passing examination is chosen as the second preference by 14.4%. Other reasons for learning English are given much less preference with 'to study English literature' receiving the least preference from 42.2% students.

Question Item 2

In future you will be using English for?

Domain	Preference				
	1 st	2 nd	3 rd	4 th	5 th
Higher studies	33.9%	49.4%	16.7%	0	0
Socialising	0	17.2%	26.7%	56.1%	0%
At home	0	0	0	0	100%
In future job/career related work	66.1%	16.1%	17.8	0	0
Others (Using computer, Mobile	0	17.2%	38.9%	43.9%	0

Table 2 Students' Future Domain of Use of English

The main future domain of use of English as perceived by majority of the students (66.1%) is job/career related works, which is given first preference by these students. 33.9% students perceive higher studies as the main (first preference) future domain of use of English. Though some students also say that using computer (surfing internet), mobile etc. is another future domain of use of English, they do not consider it to be the main domain, as no student gives it first preference. 'Higher studies' is given second preference by a large number (49.4%) of students. 'Use at home' receives the least preference from all the students as a future domain of use of English.

Question Item 3

Skills/aspects you wish to develop more?

Skill	Preference					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Listening	0	20.6%	0	12.8%	22.2%	44.4%
Speaking	57.2%	211.1%	11.1%	11.1%	9.4%	0
reading	0	11.1%	23.9%	11.1%	11.1%	42.8%
writing	20.6%	11.1%	33.3%	33.3%	0	1.7%
Grammar	11.1%	22.2%	31.7%	11.1%	23.9%	0

Vocabulary	11.1%	23.9%	0	20.6%	33.3%	11.1%
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Table 3 Students' Preferred Language Skills/Aspects

Responses from the students to the question what skills they would like to develop more while learning English show that most of them want to develop speaking skill and writing skill. 57.2 % students say that they want to develop speaking skill more than any other skill, while 20.6 % of them say that writing is the most important skill for them to develop. Developing lexical or grammatical competence is the most preferred aspect for 11.1% students each. Reading and listening are the least preferred skills with 42.8% and 44.4% students respectively giving these two skills the last preference.

Question Item 4

English language teaching should focus on?

Skill	Preference			
	1 st	2 nd	3 rd	4 th
Developing speaking skill	74.4%	14.4%	11.1%	0
Developing writing skill	12.8%	63.3%	23.8%	0
Developing Reading skill	11.1%	11.1%	54%	23.8%
Developing listening skill	1.7%	11.1%	11.1%	76.1%

Table 4 Students' Preferred Focus with regard to English Language Teaching

A large majority of the students (74.4%) opine that English language teaching should primarily (first preference) focus on developing speaking skill than on any other skill. 12.8% and 11.1% of the students believe that primary (first preference) focus of English language teaching should be on developing writing skill and reading skill respectively. Only 1.7% of the students is of the opinion that developing listening skill should be the primary (first preference) focus of teaching English. 'Developing writing skill' receives the second preference by 63.3%, followed by 'developing speaking skill' which is given second

preference by 14.4% students as the focus of English language teaching. Developing listening skill is the least preferred focus of English language teaching as 76.1% students give it the last preference.

Question Item 5

Whether the current English syllabus and classroom teaching are helping in improving your English language competence any further

Yes	23.9%
No	63.3%
Not sure	12.8%

Table 5 Students' Opinion on the effectiveness of the Syllabus and Teaching

Significant revelation on the effectiveness of the current English syllabus and the classroom teaching comes from the students' responses elicited under this question. A large majority (63.3%) of the students believe that the current syllabus and the classroom teaching are not helping them in improving their English language competence. Only 23.9% think that their competence with regard to English is improving, while 12.8% students are not sure about the effectiveness of the syllabus and classroom teaching.

Question Item 6

The role you like your teacher to have?

As a person in control of everything in the class	25%
As someone who does not control everything but helps and guides you in learning	72.2%
Not Sure	2.8%

Table 6 Students' Preferred Role of the Teacher

When it comes to their opinion on the role of the teacher in the class, the students are heavily in favour of a class which is not entirely controlled and dominated by the teacher.

72.2% students would like have a classroom where the teacher does not control everything but helps and guides them in the learning process. However, 25% say they would prefer a

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classroom completely controlled by the teacher. 2.8% students are not sure about the kind of role the teacher should play in the classroom.

Question Item 7

The nature of the English class you like?

Teacher just teaching, students listening and no activities by the students	28.3%
Students are actively participating and are involved in a lot of learning activities like role play/games leading to learning/group and pair work tasks	66.1%
Not sure	5.6%

Table 7 Students’ Preferred Nature of the English Class

Majority of the students (66.1%) want an English class where students take active part in classroom activities like role play, group work, pair work etc. 28.3% students express a different opinion wanting a class of the nature where students are not involved in any classroom activities with the teacher teaching and the students just listening. The rest (5.6%) are not sure about the nature of the class they like.

Question Item 8

Will you like to do learning activities/tasks in the class?

Yes	53.9%
No	35.6%
Not sure	10.5%

Table 8 Students’ Willingness for Learning Activities/Tasks in the Class

A large number of students (53.9%) express their willingness to do learning activities or classroom tasks, while 35.5% say they would not like to do any learning activities/tasks in the classroom. 10.5% students are not sure whether they want to do classroom tasks or not.

Question Item 9

You like learning

By memory	27.8%
By problem solving (learning by doing)	40%
By both	32.2%

Table 9 Students' Preferred Mode of Learning

A considerably large number of the students (40.%) express their preference for learning by engaging in problem solving, while 27.8% want to learn by memory alone. 23.9% students say they prefer to learn by both memorizing and engaging in problem solving.

Question Item 10

Will you find your English language course more interesting if it engages you in classroom activities/tasks?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
34.4%	12.8%	22.8%	25%	5%

Table 10 Students' Opinion on Incorporating Classroom Tasks in the English Course

A large number of students (47.2%) either strongly agree or agree to the view that the English course would become more interesting if the students are engaged in classroom activities/tasks. 30% of the students, however, do not think that way. They either strongly disagree or disagree to the view of incorporating tasks in the English course would make it interesting. A considerably large section (22.8%) of the students neither agrees nor disagrees.

Question Item 11

English language examinations should be such that students are not required to memorise answers, but to complete certain tasks using the language (both written and spoken)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
20.6%	16.7%	28.3%	21.1%	13.3%

Table 11 Students' Opinion on Task-Based Assessment

To the suggestion that English language examinations should be Task-Based, 37.3% students either strongly agree or agree. 34.4% students have shown they have not favoured the idea by disagreeing or strongly disagreeing to it. A considerably large section neither agrees nor disagrees.

Findings

The following findings have been arrived at from the analysis of the data collected for the present study:

1. The present domains of English language use for the students are primarily studying and passing examinations, while the future domains are largely higher studies and future professional life. Thus it can be inferred that the students' learning English is considered instrumental in making good progress in higher studies and in getting a good job in future and making good progress in professional career. Using the internet and operating mobile phones and mobile applications are identified as the chief among the other marginally important domains of English language use. Particularly, one of the main future domains, i.e., professional life, indicates that students have to be able to communicate effectively in English, which will be necessitated by the demands of their job-related works on them. Therefore, communicative competence is a primary requirement of the learners. This calls for a teaching-learning methodology which can effectively develop communicative competence in the learners. The traditional methodology being largely employed in the classroom teaching at present does not develop communicative competence in the learners as the competence of

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majority of the learners in all the four language skills is below average. Thus it is found that a methodology based on TBLT, which aims at making the learners communicatively competent, is the need of the target learners' situation.

2. The students are found to believe that they need to learn all the four language skills. However, speaking is considered the most preferred skill as compared to listening, reading and writing. Writing, reading and listening received 2nd, 3rd, and 4th preferences respectively. Apart from the language skills the students also need to have grammatical and lexical competence in some degree. This finding further points to the fact that the present methodology employed in classroom teaching is not adequate to address the learners' needs as it is found not to specifically emphasise learning of the four language skills by the students. Only a methodology that dwells on developing the learners' competence in all the four language skills, though in varying degrees, would suit the objectives of the teaching-learning process. TBLT is one such methodology which, through its requirement of the learners' engagement with classroom tasks of different kinds, seeks to develop their competence in all the language skills, apart from focusing on lexical and grammatical competence, though at an appropriate stage. Thus, it is found that TBLT can be the methodology that would be appropriate in the context under study.

3. The students are found to favour a classroom environment which is supportive to their active participation in classroom activities like pair- and group-work, games, role play for completion of classroom tasks. They show preference for learning language by engaging in classroom activities and thereby using the language and negotiating meaning, instead of resorting to memorisation. They prefer learning by problem solving to rote learning. This finding is a clear indication that implementing TBLT is feasible in the present context. It is well known that the main focus of TBLT is the completion of classroom tasks, which are expected to provide the learners with opportunities to notice ways in which meaning is created and thereby to give the learners ample scope to learn a language through its use. Therefore, TBLT would suit the students' preference as far as learning style is concerned.

4. It is found that the students want a change in role relationship and their status in the classroom. They want the teacher to surrender some of the control he/she usually holds over

the class. They expect a class where they are at the centre and the role of the teacher is that of a facilitator and guide. This leads to another important finding as far as feasibility and viability of adopting TBLT in the specific context of the present research is concerned. TBLT basically adopts a learner-centred approach with the teacher facilitating the teaching-learning process. The students' advocacy of a change in role relationship indicates that the teacher-dominated teaching methodologies are out of favour and that they need to be replaced by learner-centred methodologies like TBLT.

5. The students are found to favour a change in the current assessment system which encourages rote learning. While the current system of examination can be a constraint in the actual implementation of TBLT, the fact that the students are in favour of a change in the nature of examination is, in itself, an opportunity.

Conclusion

In the final analysis, it can be said that the perceptions of the students who participated in the study are broadly in sync with the requirements for the implementation of TBLT at the higher secondary level in Assam for the teaching of English. The most significant aspect of the findings is that the students are in favor of bringing in innovations in the English language classroom. However, one cannot possibly overlook the several constraints emerging out of the traditional pedagogical practices which are likely to hinder the implementation of an innovative methodology like TBLT. Yet, TBLT can be considered as a methodology, the feasibility of which has been strongly affirmed by the students in their responses to the questions in the questionnaire.

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Acquisition of Participial Construction in Typically Developing Children

Anu Johnson
Satish Kumaraswamy

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Abstract

This work presents describes the acquisition of participial construction in typically developing children. Participle clauses are shortened dependent clauses that use a present or past participle. Participles are verbal adjectives. They have some features of verbs and some of adjectives. But they are most basically a type of adjective. As adjectives, participles can modify nouns or pronouns. This study focuses on participle constructions in Malayalam, a language of the Dravidian family of languages spoken in South India and in many countries around the world. In Malayalam, mainly we use two voices such as ‘karthariprayogam’(Active voice) and ‘karmaniprayogam’(passive voice). Sentence is said to

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be in active voice, when the subjects does something. Most of the sentences are active (Active subject + Verb + Object). For example, Cat eats fish. Passive voice is used when focus is on action. It is not important that who or what is performing. Eg: Fishes are eaten by cat. Other adjectival participles are perachamand vinayacham. Peracham use with subjects whereas vinayacham use with verbs. Ten typically developing Malayalam speaking school going children in the age range of 12-14yrs with good academics as per with school records participated in the present study. A list of participle construction tasks in both Malayalam and English were selected on the basis of familiarity of use and from their textbooks. The children were asked to replace the relative clause by a participial construction. The prepared list of participial construction tasks (English and Malayalam) was presented to the children and their responses were recorded for detailed analysis. The result of the present study indicates better performance in English past participial construction compared to present participial construction and actives than passives. In Malayalam, there is a significant difference between active and passive participial constructions indicating that children mostly use active participles rather than passive participles.

While comparing both languages (Malayalam and English), a highly significant difference was noted in the acquisition of active and passive participial constructions. Children are more familiar with active participial construction than with passives. But there is no significant difference found in present and past participial constructions.

Key words: acquisition of participle clauses, Malayalam, English, comparison of acquisition of participle clauses, typically developing children.

INTRODUCTION

Communication

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (U.S. Army, 1983). Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit.
<http://www.nwlink.com/~donclark/leader/lead.com.html>.

<http://www.nwlink.com/~donclark/leader/lead.com.html>

Language

Language is an essential aspect of human social interaction and transmission of information. It's a complex and dynamic system of conventional symbols that is used in various modes of thought and communication. Contemporary views of human language holds that: Language evolves within specific historical, social and cultural context; language is rule governed behavior, described by at least five parameters such as phonologic, morphologic, syntactic, semantic and pragmatic; language learning and use are determined by interaction of biological, cognitive, psychological, environmental factors. Effective use of language for communication requires a broad understanding of human interaction including such associated factors as nonverbal cues, motivation and socio-cultural roles (American Speech and Hearing Association, 1983). Of all aspects of language development, syntax has attracted maximum attention.

Syntax

Syntax is a central component of human language. It governs how morphemes and words are correctly combined. The term 'syntax' is from the Ancient Greek *syntaxis*, a verbal noun which literally means 'arrangement' or 'setting out together'. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence. By learning the finite number of rules for connecting words it possible to create an infinite number of sentences, all of which are meaningful to a person who knows syntax. Thus, it is possible to construct many sentences that the speaker never heard before.

Morpho-syntax

Morpho-syntax is the study of the morphological and syntactic properties of linguistic or grammatical units and concerns itself with inflection and paradigms but not with word formation or compounding. Brown (1973) serves as a foundation for the work on English monolingual morpho-syntactic language development. He has done a longitudinal study of three children acquiring English as their native language and developed the sequence of 14 morphemes. According to Brown, there are five stages which depict the development in children's language. During the first stage of development, the child starts to combine words and semantic roles in linear simple sentences. And later, the utterances will be coordinated, combining the sentences into one.

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Participle Clauses

Participle clauses are shortened dependent clauses that use a present or past participle. Participles are verbal adjectives. They have some features of verbs and some of adjectives. But they are most basically a type of adjective. As adjectives, participles can modify nouns or pronouns. In this way, we can include a lot of information in a sentence without making it too long or complicated. In the present participial construction (ing-form), we show that both actions are taking place the same time and with the passive participle and with past participle, we can shorten a passive clause. We use the perfect participle to indicate that the action in the participle clause took place before the action in the main clause. In English, the perfect participle can express actions in both the active and the passive voice. Other English participles are created periphrastically to imitate the richer array of classical participles, but they often seem formal or even awkward.

<https://scholar.google.co.in/scholar?hl=en&q=acquisition+of+participles+in+English&btnG=>
)

Children's Grammatical Development

Relatively little research has been conducted on children's grammatical development in Indian context. Roopa (1981) studied syntax in 4 to 5 years old Hindi speaking typically developing children. She found that basic sentence structure used by children is similar to that used by adult and developmentally 5 year old children were found to use more structure than 4 years old children.

Lakshman (2000) investigated the acquisition of relative clause in 27 Tamil speaking children (2-6yrs). The findings indicated that the younger children produced a significantly greater number of pragmatically inappropriate responses than the older children. But the younger children are not inferior to the older children with respect to their grammatical competence.

Dabrowska and Street (2014) provide experimental evidence for the role of lexically specific representations in the processing of passive sentences and considerable education related differences in comprehension of the passive construction. They measured response time and decision accuracy of participants with high and low academic attainment. The results suggest that all participants have verb specific as well as verb general representations,

but the latter are not as entrenched in the participants with low academic attainment, resulting in less reliable performance

Jia and Fuse (2007) studied the acquisition of English grammatical morphology by native Mandarin-speaking children and adolescents and age related differences. The results indicated that acquisition of some grammatical morphemes by school ages immigrants takes several years to complete. As second learners exhibit some error types and difficulties similar to monolingual children with specific language impairment, caution needs to be taken when interpreting and using morphological errors as indicators of speech/language learning problems in this population.

Studies in Malayalam Acquisition

Malayalam is a Dravidian language spoken in India. The language has basic Subject-Object-Verb word order. The interesting fact about Malayalam is that, instead of adjectives, it makes elaborate use of relative clause like structures for nominal modification. Relatively little research has been conducted on children's grammatical development in Malayalam context, especially in the area of Participle construction. The present study emphasize the need for obtaining a normative data for the acquisition of Malayalam and English participle construction in typically developing Malayalam speaking children in the age range of 12-14yrs enabling speech language pathologist in the tasks of assessment and management of language disordered population.

Review of Literature

Communication is a process of exchange of ideas between sender and receiver. It involves message transmission and response or feedback (Beebe and Raymond, 1996).

Language is defined as "A code whereby ideas about the world are represented by a conventional system of signals for communication" (Bloom and Lahey, 1978). According to Owens (1996), language is a socially shared code or conventional system for representing concepts through the use of arbitrary symbols and rule- governed combinations of these symbols.

It has become an essential part of children's successful carrier to speak or understand more than one language. Children may become more in the second language as they progress through the school years. Since much of the academic education and new concepts are

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presented in the second language while not using the first language or using it only for social rather than academic purposes. Vocabulary, morphology and syntax may become more advanced in the language used in the school than the language used at home for social communication.

One may say that modern linguistics started with Chomsky's (1959) seminal refutation of Skinner's (1957) long standing proposal that language was simply another form of behavior conditioned by positive and negative reinforcement. The existence of a Universal Grammar, an innate language faculty equipped with abstract principles of grammar and parameters, was offered as a possible answer for how do we acquire the knowledge of particular language. This is known as parameter setting theory (Chomsky, 1981).

The parameters are designed to capture a syntactic, phonological, lexical or morphological difference between languages. They represent the range of variation that can be found in natural languages and are thus flexible enough to account for a great linguistic diversity. On the other hand, they are also sufficiently restricted to account for the relative ease of first language acquisition. The ideal parameter assumed to be a "standard" parameter-something in between a micro-parameter and a macro-parameter. Ideally, syntactic parameters subsume a cluster of at least three properties.

Early studies (e.g., Goldsmith, 1975; Halle and Vergnaud, 1987; Prince and Liberman, 1977; Prince, 1983) have shown that a principles and parameters approach is particularly suited to the study of phonology because phonological systems, far from being arbitrary, obey universal constraints and processes. A typical phonological parameter is a binary microparameter.

Syntax is basically the structure of sentences. Sentences have to follow certain structural rules in order to make sense. Syntactic language such as, English uses word order to indicate word relationships.

Brown's 14 Grammatical Morphemes

The appearance and mastery of the 14 grammatical morphemes in relation to the stages of development was focused in Brown's research (1973). According to Brown, there are five stages which depict the development in children's language. Each of the morphemes appears in stage 2. These morphemes generally convey meanings that could only be implied through

the simple word orders exhibited in stage 1. they were then mastered at various stages as the child's language developed.

Rank	Mastery month	Morpheme	Example
1	27- 30	Present progressive inflection	He eating.
2	27- 30	Preposition in	Juice in cup.
3	27- 30	Preposition on	Sleep on bed.
4	27- 30	Regular plural inflection	My toys.
5	27- 30	Past irregular	I ate cookie.
6	31-34	Possessive inflection	Mummy's shoe.
7	31- 34	Uncontractible copula	Here it is! They were nice.
8	31- 34	Articles	A boy took the ball.
9	41- 46	Regular past tense	He walked fast.
10	41- 46	Regular third person singular	She bakes cakes.
11	41- 46	Irregular third person singular	He has some. She does, too.
12	41- 46	Uncontractible auxiliary	Is she eating? You were reading.
13	41- 46	Contractible copula	Tommy's tall! They are all tall?
14	41- 46	Contractible auxiliary	She's reading. They are reading?

Participial Modifiers

Participial modifiers have received a considerable amount of attention in traditional grammar and generative syntax alike; yet, due to their mixed nominal and verbal properties. Participles are best defined as verbal adjectives, i.e. words that behave like adjectives with respect to morphology and external syntax, but are regularly derived from verbs. It is used in sentence to modify a noun or noun phrase. Participles may correspond to "passive voice" (passive participles), where the modified noun represents the 'patient' (undergoer) of the action or may correspond to "active voice" (active participles) where the modified noun denotes 'agent' of action.

Traditionally we use two types of participles in English;

- a. Present participle
- b. Past participle

In present participles, 'ing' forms are used to make continuous tense forms. Present participles are often confused with gerunds. Although both gerunds and present participles look alike, they have totally different grammatical properties. Gerunds serve the same purpose as nouns. They can be subject or object of a verb or preposition (e.g. Smoking is injurious to health, here the gerund smoking act as subject). Present participles, on the other hand, are mainly used to form continuous tense forms. They can also act as adjectives.

Examples:

- 'They are waiting for us'. (Here the present participle waiting goes after the verb be and forms the present continuous verb are waiting.)
- 'It has been raining since morning'. (Here the present participle raining helps in the formation of the present perfect continuous tense.)

The past participle forms are used to form perfect tenses and passive verb forms. Some verbs have the same past simple and past participle forms (E.g., Want / wanted / wanted, Cry / cried / cried). In the case of some other verbs, the past participle form is different from the past simple form. E.g., Break / broke / broken, Begin / began / begun).

Participial phrases appear the beginning of a sentence, but they can appear anywhere else. For example, "The bird, singing softly in its nest at dawn, brought joy to my heart." Here the participial phrase can be moved to the middle of the sentence. A participial phrase may appear at the end of the sentence as well: "I heard the bird singing softly in its nest at dawn."

Most maturational accounts for passive participle acquisition claim that the passives seen in early child speech are not adult-like verbal passives, but rather an syntactic (s-)homophone, an adjectival construction with a simpler syntax (Babyonyshev, 2001). It has long been observed that English-speaking children have difficulties in comprehension and production of the verbal passive construction (Horgan, 1978).

Clause-Linking

In most, if not all, languages of Europe a type of clause-linking is found that results in construction. The link between participle construction and main clause is typically an asyndetic one. This means that the exact interpretation of the logical relationship established by this linking between main clause and subordinate clause is vague and unspecific. The exact semantic relationship is largely determined by semantic properties of the two clauses as well as by pragmatic principles (Stump, 1985). The passive participle construction is formed analytically by means of an auxiliary verb (often 'be' or 'become') and passive participle, as in (a). While much has been written on the syntax of such passive constructions, it has not so often been emphasized that passive participles of this kind occur not only as constituent, but also as non-infinite adjective –like attributive modifiers of nouns, as in (b).

a. The money was stolen by the banker.

b. The stolen money was found yesterday.

A transformational approach would, of course, allow a derivation of attributive participle 'stolen' in (b) from a finite passive construction as in (a). but in real languages the reverse happens: Speakers quite generally use non-finite forms like participles, infinitives and converbs (Haspelmath, 1990).

Malayalam

Malayalam is a Dravidian language with about 38 million people speakers spoken mainly in the west side of India, predominantly in the state of Kerala. Malayalam along with Tamil, Kota, Kodagu and Kannada, belongs to the south Dravidian family of languages. Malayalam is a Dravidian language spoken in the state of Kerala.

In Malayalam, mainly we use two voices such as 'karthariprayogam' (Active voice) and 'karmaniprayogam' (passive voice). Sentence is said to be in active voice, when the subject does something. Most of the sentences are active (Active subject + Verb + Object). Eg.: Cat eats fish. Passive voice is used when focus is on action. It is not important that who or what is performing. Eg: Fishes are eaten by cat. Other adjectival participles are peracham and vinayacham. Peracham use with subjects whereas vinayacham use with verbs.

Western Studies

Turner and Ronmetveit (1967) tested primary grade children for their ability to imitate, comprehend and produce active and passive sentences and reversible and non reversible sentences. The result showed that children are able to respond correctly on the imitation task before the comprehension task and to respond correctly on the comprehension task before the production task. Active voice sentences were correctly responded than passive voice sentences; nonreversible sentences responded more frequently than reversible sentences. The effect of sentence voice was found to be stronger than the effect of sentence reversibility. The actual order of difficulty of sentence type was: Nonreversible active less than reversible active less than non-reversible passive less than reversible passive.

Stromswold and Karin (2002) conducted two experiments on the use and combination of three cues that differentiate active from passive verbs: a form of the auxiliary "be" the morphology of the passive participle of the verb, and the case-making preposition "by". In the first experiment, 59 children aged 2.9 to 5.10 years were asked to interpret sentences with one, two, three, or no passive participle cues. The children were familiarized first with intransitive practice sentences and then with the test sentences. The second experiment used college graduates and an almost identical procedure to determine whether the more mature children were interpreting the sentences as adults would. Results suggest that even when children interpret passive sentences correctly, they may not be processing them the way adults do.

Israel, Johnson and Brooks (1999) examined the development of passive participles in the spontaneous speech of seven English speaking children. The data reveals a regular progression from early adjectival uses to true verbal passives, in which the participle itself denotes a dynamic event. This process follows a consistent pattern, whereby children gradually extend the use of participles to equivocal contexts that are compatible with either a stative or an eventive reading. All seven children regularly used participles in equivocal contexts before they begin to master true verbal passives.

Arce and Yang (2003) explored the use of constructions that have been called passive in diverse languages. They look at periphrastic passive in Spanish and English, comparing the passive constructions to what they claim to be active-voice/ middle-diathesis counterparts.

Babby (2002) did an analysis of the deep structure and transformations involved in the syntactic derivation of long and short forms of adjectives and participles in Russian. It is demonstrated that the active participle in modern Russian is a deeper verb transformationally introduced into the constituency of an NP; thus active participles will occur in Russian whenever a [... V...]NP configuration occurs in the surface structure.

Heather and Lely (2013) studied the acquisition and underlying syntactic representation of passive sentences in a subgroup of 15 Grammatical specifically language impaired (SLI) children and 36 younger normally developing language ability (LA) control children. In particular, the paper is concerned with the differences between a verbal and adjectival passive interpretation of the passive participle in short passive sentences. The study reveals that grammatical SLI children were significantly worse at interpreting transitive verbal passive sentences than the younger LA controls. The SLI children, and occasionally the younger LA controls, may interpret an unambiguously verbal passive sentence as an adjectival-stative passive. The data indicate that the grammatical SLI children and young children may have problem deriving the syntactic representation underlying a verbal passive sentence but not the less complex adjectival –stative passive.

Indian Studies on Language Acquisition

Indian studies on language acquisition are very limited. Most of the studies mainly include master's dissertation with few doctorial and post doctorial research studies (Vijayalakshmi (1981), Karanth (1984) and Subbarao (1995)).

Vijayalakshmi (1981) tested children between ages of 1 to 5 yrs with the Test of Acquisition of Syntax in Kannada (TASK). She reported that children use case, tense, gender, plural, number and person markers as well as positions, determiners, adverbs and adjectives. All of which improves with increase in age (Vijayalakshmi, 1981 cited in Deepak, 2001).

Sudha (1981) has developed a syntax screening test in Tamil for children in the age range 2-5rs. The test was administered to 56 normal children, divided into 6 groups and 3 language disordered children (6-15yrs). The results showed an increase in the overall performance on all the 10 grammatical categories like negations, tenses, plurals, 'Wh' questions that were observed as a function of age.

Kathyayani (1984) studied the development of morphological categories in Kannada in children between 6 to 8 yrs of age. He reported that they used genders, plurals and tenses correctly.

Rukmani (1994) has developed Malayalam Language Test for children in the age range of 4-7 yrs. The test has two parts- semantics and syntax. Each part has 11 subsections with 5 items each for expression and reception except semantic discrimination. The test administered to 90 Malayalam speaking children in the age range of 4-7 yrs, 5-6 yrs and 6-7 yrs. The results indicated that the scores increased with increasing age. Children performed better in the reception task than the expression task. Also they performed better on syntactic tasks than semantic tasks.

Need for the Present Study

In Malayalam, mainly we use two participles, namely 'karthariprayogam' (Active voice) and 'karmaniprayogam' (passive voice). Most of the sentences are active. Relatively little research has been conducted on children's grammatical development in Malayalam context, especially in the area of Participle construction. The present study emphasizes the need for obtaining a normative data for the acquisition of Malayalam and English participle construction in typically developing Malayalam speaking children in the age range of 12-14 yrs enabling speech language pathologist in the tasks of assessment and management of language disordered population.

Aim of the Study

The aim of the study was to analyze the acquisition of the participle construction in typically developing children in the age range of 12-14 yrs with following objectives.

1. To find the children's acquisition of participial construction (12-14 yrs).
2. To find whether there is difference in the acquisition of participial construction in both languages (Malayalam and English).

METHODOLOGY

Participants

Ten typically developing Malayalam speaking school going children in the age range of 12-14 yrs with good academics as per with school records participated in the present study.

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Inclusion Criteria

- Attending English medium school since kinder garden.
- English as second language.

Exclusion Criteria

- Children with history of speech and language problem and neurological problems.
- Children with history of middle ear infections.
- Children who have Learning Disability.

Instruments

Stimuli

A list of participle construction tasks in both Malayalam and English were selected on the basis of familiarity of use and from their text books. The children were asked to replace the relative clause by a participial construction. The list is given below.

Language: English

Type of Participial Construction	Stimuli
Present	<ul style="list-style-type: none">• The Boy who was waiting in the hall expected a phone call.• The picture that shows the image of a person is a portrait.
Past	<ul style="list-style-type: none">• The girl who was picked up by her brother was very nice.• She stood at the corner and talked to her friends.
Active	<ul style="list-style-type: none">• He was hit on the bed; he was taken to the doctor.• The problem was explained, we understood it clearly.
Passive	<ul style="list-style-type: none">• Nobody has been cheated by her• A telegram has been received by me

Language: Malayalam

	Stimuli
Present	<ul style="list-style-type: none">• /sure:sh/ /su:radzine:ka:lum/ /valuta:nu/• /pensilo:/ /pe:najo:/ /ta:/
Past	<ul style="list-style-type: none">• /ente/ /anudzante/ /kutikal/ /vanu/• /krishi/ /krishika:ran/ /cheyunu/
Active	<ul style="list-style-type: none">• /Ra:ju/ ama:vante/ /vi:til/ /po:ji/• /pambine/ /kandatum/ /avan/ /ammayude/ /adutheku/ /o:di/
Passive	<ul style="list-style-type: none">• /ra:muvum/ /sja:muvum/ /ku:de/ /sku:lil/ /po:kapetu/• /ra:javu/ /njayavidhi/ /kayinju/ /aya:le/ /to:kiletan/ /vidhichu/

Procedure

The prepared list of participial construction tasks (English and Malayalam) was presented to the children and their responses were recorded for detailed analysis.

The data was collected from each child at his or her school in a quiet situation with one-one interaction between child and tester. The language of instruction was in native language (Malayalam). The subjects were asked to listen carefully to the instruction and perform. Instructions were repeated whenever required. Each child was familiarized the exercise by an example before the test. The responses were marked on a worksheet for each subject separately and Wilcoxon sign rank list was used to find the significant difference.

RESULTS AND DISCUSSION

The aim of the present study was to evaluate the acquisition of participial construction in typically developing children in the age range of 12-14 years.

Score obtained for participle construction in English is compared with score obtained for Malayalam for knowing the developmental differences. Statistical results are discussed below.

Language: English

Category	No		Standard Deviation (S.D)	Mean Difference	S.D of difference	Wilcoxon signed rank list	P	
Present Participle (%)	10	58.33	22.57	13.33	13.15	2.271	.023	Sig
Past Participle (%)	10	71.67	11.25					
Active Participle (%)	10	54.00	23.19	30.00	25.39	2.461	.014	Sig
Passive Participle (%)	10	24.00	20.66					

Table- 1: Showing the mean and standard deviation (S.D) of present & past participial construction and active & passive participial construction in English.

The scores obtained from English language were subjected to statistical analysis using Wilcoxon signed rank test ($p < 0.05$) to find the significant difference between the present & past participial construction and between active & passive participial construction. Results showed a significant difference in the acquisition of participles such as present & past participles ($p = .023$) and active and passive participles ($p = .014$), indicating that better performance in past participial construction compared to present participles and actives than passives.

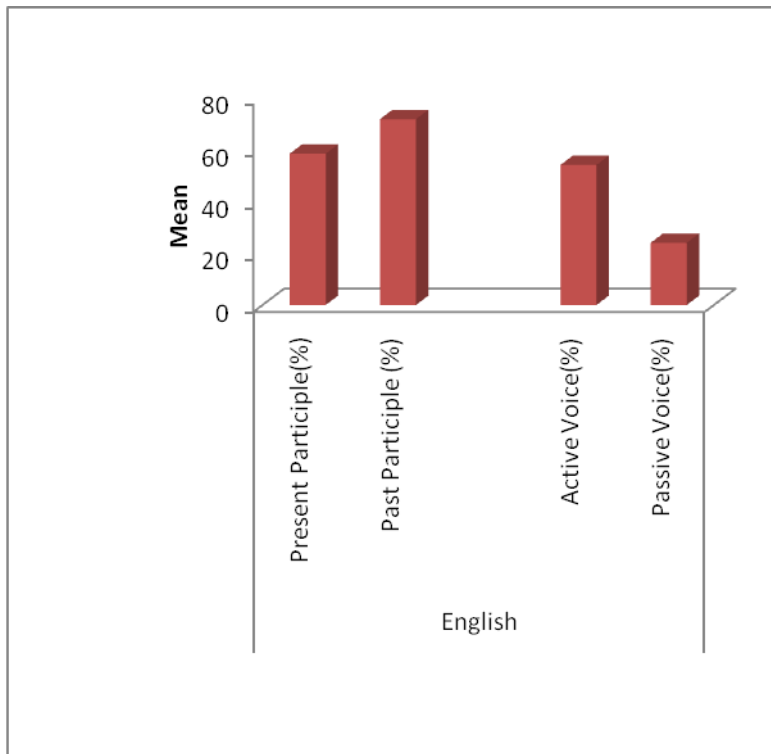


Figure 1: Showing the mean of the present, past, active and passive participial construction in English.

The above figure 1 showing that there is a significant difference among the use of participle construction. Children showed better performance in present, past and active participial construction as compared to passive participles, indicating that children are less familiar with passive participial construction.

Language: Malayalam

Category	N	Mean	Std Deviation	Mean Difference	S.D of Difference	Wilcoxon signed rank test Z	P	
Present Participle (%)	10	67.50	14.41	8.33	11.11	1.859	.063	NS
Past Participle (%)	10	59.17	14.93					
Active Voice (%)	10	64.00	22.71	24.00	30.98	2.064	.039	Sig
Passive Voice (%)	10	40.00	24.94					

Table 2: Showing the mean and standard deviation (S.D) of present, past, active & passive participial construction in Malayalam.

The participial construction scores obtained from Malayalam were subjected to statistical analysis using Wilcoxon signed rank test ($p < 0.05$) to find the significant difference between the present & past participial construction and active & passive participial construction. The results reveals that there is no significant difference in the acquisition of participial construction such as present & past participial construction ($p = .063$) and showed significant difference among active and passive participial construction ($p = .039$).

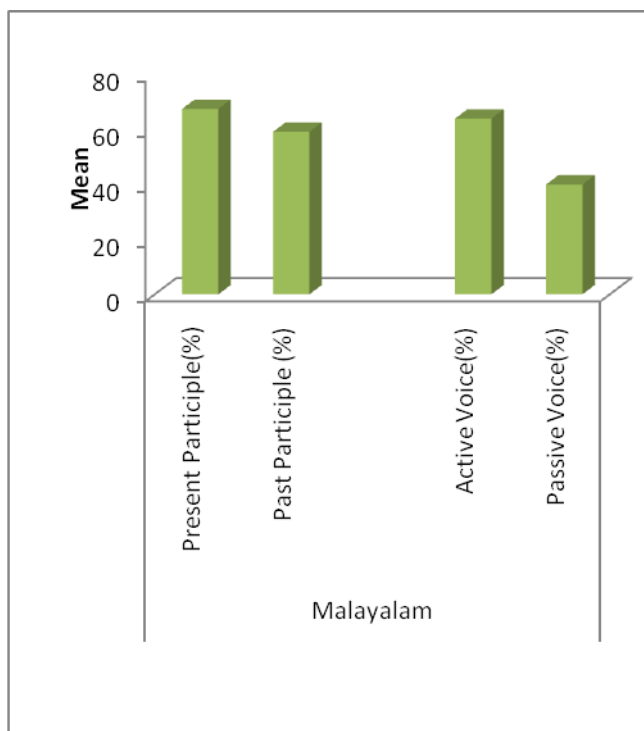


Figure 2: showing the mean of present, past, active and passive participial construction in Malayalam.

The above figure 2 shows that there is a no significant difference among the use of present and past participle construction indicating that children are almost equally familiar with these participles. There is a significant difference between active and passive participial construction indicating that children mostly use active participles rather than passive participles.

Group: Total

Category	N	Mean	Std Deviation	Mean Difference	S.D of Difference	Wilcoxon signed rank test Z	P	
Present Participle (%)	20	62.92	19.02	2.50	16.24	.806	.420	NS
Past Participle	20	65.42	14.38					
Active Voice (%)	20	59.00	22.92	27.00	27.74	3.221	.001	HS
Passive Voice (%)	20	32.00	23.75					

Table 3: showing the mean and mean standard deviation of present, past, active and passive participial construction between languages.

Table 3 compares the performance of children between the languages. Both languages used all four participles (present, past, active and passive). The acquisition of participial construction in English was compared to Malayalam. There is no significant difference ($p = .420$) among the use of present and past participial construction between two languages. However there is a highly significant difference ($p = .001$) among active and passive participial construction indicating that children are more able to use active participial construction rather than passive in both languages.

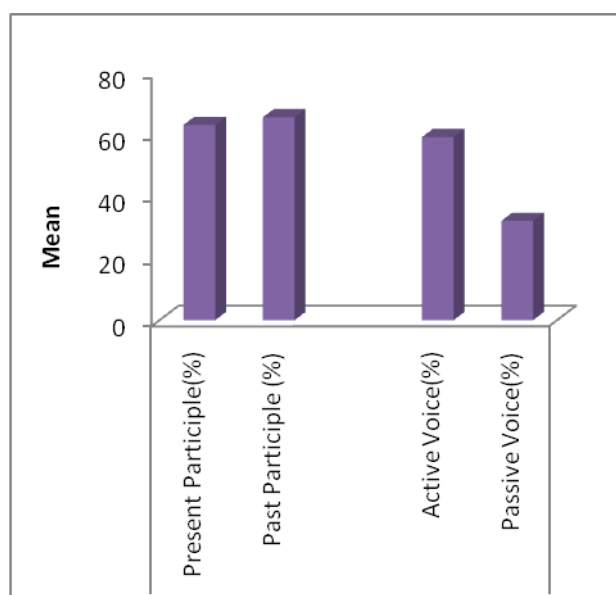


Figure 3: showing mean of present, past, active and passive participial construction in both languages.

The Figure 3 reveals that there is no significant difference in the acquisition of present and past participial acquisition while comparing the languages (Malayalam and English). Even though there is a highly significant difference in the acquisition of active and passive participial construction.

Discussion

The present study aimed at evaluating the acquisition of participle construction in typically developing Malayalam speaking children in Malayalam and English languages and also comparing their difference in acquisition between two languages.

The result of the present study indicates better performance in English past participial construction compared to present participial construction and actives than passives. In Malayalam, there is a significant difference between active and passive participial constructions indicating that children mostly use active participles rather than passive participles.

While comparing both languages (Malayalam and English), a highly significant difference was noted in the acquisition of active and passive participial constructions. Children are more familiar with active participial construction than with passives. But there is no significant difference found in present and past participial constructions.

SUMMARY AND CONCLUSION

In recent years, language behaviors of normal children have become an important area of research. A description of language behavior in normal population is essential for detailed assessment and effective intervention programming for clinical population.

Present study was designed to analyze the ability to use participle construction in normal bilingual children whose native language is Malayalam and also to check whether there is any difference in the ability to perform/use participle construction between languages.

10 Malayalam speaking typically developing children age ranges between 12-14 yrs participated in the present study.

Group-1, Group-2, where each group consists of 10 subjects, age ranges between 12-14yrs. Participles such as present, past, active and passive participles were tested for their

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ability to use in sentences. The response of the subjects showing the ability to use each participle was calculated. The summary of the major findings of study is given below:

- Comparing the present and past participles in English, it was found that children show more ability to use past participles than present participles and active participles more than passive participles in both languages.
- Comparison of the two languages (Malayalam and English) in the same children shows that the children are more familiar with present, past and active participles and less with passive participles.

So the study states that the children are almost equally able to perform participle construction in both languages. But compared to passive participles, children are more familiar with present, past and active participles.

It can be concluded that the present study gives detailed information about bilingual children's ability to use participle construction in Malayalam as well as English.

Limitations

- Since there are no published research works on any aspect of Malayalam development in normal or abnormal population, external validity of the data couldn't be established.
- Other geographical or socioeconomic groups couldn't be included.
- Couldn't compare between other age groups and genders.

Further Recommendation

- Can include other age ranges.
- Can take more number of subjects.
- Can include other participles also.
- It can also be administered to monolingual children and compare the difference in the performance between bilingual and monolingual children.
- Can compare the ability to use participle construction between ages and genders.

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Visual Metaphors in Language of Advertising

Md. Arfeen Zeeshan, M.A. (Language of Advertising, Media & Market)

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Visual

The term *visual* refers to a picture, piece of film, or display used to illustrate or accompany something. The development of photography, film, television, and internet has brought us to a platform where visuals have acquired an important part of our culture and day to day living. Therefore most of the advertising is visual, not verbal any more. Visual thoughts can be complex, but makes possible to easily absorb a large amount of information, if the proper use of metaphors are applied to further enhance its effect.

Metaphor

Everybody more or less is familiar with the term *metaphor*. According to Berger (2012) metaphor is a form of analogy. He defined it as *a mode of communication in which meaning is generated by making comparisons*.

According to www.dictionary.com, metaphor is a figure of speech comparison of one thing to another without the use of *like* or *as*.

For example, I say that that man is a fox. It is more or less apparent that the reference is not literal; rather it refers to the characteristics of that person who is clever and smart. These features originally belong to fox, or we can say that these are the qualities of fox.

For instance, if you say that your love is a rose then you are using a metaphor, so a rose is considered to be most beautiful flower and it stands for love. It means your love must be beautiful as well (Berger 2012).

Visual Metaphors

Visual metaphors are basically highly structured images that stimulate the viewers to understand one concept in terms of another concept. These images are commonly used in several fields in communication, in advertising, in social campaign, in political cartoons and so on.

Because of their popularity they have received attention in recent years from a wide variety of scientific communities such as linguists, psychologists, cognitive scientists, businessmen.

Arthur Suvillian (2008) suggests that you are able to do more with images than you can do with words.

A very popular Chinese proverb I am quoting here is as follows:

A good sketch is better than a long speech.

Actually a researcher from the University of Amsterdam researched this topic and found that we had thousand words in advertisement in the 1950's and now this decreased to half in the 20th century. On an average we can say that in 1950 there were only 100 words in an advertisement but now the count is only 50 because of the use of visuals. From this perspective people have become much more visually oriented than verbally oriented.

Advertising

Advertising and *Advertisement* are the two similar terms but these have some differences. Advertising is a process while advertisement is the complete message or the product (Marketing management by S.Chand).

Visual metaphors have a connection with advertising. The purpose is transferring one message to another. Therefore, advertisers pay attention to distinguish the same and different products and determine about what to apply in ads, accordingly to the culture and social values in terms of semiotic principles. Visual metaphors in language of advertising play a vital role for getting more attention of consumers. As we are discussing about advertising we must know a comprehensive definition of Advertising.

American Marketing Association has defined advertising as “any paid form of non-personal presentation of ideas, goods and services by an indentified sponsor”.

According to **Webster’s Dictionary**, “Advertising is to give public notice or to announce publicity.”

Advertising is considered to be the best tool for promoting any goods, services and ideas.

Features of Advertising:

1. Communication
2. Information
3. Persuasion
4. Profit maximization
5. Non-personal presentation
6. Identified sponsor
7. Element of creativity.

We are living in the advertising world or we can say that we are living in the era of globalization where metaphorical use in advertisements creates an identity in the mind of customers. Advertising tries to capture the mental ability of consumer by use of metaphorical language in advertisements.

Consumers try to understand visual metaphors in advertisements by adding their meanings and results. When visual metaphors are used in advertisements, consumers tend to acquire more positive effects and comprehend deeper meanings to unravel the complex parts of an advertisement.

The Conceptual Metaphor Theory

Probably the most influential theory about metaphor today is **THE CONCEPTUAL METAPHOR THEORY** which has been proposed some 30years ago. It is also known as

cognitive linguistics, or cognitive metaphor. This was first extensively explored by George Lakoff and Mark Johnson in their work *Metaphors We Live By*.

Conceptual metaphors are seen in language in our everyday lives. Conceptual metaphors shape not just our communication, but also shape the way we think and act. In George Lakoff and Mark Johnson's work, *Metaphors We Live By* (1980), we see how everyday language is filled with metaphors we may not always notice. It suggests that metaphors are matters of thoughts rather than figure of speech. This means that we think through metaphors. Our human way of thinking is structured through metaphors and abstract concept such as freedom, democracy, love, etc.

Abstract concepts are understood by human mind through metaphors. It comes from our culture, experience and education.

For example:

Life is a journey.

Time is money.

Birds have full freedom.

Love is life.

Some poets, singers, and lyricist basically use abstract concepts like love, freedom, life, honesty, etc.

Some Examples

Below I am going to make the analysis of few advertisements where visual metaphor plays a key role in explaining the characteristics of the product.

Animals are used quite often in advertising very effectively. They make an instant emotional connection with us as they remind ourselves and pets.

1. **Bull** The bull symbolizes fighting ability and male fertility. Therefore a bull was used in Hero Honda hunk advertisement in 2009 where a similarity was shown between a bull and the bike. Hero Honda hunk shows more fighting ability to defeat any other bike in speed and mileage or its muscular looks.



2. **Dogs** Dogs are often used in advertising because they represent loyalty, intelligence and man's best friend.



Hutch, which later merged with Vodafone, shows a dog which is used to focus on the loyalty and a man's best friend. Whatever you need for plans, where you are for networks, I will follow you.

3. **Elephant** Elephant is a symbol of power that's why cement products always prefer to use elephant in any advertisement for showing power, strength and long life term.



4. **Horse** The horse is a symbol for velocity, viability, strength, beauty, speed and stamina. A number of automobiles agencies use horses as a metaphor to convey the features of their vehicle.

For example, we can identify the logo of Ferrari car in which the middle of logo horse is inserted to convey the message perfectly.



5. **Parle-G** A small child with innocent face has shown on the package of this biscuit where metaphorical language is used to manipulate the audiences.



BACHPAN SE BADA KOI SCHOOL NAHI
CURIOSITY SE BADI KOI TEACHER NAHI

In the above tagline there is no discussion about the taste of this biscuit rather these present the qualities. Advertisers target the children by giving a large quantity at very low cost. If a small child eats this biscuit then it becomes more energetic and creative.

6. "Connecting People"



Nokia used this metaphor to convey the image of connecting people with their mobile phones instead of simply as a means of having a conversation. The message is that not only can you talk to someone who may be hundreds or thousands of miles away, you can also make an emotional connection with the person, which enhances the phone's value.

Context

Context means situation. Without context metaphors cannot be understood. If we say he has an angel face and if we don't know what conotates angels have in our culture, we can't understand this relation. It can only come from our culture experience and education. Everybody knows what a metaphor is in language. When we use a metaphor deliberately we basically want our listeners to see the world through our eyes.

Psycho-communicative theory is a tool whose goal is to always organize the possibilities for persuasion within a domain and to relate each possible stratagem to specific desired outcomes. Advertisers always try to observe the needs, demands and desires of consumers by using various methodologies and produce products according to them. Marketers use such a **Language in India** www.languageinindia.com ISSN 1930-2940 15:10 October 2015
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language and visuals to convince and persuade the maximum number of consumers and it creates the identity of a product.

For example:

THANDA MATLAB COCA-COLA



Thanda matlab coca-cola is the most popular tagline of a leading soft drink. Advertisers used metaphorical language to convey a perfect message. It means where you found cold drinks it's *Coca-cola*.

Fair and Lovely - Fairness Cream

GOREPAN ka ehsas sirf saaat dino me.



After the advertisement of this fairness cream everybody uses the term GOREPAN matlab fair lovely either you have used different fair cream but people will identify or recall you as a consumer of Fair and Lovely.

Conclusion

Use of pictorial element with respect to text is the best way to attract customers, as many studies have found it. I have come to this conclusion that use of visual metaphor in language of advertising has notably increased as reported by the *American Marketing Association, 2006*.

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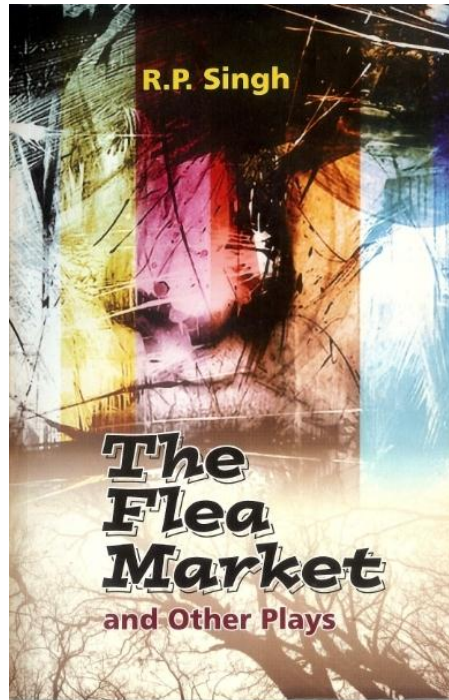
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The World Has Turned “A Flea Market”: Reading R.P. Singh’s
The Flea Market in
The Flea Market and Other Plays

Dr. Bishun Kumar



Symbolic Representation of the World as a Flea Market

The play *The Flea Market* by a budding dramatist, humanist and a student of cultural studies symbolically represents that this world is just like “a flea market” where everyone exposes his/her paraphernalia to attract and entice the customers so that s/he could trap them for sucking their blood to quench his/her desires, leaving them to be succumbed to death whether it is man (male) enticing the women (females) or *vice versa*.

Perpetuation of the Suffering of the Other Sex

In such a market the trade of contemporary man seems only to perpetuate the suffering of the other sex- the woman and *vice versa* in the age of feminism by the irrational feminists. The

play shows us certain traces of colonialism, though, the faces change, yet the ideology of alluring, titillating and othering remains the same. *The Flea Market* throws fresh insight into the colonial history of the Third World countries that the waft and weft of the Occident was just to perpetuate the pain of the Orient. The same is observed in the capitalist ideology where the upper/aristocrat class has left no ground to stereotype the role of working class as laborers for ages and ages. This is how the power politics has started doing all the meanest roles to demean and degrade the human essence/sentiments.

The Inhuman Practices in Academic Explorations

The playwright has pinpointed that today the academic explorations have reached at so high positions that we are honoured with higher degrees/ higher researches and enjoy prestigious positions but they have widened the gap between the West and the East, between the capitalist and the worker, between the neo-rich and the unfortunate, between man and woman, moreover, these have sectioned or cross-sectioned the humanity, that was once an entire whole, in tribes and races, not only in bits and bytes but also had made them non-identical perhaps, have killed it.

An Attack on the Theories with Negative Ideologies

The play *The Flea Market* satirically attacks on such human enterprises that had brought decadence in the world. The leading character Asian with nick name Ketan, by profession a professor, is not only a representative of Asia rather than of the entire East, criticizes the higher education, higher degrees, sophisticated positions for being devoid of potentials of human race such as love, emotion, attachment, humanity, sincerity, etc. He finds Corsea a spoilt product of theories and ideologies:

You are theorizing life, dear. You live in ideology, and ideology mars emotions; it will molest the passion, the zest for beauty ... simply put, it is rotten. Life doesn't sail in theories, yea, they can make you mad like anything, ... many s philosopher came and went, many theorists died, could they bring humanity to the right path? (*The Flea Market and other Plays*. New Delhi: Authors Press, 1914, p-47)

Ketan finds human essence in primitive life, free from all theories and ideologies and wishes as, “We shall turn primitive. No knowledge, no discussion, no discussion, no tension, no worries, but all for love (*The Flea Market and Other Plays*, 40).

Corsea, the French Lady – Symbolic Representation

Similarly, Corsea, a French lady, who is a cultural anthropologist, stands as a representative of French young ladies rather a lace of all Western countries symbolically represents three things. The first is deterioration and emotional betrayal of feminist ideology and of women’s love sentiments. As Asian finds her, “How she falls into a love trap? But ... hail to Vatsyayana, I will convince her that” (*The Flea Market and Other Plays*, 34). Her reaction against feminism discloses the widening gap between the man-woman relations and how politics in academics and ideological differences have dragged the central nucleus, the man-woman complacency to its binaries and polarities, if one stands at the North, the other stands at the South Pole. For having been failed to realize her biological desires and sensual cry of her heart, she hates Feminism and doubts every man a fraudulent:

Hah! I know your filthy mind. I am a woman loving woman. I don’t appreciate to be called by a cliché Lesbians. I hate ‘Feminism’. The very “F” letter scorches me. Yes, I am, It’s a treason of academics ... they defame us. (*The Flea Market and Other Plays*, 26).

Human Affection Eradicating the Gaps

The hatred against each other marks the impact of colonization and ideological differences. In the play, hatred turned into affection between Asian and Corsea marks the fusion of the East and the West, the Orient and the Occident and at the same time it successfully eradicates the gap between man and woman arisen because of sex polarities and thus, it prepares the ground for the demolition of all the theories, concepts and ideologies which, instead of humanizing the life, politicize it.

The Western Ideology of Othering and Its Consequences

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Dr. Bishun Kumar

The World Has Turned “A Flea Market”: Reading R.P. Singh’s **The Flea Market** in *The Flea Market and Other Plays*

The second is western ideology of Othering the third world, making humanity in its miserable condition. Asian's remark, "... many s philosopher came and went, many theorists died, could they bring humanity to the right path? (*The Flea Market and other Plays*, 47)" reflects the overtones of colonial politics and postcolonial voices. The character regrets over the dehumanized state of colonial, postcolonial and contemporary degradation and the third is the perverted cross-gender identities.

Corsea's hatred against man as an entire race is a co-reactionary outcome of her husband's patriarchal dominance, ideology of women's enslavement and radical ideology of feminism that has determined to knock down all patriarchal hierarchy. She is crushed between these two and therefore, she fails to identify her sentiments of love, emotion and biological desires. Moreover, in reaction to patriarchy, she perverts herself to a lesbian. Her perversion is a brilliant example of same-sex-relation whether gay or lesbian relations- both of them take place as an alternate sexuality for being ill treated, exploited by their opposite sex that has generated a repelling force within them.

Effects of Human Affection

This alternate sexuality finally confines them to an ideological but windowless 'A Room of Their Own' and fall desperately when they find no exit. Asian's soothing affection for Corsea is a 'window' to bring them out of their own suffocating room and the very emblem of tying knot between man and woman.

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Languages of Manipur in the Fast Changing Globalized World

Naorem Brindebala Devi, Research Scholar
Prof. Ch. Yashawanta Singh

Abstract

There are many languages in the world. But it is not confirmed yet the exact number of the languages. In Manipur itself, there are three language families: Indo-Aryan, Dravidian and Tibeto-Burman. Manipuri, the lingua-franca of Manipur, is included in the Tibeto-Burman language family, besides the 33 claimed tribal languages. It is an Eighth Schedule language which is used as a medium of instruction in schools and colleges. Some tribal language are in the status of using as a medium of instruction from standard 1 to graduate level where they are taught as an elective subject. However, social development and globalization have made a great impact on these languages. Various loan words related to computer, mobile phones, internet, cable TV and readymade phrases and sentences etc. are used with native languages with their respective verbs as an impact/effect of IT and various network developments which are the agents of globalization. It let the cultures exchanged throughout the world, translation, being the means. Globalization gives an opportunity of changing the languages but it needs care to develop the mother tongue as well as nativize it side by side.

Key words: language, tribal language, endangered language, globalization, translation, technology.

Introduction

Till today there is no exact number of languages recorded in the world: it is estimated generally and reported as more than 6000 languages in the world. Regarding the number of languages there are various opinions. *Ethnologue* reported that there are currently 6912 living languages in the world. According to SIL International the number is 6909 spoken languages, Ruhlen (1987) reported roughly 5000 languages. These are all round about. In the word of Grenoble and Whaley (1999) 'It is generally agreed that there are somewhere between 5000 and

6000 languages spoken in the world today'. Anderson in his papers **How many languages are there in the world** did not mention the number but he mentioned there are more than 250 language families in the world. According to Comrie, 'The best currently available detailed account of the distribution of the world's languages, with information on geographical location, number of speakers, and genetic affiliation, is Grimes (1996) who makes list over 6700 languages spoken in the world today. Here it can be mentioned that the last speaker of Boa of The Great Andamanese was dead on 26 January 2010.

To this controversial number India takes an important number by contributing 1721 languages (rationalized mother tongues, identifiable mother tongues and major languages) of six families, namely, Indo-Aryan of Indo-European, Dravidian, Austro-Asiatic, Tai-Kadai, Tibeto-Burman of the Sino-Tibetan family, Andamanese and the Great Andamanese. In Manipur itself there are three language families namely Indo-Aryan, Tibeto-Burman and Dravidian (mostly Tamil at Moreh).

Manipur

It is claimed that Manipur has 33 languages, other than Manipuri, but it is not rational to include as "Any Mizo" or "Any Kuki" in this claimed 33 languages of Manipur (as mentioned in Annual Report, Tribal Research Institute, Manipur, 2007-2008). In the Northeast there are about 220 languages (1971 Census) among which Eighth Schedule languages are Bengali, Assamese, Manipuri, Nepali and Boro, others are all tribal languages, which all belong to Tibeto-Burman sub-group of the Sino-Tibetan language family. The languages of the seven states are given state wise:-

Arunachal Pradesh

Arunachal Pradesh has many mother tongues, namely, Adi, Aka, Apatani, Bangni, Bugun (Bogun), Deori, Miri, Khamba, Kongbo, Khampti, Lisu, Meyor, Miji, Muktum, Mishmi, Monpa, Nah, Mishang, Nisi, Nocte, Puroik (Sulung), Sherdukpen, Singhpho, Tagin, Tangsa, Wancho, Zakhring, etc.

Assam

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The state of Assam has Indo-Aryan languages, namely, Assamese, Bengali as well as Tibeto-Burman languages, namely, Manipuri, Bodo(Boro), Chakma, Deori, Dimasa, Garo, Hajong, Hmar, Kabui, Rongmei, Karbi (Mikir),Khasi, Koch, Tiwa, Mishing, Mistmi, Nepali, Rabha, Tai, Zemi/ Zeme, etc.

Meghalaya

In Meghalaya, there are two language families- Austro-Asiatic, namely, Khasi and Pnar (Synteng) as well as Tibeto-Burman languages, namely, Hajoing, Garo, Karbi, Koch, Rabha, etc.

Mizoram

The state of Mizoram has only TB languages, namely Hmar, Lakher (Mara), Lushir (Mizo), Paite etc. In Nagaland there are many languages. They are Angami, Ao, Chokri, Chang, Khezha, Khiemnungan, Konyak, Liangmei, Lotha, Pochuri, Pohm, Sema, Sangtam, Yimchuger, Tirkhir, Zemi/ Zeme, Rengma, etc.

Sikkim

Sikkim has around ten languages, namely, Bhutia, Gurung, Lepcha, Limbu, Mangar, Sunwar, Nepali, Newari, Rai, Sherpa, Tamang, etc.

Tripura

In Tripura, Bengali is the state language. It has some languages, namely, Manipuri Bongcher, Chakma, Darlong, Halam, Kokborok, Mogh, Riang, Jumatia, etc.

State of Manipur Details

In Manipur State, Manipuri (Meiteilon/Meeteilon) is the state official language and used as linguafranca by the various communities. It has 31 other languages (without the claimed “Any Mizo” or “Any Kuki”). They are Aimol, Anal, Angami, Chiru, Chothe, Gangte, Hmar, Inpui, Kabui, Kharam, Koirao (Thangal), Kom, Lamgang, Mao, Maram, Maring, Monsang, Moyon, Paite, Poumai, Purum, Ralte, Rongmei, Sema, Simte, Sukte, Tarao, Tangkhul, Thadou, Vaiphei and Zou. The largest population is Thadou (1,15,045) and the next is Tangkhul (1,12,944). On the other end, severely endangered languages are Purum (503 speakers), Tarao (600 speakers)

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while Kharam (1000 speakers) and Koirang (1056 speakers). Internationally, it is accepted that those languages whose speaker is less than 10,000 is treated as endangered language. ‘...some 125 languages (Tibeto-Burman) with less than 10,000 speakers, many of which are now endangered’ (Matisoff, 1991). Taking this view into account Manipuri has around 14 endangered languages. They are Aimol (3643 speakers), Chiru (5487 speakers), Chothe (2675 speakers), Koirao (1200 speakers), Koirang (1056 speakers), Lamgang (4524 speakers), Monshang (1635 speakers), Moyon (1710 speakers), Purum (503 speakers), Simte (7,150 speakers), Tarao (600 speakers) and Kharam (1000 speakers) (Annual Report, Tribal Research Institute, Manipur, 2007-2008).

Status of the Languages of Manipur

Here in this section we discuss the information relating to the medium of instruction in academic institutions. No doubt, Manipuri is an Eighth Schedule language; it is used as a medium of instruction in schools (government), in graduate level side by side with English. Manipuri literature is offered in Masters level as well as in Research.

Out of the 31 languages only ten languages, namely, Kom, Mao, Rongmei, Tangkhul, Thadou, Vaiphei and Zou are used as medium of instruction from standard I to V, Tangkhul is used upto standard XII, and two languages, namely, Hmar and Paite are offered in Graduate levels as an elective subject.

Social development and modernization have made a great impact on language. There is no exception. The same is the case in the languages of Manipur and others too. For instance, the phrase **switch off, SMS** (Short Message Service) etc. are known to almost all the speakers of the various/different languages of Manipur. This is a simple example of globalization; the world is becoming a village in which a shouting from a corner can reach a corner: a detail message can be decoded easily without the loss of time.

Globalization

Globalization leaves no stone unturned (Ota 2011). Globalization means a comprehensive transformation of a society; it is due to the development of IT and trade and commerce; its

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impact on language and culture can be detected in every facet of life. The global economy has been influencing traditional value and ways of thinking. Norio Ota (2011) refers globalization as phenomena that involve sweeping and comprehensive changes across the world!

The agents of globalization in giving much impact on languages are IT and various Networks. For our convenience in analysis it can be categorized the global words in association with objects such as: a) words related to computer, b) words related to mobile phones, c) words related to internet, d) words related to cable TV and e) heavily used readymade phrases or sentences, etc. These points are discussed below.

a) Words related to computer

There are some computer related words being used every day, directly without any translation. The words are nouns and are used with Manipuri verbs. The examples are given below:

- | | | | |
|----|------------------|-------------|---------------------|
| 1. | Computer | + Verb | |
| | Computer | + k↔ib↔ | ‘to buy computer’ |
| 2. | Laptop | + Verb | |
| | Laptop | + sijinnəbə | ‘to use laptop’ |
| 3. | Mouse | + Verb | |
| | Mouse | + paib↔ | ‘to hold the mouse’ |
| 4. | Browse/ browsing | + verb | |
| | Browse/ browsing | + t↔ub↔ | ‘to browse’ |
| 5. | Print out | + Verb | |
| | Print out | + k↔ub↔ | ‘to take print out’ |
| 6. | Download | + Verb | |
| | Download | + t↔ub↔ | ‘to download’ |
| 7. | CD | + Verb | |
| | CD | + k↔ib↔ | ‘to buy CD’ |
| 8. | Drive | + Verb | |
| | Drive | + yaode | ‘There is no drive’ |

9.	Document	+ Verb	
	Document	+ maNb↔	‘to lose document’
10.	File	+ Verb	
	File	+ caowi	‘The file is big.’
11.	Space	+Verb	
	Space	+ l↔ite	‘There is no space.’

b) Words related to mobile phone

Nowadays everybody, one can say, uses mobile phone; it becomes an object of necessity not becoming a luxury. It is so useful that even a poor man, or a labourer or a rickshaw driver is using it. Some examples, (loan word + Manipuri verbs) are given below.

Mobile	paidra	‘Don’t you have a mobile?’
Call	t↔urak-u	‘Give me a call.’
Ring tone	phaj↔i	‘The ringtone is nice.’
SMS	thar↔k-u	‘Send a message.’
Touch screen	lei-yu	‘Buy a touch-screen one.’
Switch off	t↔u-wi	‘It is in switch off mode.’
Receive	t↔u-re	‘I have received it.’
Missed call	pi-r↔k-u	‘Give me a missed call.’
Save	t↔u-re/ tou-rə-ge	‘I have save it.’
Number	thar↔k-u	‘Send me the number.’
Sim card	↔m↔ pi-r↔k-u	‘Give me a SIM card.’
Recharge card	↔m↔ l↔i-ro	‘Buy a new recharge card.’
Head phone	yao-bra	‘Do you have a headphone?’

c) Words related to Internet

No doubt, internet is also a powerful agent for changing a language; this is a gift of globalization in this age of IT. Various persons, namely, students, scholars, business men, any professional person of various trades use internet for their various purposes. Anything can be

seen in a moment or later which is happening in any corner of the globe. People are using many terms or words related to internet every day. The words are given below.

internet	haN-u	‘Open the internet.’
Google	da c↔N-u	‘Enter Google.’
Mail	check t↔u	‘Check the mail.’
Password	hai-r↔k-u	‘Give me your password.’
Password	caN-u	‘Enter your password.’
Chatting	t↔u-si	‘Let’s have chatting.’
Browsing	} t↔ub↔	‘To do browsing’
Browse		
Print out	l↔ub↔ya-de	‘Printout cannot be taken.’
Network	l↔i-te....	‘There is no network.’

Etc.

d) Words related to cable TV

Cable TV is for every common man for news and entertainment. Words related to this used by the people are such as:

Cable	pan-bra/ s↔m-bra	‘Do you have cable connection?’
Channel	si-di pH↔N-dre	‘This channel is not available.’
Signal	pH↔N-de	‘Signal is not available.’
Remote	pir↔k-u	‘Give me the remote control.’
News	tasi	‘Let’s hear the news.’
‘Miss world’	yeN-si	‘Let’s watch ‘Miss World.’’
Sport channel	du tHao	‘Turn on the sport channel.’
Cartoon/ joker	thao	‘Turn on the cartoon channel.’

e) Heavily used readymade phrases or sentences

There are some readymade English phrases or sentences which are now heavily used by speakers of various mother tongues. The common readymade phrases are:

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Good morning
Good evening
Good night
Happy journey
Safe journey
Good luck
All the best
Bye
Sorry
Thank you

These phrases are very much used among the educated people. In telephone conversation, phrases like **good morning, good night, goob bye** are very commonly used. **Safe journey** and **good luck** are also used to wish those who are leaving and those who are going for exam or interview respectively. The two phrases **good morning** and **good night** are not common among the Manipuri (Meiteilon/Meeteilon) speaker in any conversation while the two phrases are very much used in other languages of Manipur.

In all the languages of Manipur words related to internet, mobile phone, computer etc., are used; only the verbs are from their respective languages. Some of the examples are given below:

a. Zou

1. phone nato-i-ei (Chandel dialect)
phone you hold-QMK
phone nato-i-mo (Churachandpur dialect)
phone you hold-QMK
'Do you use mobile phone?'
2. ringtone N↔i-ye
ringtone nice-ASP.MK
'The ring tone is nice.'

Message ai-tha-o/ message aithot-o (Chandel dialect)
messagesend-COMD.MK / message send-comd.mk

‘Send the message.’

3. number save tou-o
number save do-COMD.MK

‘Save the number.’

In Zou, OK is used as **ole ole**. This is now very commonly used among youths in the end of the conversation. It is a new trend and it may be the impact/influence of OK.

b. Thadou

4. phone-nacoi-am
phone-you hold-QMK
‘Do you have mobile phone?’

5. na-ringtone ↔Nai-ye
ringtone nice-ASP.MK
‘The ringtone is nice’

6. message hinthot-o
message send- COMD.MK
‘Send the message’

7. number save-oh
number save-COMD.MK
‘Save the number’

8. Phone hinbol in-ne
Phone do COMD.MK
‘Call me.’

c. Vaiphei

9. save ah
save asp.MK
‘Save it.’

10. Phone k↔m↔N-e

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- phone use-Q.MK
 ‘Do you have mobile phone?’
11. k↔ ringtone anahl hi
 ringtone nice ASP.MK
 ‘The ringtone is nice.’
12. huN call ah
 me call ASP.MK.
 ‘Call me.’
13. message send ah
 message send ASP.MK.
 ‘Send the message.’

d. Gangte

14. phone n↔ coi-hi
 phone you have-COMD.MK
 ‘Do you have mobile phone?’
15. na-ringtone ↔hoi-hi
 or
 na-ringtone ↔nalh-hi
 you-ringtone nice-ASP.MK
 ‘Your ringtone is nice’
16. message huN thak-a
 messageme send-COMD.MK
 ‘Send me the message.’
17. save-ah
 save-do
 ‘Save it’
18. phone-ah
 phone-do
 ‘Call him/her.’
19. phone huN ah

- Phone me do
‘Call me’
20. Laptop n↔n↔i-hi
Laptop have-QMK
‘Do you have laptop?’
21. google-ah lut-ro
google-LOC. enter-COMD.MK
‘Enter google.’

Not only the technical terminology or the global words but other words are also used in the code mixing form. They also use ‘**problem**’, ‘**network**’, etc., in their language also. For instance:

k↔i problem k↔n↔i poi
I problem have-NEG.
‘I don’t have any problem.’

In this language (Gangte), the equivalent word of ‘problem’ is **thom↔kk↔cam↔k** which has five syllables. In spoken language, short form or shortening is very commonly used. That is why they use the short form and use English loan word ‘problem’. Besides these, the words **duty**, **play** etc. are very commonly used. The sentence ‘The network is not good.’ is used as **network ↔-hoi-poi** in Gangte and in Kharam it is **network hoi-m↔k-ye** (**hoi** ‘good’, **-poi** and **-m↔k** are negative markers).

Kabui

22. phone sin-dai
phone have/use-Q.MK
‘Do you have a mobile phone?’
23. ringtone hougai-Ne
ringtone nice-ASP.MK
‘The ringtone is nice.’

24. message thagaN-No
 message send-COMD.MK
 ‘Send the message.’
25. number save su-o
 number save-COMD.MK
 ‘Save the number.’
26. phone su-gaN-No
 phone call-COMD.MK
 ‘Call me.’

In Japanese also there is the effect of globalization. It is very much shown in the language. Aggressive and confrontational approach is seen in the language. For example, they use the term **kireru** ‘lost it’ when they are waiting for train as the exact translation of **lost it** they modify English word or phrases for their convenience as well as to suit to their language.

TV shopping	terebi shopping
Premium card	puremiamukaado
Exhaust gas	haigasu
Rescue team	tersukyuutai

In Japanese there is no word which ends in consonant. When they borrow a loan word they add a vowel to nativize the word.

Translation

Not only use of foreign phrase or word or sentences there are also exact translation and exact use of loan words commonly. For instance, **unwanted** is translated in Manipuri as **paam-daba (thoudok)** and **unfortunate** as **laibakthiba (thoudok)**. Globalisation expedites the speed of translation as well as translation services. The practice of literary translation has changed as a result of globalization; texts become more exotic, these translations thus contribute to a better and more correct understanding of the source culture. Globalization has always been an important aspect of translation. Translation brings cultures closer. Translations need to take into

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account the cultures. The Bible and the Koran are also translated into Manipuri. The Bible is translated into Kom, Thadou, Tangkhul, Hmar, Paite, etc. There are some translation works from English to Manipuri since 1966. For example, Tongbra's translation of **Ibsen's *A Doll's House*** (**Laiphadibi Amei Yum**, 1966). An opposite current has also begun. **Kamal's *Madhabi*** was translated into English by R.K. Birendra Singh in 1975. Old Manipuri literature ***Naothingkhong Phambaal Kaaba*** was also translated by Ch. Manihar Singh in 1983. Pacha's ***Imphal Amasung Magi Ising Nungshit*** was also translated into English as ***Imphal and Its Climatic Condition*** by R.K. Birendra Singh in 1985. Very recently Shri Biren's poems were translated into English by Jodhachandra Sanasam in 2011. Manipuri-English anthology as well as many short stories are translated and published by Sahitya Akademi, New Delhi. Now many such attempts are being undertaken.

English Manipuri and Globalization

Manipuri writers have a great impact of globalization. The poets or writers have a strong intention to enter into the world of English. In other words they want to expose themselves to the world of English since it is a global language. There is so much more for translators and writers and readers to explore and share. In our globalized world, translation is the key to understanding and learning foreign cultures as well as exposing our culture to foreign lands.

Globalization is linked to the acceptance of English as a lingua franca: the language is seen as the main language of the new technologies. The use of English as a global language is an important trend in the world communication. Globalization is also linked to the field of Translation studies and how it has become more independent since 1980^s as a result of globalization. Further, globalization is placed in the context of changes in economics, science, technology and society. It can also be said that globalization and technology are very helpful to translators in that translators have more access to online information, such as dictionaries of lesser-known languages and help in advertisement also.

Advertisement

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The link between globalization and translation in the field of advertisement is more increasing; English becomes more attractive, more striking medium because of its precise, short terse, touchy and sizzling words or phrases available. Examples are

- Happy Ningol Chakkouba Offer
- Bumper Housie with a Musical Nite
- Revision Crash Course
- Join the Special Course & Be a Topper
- Incredible India
- Manipur Sangai Festival

A Step for Machine Translation

From the blow of globalization, some languages of India (Eighth Schedule languages) have taken initial steps to make an attempt for machine translation. For this development, Manipuri Corpora has been developed for machine translation by CDEC and LDC-IL, CIIL Mysore and Development of NE Word Net (Assamese, Boro, Manipuri and Nepali), DIT, Delhi. These are government sponsored projects for the Eighth Schedule languages as the first step. Non-scheduled languages or lesser known languages may be taken up in the second phase. Besides these, many individual scholars have taken up the preparation of many electronic dictionaries. When the above two government projects are completed successfully, a second language learner or research scholar, without visiting the field, will be able to learn the languages and study through internet at home or in the class. This is also a sign of globalization.

Conclusion

Globalization gives us an opportunity to change the languages of Manipur in many directions. But speakers and scholars of these languages need to take care to develop the mother tongues as fit vehicles of instruction at various levels and along with this process they also need to nativize terms used side by side like what is followed in the Japanese language.

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English for First Generation Learners in Engineering Colleges

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Abstract

First generation learners in Tamilnadu face more difficulty in mastering English. First generation students in Engineering Colleges need additional exposure to English and appropriate graded steps to improve their mastery of English. This paper identifies some of the characteristics of First Generation Learners and suggests specially designed courses outside class hours and outside the regular curriculum when they begin their engineering studies.

Key words: First Generation Learners, English learning difficulties, additional course and practice sessions.

Introduction

In this paper we discuss the English-learning needs and skills of first generation learners who have enrolled in or have been admitted to engineering colleges in Tamilnadu. What we describe and suggest here may be applicable to the needs and skills of first generation learners who have enrolled in the engineering colleges in other states as well. Our examples are primarily from the domain of first generation learners in Tamilnadu. We also need to emphasize that there are quite a few college lecturers both in English and engineering subjects who are also first generation learners but have succeeded completing their studies and have begun their career as lecturers, etc. They also continue to aim at improving their English skills to meet the demands of classroom instruction.

Meaning of the Term *First Generation Learners*

The term *first generation learner* has a deeper meaning when it is applied to the students of Tamilnadu. Socio-economic status is an important factor here. First generation learners may be not only the first generation learners at the college level, but also they might have been first generation learners in the entire formal schooling system. In other words, even at the elementary level, they might have been the first generation learners from their families.

First Generation Learners in the United States

In the United States, the term is generally used only to refer to those who enter colleges for the first time from their families. In other words, there is some literacy and educational background in their families and the students enter colleges for the first time from their families. This need not be the case when it comes to first generation learners of Tamilnadu. For example, Statistical Analysis Report, June 1998 describes First Generation Students as “Undergraduates Whose Parents Never Enrolled in Postsecondary Education” (U.S. Department of Education. National Center for Education Statistics. *First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education*, NCES 98-082, by Anne-Marie Nunez and Stephanie Cuccaro-Alamin. Project officer: C. Dennis Carroll. Washington DC: 1998.). The findings of this report are given in Appendix 1. Appendix 2 presents some of the features of First Generation College Students in the United States. (<http://www.counselingcenter.illinois.edu/self-help-brochures/adjustment-to-college-life/first-generation-college-students/>). Many helpful programmes are offered for these students in many universities in the United States.

First Generation Learners in India

In India too, the problems of first generation learners are recognized. There are several reports which deal with the specific characteristics and needs of first generation learners. For example, the following links offer some brief insights into the difficulties faced by and remedial steps meant for first generation learners in India.

For example it is reported in **POSITION PAPER NATIONAL FOCUS GROUP ON SYSTEMIC REFORMS FOR CURRICULUM CHANGE** http://www.ncert.nic.in/rightside/links/pdf/focus_group/Systemic_reforms_final.pdf “3.3 First

Generation Learners : Discouraged, Humiliated since many poor students are first generation learners

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their parents are unable to help them with their schoolwork. Children find it difficult to cope and are humiliated for being slow learners, dull students. They are classified as non-achievers. Repeatedly discouraged, they often end up failing in the examination. They are also punished for their inability to purchase textbooks, stationery, and uniforms and pay official and unofficial ‘school charges’. In addition, they are subject to corporal punishment. Eventually as is only to be expected, they get pushed out of the school system4.”

Many References in Indian Reports

There are references to first generation learners in many Indian reports. For additional information, you may like to check these links. Only a few links are given below. You can do your own search and identify many more links:

http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/EFA-Review-Report-final.pdf

http://www.ncert.nic.in/rightside/links/pdf/focus_group/Systemic_reforms_final.pdf

http://www.ncert.nic.in/oth_anoun/npe86.pdf

http://www.ncert.nic.in/publication/journals/pdf_files/indian_education_abstracts/july_2008 IEA.pdf

<http://www.ncert.nic.in/html/pdf/schoolcurriculum/framework05/Currilular%20Areas.pdf>

In the Past Most Students were First Generation Learners!

First Generation Learners is not a new term. In India, most students were only first generation learners in the past! Very few had school and college education and value of formal schooling was not recognized adequately in all communities in the past. So, when first generation learners went to school and college, not much attention was given to them. Fortunately, it has become a political necessity in recent years to recognize and help this important segment of population – this is a delayed, wise step.

Some Possible Characteristics of First Generation Learners

Some of the characteristics noticed in the personality factors of first generation learners are as follows. Kindly note that such generalization does not do justice to the individuals as well as to the group, but identification of possible features helps us to develop adequate steps to help those who have difficulty in coping with their studies. The third author of this article (Thirumalai) was a first generation learner right from the elementary school days. He can certainly testify to the presence of

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these features when he was a student in all the stages of education in Tamilnadu. The students' socioeconomic situation could make the situation much worse and pathetic.

1. Inferiority complex, leading on to lack of participation, unwillingness and hesitation to be part of a group/team, internal conflict, satisfied with low level performance, ultimate defeat and self-destruction, etc. Fatalism.

2. Difficulty with appropriate etiquette demanded in “city” contexts, Dress and Table Manners, etc.

3. Difficulty with appropriate language.

4. Difficulty with appropriate Nonverbal Communication.

5. Lack of sensitivity to the context.

6. Fear and hesitation. Fuming with internal anger.

7. Finding an appropriate direction in career is harder for the First Generation Learners, especially when they come from little educated or illiterate families.

Language Skills in Mother Tongue and English

While the first generation learners may have adequate language skills in reading and writing in their mother tongue (Tamil), their performance using English may be somewhat less impressive.

In English, they may find it difficult to produce sentences to carry on their conversation. Subject Verb agreement may be a problem. Difficulty with the choice of gender as well contrast between singular and plural, etc. also is noticed. They may have difficulty with the choice of appropriate words. They may face difficulty in using tenses appropriately. Choice of adjectives and adverbs also is difficult for them. Such difficulties are noticed even in those students from families with past college level education. But the level of performance of the first generation learners may be significantly lower than the performance of the other group. While rural students in general may face difficulty, first generation learners from rural parts and from cities face greater difficulty in using English. In addition, most students have difficulty in handling English language textbooks and most see memorization as the best way to score marks. It is important that extensive empirical studies are undertaken to specify the lack of skills and other features in detail so that we may be able to devise suitable remedial steps.

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Stigmatization and Need for Caution: English For All

First Generation Learners may be easily stigmatized by others and this would not help these needy students to come forward and join any group work specifically designed for them. So, it is very important that colleges have courses with the title such as English for All, English for All Occasions, Let's Master English, or English for Budding Engineers, Enrich Your Skills in English, etc. and attract all the first year students to join the special course on their own. Such courses may be conducted outside the normal class hours and offered as additional training to gain competence in English.

Entry Level Test

We need to develop a relevant entry level test which would assess the current status of English competence of the students. The test may be based on the required competence for Plus 2 students in English. Some of the sections of the test could be subsections for all the four language skills, a section for identifying the mastery of words, mastery of basic grammatical processes, sentence construction, mastery of different types of sentences, comprehension, etc.

Additional Textbooks

We need to develop some simple textbooks with a number of graded lessons which will use the language of engineering. In other words this textbook will deal with common day to day experience materials within the realm of engineering and engineering-like fields. For example, there may be simple descriptions of a dam across river with measurements of various sorts described in the lesson. Or there may be a lesson which will describe how mixer could be used to make juice, etc. Or there may be a lesson which describes the functions and variety of *sim* cards, etc.

Type of Language and Content

In other words, these lessons will present common every day matter which involves some engineering techniques, performance, information, etc. The language thus will sound different and will use a non-emotional approach and could also use passive voice, etc. Use of English for various practical purposes will be introduced. Conceptual prose is mastered through this process. There is no need to use large number of technical terms, but when students begin their engineering subjects they

will have already some understanding of English used in engineering subjects. Simple and short sentences will help them to master the subjects and concepts more easily.

Exercises

Exercises may be offered to practice and acquire words that are directly relevant for the engineering and technology fields. Students will begin to write simple and short reports using conceptual language based on the model given to them.

This simple course offered outside class hours will help engineering students to slowly and steadily master the English they would need to write their reports in due course. The exposure to simple engineering materials written using simple and short sentences and making use of a limited number of words will create greater confidence in them to write better reports.

Additional Focus

The additional after class hour course we suggest may focus on the following:

1. Communication via English. For this conversational teams must be arranged. Every day there must be some practice to speak in English and this will be achieved if students are assigned to different conversation teams.
2. Appropriate Dress Code.
3. Appropriate facial expression.
4. Participation in group activities.
5. Keeping appointments on time.
6. Keeping the Desk/Table tidy.
7. Appropriate greetings.
8. Avoidance of body odor.
9. Toilet habits: frequency, cleanness, etc
10. Seating posture.
11. Gender relations.
12. Avoidance of hurtful humor, comments and gestures, etc.

An Exercise

We may prepare an Office, provide scenes, enact a variety of Office Activities. Let this be an office of engineers.

1. For this visit a variety of offices, both public and private, business, etc.
2. Practice with attention to details helps.
3. Develop sensitivity to context, learn from face and nonverbal expressions.
4. Develop skills in expression through language and non-language means.
5. Remember most of us came originally from First Generation Learners families. Be sympathetic, do not mock at or mimic First Generation Learners.

Learn to love others!

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<http://www.counselingcenter.illinois.edu/self-help-brochures/adjustment-to-college-life/first-generation-college-students/>

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Teaching International Students to Share their Culture Through a Multimodal Brochure Presentation: Literacy Acquisition Through Cultural Relevance

Kalpana Mukunda Iyengar, Ph.D.

Abstract

This article is based on one of my assignments in the Rhetoric and Composition Course for international students (please see appendix A for assignment guidelines). This particular project is designed to help international students with limited English language proficiency to design a culture brochure for presentation in class so their cultures are valued. The first section of the article deals with the cognitive aspect of the assignment and the second segment describes the pedagogical aspect. The final section deals with a few sample brochures and their purpose. I drew from constructivism (Vygotsky, 1989), visual literacy (Li-Chung, 2006), text-picture relationship (Sipe, 2008; Nodelman, 1988) and culturally relevant topics (Ladson-Billings, 2009) for students' psychological wellbeing in a new academic and social environment. The article also supports Shor's (1992) emotional literacy, which is the cornerstone of critical thinking.

Key Words: Brochure, Cultural Relevance, Emotional Literacy, Oral Presentation, Visual Literacy,

Teaching International Students to Share their Culture Through a Multi Modal Brochure Presentation: Literacy Acquisition Through Cultural Relevance

According to Obst & Forster (2014), 600,000 international students study abroad and 40% go to the US for higher education. A small percentage of this international student population study the English language from the basics using a language immersion program called Intensive English Program (IEP). These students enroll in the IEP at various universities around the country. Some of these students live on campus, while others are day scholars. Many of the students experience culture shock due to alienation and separation from their native

cultures when they arrive in the U.S. Some students' cultures are not addressed in schools or marginalized due to Bernstein's curriculum framing and a lack of educators who are trained to deal with diverse cultures. Students have to learn to cope with problems on their own, but through classroom curriculum professors can help to diffuse some of the issues associated with the emotionally draining transition.

Along with emotional problems, the dual language learners (DLLs) also face another obstacle. The constant use of the English language both inside the classroom and outside in the community may pose a serious threat to the DLLs. Some may not have had prospects to articulate their thoughts in English back home. Meritt (2013) claims, "ELLs [DLL] need frequent opportunities to talk, to read, and to write in order to advance their language and literacy abilities" (p. 39). In addition, Ajayi (2008) found that ELL or DLL must be provided with contextual and experiential assignments for academic progress in the U.S. The culture brochure provides the DLLs with an opportunity to present information about their culture, and enables the DLLs to contextualize their learning.

One example of helping marginalized students in the classroom is by integrating cultural education into classrooms. As a transnational professor, I always try to ease their pain by enabling them to read, write, and talk about their culture, heritage, and background. IN addition to essays, one of the assignments in my Rhetoric and Composition class is the culture brochure oral presentation. This project involves teaching with visual literacy that students may already be proficient in based on their social media (e.g. Facebook, Instagram, Twitter, and Hashtag) activities. Li-Chung (2006) claims that visual literacy should be incorporated into pedagogical classroom practices.

This brochure project has several advantages. It teaches international students the following skills.

1. Designing a Brochure

Designing a brochure calls for special skills. Students have to be proficient with either power point or using a brochure template. After they locate a particular design they are comfortable using, they have to choose pictures and add text that describes the images. Since the text in the brochure is not linear as in a word document, students must work around the text and

within the confines of columns. They have to spend time with the layout so the information makes sense to the audience.

2. Text-picture Relationship

This is a complex process where students have to be aware of how to manage pictures with text in the brochure. According to Nodelman (2008), “The words change the pictures and the pictures change the words” (p. 220). So students should take care that these elements in the brochure augment each other and do not distract the reader. Further, Sipe (2008) is of the opinion that words and pictures complement, enhance, and contrast each other.

3. Research Including Citation

I invite a librarian as a guest speaker to my classes to teach my students library skills including brainstorming for a topic, researching the issue, and finally learning how to cite the pictures using the American Psychological Association (APA) format. Some students freely borrow from Google images without citing the source, so we discuss citation of pictures to avoid plagiarism. We also discuss synthesizing the information using students’ language. During the in-class library instruction session, we also learn to consolidate the research findings in case students used search engines to find additional pertinent information. I introduce students to Google Scholar, EBSCO HOST, Academic Search Premier, Science Direct, Academic Search Elite, Nexus-Lexis, Academic Publications, Anthropological Literature (Harvard maintained), Arts and Humanities Citation Index (Cornell maintained), ATLA Religion Data base (through the university library), FOREST (Internet East Asian Library), and JURN: Arts and Humanities

4. Multimodality

For some international students, it may be the first time they are asked to use a multimodal approach for an assignment. I discussed what multimodal approach was and then let them explore. According to the New England Group (1996), “In the 21st-century world, global literacy practices are changing. Using digital tools that provide multiple modes (i.e., visual, auditory, and kinesthetic) for easily representing meaning has led to new ways of using and creating texts” (p. 72). In addition, the National Council of Teachers of English (NCTE) and the San Antonio Writing Project (SAWP) also support this shift in literacy practices through multimodal approach in teaching and learning.

5. Oral Presentation and Articulation

With a multimodal approach, it may be easier and interesting for students, especially international students, to present their brochures in class. Their affective filters (Kreshen, 1988) remain low because they are presenting a topic that is familiar to them. The presenter has both prior knowledge and first-hand deep understanding of the subject matter compared to classmates because the topic is culturally relevant and contextual to the presenter. The student presenters may also be comfortable with the vocabulary because those words on the brochure are familiar and have a cultural connection to them.

I do not assign specific (prescriptive) topics; instead, I leave it to students to choose. I only require students to adhere to a topic that is culturally relevant to them. Culturally relevant topics (1) activate students' prior knowledge, (2) provide a context to learning, (3) enhance confidence with presentation or sharing, (4) help students take pride in the content, and (5) build confidence in sharing.

Prior knowledge is the students' ability to articulate a topic based on what they already know. According to Roschelle (1994), prior knowledge dismisses teacher controlled "models of learning"; instead, it promotes student-led approaches to learning. Thus, teachers should focus on building on what students already know instead of introducing topics that are yet unfamiliar to students. Shor (1992) also supports student-centered learning: "In class, then, teacher-centered competitive pedagogy can interfere with the positive feeling many students need to learn" (p. 24). Therefore, emotionally appropriate and supportive learning is important for diverse students' confidence and progress.

Contextual learning is meaningful to students who are unfamiliar to U.S. classroom practices. Imel (2000) describes the three types of cognitive processes that occur with contextual learning: situated, social, and distributed. Situated cognition refers to prior knowledge and the context of its use. Social cognition follows Vygotsky's (1978) sociocultural premise, where learners use their socio-cultural experiences to form new knowledge. Finally, distributed cognition is associated with relationships the learner builds in the classroom with the help of a cooperative curriculum (Arievtich, 2003).

International students are hesitant to present in a public setting. Some have asked me if they could just read the brochure instead of presenting using power point or prezi. I always begin

class announcing that they are the experts in the subject matter, so they should not have any reluctance while presenting the brochure. They also needed to be reminded that they were informing and educating the professor and classmates from different countries through the brochure presentations.

Students also take pride in sharing about their culture and background. This aspect is made clear when the presenters answer questions following the demonstrations. For example, culture bound words and concepts are discussed after the presentations, and the students can confidently describe those characteristics. Finally, I observed that some students wanted to share all the time after that first presentation since this exercise may have helped international students in building confidence with oral presentation. This confidence comes from using assignments that are culturally appropriate and enjoyable to students. The following figure illustrates the brochure process (see figure 1 below).

Figure 1: Culture Brochure - Learning and Teaching

I’ve chosen a few brochures designed by international students from different countries for the purpose of this article. The following brochures represent countries such as Honduras, Brazil, Korea, and Saudi Arabia. The students chose to design their brochures on topics including a vacation place, waterfalls, clothes, foods, and places of religious significance. All of these topics are based on specific experiences in the students’ life.

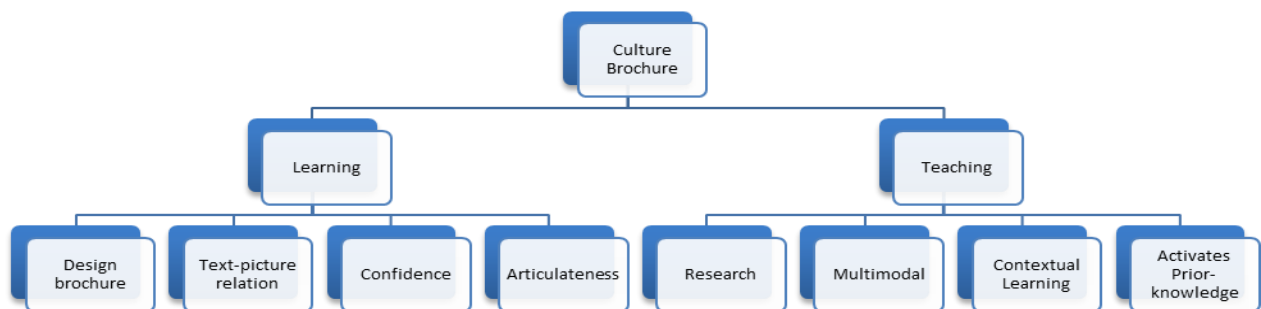


Figure 1: Culture Brochure Process

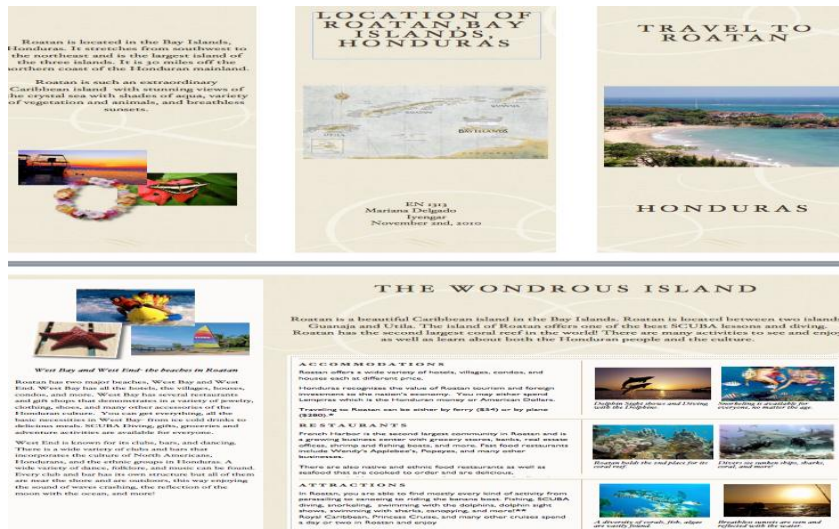


Figure 2: Honduras

This brochure is based on the students' empirical experience with traveling to the Roatan Island. This student was from Honduras, and she had visited the island many times. This brochure includes a map and provides relevant information tourists will need if they want to travel to Roatan in Honduras. The images comply with the description and help readers enjoy the brochure.



The falls on Argentina's side. (Unlabeled photograph). Retrieved March 29, 2013, from <http://www.touristtrips.com>

Although most of the major falls are located on Argentina's side, the best place to visit and to see the falls is on the Brazilian side, because you get to experience the most beautiful view and the best structure to view the falls safely.



The falls on the Brazilian side (Unlabeled photograph). Retrieved March 29, 2013, from <http://www.touristtrips.com>



The Iguazu Falls view with a rainbow (Unlabeled photograph). March 29, 2013, from <http://www.touristtrips.com>

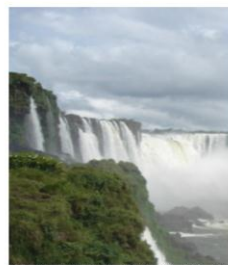
Who am I?
I am Marcella Giublin, an exchange student from Brazil, studying at St. Mary's University.

This Cultural Brochure would not be possible without the help of:

Kathe Lehman-Meyer
klehmanmeyer@stmarytx.edu

AND

Prof. Kalpana Iyengar
kiyengar@stmarytx.edu



(Unlabeled photograph). March 29, 2013, from <http://www.touristtrips.com>

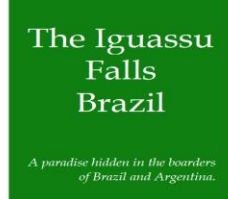


Figure 3: Brazil

The Brazilian student chose to design a brochure about the Iguassu Falls in Brazil because of its natural grandeur.




What is 'Hanbok'?

Hanbok is the traditional Korean dress. It is often characterized by vibrant colors and simple lines without pockets. The Korean Hanbok represents one of the most visible aspects of Korean culture.

When we usually wear Hanbok?

Although the term literally means "Korean clothing", Hanbok today often refers specifically to Hanbok of Chosun Dynasty and is worn as semi-formal or formal wear during traditional festivals and celebrations.




History

The Korean Hanbok represents one of the most visible aspects of Traditional Korean clothing. Its roots extend back at least as far as the Three Kingdoms Period (57 B.C. - 668 A.D.), as evidenced by wall paintings in tombs dating from this period.

The origins of Hanbok can be found recorded on a wall painting of an ancient tomb of Goguryeo.

The basics of Hanbok are similar to the basic clothing of the northern horse-riding nomadic tribes, and were developed to be suitable for a cold climate and a nomadic life.



Traditional Korean Clothes

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210.577.9134



Boys' Hanbok

Composition

Baji refers to the bottom part of the men's Hanbok. It is the formal term for 'pants' in Korean.

Do is a generic term referring to an outer robe or overcoat.




Now and After

The modern Hanbok does not exactly follow the actual style as worn in ancient dynasty since it went through some major changes during the 20th century for practical reasons.

Throughout history, Korea had a dual clothing tradition, in which rulers and aristocrats adopted different kinds of mixed foreign-influenced indigenous styles, while the commoners continued to use a distinct style of indigenous clothing that today is known as Hanbok.

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<http://culture.korea.com/lookbook/12094>



Girls' Hanbok

Composition

Jogori is the basic upper garment of the Hanbok, which has been worn by both men and women. It covers the arms and upper part of the wearer's body.

Figure 4: Korean Clothes

The taste of Kimchi stew depends on how long the Kimchi has fermented

Usually people think, using the long time fermented Kimchi makes the taste of Kimchi stew more delicious. But obviously, the Kimchi depends on the person's liking. You need to adjust ingredients for making the Kimchi stew except the Kimchi. If you put the ToFu, onions and pork meat, the taste of the Kimchi stew will be much better. The most famous place for the Kimchi Stew is the street of Jongno.

The Korean spicy food

Koreans usually enjoy their spicy food. Below, I will show you three of the most famous spicy food in Korea.

JJAMM JIK CHAM
BUNJIS
Fast Food



<http://jjeonary.com/>

TEOKBOKKI

The Teokbokki, rice cakes in hot sauce, is very popular in Korea. Many Koreans love eating this food as a snack. Specifically, young adults love this food because of the strong and spicy taste. The low cost also allows young adults to afford to buy this food easily. You can easily make this food. All you need to make is rice cakes for the Teokbokki, fish cakes, onions and pepper for the hot sauce. If you want to eat the Teokbokki in sweet sauce, just add a little more sugar. The most famous place for the Teokbokki is the street of Sindang-dong.



BIBIMBAP

Many Koreans from young children to older people love the Bibimbab. People love this food not only because of the delicious, spicy taste but also because of the simple recipe for making it. It is very easy to make the Bibimbab. The ingredients for the Bibimbab are rice, lettuce, hot sauce and any kinds of herbs. Choosing herbs depends on the person's liking. Usually people love to eat bracken and bean sprouts. People usually eat the Bibimbab after the Korean holidays like Chuseok or Lunar New Year's day. There are many restaurant herbs after the holidays. This is the reason why people make the Bibimbab with restaurant ingredients. The most famous place for the Bibimbab is the street in the Jamsil area.



KIMCHI STEW

Kimchi (spicy, fermented) is a traditional Korean food for various famous dishes. The Kimchi is a very health beneficial, as the Kimchi stew is also a healthy food. The taste of the Kimchi stew depends on the taste of the Kimchi. If the Kimchi is fermented for a long time, the taste of the Kimchi stew will be less spicy and sweeter than the Kimchi stew made by the short fermented Kimchi.



Figure 5: Korean Foods

The Korean students chose to design their brochures based on traditional Korean clothes and spicy foods from Korea.

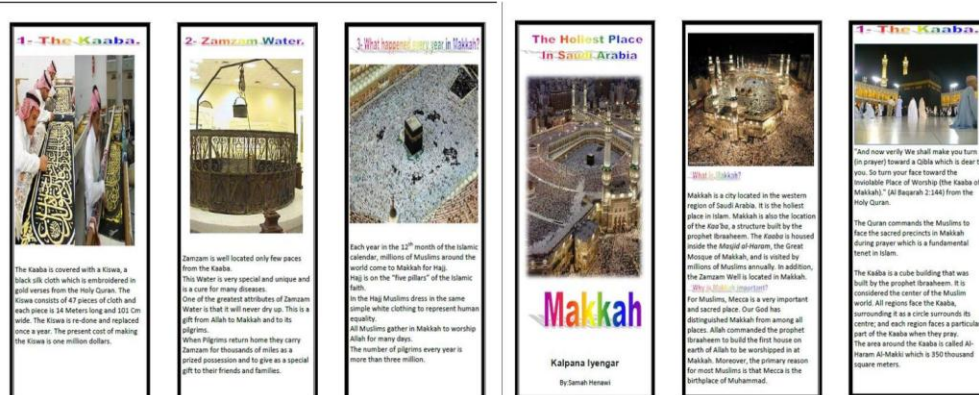


Figure 6: Saudi-Arabia

The Saudi-Arabian student was passionate to inform his peers about the holy place of pilgrimage called Mekkah in Saudi-Arabia.

Conclusion

The use of the culture brochure motivated international students to provide information about their cultural background using a multimodal approach. The oral presentation of the brochure encouraged public speaking and sharing in international students who were new to the U.S. and the English language. The professor has to be careful when it comes to giving agency to students on cultural topics because of some students' cultural and religious sensitivity to the topics.

The use of the brochure in the Rhetoric and Composition college classroom enabled international students to learn about brochure design, multimodal production, and the incorporation of text-picture format to present their culture based on prior knowledge, context, and experiences with the student-led topics. Ultimately, this assignment facilitated emotional literacy in diverse international students in the U.S.

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Appendix A – Culture Brochure Assignment

I begin the culture brochure-teaching assignment by displaying a few sample brochures from students from the previous semesters. I also provide the students with a model brochure on the class wiki, so students can refer to the same while brainstorming for their own. Students participate in a group discussion, so they can list a few topics for the unit. The students share the list with each other, and I then request that the students post the list on their wiki page, so everyone can learn about the different topics the students are thinking about. Next, the professor describes the purpose of the culture brochure.

The scheme of this assignment is to inform and learn from each others' cultures and incidentally learn to articulate views by sharing topics using a multimodal approach in a public space. Then, students are involved in researching about the format, layout, and structure of a brochure. The professor explains the different kinds of templates available on Microsoft word. The trifold brochure is the most popular design students choose for this culture brochure, so we discuss what a tri-fold is and how to locate it.

The next step is for the librarian to come to class and discuss research skills and the text-picture relationship. The professor guides the students outside of class in one-on-one conference

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sessions by providing input about the content and the pictures the student has chose for the brochure. Finally, students write extensively about the chosen topic in a writing workshop class, so they can incorporate their thoughts in the actual brochure. The professor guides the students once again in another face-to-face conference session so the text is in compliance with the images. The students go to the writing lab for editing help before they submit their draft brochures for feedback from the professor. After the students get feedback, they practice their oral presentation on their own. Students who have difficulties managing the presentation go to the professor so they can rehearse the brochure with the professor individually. By following these steps, students become confident to present in the classroom.

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Jain Relics in Kalugumalai

Dr. S. Kanagammal



Abstract

This paper presents a description of Jaina relics in Kalugumalai, historically a major Jain centre in Tamilnadu. The Sanskrit word Jina means ‘conqueror’ and this is used as a title attached to the revered beings, who are said to have controlled their passions and have obtained perfect knowledge and freed themselves from the bondage of Karma. Their preaching and principles are popularly known as Jainism. Their followers are known as Jains or Nirgrantha. The period of origin of Jainism is not clear. Anyhow it began to attain the place of monastic idealism from sixth century B.C. onwards. There were 24 Thirthankaras beginning with Rishabha and ending with Vardhamana Mahavira. Among them the last two, namely, Parakanatha and Mahavira, are treated as historical beings. Jaina relics are found in several places in Tamilnadu. Kalugumalai in southern Tamilnadu presents a variety of relics.

Keywords: Jainism, Jaina sages, Jaina relics, Kalugumalai, Tamilnadu.

Jina

The Sanskrit word *Jina* means ‘conqueror’ and this is used as a title attached to the revered beings, who are said to have controlled their passions and have obtained perfect

knowledge and freed themselves from the bondage of *Karma*.¹ Their preaching and principles are popularly known as *Jainism*. Their followers are known as **Jains** or **Nirgrantha**.² The period of origin of Jainism is not clear. Anyhow it began to attain the place of monastic idealism from sixth century B.C. onwards.³ There were 24 *Thirthankaras* beginning with Rishabha and ending with Vardhamana Mahavira.⁴ Among them the last two, namely, Parakanatha and Mahavira, are treated as historical beings.

Growth of Jainism in the South



There was a gap of two and a half centuries between the periods of the last two. During this period, Jainism grew in the number of followers and the religion became well-established. With the arrival of Bhadrabahu (Sranta Kavalin) with 12,000 Jains to the South, particularly to Sravana Belogola, by about 296 B.C. in search of some new favoured lands,⁵ Jainism gained an opportunity to find new avenues in peninsular India. From there the religious practitioners seemed to have migrated to the further South.⁶ There is a clear evidence of the movements of the Jains from Karnataka to the Kongu region, (Salem, Erode and Coimbatore areas), to the western fringes of the Kaveri Delta (Tiruchirapalli) southwards into Pudukottai region (Sittannavasal) and finally into the Pandya kingdom (Madurai, Ramanathapuram and UK Kingdom Tirunelveli District).⁷

¹ Elerhard Fischer and Jyotindra Jain, *Art and Literature of 2500 years of Jainism*, (1977), p.9.

² M.S. Ramasvami Aiyangar and Seshagiri Rao, *Studies in Indian Jainism*, (1922), P.10.

³ Sinclair Stevenson, *Heart of Jainism*, (1945), p.7.

⁴ Champakalakshmi, R. *Jainism in South India*, An unpublished M.Litt., thesis, Madras University, 1958, P.38.

⁵ Pillay, K.K., *Studies in the History of India with special Reference to Tamil country* (1979), p.94.

⁶ Champakalakshmi, R., *Historical Evidences of Jainism in India and in Tamilnadu*, *Tamilarasu*, (November 1974), P.7.

⁷ Desai, P.B., *Jainism in South India and some Jain Epigraphs*, 1957, p.71.

The Jains seem to have permanently settled in the extreme South of India, probably due to the conducive natural atmosphere, i.e., in and around the hills.⁸ They had their traces in places like Vijayamangalam, Thingalur, Dharmapuri, Mudikonda Cholan and Tirumurtimalai in Kongumandalam, Jinachi Kanchi Vedal, Perumandur, Cittanur and Tirumarungonrai of Tondaimandalam. Trichi and Karur in Cholamandalam and Sittannavasal, Tenmalai, Northamalai, Aliruttimalai, Tiruveneyil, Iruppaikkudi, Pallimadam, Anumanthakudi, Devipattinam, Tirukkattampalli, Ervadi, Virasigamani, Singikulam, Marukeltalai and Kalugumalai of Pandimandalam.

Kalugumalai, A Major Jain Centre



Among the above mentioned long list, only at Kalugumalai one can witness many Jain sculptures and inscriptions. Hence it could be treated as a significant Jain centre. So, an attempt is made in this article to note down the features of the Jain relics of Kalugumalai.

Kalugumalai is a rich abode of historical monuments along with Vettuvankovil. Jain relics with Vatteluthu Inscriptions and stone monuments were erected to record the history of this place. It is situated in the Kovilpatti Division of V. O. Chimdambam District, 21 kilometers from Kovilpatti and 20 kilometres from Sankarankovil of Tirunelveli District.

This city is called by different names such as Tenpalani, Kalukasalam, Uvanagiri, Kajamuhaparvatham, Sampothi Kshetram. All these names are assigned on the basis of some

⁸ Raman, Dr.K.V. Jainism in Tondaimandalam, Journal of Institute of Traditional cultures, Madras p.149.

legendary stories.⁹ The unique feature of this place is that it contains a lot of Jain relics along with inscriptions on the northern side of the hill which testifies to the Jain influence in this area.

Impact of Jainism

The Jains, noted for their “aesthetic, rationalistic, ascetic and antibrahmanical doctrine,” endeavored to propagate and popularize their religion in the Tamil country. As Jainism was very influential for a long time in Tondaimandalam region probably because it was adjacent to Gangavadi, where Jainism was prominent¹⁰ it was equally influential in Kalugumalai as revealed by the many statues of the Jain teachers and the donations assigned to them, recorded in Vatteluttu inscriptions. Probably there existed a Jain school in Kalugumalai in 8th century A.D. since the Vatteluttu scripts are datable to this period.¹¹

Captivating Relic

The most captivating relic is the natural cavern available in the northern side of the hill. From there, people get the information that the Jain monks with their disciples lived in that natural cavern. The floor of the cavern has been plastered and that has completely spoiled historic values of that place, for there are ample chances for the availability of polished rock cut cave beds popularly known as **Panchavar Padukkai**. These are found even today at different places like Samanarmalai, Muttupatti, Tirupparankunram and Kongarpuliyankulam. In later years, in a part of this cavern, an Ayyanar temple was built and this stands concealing the figures of the Jain monks.

Bas-relief Structures

With regard to the sculptures found, they are all Bas-relief structures. They are carved nearly in rows. The figures stand to testify the fact that “though the Jains derived the existence of a supreme being, they regarded the practice of worshipping images of their

⁹ Velumani, K.S.K, (Ed), Gazetteer of India, Tamil Nadu State, Tirunelveli, Government of India, 2002, P.125.

¹⁰ S.I.I., Vol. V. p.121-134, as No.309-404.

¹¹ Since a separate chapter is assigned to the study of the Pandya inscriptions at Kalugumalai we have the details of those inscriptions in this succeeding chapter.

Tirtankaras as coeval with the foundation of their creed.¹² But here at Kalugumalai cavern, we have the figures of not only the Tirtankaras but also the figures of yakshas and yakshis who were the individual upasakas and Sasanadevatas (while the yakshas are carved with the ideas of attendant spirit independently,¹³ the yakshis are chisled to prove the theme that they are Vidhya devis or goddesses of learning due to the influence of Brahmanic female deities.¹⁴ The figures available here are, besides the Thirtankaras in the uniformly seated posture, Mukkudainathar, Parasunatha, Komundeeswarar and Padmavati.

The figures are all alive in appearance. From the inscriptions available at the bottom of the statues we are able to understand that they are mostly figures of preceptors carved by the students as a token of respect for their teachers. The similarity of the figures here with many elsewhere in Tamil Nadu, especially around Madurai, testifies to the contact that existed among the Jains of this area and outside. The absence of any reference to the donations of properties is in consonance with their basic tenet of avoidance of desire by the Jain monks.

Major Focus – In Memoriam

From the inscriptions under many of the Tirurnenis or Padimams or Perams¹⁵ (all meaning figures) it is learnt that they are carved either in memory of the visit of renowned Jain personalities from other areas to this place or done as native figures for the merit of its dead relatives. **Devan Sendan of Kalaiyur** has dedicated a statue in the name of his father **Kavithi Devan**. Pondangnalan hailed from the local area, i.e., Tirunechuram, has donated a status or the merit of his mother. Another local man called **Sendan Sendan** has carved a statue for his father Furajin Sendan, Maran Sattan of Tirunechuram has chiseled a statue for his son Sendan Setti. Milalur Kurathiyar has engraved to two statues, i.e. one for **Sirangikkuavadigal** and another one for **Gunanandhippariyar** in memory of their visits. A

¹² Majumdar, R.C., (ed.) / The Age of Imperial Unity, Vol.II, (1958), p.425.

¹³ Gupta, R.8., Iconography of the Hindus I Buddhists and.. Jains, (1976), p.175-176.

¹⁴ Ibid p.176

¹⁵ The inscriptions available below the figures contains reported occurrence of such terms.

Manakkial (student) had a figure in memory of his teacher Tirumalai. Arattanemi Padarar has dedicated a statue. Two statues for the merit of Tirunelchurathu Konlan Tamavanar and Puravinvelan were donated by their relative Paramanattan. In memory of **Kottunattu Perumbarrur Udhan Kaman** a local Kurathi has executed a statue. Sendangudiyan and Nakkankari the two relatives have dedicated two statues for **Duppankaman** and **Duppan Chettan** respectively. In the name of Elavenbarikkudi, Sendan, a lady called Kudarkurakkurathi has arranged to engrave a statue for Sriviiayakkurathiyar of Venbaikkudi. **Teehan Sengan** on behalf of Sendan Satti has made out two statues.

In Honor of Loved Ones

These statues reveal the Jain tradition of carving statues not only by loyal students but also by relatives in honour of their beloveds. Further, people from different places have made votive offerings in this place. It highlights the popularity of Jainism among the people at that point of time.

In addition to the above, there are a few other statues dedicated by private individuals to teachers. The following list will attest this fact.¹⁶

No.	Donor	To whom donated
1.	Periyirkudi Sattan Devan	Sri Gunasekara Padarar
2.	Tirunelchurattu Sendan Chari	Purawin Sendan
3.	Kaman Putpanandhi	Tirukottarru Padamulathan
4.	Malaikkulattu Sri Varthamana	
	Perumanakkar	Srinandhi
5.	Disciple Santisenapperiyar	Tirukkottarru Udhanandhi Guravadigal.
6.	Kanagairra Adigal	Tirunarunkondai Paladeva I Kuravadigal
7.	Tiruchchanallur Kurathigal	Kotturnattu Perumbarrur Kuthankaman.

¹⁶ S.I.I., Vol. V. PP.121-134.

8.	Tirunelchurathu Maranpulli	Not given
9.	Tirunelchurathu Sendan Vellan	Not given
10.	Kalakkudi Kaman Kaman Cirunambi Kurandikkavithi	Not given
11.	Disciple Santhikesan	Not given
12.		Tirukkottarru
	Kaman Sattan of Tirunelchuram	Vimanachardirakkuravadigal
13.	Disciple Pavanandhipperiyar ¹⁷	Sattan Kaman
14.	Student Dayabala Periyadigal	Padikkamana Padarar
15.		Kadaikkattur Tirumalayvur
	Venbunattu Pereyirkudi Devan Sattan	Monipadarar
16.	Pereyirkudi Sendan Kaniyan Disciple Perunandhi Padarar	Not given.
17.		Not given
18.	Disciple Millalur Kurathyer	Puttanandhi Padarar
19.		Go student Kunamathi and their teacher Velar kudi Mutha
	Neduman tottattu Kunantangiyan Tirunelchunathu Kumarammallan	Arithaneni
20.		Not given
21.		Not given

The above facts testify the love and respect of the students for their teachers. The places Tirukkottaru, Tirumalayur, Pereyirkudi, Velarkudi and Kadaikkattur noted in the inscriptions were probably some of the Jain educational centres of those days. The terms Padarar, Periyar and Kuravadigal may mean the different grades of teachers and Kurathi, a female teacher. Manakkar and Perumanarkkan may denote different grades of students. The names of teachers are prefixed with the different areas they hailed from. The girl students were known as Manakki or manakkiyar.

Female Students and Female Teachers

¹⁷ Probably the author of the Tamil Granatic exposition, Nannul.

The terms like Kudar Kurathiyar, Elaneduchurathu Kurathiyar, Srivisave Kurathiyar, Palaivark kani Kurathiyar, Sendan Kurathi, Pitchai Kurathi, Pagur Kurathi, Milalai Kurathi, Tirupparuthi Kurathiyar, Tirwmalai Kurathi and Malanakkurathigal show that many female teachers or nuns from different places were staying there. This shows that Jainism had diluted in principles to the extent of admitting women in their order probably with a view to achieving popularity and revitalism amidst acute religious feud that prevailed between Saivism, Vaishnavism and Jainism.

Links between Jain Settlements

The mention of Venbaikkudinadu (Sattur) Karunilakkudinadu (Kovilangulan near Aruppukkottai), Munkilkudi Nadu, Kalakkudinadu, Nechuranadu, Idaikkalanadu, Venbunadu, Idaikkudinadu and Karaikkanadu show that there should have been a well knitted link among the Jain settlements of different regions. The donative inscriptions expressing this will also prove the existence of Jain settlements.¹⁸ The identical names found in this area and other places like Samanar hill and Muthuppatti hill (both near Madurai) also will testify to this fact.¹⁹

Deity in Kalugumalai – Similar to Hindu Traditions

It is also revealed from the inscriptions that the Jains of Kalugumalai had a prospective deity called Araimalai Alavar²⁰ and daily rituals were done in Hindu temples with lamps and food offerings.²¹ Donations are recorded in inscriptions for lighting lamps,²² and the people of that place have donated Ghee for burning those lights.²³ One Kunasekhara Padarar had donated. During the ninth and tenth centuries the Pandya rulers like **Srimaran Srivallabha** (815-862 A.D.), **Parantaka Vira Narayana** (862-905 A.D.) and Rajasimha II (905-920 A.D.) did their best to support Jainism. So it is clear “that Jainism was not overwhelmed so completely as Buddhism by the rising tide of Saivism and Vaishnavism in

¹⁸ Vedachalam, P., Kalugumalai Samenappalli, Kalvettu (1978), p.13-16.

¹⁹ Rangacharya, V., A Topographical list of the Inscriptions of Madras Presidency, p.1464-65.

²⁰ . Vedachalam, p.6

²¹ Idem.

²² A.R.No.196 of 1894.

²³ . A.R.No.863 of 1917.

the land".²⁴ The Pandya kings even appointed guards called Tirumalai virar and Parantaka Virar to protect such Jain relics at Kalugumalai.²⁵ This shows the status of Jainism during the ninth and tenth centuries.

Protected by Royal Patronage

Further Jainism was able to withstand the enmity of religious rivalries due to the Pandya royal patronage. It is also obvious Jainism did not vanish from the Tamil country totally even during the medieval period. It should also be mentioned that Jainism had witnessed the religious animosities and that was a prominent phenomenon during the period of the Bhakti Movement, i.e., existence of Jainism during that period of devotionism in different parts of Tamil country and especially at Kalugumalai enables us to note the perseverance of the Jain order with ups and downs during that critical period of Hindu revivalism.

Conclusion

The inscriptions and sculptures at Kalugumalai show that Jainism was a living religion in Tamil Nadu even during the medieval period. Kalugumalai was then an important Jain centre. The importance of this place has been both religious and cultural. This hill of moderate size has been the abode of at least three cults the Jainism, Saivism and the Murugan cult. There should have been a high water mark of activity among these three as revealed by the finest artistic production on behalf of each. Today Jainism has almost left Tamil Nadu, leaving behind only the great didactic/moral literary works and its monumental vertigos, of which the Bas reliefs of Kalugumalai will certainly find a significant place in any book in Indian art history.

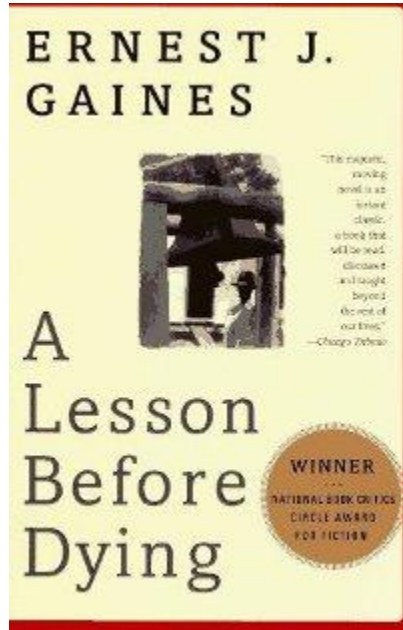
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²⁴ Nilakanta Sastri, K.A., The Pandyan Kingdom (1972), p.84.

²⁵ A.R.No.863 of 1917.

**Ineptitude and Value for Community in Ernest J. Gaines’
*A Lesson Before Dying***

M. Rajalakshmi, M.A., B.Ed. and R. Lissy, M.A., M.Phil., M.Ed., (Ph.D.)



Abstract

Gaines presents a paradoxical view of religion that positions personalism as both an indictment on and antidote for the Church’s ignorance of tangible injustices. Because personalism connects the doctrine of inherent human dignity to action, the failure of Gaines’s preachers to act in accordance to their community’s vision for social action adds to their impotence and informs the critique of the Church as being divorced from human suffering. The preachers’ ineptitude, however, points to the reality of a solution, alluding to the possibility of reconciling Christianity with social action if the Church seeks to relieve both the physical and spiritual suffering of the oppressed much like the Catholic Worker Movement. At its most effective, personalism, like that of the Catholic Worker Movement, links organized Christianity with social action and reveals that religion does not have to be incompatible with progress.

Key words: Paradoxical view, Personalism, Human dignity, Social action.

Introduction: Ernest Gaines



Courtesy: www.pbs.org

Growing on a plantation, Gaines found his childhood experiences central to the formation of his identity as a man and later as a writer. Although he left Louisiana to pursue an education in California, Gaines discovered amazing peace in the works of literature he studied: the stories of his people. Perhaps atoning for this lack of representation, his fiction centres on the “people back home” and reflects upon his responsibility to tell their stories. Gaines fills his oeuvre with representations of the ordinary, of the human, depicting the struggles facing his fictional communities. Being steeped in the culture of the South, he also views organized religion as an inevitable presence in any community, and his exploration of religion occurs in the context of tight-knit communities. Though attending a Baptist church and a Catholic school as a child, Gaines takes a paradoxical approach to organized religion, claiming that “not any of them are goanna really cure things” while asserting that believing in a force “greater than what you are” is necessary I for survival. This view of religion mirrors a central tension in his novels: reconciling the value for community and the importance of social change with the established Church.

Personhood, Community, and Ernest J. Gaines

Personalist theology, along with Gaines’s fiction, resists the idea of isolation while highlighting the importance of communal good, criticizing social and religious institutions that fail to uphold the value of human dignity and community. In “Personalism and Traditional African Thought,” Burrow argues that “the church exists for the person and not the other way

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around” and those churches should be judged and evaluated on the extent to which they meet the needs of the community. Representing their churches, the preachers in Gaines’s novels struggle to uphold this vision for communal action as they simultaneously affirm the personalist value for community, yet differ in their views on appropriate social action. Gaines’s emphasis on community is consistent with the tenets of personalism, illuminating his critique on the insufficiency of the institutional Church because of its lack of response to injustice. While providing a lens with which to critique the Church, the presence of personalism in Gaines’s novels also affirms the value of Christian institutions in the life of a community, exposing the tensions between reconciling faith and action.

Centres around the Importance of Community - Reverend Moses Ambrose

Much of Gaines’s fiction centres on the importance of community. Reverend Moses Ambrose of *A Lesson before Dying* serves as a representation of the Church’s role in the community. At the beginning of the novel, he sits with Miss Emma Jefferson’s godmother as she listens to the public defender say that her godson is no better than a mere animals.

Reverend Ambrose is there as the judge sentences Jefferson to death, is there in his prison cell at Miss Emma’s request, and is there at the electric chair. His devotion to Miss Emma mirrors personalism’s emphasis on community and demonstrates one of the central aims of the Church to serve the needs of a community. Despite Ambrose’s presence throughout the novel, Grant Wiggins the young, cynical teacher views the preacher as a relic of an outdated system of Christianity that has little effect on the lives of his people.

While Grant views Reverend Ambrose as impotent and ineffectual, this indictment adds another layer of complexity to the preacher’s character. Both Reverend Ambrose and Grant have different conceptions of social action; the preacher endeavouring to convert Jefferson and the teacher seeking to help Jefferson realize his humanity. In opposing Grant’s vision for progress, the preacher appears antagonistic toward the concerns of the younger black community, yet he still provides support for Miss Emma and Tanta Lou, revealing the paradoxes in his embodiment of personalism.

Although personalism affirms the value of social action, the division between Reverend Ambrose and Grant reflects the tensions inherent in reconciling faith with action, as the interplay of his impotence and humanness manifests itself in his deviation from Grant's definition of social action, yet one can see as Lloyd points out, "his devotion to the community."

Love and Responsibility

The lawyer uses dehumanizing language to describe Jefferson, but his charges also reflect white culture's erroneous perceptions of the black community. Here, Jefferson's public defender brings several stereotypes to the surface, perpetuating beliefs in biological and intellectual inferiority, beliefs that plague Gaines's community. However, the defense attorney's words contradict Catholic personalism's conception of personhood.

In *Love and Responsibility*, Pope John Paul II asserts the dignity of all people based on man's creation in God's image. Accordingly, man's possession of both a rational nature and a "specific inner self" separates him from the rest of creation, including animals. By contrast, the public defender's words are antithetical to Catholic personalism's definition of a person, the lies Reverend Ambrose must counter throughout the novel as he helps Jefferson realize that he is a person with a soul.

In spite of the overt racism of these charges against Jefferson's personhood, the defense attorney draws apt conclusions about the communal nature of morality, which upholds the personalist view of ethics and action. Addressing those gathered in the courtroom, he claims that "we must live with our own conscience". It is important to note that this collective conscience applies to both the jurors and the listeners, illustrating the moral dimension of the jury's decision to execute the innocent Jefferson as a crime against his personhood. To Borden Parker Bowne, one of the first personalists in the American academy, morality and community are inseparable. Bishop Francis J. McConnell summarizes Bowne's conception of ethics and morality, noting that Bowne defines morality as an ethical system that seeks to preserve the good of both individuals and communities. As a result, any act that threatens this sense of personhood and communal good is immoral. While the defense attorney's charges against Jefferson undercut the personalist aim of upholding individual dignity, his statements about morality and the collective conscience

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ironically support Browne's conception of morality and community. By using the collective “we,” Jefferson’s defense attorney unwittingly implicates himself for his failure to embody personalist ethics through emphasizing the relationship between the morality and a community of persons. Though this scene only occupies a small space in the novel, Jefferson’s trial highlights the importance of community and reveals the relationship between ethical action and communities' central tenets of personalism.

Devotion to His Community

Moreover, Reverend Ambrose’s presence at the trial reflects his devotion to his community as he supports Miss Emma, here embodying Catholic personalism’s doctrine of participation. Because Grant narrates the events of the trial, the preacher does not appear until the end of this account, seemingly minimizing his role in the community. However, his presence at the trial shows his loyalty to and value for his church members, as he remains seated by Miss Emma for emotional and spiritual support. Serving as a representative of the Church, Reverend Ambrose is not removed from Miss Emma or Jefferson’s suffering; instead, he actively participates in the life of his community, illuminating a key component of Pope John Paul II’s personalism. In “The Person: Subject and Community,” John Paul II affirms that all human beings exist in the context of community. Because human existence cannot be separated from community, he defines participation as a characteristic of personhood and the manifestation of personalism: “To participate in the humanity of another human being means to be vitally related to the other as a particular human being, and not just related to what makes the other a human being.

Conclusion

This is ultimately the basis for the whole distinctive character of the evangelical concept of neighbour. Through standing with Miss Emma at Jefferson’s trial, Reverend Ambrose shows his willingness to actively participate in his community, revealing his vision for social action. Here, he does not attempt to console Miss Emma with abstract assurances of Divine comfort but is simply there. Offering a positive assessment of Reverend Ambrose’s character, critic William R. Nash argues that the preacher, in contrast to some of Gaines’s other ministers, reflects the possibility for cooperation between the Church and the community. Even in the opening chapters

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of *A Lesson Before Dying*, Reverend Ambrose's presence expresses his desire to support the suffering members of the community like Miss Emma, upholding the personalist value of community and reflecting his definition of social action.

As the novel progresses and Miss Emma petitions Henri Pichot to allow Jefferson to have visitors, her commentary on Reverend Ambrose complicates the Church's role in the novel, and she seems to advocate a view of Christianity that is incompatible with daily living in the community, introducing the division between the Church and social action. Miss Emma asks Pichot to persuade Sheriff Guidry to give her and Grant permission to visit Jefferson in his cell. Pichot tells the older woman to be content with Reverend Ambrose's visits "and keep it at that" a request that Miss Emma refuses. Responding to Pichot's request, Miss Emma introduces the dichotomy between the spiritual and the physical, explaining, "Yes, sir, I'm concerned for his soul, Mr. Henri I'm concerned for his soul. But I want him to be a man, too, when he go to that chair". On the surface, Miss Emma's dual concerns show a distinction between the soul and the man, and her vision for social action requires more than Jefferson's spiritual salvation as she longs for her godson to view himself as a human being.

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Teachers' Dilemma on Using 'Chalk and Board' or 'Projector and Screen': Which is Effective?

Dr. Mahesh B. Shinde
Dr. Sunanda G. Patil (Shinde)

Abstract

Present article comments on the dilemma in the mind of a teacher on using 'chalk and talk' and ICT enabled methods for teaching. It focuses on usage and misuse of both boards and projectors in the class. Under the name of ICT advancements, most of the teachers avoid using boards and tend to use PPTs in wrong ways. The article includes some of the live blogs posted by students/teachers globally and summarises their views on use/misuse of PPTs in the class and expectations of the students. Finally, the article ends with a proposal on judicious use of boards and projectors in the classroom.

Key Words: *Teaching methods, use of ICT, multimedia, chalk and board*

Use of Technology in Place of Chalk and Board

"I can teach without using board in the class." "I rarely use chalk in my class." "My lectures with the help of PowerPoint are always impressive." "Do you teach language/literature or Maths/... to use so many chalks?" Such and many other statements are made by teachers during recent times. Some may be right in saying so; but in case of many others it's quite doubtful. Because, we are not using 'chalk and talk' method as it is now considered outdated one and because there are so many other teaching aids, use of power point being on top. However, if one goes in deep within oneself and asks a true reason behind using PPTs, one will realize the open secret about it; how it makes a teacher's task easiest on part of making/carrying notes, memorizing, writing on the board in legible way, etc.

Overemphasis of Multimedia

Of course there are many advantages of use of multimedia in the classroom. But that use should not be overemphasized at the cost of use of boards. Though we have invented many wonders till the 21st century and though we are finding out the origin of the universe,
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when we imagine a doctor we imagine him/her with stethoscope, a lawyer with coat, a writer/journalist with pen, likewise a teacher with chalk in hand and standing in front of board. This itself defines the place of chalk and board in ones learning. We still remember that our learning in schools/colleges was much depended on the white part made on the black background by the teachers. In other words, most of the things we learnt interestingly just because of writing of our teachers and neat and step by step arrangement of every single difficult thing on the board.

Is It Advantageous to Replace the Chalk and Board Completely? – Student Responses

Replacing black board with green/white one and chalk with marker is acceptable. However, replacing them completely with only a screen and typed words/pictures is doubtfully acceptable. Use of advanced technology/multimedia in the class is of course rewarding. But this does not mean that the boards are to be replaced completely with white screens.

There are many teachers and researchers who are still supporting the ‘chalk and talk’ method. Even most of the students prefer lectures through chalkboard than through multimedia. Some of the blogs posted on a forum on the same topic are worth to record here:

Student 1

“I am a student and I much prefer lecturers who write on the board than the ones who use slides. Profs (*professors*) using slides generally go into loop mode where they have the objective of going through all the slides before the end of the class. As such, profs tend to go in a very fast pace.

Writing on the board brings some dynamism to the lectures. The lecturer tends to pace himself much better, and students are then more encouraged to ask questions as they go along.

In my experience I've seen lots of profs who just read the stuff from their slides without elaborating any further. The students then tend to fall asleep since they know the lectures are basically in the slides.

Also, I have the impression that profs using slides are lazier in their teaching, in the sense that they don't even review the slides they are about to present before the lectures.”

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Student 2

“As a student I really agree with this. I would rather read my textbook than go to a class which uses slides. On the other hand, well-thought-out lectures that use the chalkboard are easier to follow because it forces the instructor to decide what is really important and what's not.”

(<http://academia.stackexchange.com/questions>)

Thoughtful Use of Chalk-Board

The above blogs simply reflect the views of most of students who prefer thoughtful chalk-board based lesson than the lesson overloaded with most of unnecessary slides meant just to do the formality of syllabus completion in the class. They also rightly point out the way most of the teachers (mis) use slides/multimedia.

Misunderstandings about the Use of Boards

Writing on board is time consuming

Exactly. However, one should remember that it is not expected to write everything on the board. If you have planned in advance and structured the board writing on the paper, it is not time consuming. Rather it is time saving on the part of students as they will comprehend most of that well organized writing.

Only subjects like mathematics need much use of board

Right again. But other subjects, including languages, can also be taught well with boards. Many teachers of other subjects are still satisfied with their teaching on board because they find it useful than using other advanced teaching aids.

You must have good handwriting to write on boards

Quite unacceptable. Of course, good handwriting is a jewel. However, avoiding boards by giving convenient reason about not having good handwriting is ridiculous. What is important is legibility of your writing than its beauty.

When got engaged in writing on board there is a chaos in the class

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It depends on teachers. Keeping students engaged when you are engaged in board writing is a skill which we as teachers must have. Better way is to engage students also during your board work by asking them to write with you or by throwing some referential/open ended questions related to the topic in hand.

Structuring the matter on board is difficult

In other words, we can structure and organize the matter well in advance on slides which is quite difficult to do live on the board in the class. Completely agree. However, if properly planned in advance, it is possible on boards as well.

Teaching with board v/s teaching on board

As overuse of multimedia has its wrong influences, so is with the overuse of boards. *Teachers* should teach with the help of board; not *the board and writing on it* itself. In simple words, teacher in class is the first great aid in students' learning. Rest all aids are secondary.

Techniques of Using Boards Effectively

Here 'boards' include all-black, green, white boards. In fact, if considered the learning/comprehension pace of heterogeneous learners probably (black) board is still the major and appreciated choice. Following are some of the ways boards can be used effectively.

1. Board work should be planned in advance and well structured.
2. Sketch in your notes how you are going to use the board.
3. Always write the points that you are going to cover in that lecture at one side of the board and mark each when finished.
4. Divide the board in three/four parts and use your writing hand side first followed by rest.
5. Highlight important part by making it bold, using large word size, circle, underline, using other colours, etc.
6. When comparison part comes, put the elements to be compared simultaneously on the board to draw student's attention.
7. Don't block. Keep moving so that students can see the matter on the board.

8. Writing legibly is important than writing beautifully. Always check your board work from the back of the classroom.
9. The important points like topic headings, etc., are to be put at the top centre always.
10. Clean the previous board writing completely. Do not clean the only part which is sufficient for you.
11. Frequently ask students if you are legible.
12. Clean the board when you finish your lesson.

Benefits of Using Boards over Using Multimedia

Our intention here is not at all to underestimate the positive usages/effects of use of slides and other multimedia in the classroom. Use of well-planned and neatly arranged power point is always helpful. It strengthens students learning. Moreover, if used effectively, clipart, images and pictures will enhance learning. Even the slides can be referred easily by the students whenever needed. However, there are many funny advantages posted by some teachers on the same blog mentioned earlier. For example:

Teacher 1

Advantages of using slides:

- Students get insufficient sleep, and a slideshow presentation allows them to catch up on their sleep hours somewhat.
- Slides decrease student-teacher interaction, and we are all introverts nowadays, so less interaction is a good thing!
- Slides make it less likely that a student will take notes in class, thus saving on ink.
- The presumption that slides or video will be posted disincentivizes students from attending class, thus allowing for smaller classrooms.
- Slides are good for ignorance, and as we all know, ignorance is bliss!

The benefits of boards over slides/ multimedia can very clearly be understood by reading following blog of another teacher:

Teacher2

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Board work is usually more engaging, and at least the classes I've taken and given, board-based classes kept the students (*and the instructor!*) mentally and verbally engaged in the material. Its naturally more exciting to watch an animated instructor write things out, check himself mentally for a moment, subconsciously sharpshoot him yourself as he moves along, etc. than to just listen to what may as well have been a recorded session flashing by on screen.

People who write on boards tend to *only* write the important bits on the board, and have prose handouts full of other details for reading and reference later. The constraints presented by working live on a board act as a magically precise editorial function which *forces* the instructor to either be concise or fail, and handouts retain every benefit of the slides but without exposing the instructor to the temptation of drifting into a passive or mentally absent teaching mode.

...People who write on boards usually have either rehearsed their material or know it intimately enough to pace through an essentially hands-on class as they go -- even (or especially) in the case of new research. This is as good as it gets for live instruction! And this leads me to the worst thing about slides...

The laziness permitted by slides is paradoxically compounded by the temptation to be verbose in the slides themselves. This is the worst form of detached instruction and often devolves to the point that the "instruction" consists of an underprepared instructor who feels prepared (he's got his slides, right!) essentially reading whatever is written on the slides to the class. In these cases equal time spent with a book in a quiet place benefits a student more than having sat through such a class. Such sessions can only satirically be referred to as classes.

Thus, irrelevant information on the slides may be harmful; whereas, teacher will avoid such writing on the board. Neglect of interaction with students during PowerPoint (PPT) presentation may make a lecture a monologue; whereas, using boards and simultaneously discussing/ explaining/questioning will make class interactive. The high speed of presentation may reduce participation of students; but when boards are used students are likely to

participate more. Too strict order of slides may limit the extemporaneous performance of instructor which will not happen during teaching with boards.

Need to Find a Golden Mean

As mentioned earlier teacher is the most important aid in students' learning. The aids the teacher uses will depend on his/her teaching methodology, experience, objective behind the lesson, class type/size, feasibility of teaching aids, and so on. However, using PowerPoint (PPT) with "one size fits all approach" will not be a wise use of technology. Similarly, following "old is gold" proverb only and not advancing oneself in using multimedia will not give appropriate justice to the digitally advanced learners.

Any statement made about PPT, good or bad, can also be made about any other teaching aids including chalkboard. They are only tools. They are good or bad depending upon how well, or how poorly, they are used.

Using multimedia and boards simultaneously will definitely work. Using PPT not for whole lectures, using only important terms and not complete sentences/paragraphs, using visuals (clip art, pictures, videos, etc.) over text, using step by step animation for text/visuals instead of displaying the matter on a slide on single click, including quiz in between to make students think and react, and most importantly, considering students' pace of learning and preparing need based PPTs will be useful. Similarly, following the techniques discussed above for effective board work will also have rewarding results. A teacher who is addicted to use of slides for all purposes should really try, at least once, to plan and use board for a lesson entirely and see the difference.

To Conclude

It will be useful to conclude this article with following interesting details. A teacher (Dr. Sridhar Rao P.N) had once asked his students to write down their opinion on how they prefer his classes should be held; plain lectures or by using PowerPoint slides. He had also requested them to give their feedback/recommendations. Following are the select interesting responses recorded on his homepage. (<http://www.microrao.com/powerpoint.htm#>)

Classes using PowerPoint slides

Disadvantages:

- Matter is boring as it contains many points.
- It is lengthy and sometimes can't grasp what is on the screen.
- Not able to go through all the points on the slide and is one-way interaction.
- With PowerPoint class is boring and sleepy.
- Sometimes constantly looking at PowerPoint screen will strain the eyes.
- Can't concentrate on the topic, there is no interaction between student and teacher.
- It is slow and gets monotonous sometimes.
- Both the student and the teacher read the same thing.
- More theory makes class boring, readymade diagrams are difficult to follow.
- It is difficult to listen and see both at the same time as it causes little confusion.
- Can't correlate between what the professor speaks and what we see, we usually end up only reading on the screen and not really listening.
- Very small letters can't be seen from back.
- It never lets us imagine things what is being taught because I believe that imagination by ourselves helps us to activate long term memory. In PowerPoint only short term memory is activated. It never lets us to recollect things we read.
- Some time is wasted in setting up PowerPoint; teacher can't concentrate on all students.
- Our concentration is more on seeing the slides and noting down the points rather than listening.
- Explanation should not be mere reading of the slides.
- Temptations to do other things since it is quite dark.

Plain lectures without any multimedia presentations

Advantages:

- Considering the fact that you have no bothering about the slides your complete concentration is upon the student, which keeps us conscious and oriented us to listen.
- It is more interactive, better communication, have eye-to-eye contact and more topics are covered in less time.
- We will be attentive the whole class.
- We can see you and listen to you properly.

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- We can understand at least what you say and teach. It is not boring.
- Repetition of points helps to recall, we can make notes.
- It is easy to remember what we write and listen.
- It is good to see the teacher and the board rather than the screen.
- When the teacher writes on board we can understand each and every point he teaches with full concentration.
- Diagrams drawn on board are easier to follow.
- Students can listen to the teacher as there is nothing to see.

It is not true that board and PowerPoint should not be used together. Both can be used as supplementary to each other and as teaching/learning tools for teachers/learners. As well as, we should use both the aids judiciously; some lectures on PPT and some with the board. However, PPT should not at all be used at the cost of chalk/marker and board.

Recommendations/feedback

- Only the pictures and videos be shown and not the description or text.
- Both are comfortable.
- Better to teach only some topics using PowerPoint, please use both techniques.
- PowerPoint classes should not be lengthy.
- Using PowerPoint is a good idea but limit it to showing pictures and videos.
- It is better if classes are held as lectures and at the end just glance everything with PowerPoint by showing some slides, pictures whichever are concerned to the topic.
- When you take class without PowerPoint, it is entirely your own and not from the CDs or something. Whenever you write something on board it leaves a very good impression over our mind.
- It will be helpful if both by writing on board and showing us the pictures simultaneously will help us a lot.
- Moving around the students is a good idea.
- PowerPoint can be good for a change but on regular class lectures are better.
- PowerPoint should be used for special topics only.
- Students end up listening and not learning anything without PowerPoint and with PowerPoint students see but don't learn.
- Both methods should be followed, half lecture and half PowerPoint.

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Satellite Based Education for Distance Education through EDUSAT

Dr. D. Nagarathinam

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Abstract

Electronic Learning (**E-Learning**) is a type of education system where the medium of instruction (Teaching and Learning) is through computer. EduSat is a satellite designed by **ISRO** and it is exclusively devoted to the field of education. E-Learning refers to the use of networked **Information and Communication Technology (ICT)** in teaching, delivering and learning in education anytime and anywhere. E-Learning is a broad set of applications and processes which includes web-based learning, computer based learning, multimedia learning, online learning and virtual learning.

This paper focuses on the Indian education scenario, e-Learning content preparation and presentation tools, application of e-Learning to spread education to the remote areas in India. India has launched a 1950 kg **EDUSAT** from the Satish Dhawan Space Centre at Sriharikota (ISRO). In this paper, the author discusses the role of satellite, ICT infrastructure as well as various issues and challenges in usage and setting up of ICT infrastructure in distance learning for E-Learning.

Key words: EDUSAT, e-learning, ICT (Information Communication Technology), rural India, distance learning.

Introduction

EDUSAT, launched by Indian Space Research Organisation in September, 2004, was India's first thematic satellite dedicated exclusively for educational service to provide distance education service in remote areas of India with a total investment of Rs. 549 crores.

Information Communication Technology also known as **ICT** is a commonly referred to branch of Engineering. It involves the use of computers and software to operate and manage information. ICT deals with storage, data transmission, manipulation of data and retrieval. Information Communication Technology uses computers and computer networks in various fields including education. It also includes other technologies that are used to distribute communication and information

through telephone, television, mobile phone, multi-media, bluetooth and other telecommunication equipments in general. Various scientific and technological applications like mobile communications, Direct-to-Home services, meteorological observations, telemedicine, tele-education, disaster warning, radio networking, search and rescue operations, remote sensing and scientific studies of the space are also included.

ICT developed after the development of **Space Launch Vehicle** and **Satellites**. Launch Vehicles are used to transport and put satellites or spacecrafts into space. In India, the launch vehicles development programme began in the early 1970s. The first experimental **Satellite Launch Vehicle (SLV-3)**^(2,9-12) was developed in 1980.

Broad definition of the field of e-learning includes the use of technology to deliver learning and training programs such as CD-ROM, Internet, Intranet, wireless and mobile learning. Some include Knowledge Management as a form of e-Learning.

The Launching of Satellite

With total dedication to the cause of education, the **Indian Space Research Organisation (ISRO)** successfully launched a rocket that carried a 1950 kg satellite, 'EDUSAT', from Satish Dhawan Space Centre, at Sriharikota on 21st September, 2004. **EDUSAT**⁽⁹⁻¹²⁾ is the first Indian satellite built exclusively to serve the educational sector. It is mainly intended to meet the demand for an interactive satellite-based distance education system for the country. The rocket was launched from the country's only spaceport at Sriharikota and placed its payload on a designated orbit, 5000 km away minutes later.

EDUSAT had an expected life of seven years in space, during which it will help educational institutions make up for, among other things, the dearth of good teachers by providing connectivity with classrooms far away. The universalisation of education has become the top priority in India, and for other developing countries.

The 1950 kg EDUSAT was launched into a **Geosynchronous Transfer Orbit (GTO)** by ISRO's Geosynchronous Satellite Launch Vehicle (GSLV)^(2,9-12). From GTO, EDUSAT was directed to the 36,000 km high Geo Stationary Orbit (GSO) by firing, in stages, it's on board Liquid Apogee Motor (LAM). In Geostationary Orbit, the satellite was steered to co-locate with KALPANA-1 and INSAT-3C satellites at 74° East longitude.

The satellite had the benefit of radiatively cooled **Ku-band** Travelling Wave Tube Amplifiers (TWTAs) and dielectrically loaded C-band Demultiplexer for its communication payloads. Satellites

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can establish connectivity between urban educational institutions and a large number of rural and semi-urban educational institutions to provide an educational infrastructure.

With the success of the INSAT based educational services in the eighties, a need was felt to launch a satellite dedicated for educational service and the ISRO conceived the EDUSAT Project in October, 2002.

Space Launch Vehicles

Launch Vehicles are used to transport and put satellites or spacecrafts into space. In India, the launch vehicles development programme began in the early 1970s. The first experimental Satellite Launch Vehicle (SLV-3) was developed in 1980. Satellite Launch Vehicle-3 (SLV-3), India's first experimental satellite launch vehicle was successfully launched on July 18, 1980 from SHAR Centre Sriharikota. Figure :1 shows the photographic view of the Space Launch Vehicle.



Figure 1 : Space Launch Vehicle

Augmented Satellite Launch Vehicle (ASLV) was developed to act as a low cost intermediate vehicle to demonstrate and validate critical technologies. With a lift off weight of 40 tonnes, the 23.8 m tall ASLV was configured as a five stage, all-solid propellant vehicle, with a mission of orbiting 150 kg

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class satellites into 400 km circular orbits. The Polar Satellite Launch Vehicle, usually known by its abbreviation **PSLV** is the first operational launch vehicle of ISRO. PSLV is capable of launching 1600 kg satellites in 620 km sun-synchronous polar orbit and 1050 kg satellite in geo-synchronous transfer orbit. Figure: 2 shows the view of the Polar Satellite Launch Vehicle while launching the satellite to the space. In the standard configuration, it measures 44.4 m tall, with a lift off weight of 295 tonnes. PSLV has four stages using solid and liquid propulsion systems alternately.



Figure 2 : Polar Satellite Launch Vehicle

Geosynchronous Satellite Launch Vehicle (**GSLV**)^(2,9-12) is capable of placing INSAT–II class of satellites (2000 – 2,500 kg) into Geosynchronous Transfer Orbit (GTO). GSLV is a three stage vehicle. GSLV is 49 m tall, with 414 t lift off weight. It has a maximum diameter of 3.4 m at the payload fairing.



Figure 3 : Geostationary Satellite Launch Vehicle

Geosynchronous Satellite Launch Vehicle for EDUSAT Launching

EDUSAT was launched by the third flight of ISRO's Geosynchronous Satellite Launch Vehicle. The 1950-kg satellite was lofted into an elliptical geosynchronous transfer orbit looping from 180 km at its closest point to 35,985 km at its farthest, with an orbital inclination of 19.2 degrees to the equator. In the coming days, the liquid-fueled onboard engine will be used to maneuver EDUSAT in a circular geostationary orbit 36,000 km above the planet. It will match Earth's rotation and appear parked above 74 degrees East longitude over the equator, and be co-located with the Indian KALPANA-1 and INSAT-3C satellites.

The 49 metre tall GSLV is a three stage vehicle. The first stage, GS1, comprises a core motor with 138 tonnes of solid propellant and four strap-on motors each with 40 tonnes of hypergolic liquid propellants (UH25 and N204). The second stage has 39 tonnes of the same hypergolic liquid propellants. The third stage (GS3) is a cryogenic stage with 12.5 tonne of Liquid Oxygen and Liquid Hydrogen.



Figure 4 : GSLV While Launching EDUSAT

Launch Station for GSLV

Satish Dhawan Space Centre (SDSC) SHAR, the launch station for GSLV, is located at 80 km north of Chennai on the east coast of India.

Satellite communications play a vital role in the global telecommunications system. Approximately 2,000 artificial satellites orbiting Earth relay analog and digital signals carrying voice, video and data to and from one or many locations worldwide. There are three types of communication services that satellites provide, viz., tele-communications, broadcasting, and data communications.

Telecommunication services include telephone calls and services provided to telephone companies, as well as wireless, mobile, and cellular network providers.

Geosynchronous Satellite Launch Vehicle

Geosynchronous Satellite Launch Vehicle (GSLV) is an expendable launch system operated by the Indian Space Research Organization (ISRO). It was developed to enable India to launch its satellites without dependence on foreign rockets and providers. GSLV has attempted eight launches to date, since its first launch in 2001 through its most recent launch in 2014. EDUSAT was launched by the third flight of ISRO's Geosynchronous Satellite Launch Vehicle.

The 49 metre tall GSLV is a three stage vehicle. The first stage, GS1, comprises a core motor with 138 tonne of solid propellant and four strap-on motors each with 40 tonne of hypergolic liquid propellants (UH25 and N204). The second stage has 39 tonne of the same hypergolic liquid propellants. The third stage (GS3) is a **cryogenic stage** with 12.5 tonne of **Liquid Oxygen and Liquid Hydrogen**.
Figure 4 : **GSLV** While Launching EDUSAT into the space.

To date, India has used both of its multipurpose INSAT satellites to provide long distance education information alongside their telecommunications, broadcasting and weather-forecasting functions. It will use the virtual classroom concept to offer education to children in remote villages, quality higher education to students in areas without access to good technical institutes, adult literacy programmes and training modules for teachers. EDUSAT will be a boon to synchronous method of learning.

Satellite Working Principles

A satellite works by receiving radio signals sent from the Earth and resending the radio signals back down to the Earth. In a simple system, a signal is reflected, or "bounced," off the satellite. For example, it is possible to bounce a signal off the surface of the Moon back down to Earth. Because the Moon is very far away, for this to work the signal from the Earth must be very strong and the receiver receiving the signal must be sensitive enough to detect the very weak signal receive back from the moon. Geosynchronous orbiting satellites, those located 36,000 kilometers above Earth, are mainly used for fixed satellite services, namely for broadcasting and for communication. INSAT (Indian National Satellite System) is an example of such satellite. Currently, INSAT-2B, 2C, 3B and EDUSAT operate from this orbit.

In satellite communication, signal transferring between the sender and receiver is done with the help of satellite. Satellite communications play a vital role in the global telecommunications system.

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Approximately 2,000 artificial satellites orbiting Earth relay analog and digital signals carrying voice, video, and data to and from one or many locations worldwide.

There are three types of communication services that satellites provide: **telecommunications**, **broadcasting**, and data communications. Telecommunication services include **telephone** calls and services provided to **telephone** companies, as well as wireless, mobile, and cellular network providers. **Broadcasting** services include **radio** and **television** delivered directly to the consumer and mobile broadcasting services.

Data Communications involve the transfer of data from one point to another. Corporations and organizations that require financial and other information to be exchanged between their various locations use satellites to facilitate the transfer of data through the use of **Very Small-Aperture Terminal (VSAT)** networks. With the growth of the **Internet**, a significant amount of **Internet** traffic goes through satellites, making ISPs one of the largest customers for satellite services.



Figure 5 : India's First Education satellite

To date, India has used both its multi-purpose INSAT satellites to provide long-distance education information alongside their telecommunications, broadcasting and weather-forecasting functions. Figure:5 shows the India's First Education satellite, **EDUSAT**, on space.

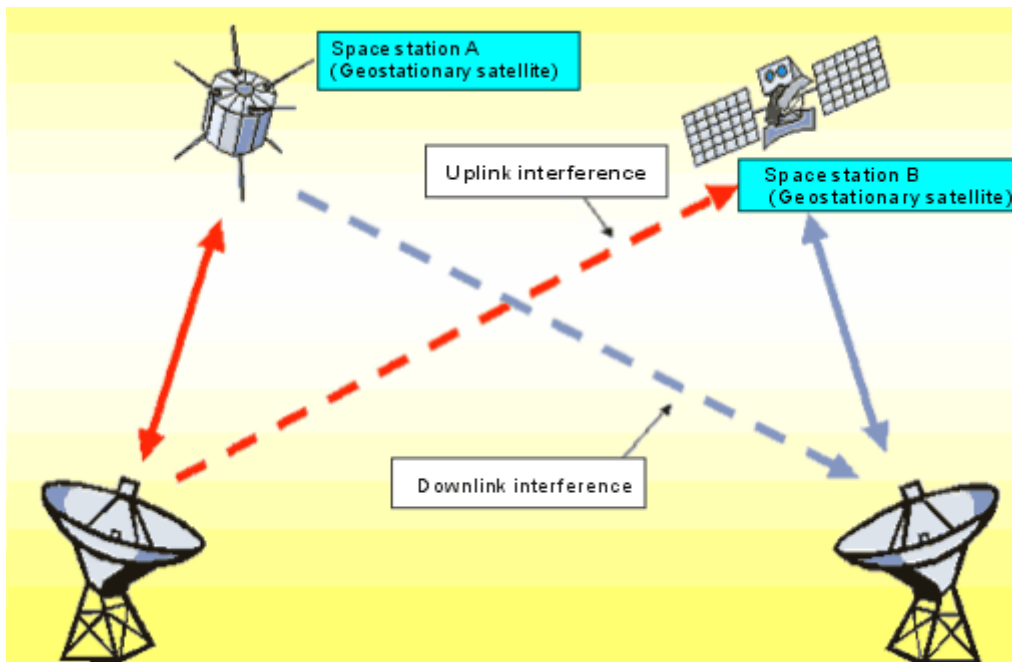


Figure 6 : Coordination of Satellite Communication Network.

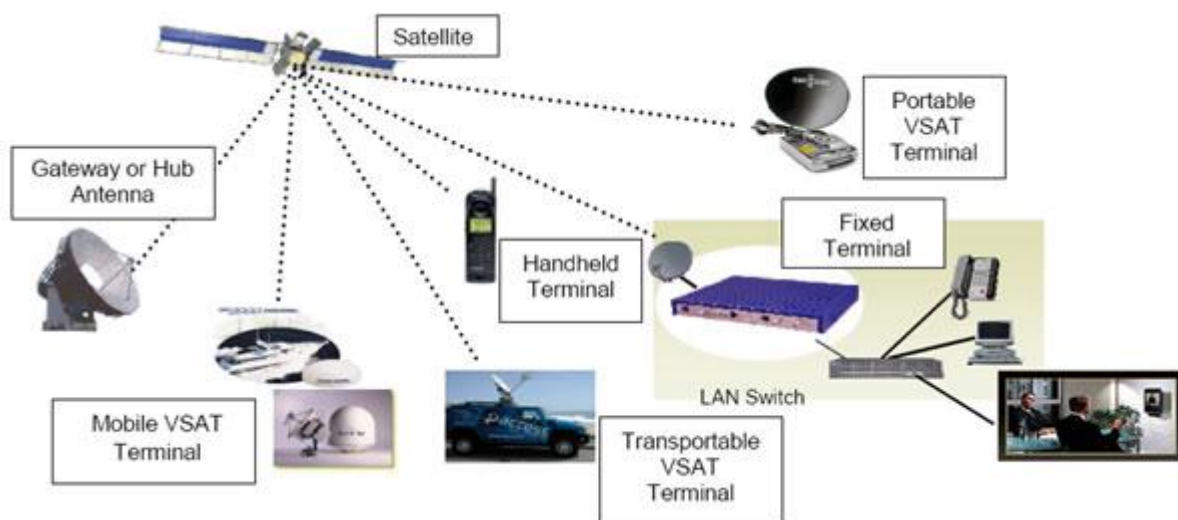


Figure 7 : Satellite Communication Module

EDUSAT

GSAT-3, known as EDUSAT, is meant for distant class room education from school level to higher education. This is the first dedicated "**Educational Satellite**" that provides the country with satellite-based two-way communication to a classroom for delivering educational materials. Figure 6 shows the **Coordination of Satellite Communication Network**.

Basic Details of EDUSAT

Mission	: Education
Satellite	: EDUSAT (GSat 3)
Position	: 74
Norad	: 28417
Cospar number	: 2004-036A
Spacecraft Mass	: 1950.5 kg (at Lift-off) 819.4 kg (Dry mass)
Onboard Power	: Total four solar panel of size 2.54 M x 1.525 M generating 2040 W (EOL), two 24 AH NiCd batteries for eclipse support
Stabilisation	: 3 axis body stabilised in orbit using sensors, momentum and reaction wheels, magnetic torquers and eight 10 N & 22N reaction control thrusters.
Propulsion	: 440 N Liquid Apogee Motor with MON - 3 and MMH for orbit raising
Launch date	: September 20, 2004
Launch site	: SHAR, Sriharikota, India
Launch vehicle	: GSLV-F01
Orbit	: Geostationary (74°E longitude)
Manufacturer	: ISRO (Indian Space Research Organisation)
Model	: I-2K
Mission Life	: 7 Years (minimum expected life)
Beams	: C-band South Beam C-band West Beam C-band Central Beam C-band NorthEast Beam C-band North Beam C-band Wide Beam C-band National Beam

In a simple system, a signal is reflected, or “bounced,” off the satellite. For example, it is possible to bounce a signal off the surface of the Moon back down to Earth. Because the Moon is very far away, for this to work the signal from the Earth must be very strong and the receiver receiving the signal must be sensitive enough to detect the very weak signal receive back from the moon.

Unlike a passive satellite such as the moon or the early ECHO satellite, a modern communications satellite receives the radio signal and sends it back down to Earth stronger than it was received. This process is called “amplification” of the radio signal.

People communicate to a satellite using an antenna on the ground, which called an “earth station” in technical terms. The earth station sends up radio signals to the satellite. Figure 7 shows the **Satellite Communication Module**

GSAT-3, known as **EDUSAT** is meant for distant class room education from school level to higher education. This is the first dedicated “Educational Satellite” that provide the country with satellite based two way communication to class room for delivering educational materials.

The Indian National Satellite (INSAT) system which are placed in Geo-stationary orbits is one of the largest domestic communication satellite systems in Asia-Pacific region. INSAT space segment consists of 24 satellites out of which 10 are in service (INSAT-3A, INSAT-4B, INSAT-3C, INSAT-3E, KALPANA-1, INSAT-4A, INSAT-4CR, GSAT-8, GSAT-12 and GSAT-10)

The system with a total of 168 transponders in the C, Extended C and Ku-bands provides services to telecommunications, television broadcasting, weather forecasting, disaster warning and Search and Rescue operations.

In satellite communication, signal transferring between the sender and receiver is done with the help of satellite.

Virtual Classrooms

But EDUSAT's dedicated function will substantially improve the service provided. It will use the virtual classroom concept to offer education to children in remote villages, quality higher education to students in areas without access to good technical institutes, adult literacy program and training modules for teacher.

Once EDUSAT is commissioned in two months' time it will initially provide one satellite link per beam, with each link catering for up to 200 classrooms. When fully operational, 25 to 30 satellite links will broadcast to about 5000 remote terminals .

The launch marks several firsts for India's space program, says Nair. EDUSAT is India's first satellite dedicated for education. Others being planned include AGRISAT, to address the country's agricultural needs, and HEALTHSAT, for providing telemedicine services.

It is also GSLV's first operational flight. India will no longer depend on Europe's Ariane rockets to launch satellites of up to 2 tonnes, though it will continue to use them for heavier spacecraft.

Smart Classrooms

Smart Classroom is the use of modern Information and Communication Technology ie. EDUSAT to engage the students in a class rooms to learn lessons by presenting materials through intriguing on a multimedia system that incorporates the use of internet, power point, CD, DVD and VCR. It is designed to blend into the architecture, so that it becomes part of the class. Smart classrooms enable students and faculties to make use of every available resources from one point at the click on the button on the computers. Figure:8 shows the usage of EDUSAT in Information and Communication Technology

In general the smart classrooms are equipped with the following:

Ceiling mounted LCD Projector and a large Projector Screen

1. Laptop with all connectivity
2. DVD
3. VCR
4. Sound System
5. Video Camera
6. Touch Screen Control System
7. Landline phone, wireless radio, frequency mouse, key board, micro phone etc..

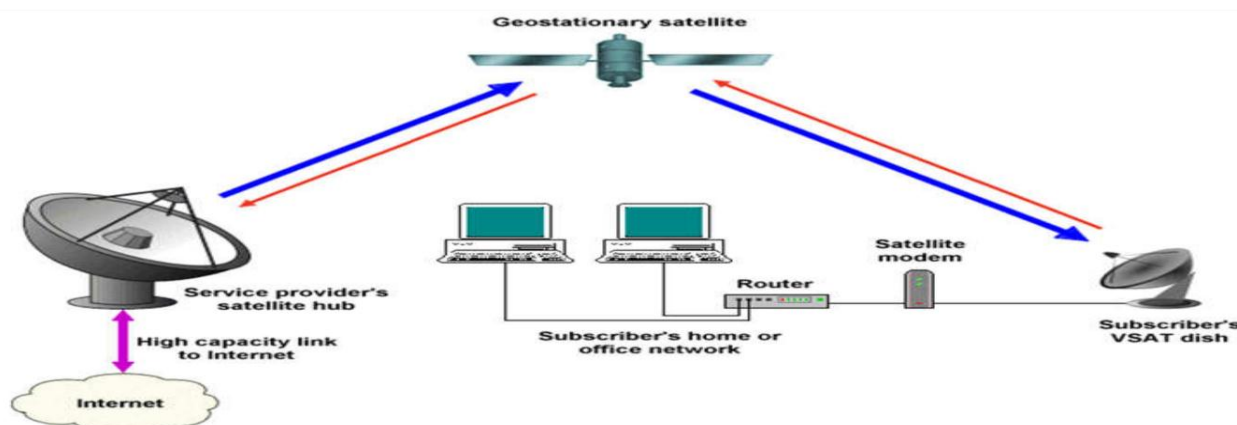


Figure.8: EDUSAT in Information and Communication Technology

Synchronous Methods

Virtual classroom duplicates the features of a real classroom online. Participants interact with one another and with the instructors online, instant messaging, chat, audio and video-conferencing, etc.

Scope of e-Learning in India

E-learning can be examined at two levels. The first one is education and another one is training. The education can be used at both elementary and higher levels. In training it can be used by companies to train and upgrade their employees.

Looking at the population, the available universities are not enough to accommodate all the people seeking education. At this point distance education comes in and has already been quite popular. E-learning can play a major role even here.

Advantages of e-Learning

There are a number of advantages of e-learning⁽⁵⁾. First, we are using state-of-the-art technology and instructional strategies. Cultures can be shared through e-learning. Disabilities can be accommodated, with or without the knowledge of other participants. Gender may not be an issue, because in many situations, gender is unknown – or it can be. Because of global access, the classroom may be the world. Nothing can replace traditional classroom teaching, but e-learning complements the process and can help reach out to the masses. Figure:9 Potential Use of Educational Satellite in various fields.

The biggest advantage of e-learning⁽⁵⁾ lies in its ability to cover distances⁽⁵⁾. For an organization that is spread across multiple locations, traditional training becomes a constraint. All trainees need to come to a classroom to get trained. Additionally, the trainee's learning pace is not addressed as all trainees are treated as having equal abilities and there is little flexibility in terms of timing and completion of the course. The major advantage is the consistency that e-learning provides. e-learning is self-paced, and learning is done at the learner's pace. The content can be repeated until it is understood by the trainee.

EDUSAT carries five Ku-band transponders providing spot beams that will focus on specific regions, one Ku-band transponder providing a national beam and six extended C-band transponders with national coverage beam.

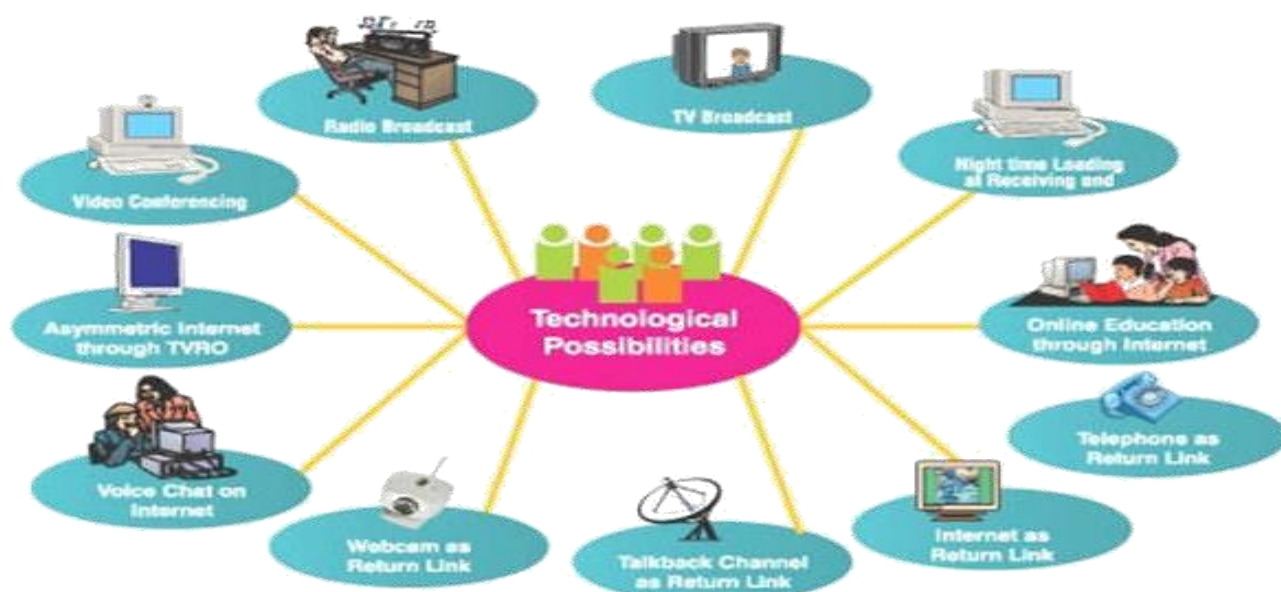


Figure.9: Potential Use of Educational Satellite

One of the common disadvantages to e-learning is that some students, especially those for whom English is not their native language, have difficulty communicating and being understood. Another group of students may experience computer or technology anxiety, which may in turn impact their learning and their final grades.

EDUSAT Application Technology

The DVB-RCS system supports communication channels that operate in two directions: a forward channel from the hub station to many terminals and a return channel from each terminal to the hub station.

Satellite Interactive Terminal (SIT)

A Satellite Interactive Terminal is a user terminal with the capability to communicate via a return channel. A typical SIT^(1,3) with 1.2 m antenna for low data rates can be a connecting device into a computer or TV set for interaction. Satellite interactive terminal for high data rates with 1.8 m antenna can be used for video conferencing.

S.No	Customer	Total No of Nodes for each Agency	Installation and Commissioning Completed
1.	Indira Gandhi National Open	134	129

	University		
2.	National Council of Educational Research and Training/ Central Institute of Educational Technology	100	71
3.	ARVN	11	11
4.	Indian Space Research Organization	9	9
5.	University Grants Commission/CEC	58	50
6.	All India Council of Technical Education	103	83
7.	Department of Space and Technology	20	10
8.	Others	6	43
	Total	441	406

Table 1: Installation, Commissioning and Integration of S.I.T's

SITs can be connected to several user PCs via a Local Area Network (LAN). EDUSAT is presently configured for 10 Mbps on the Forward Link considering satellite resources available and total traffic expected among all the SITs. **Table 1** presents the **Installation, Commissioning and Integration of S.I.T's** in education.

Receive Only Terminal (ROT)

The receive only terminal (ROT)³, is a passive communication device making no provision for interactivity. In the EduSat context, such terminals are 0.75 meter dish antennas used for one-way TV and data reception.

Each user agency in EduSat can establish its own independent **Wide Area Network (WAN)**, but will be expected to use TCP/IP protocols for communication.

Video conferencing can be initiated from the TE to achieve direct interactions between the teacher and students. The student database will be maintained there, as well as such administrative support as online registration, online examination, distribution of circulars and announcements.

ICT Enabled Education

Technology has great impact on what we can do. The printing press is an example. People were reading and writing even before the invention of the press but it was not that wide spread. Courses delivered via EDUSAT can meet immediate learning needs as well as help learners become more self-directed in their ongoing learning. Using the Web as an instructional medium is possible as more learners gain access to the Internet. EDUSAT incorporates a technology base that is appropriate for the widest range of students within a program's target audience.

Learners bring varied social and cultural backgrounds and diverse experiences to a distance-learning situation. The unique contexts in which learners live and work influences the way they think about and use EDUSAT network.

Consortium for Educational Commission (CEC) is one amongst the five primary users of this educational satellite. ISRO has adjudged the CEC as “the best EDUSAT National Beam User” in July 2008. At present, there are over hundred Satellite Interactive Terminals (SITs) and Receive Only Terminals (ROTs) under **CEC EDUSAT network**⁽⁸⁾, installed at various colleges, Academic Staff Colleges and Universities across the country.

Many more are being added with the purpose of providing quality higher education to the remote areas through satellite network. CEC EDUSAT network (Figure 10) is empowering students through cutting edge technology and caters the needs of students across the country.



Figure.10: EDUSAT Network

E-learning (or e-Learning) is the use of electronic media and **Information and Communication Technologies (ICT) in education**. E-learning is broadly inclusive of all forms of educational technology in learning and teaching.

E-learning is inclusive of, and is broadly synonymous with multimedia learning, Technology-Enhanced Learning (TEL), Computer-Based Instruction (CBI), Computer Managed Instruction, Computer-Based Training (CBT), Computer-Assisted Instruction or Computer-Aided Instruction (CAI), Internet-Based Training (IBT), Web Based Training (WBT), online education, virtual education, Virtual Learning Environments (VLEs), i.e., the learning platforms, m-learning, and digital education.

E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning.

Conclusion

Satellite communication technology using EDUSAT is a strong tool for the development of distance education. The students visualize the teaching and methods from the video programs delivered through EDUSAT. Students gain knowledge and understanding of their subjects and they can classify their doubts then and there. The objective of information and communication technology by using EDUSAT has to bring quality education from primary to higher, technical and professional education to the unreached poor people of the country.

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Acquisition of Case Markers in Down's Syndrome Children with Mental Age 3-8 Years

Nandhu S Mohan, Vishnu V.K., Sreelakshmi R., and Satish Kumaraswamy

Abstract

This study aims at establishing a descriptive data on Acquisition of case markers in Down's syndrome Malayalam speaking subjects within the mental age of 3-8 years. Fifty Down syndrome subjects were assigned into five groups based on mental age. Different case markers in Malayalam language were identified and picture stimuli of those were developed. Subjects were provided with picture description task and responses were separately marked on worksheet and were analyzed. Results revealed that the Down's syndrome subjects with higher mental age showed better production of case markers i.e. as mental age increased the ability to use correct case marker improved.

Key words: Down's Syndrome, morphosyntax, Malayalam , case markers.

Morphology is the aspect of language concerned with the rule governing change in word meaning. The morpho-syntactical aspects include plural markers, case markers, PNG markers etc. Case markers are the suffixes or prefixes which shows the type of relationship they bear to nouns, verbs etc.

Malayalam is a language of the Dravidian family and is one of the four major languages of this family with a rich literary tradition. Malayalam has a rich morphology, and identifying the morphological suffixes of Malayalam verbs and nouns is a tough task.

Downs Syndrome

Downs syndrome, a genetic disorder caused when abnormal cell division results in extra genetic material from chromosome 21, which varies in severity. It causes lifelong intellectual disability and developmental delays, and in some people it causes health problems.

The greatest detriment is apparent in language development out of the many deficits observed in children with Down syndrome. As language bridges most people together through communication, language delays may have damaging effects on future abilities such as independent living and complete acceptance into their immediate environment (Abbeduto, et al., 2007). Kumin (1998) argues that speech and language characteristics are not unique to children with Down syndrome, as similar delays are displayed in typically developing children. A variety of language difficulties are present among children with Down syndrome, but Kumin (1998) believes that children with Down syndrome do not present consistent speech and language characteristics.

Syntax Difficulties

Syntax difficulties in spoken language may be more present than expressive and receptive vocabulary problems (Martin et al., 2009) in children with Down syndrome. Owens (2010) suggested that children with Down syndrome may also present less mature syntax in association with the use of jargon, perseveration and difficulties with presuppositions. Roberts et al. (2007) agree with these findings as they note delays in transitioning from one to two words in speech. Furthermore, this type of delay progresses into multi-word speech evidenced by a decreased mean length of utterance (MLU).

Malayalam as a Dravidian Language

Malayalam is a language of the Dravidian family which is complex in morphology. Identifying the morphological suffixes of Malayalam verbs and nouns is a tough task. Hence, morpho-syntactical studies are less in Malayalam. More morpho-syntactical studies in the Indian context would aid in assessment and help in establishing the baseline to set goals for morphological intervention in Down syndrome children. Acquisition of case markers in Malayalam is less studied in Down syndrome children. Hence there is a need for studying children with Down syndrome for establishing intervention and management in morpho-syntactical aspects.

Review of Literature

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Children with Down syndrome reveal greatest detriment in language development out of the many deficits observed in children. As language bridges most people together through communication, language delays may have damaging effects on future abilities such as independent living and complete acceptance into their immediate environment (Abbeduto et al., 2007). Kumin (1998) argues that speech and language characteristics are not unique to children with Down syndrome, as similar delays are displayed in typically developing children. A variety of language difficulties are present among children with Down syndrome, but Kumin (1998) believes that children with Down syndrome do not present consistent speech and language characteristics.

Syntax difficulties in spoken language may be more present than expressive and receptive vocabulary problems (Martin et al., 2009) in children with Down syndrome. Owens (2010) suggested that, children with Down syndrome may also present with less mature syntax in association with the use of jargon, perseveration and difficulties with presuppositions. Roberts et al. (2007) agree with these findings as they note delays in transitioning from one to two words in speech. Furthermore, this type of delay progresses into multi-word speech evidenced by a decreased mean length of utterance (MLU).

According to Owens (2010), children with Down syndrome may also present less mature syntax in association with the use of jargon, perseveration and difficulties with presuppositions. Roberts et al. (2007) support these findings as they note delays in transitioning from one to two words in speech.

Price (2007) found that boys with DS scored lower on comprehension of grammatical morphology (prepositions and bound morphemes) than younger typically developing boys of similar nonverbal mental age. Considerable evidence points to productive syntax deficits in young individuals with DS that cannot be described by cognitive level. The occurrence of two-word combinations is delayed in young children with DS (Iverson et al., 2003), and children and adolescents with DS continue to produce shorter and less complex utterances than typically developing children of the same nonverbal mental age as they get older (Caselli et al., 2008; Chapman et al., 1998; Price et al., 2008; Rosin et al., 1988).

Seung and Chapman (2004) examined the sentence memory of the individual with Down syndrome and typically developing children. The study evaluated the Baddeley models claiming that the verbal short-term memory deficits might arise from slower speaking rate by using the sentence memory subtest of the Stanford Binet. Thirty individual with DS were compared to two control groups on the sentence span and speaking rate for the longest verbatim recalled sentence. Sentence stimuli were presented at a normal speaking rate. Results showed that the DS group had shorter sentence memory span than the MA-matched group and a faster, rather than slower, speaking rate (syllables per second) than the MLU matched controls.

Ring and Clahsen (2005) studied distinct pattern of language impairment in Down syndrome. The study presented experimental results on syntactic binding of reflexive and non-reflexive pronouns and on the comprehension of active and passive sentence in eight adolescents with Down syndrome and 10 with William syndrome. Authors proposed a syntactic account of the difficulties of people with DS in these domains. Distinct patterns of linguistic impairment were found for these developmental disorders indicating that at least in these syntactic domains different genetic etiologies are associated with different specifically linguistic patterns of impairment.

Charles, Kristina & Sophie (2012) studied the growth of reading skills in children with Down syndrome in a two-year longitudinal study of 49 children with similar initial levels of reading skill. Phoneme awareness and vocabulary were strong concurrent predictors of initial levels of reading skill in both groups. However, longitudinally phoneme awareness was a predictor of the growth of reading skills in TD children but in children with DS, there was a very high degree of longitudinal stability in reading skills, and initial levels of reading skills seemed to be highly constrained by general language skills, as indexed by vocabulary knowledge, in this population. They conclude that reading development in children with DS shows similarities and difference to the pattern observed in TD children and that phoneme awareness appears to be a less powerful influence on the development of reading skills in children with DS.

Sarah, Bernstein and Rochelle (2012) studied the verb comprehension and use in children and adults with Down syndrome. The authors have examined verb and argument structure retrieval in 18 individuals, 9 with DS, age 11;11 (years; months) to 32;10 and 9 receptive vocabulary age matched typically developing (TD) children, age 3;2 to 13;16. Participants completed verb and noun comprehension task, a working memory assessment, verb and noun naming task, grammaticality judgment, and narrative tasks. Result: Neither single verb comprehension nor single verb naming differentiated the DS and TD group. Individuals with DS omitted verbs in elicited narratives significantly more often than individuals who are TD, specifically when production of 2-place and 3-place verbs was attempted. Individuals with DS also omitted other necessary elements of argument structure, such as subject, in sentences, in sentences containing 2-place and 3 -place verbs significantly more often than individuals who are TD. Performance who are TD. Performance was not related to working memory skills.

Perovic (2006) analyzed the syntactic deficits in Down syndrome .The study reports finding from an experimental investigation into the knowledge of binding (the model of grammar regulating the distribution of reflexives and pronouns), in the group of young adults with Down syndrome. Participants with DS were found to have difficulties comprehending reflexives, but not pronouns. In contrast with pronouns which are interpreted by invoking extra-syntactic mechanisms, the interpretation of reflexives depends on a syntactic relation between the reflexive element and its antecedent. This point to the deficits in DS being a syntactic in nature. Such a pattern is exactly the opposite to that found in atypically developing English children, who obey the syntactic constructs on the distribution of reflexives early on, but have a trouble applying the co-reference rule, a constructs outside a syntactic proper that regulate the interpretation of pronouns . The results provide the evidence that language in DS is not nearly delayed, as a traditionally described, but also deficient in important respects; the deficits amount to an inability to establish the syntactic relation between the anaphor and its antecedent.

Laws & Bishop, 2003 reported frequent omission of grammatical morphemes in Down syndrome, but the precise nature and extent of these omissions has thus far not been clearly delineated.

Malayalam is a language of the Dravidian family and is one of the four major languages of this family with a rich literary tradition, Malayalam has a rich morphology, and categorizing the morphological suffixes of Malayalam verbs and nouns are tougher tasks.

In Malayalam case system various suffixes are added to noun stem to indicate different relationships between the noun and other constituents of the sentence. The various case markers are Nominative, Accusative, Genitive, Dative, Instrumental, Locative and Sociative.

- Nominative case marker: usually denotes the subject. There is no specific case marking in Malayalam for denoting nominative case marker

Examples: /kutti a:dunnu/ - The child is dancing.

/avalkarayunnu/ - she is crying

- Accusative case marker: is used to indicate that a noun is an object of action of the verb. Usually denoted by /e/

Examples: /kuttiyethalli/ - The child was beaten.

Here /kutti/-object and /e/ is the Accusative marker

- Genitive case marker: indicates possession and is usually marked with /ude/ or /nte/
/gandhijiyude vadi/ - Gandhi's stick
/ramante chatti/ - rama's pot

- Dative case marker: indicates purpose like when a noun is the goal of a verb of motion or when a noun is the recipient of benefaction such as when something is given to someone or something. Usually indicated by /ke/ or /ne/ /avanu paniyanu/ -the boy is having fever
/aanaik karimbu ishtamanu/ - elephant likes sugarcane.

- Instrumental case: denotes the agent of action .usually indicated by /aal/
/ravanam ramanal kollapettu/ - Ravana was killed by Rama.

- Locative case markers: indicate place or situation marking done by /il/ or /kal /

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/vathilkalkili irikkunnu /.

/marathil kuruvi irikkunnu / - the bird is sitting on the tree.

- Sociative case marker: Denote social action /od/

/ kuttyammayod pokan paranju/

The significance as well as the morphemes used in Malayalam for representing each case marker is presented below.

Case markers	Significance	Malayalam	English
Nominative	Denote subject	-	-
Accusative	Denote object	എ /e/	-
Genitive	Denote possession	ഉടെ /ude/,ന്റെ/nte/	Of ,belongs to
Dative	Indicate purpose	ക്കു /ke/,നു/ne/	To , for
Instrumental	Denote agent	ആൽ/aal/	With,by
Locative1	Denote place or situation	ഇൽ /il/	In, on, among, between
Locative2	Denote place or situation	കൽ/kal/	In, on, among, between
Sociative	Denote social action	ഒട്റ്റ്/od/	-

Centers for Disease Control and Prevention (2006) identified Down syndrome as the major cause of intellectual disability, occurring in approximately 1 in 700 live births. Research has revealed that syntactical difficulties in spoken language may be more present than expressive and receptive vocabulary problems (Martin et al., 2009) in children with Down syndrome. Treasa & Shyamala (2013) attempted to study the expressive bound morpheme deficits in Malayalam speaking children with autism spectrum disorders and specific language impairment. They used the Sentence Imitation Test-Malayalam SIT-M, Treasa & Shyamala, 2013) which was standardized on 120 typically developing Malayalam speaking children aged between 3-6 years.

SIT-M has six subtests having 10 test sentences each to examine the productive use of 6 Malayalam bound morphemes i.e., one Plural- /kal/, four Case markers- Accusative /e/, Locative /il/, Genitive /ute/, Dative /kkə or nə/, and one Conjunction /um/.

Need for the Study

Malayalam is a language of the Dravidian family which is rich morphology and identifying the morphological suffixes of Malayalam verbs and nouns are quiet tough task. Hence, morpho-syntactical studies are less in Malayalam. Morpho-syntactical studies in the Indian context have focused only on mean length of utterance or syntactic comprehension probably due to lack of suitable assessment tool. More morpho-syntactical studies in the Indian context would aid in assessment and help in establishing the baseline to set goals for morphological intervention in Down syndrome children. Acquisition of case markers in Malayalam are less studied in Down syndrome children, hence, there is a need of studying those for establishing intervention and management in morpho-syntactical aspects.

Aim of the Study

The aim of the present study is to report the acquisition of case markers in Down Syndrome children in Malayalam speaking children of mental age range of 3-8years.

Methodology

Subject Selection

The present study included 50 children, aged 6 - 18 years, diagnosed with DS according to DSM-IV and ICD-10 as participants of the study. The participants belonged to different age ranges with mental age between 3-8 years and were assigned into 5 groups according to their mental age as 3-4 years, 4-5 years, 5-6 years, 6-7 years and 7-8 years.

All the participants had a verbal repertoire of two-word phrases and were monolingual speakers of Malayalam. The clinical group children were receiving speech, language and psychological intervention at the time of testing.

Preparation of Material for Data Analysis

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Common case markers of Malayalam were selected from <http://www.scribd.com/doc/96257753/Grammar-Malayalam-SANDHI#scribd>.

Recording Environment

The entire session was audio recorded using microphone attached to Micromax A117 smart phone .The recording environment was a quiet room in the school building.

Data Collection

The participants were individually tested by presenting picture stimuli via PowerPoint presentation in Dell Vostro 14 3000 series laptop and were instructed to describe the picture in sentence. Responses with appropriate case markers were considered as correct response .Inappropriate case markers as well as omission of case markers were considered as incorrect response.

Analysis

The study was designed for obtaining an audio taped conversational sample with Down syndrome Malayalam speaking children. The audio taped samples were analyzed at syntactic levels primarily focusing on case markers. The presence of unit of analysis was noted and marked as '1' and absence or usage of inappropriate case marker was noted and marked as '0'. The total number of each case markers were tabulated

Results and Discussion

The DS children with mental age of 3-4 years Showed 70% acquisition of nominative whereas all other case markers were present less than 50%.

Accusative, Dative, Instrumental and Locative 1 showed 50%,30%, 20% and 20% respectively. Genitive, Sociative and Locative 2 case markers types were not present among these participants.

Children with mental age of 4-5 year showed significant acquisition of nominative Accusative and Dative types with 70% , 60% and 60% respectively.

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All other case marker type showed less than 30% acquisition. Locative 2 was not present among these groups.

Apart from the group of 3-4 years and 4-5yrs, the group of participants with the mental age of 5-6yrs showed significant increase in the percentage of acquisition of nominative, Accusative, Dative, instrumental, Locative and Sociative with 90%, 60%, 70%, 40%, 50% and 30% respectively.

Children with mental age of 6-7 years showed acquisition of nominative as 100%, accusative as 60%, Dative as 70%, Genitive as 20%, instrumental 70%, Locative1 as 50%, and Sociative as 30%.

DS children with mental age 7-8 years were the eldest among the group and showed significant increment in the results comparing to all other groups.

Acquisition of nominative showed 100%, Accusative as 70%, Dative as 90%, Genitive as 20%, and Instrumental as 70%, Locative 1 as 50% and Sociative as 40%. Locative 2 were not present in this group.

Locative 2 was not present among any of this group.

Exceptional Cases

An exceptional observation was made from the figures that Locative 2 case markers (/kal/) is not used by any of the age groups. This odd finding can be due to the fact that this particular case marker is not commonly used even by adults in normal conversation.

Discussion

The present study aimed at reporting the acquisition of case markers in Down Syndrome Malayalam speaking children in the mental age range of 3-8 years. The results showed that there

is a general increase in the acquisition as well as frequency of usage of some type of case markers with increase in the mental age of the children.

The DS children with mental age of 3-4 years Showed 70% acquisition of nominative whereas all other case markers were present less than 50%. Accusative, Dative, Instrumental and Locative 1 showed 50%, 30%, 20% and 20% respectively. Genitive, Sociative and Locative 2 case markers types were not present among these participants.

Children with mental age of 4-5 year showed significant acquisition of nominative, Accusative and Dative types with 70%, 60% and 60% respectively.

Apart from the group of 3-4 years and 4-5 years, the group of participants with the mental age of 5-6 years showed significant increase in the percentage of acquisition.

Children with mental age of 6-7 years showed acquisition of nominative as 100%, Accusative as 60%, Dative as 70%, Genitive as 20%, instrumental 70%, Locative 1 as 50%, and Sociative as 30% whereas DS children with mental age 7-8 years showed significant increment in the results comparing to all other groups i.e. acquisition of nominative showed 100%, Accusative as 70%, Dative as 90%, Genitive as 20%, Instrumental as 70%, Locative 1 as 50% and Sociative as 40%. Locative 2 case markers (/kal/) were not used by any of the age groups

Summary and Conclusion

Malayalam is an agglutinative, morphologically rich language in which identifying the morphological suffixes of Malayalam verbs and nouns is a tough task. Case marker is a system of marking dependent nouns for the type of relationship they bear to their heads.

Down syndrome, a genetic disorder caused when an abnormal cell division results in extra genetic material from chromosome 21, varies in severity and causes lifelong intellectual disability and developmental delays, and in some people it causes health problems. Children with Down syndrome may also have less mature syntax in association with the use of jargon, perseveration and difficulties with presuppositions.

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Acquisition of Case Markers in Down's Syndrome Children with Mental Age 3-8 Years

The present study aimed at reporting the acquisition of case markers in Down Syndrome Malayalam speaking children in the mental age range of 3-8 years.

The results showed that there is a general increase in the acquisition as well as frequency of usage of some type of case markers with increase in the mental age of the children. Nominative, Dative and acquisitive case marker types are the most developed type of case markers in all the age ranges.

Instrumental, Genitive, Sociative and Dative are not developed in any age group compared to other case marker types.

Hence, these case markers should be taken for intervention only when all other types of case markers have been acquired.

Limitations

- The small sample size
- The subjects were taken from the similar community, i.e., from a single dialectal population.

Future Implications

1. To include more number of subjects as well as include various dialectal communities.
2. More research work needed in other disordered populations.

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A Few Phonological Awareness Skills in 6-8 Year Old Typically Developing English Speaking Children

**Neethu Chacko
Satish Kumaraswamy**

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Abstract

This paper discusses the phonological awareness skills in 6-8 year old typically developing English speaking children. Phonological awareness is the ability to break words into separate sounds. A child who has phonological awareness can tell you when two words rhyme and when two words start with the same sound. Further development of phonological awareness will allow the child to tell you when two words end with the same sound (Eleanor, 2009). In the Indian context several studies relating to aspects of phonology have been studied extensively, but studies regarding phonological awareness skills have been explored to a lesser extent. This study aimed to describe phonological awareness skills (syllable blending and syllable segmentation) in typically developing children who are learning Indian English as L1. 20 Indian English speaking children in the range of 6-8 years were randomly selected from various schools in Mangalore. All subjects were monolingual and English was their medium of education. The study showed that within and across the age groups, younger children (6 years) were sensitive to larger linguistic units but less so to smaller linguistic units and older children (8 years) were sensitive to both larger and smaller linguistic units. Since these skills act as a precursor for learning to read and spell, it is very important to know the development of these skills in the age range of 6-8 years.

Key words: Phonological awareness skills, Indian studies on phonological awareness, monolingual, sensitivity to larger units and smaller units.

Introduction

Phonological awareness has been the topic of interest among researchers because of its intimate and intricate relationship with primary literacy acquisition skills such as reading and spelling. It is viewed as a bridge between language and literacy (Morais, 1989) and the enormous research progress achieved on this topic promoted to call it “a scientific success story” (Stanovich, 1988).

Phonological awareness is the ability to break words into separate sounds. A child who has phonological awareness can tell you when two words rhyme and when two words start with the same sound. Further development of phonological awareness will allow the child to tell you when two words end with the same sound (Eleanor, 2009).

Phonological awareness is the conscious sensitivity to the sound structure of language. It includes the ability to auditorily distinguish units of speech, such as a word's syllables and a syllable's individual phonemes. The ability to segment and blend phonemes is critical for the development of decoding skills, reading fluency and spelling. ([http:// www.speech-language-development.com](http://www.speech-language-development.com))

Phonological awareness skills have been studied with reference to reading acquisition (Gough & Hillinger (1980) IQ, vocabulary and listening comprehension (Sensenbaugh, 999, Metsala & Walley, 1998) reading improvement (Morais ,1991) and others.

In the Indian context several studies relating to aspects of phonology have been studied extensively, but studies regarding phonological awareness skills have been explored to a lesser extent. Varghese (2012) studied the phonological awareness skills (isolation and deletion tasks) in 5-8 years old typically developing English speaking children and she concluded that at the age of 8 years the isolation and deletion tasks were easier than at the age of 5 years.

The studies are mostly conducted in English speaking population. Indian English and other Indian language studies are beginning to emerge currently. English happens to be the main

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mode of education and is extensively learnt and used from the age of 3 years, when children enters play homes. Despite being a successively learnt second language English is the main language of official teaching and educational medium. Keeping this in view it can be expected that understanding phonological awareness skills in Indian English using children will help in dealing with later literacy and language issues. Hence the present study highlights the importance of phonological awareness in Indian English context, with the aim of describing phonological awareness skills in typically developing (6-8 year old) children who are learning Indian English.

REVIEW OF LITERATURE

Phonemic awareness is one of the underlying language skills considered highly predictive of later reading success. The best predictor of reading difficulty in kindergarten or first grade is the inability to segment words into their sound units. Blachman, Ball, Black & Tangel (1999). Syllable blending is the ability to synthesize the syllable to form a word. This is a very important step in the development of literacy as well as general language development. Syllable segmentation is the ability to segment the word into syllables.

Recent research has suggested the importance of oral language ability in learning to read. It was proposed that the young child's awareness of the phonology of his language would greatly influence early reading success. The results revealed a strong relationship between the first grader's reading performance and two measures of his phonological awareness, invented spelling and phoneme segmentation abilities.

Western Studies

Lea (1991) examined the effect of early phonological awareness training on reading success and indicated phonological awareness tasks of initial phoneme isolation and sound deletion were highly predictive of success in first –grade reading acquisition.

Marisol (1994) examined the development of phonological awareness and reading acquisition – A study in Spanish language. The work was aimed at studying the relations between different levels of phonological awareness and early reading ability. Ten different Meta phonological tasks as well as a reading test were administered to kindergarteners and first

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graders. The correlations between Meta phonological abilities and reading were highly significant for the kindergarteners. In the tasks involving sensitivity to phonological similarities correlations were weak and non-significant for the first graders. A principal component analysis shows two components at first grade; sensitivity to phonological similarities and segmental awareness. Reading was related only to the latter. The differential performance between pre readers and readers within the group of kindergarten shows that sensitivity to phonological similarities and initial isolation of segments takes precedence over alphabetic reading. Segmental awareness however does not develop outside the learning of the alphabetical code as the evidence provided by results in deleting, counting and reversal tasks suggests. All children who had developed segmental awareness were able to read but interestingly enough some good readers performed poorly in some of the segmental awareness tasks.

Robert (2003) listed ten stages of phonemic awareness in typical order of development i.e. Prephonemic discriminatory listening skills, alliteration and rhyme, phoneme segmentation, phoneme isolation, phoneme deletion, phoneme substitution, phoneme blending, Letter sound correspondence, phonetic spelling.

Cheun (2001) examined the development of phonological awareness: effects of spoken language experience and orthography. Phonological awareness, the ability to analyze spoken language into small sound units, has been shown to be affected by the individuals early orthographic experience (alphabetic Vs non alphabetic). The present study compares younger, pre-reading to older, literate children from different linguistic backgrounds on their phonological awareness. Hong Kong and Guangzhou subjects spoke Cantonese. The latter subjects had early experience with pinyin (alphabetic) in addition to their logographic Chinese reading; the former read only logographic Chinese. New Zealand subjects spoke English and read the Roman alphabet. Result showed that: (1) the Hong Kong and Guangzhou pre readers performed very similarly at all levels of phonological awareness; (2) the New Zealand pre readers outperformed their Hong Kong and Guangzhou counterparts on onset, rime and coda analyses; (3) the Guangzhou reading children outperformed their Hong Kong counterparts on onset and coda analyses. Whereas finding (3) reflects an effect of alphabeticity in the first learned script, finding

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indicates an effect of early spoken language experience independent of orthography. The fact that orthographic and spoken language experience both impact on the development of phonological skills implies a mediating function phonological awareness in integrating sound information from reading and perceiving speech.

Chiang and Susan (2001) examined the relationship between English speaking children children's vocabulary skills in English and French and their phonological awareness skills in both the languages. Forty four kindergarten aged children attending French immersion programs were administered a receptive vocabulary test, an expressive vocabulary test and a phonological awareness test in English and French. Results showed that French phonological awareness was largely explained by English phonological awareness, consistent with other findings that phonological awareness skills transfer across languages.

Charles, Marketa and Gabriella (2005) did a study on phoneme isolation ability is not simply a consequence of letter sound knowledge. Two studies investigated whether knowledge of specific letter sound correspondences is a necessary precursor of children's ability to isolate phonemes in speech. In both the studies Czech and English children reliably isolated phonemes for which they did not know the corresponding letter. These data refute the idea that phoneme manipulation ability can only develop as a consequence of orthographic knowledge.

Bentin, Hammer and Cahan (2008) studied the influence of aging and schooling on the developmental of phonological awareness was assessed using a between grades quasiexperimental design. Both schooling (first grade) aging (5-7 years) significantly improved children's performance on tests of phonemic segmentation but the schooling effect was four times larger than the aging effect. The schooling effect was attributed to formal reading instruction; whereas the aging effect probably reflects natural maturation and informal exposure to written language. These data support a strong mutual relation between reading acquisition and phonological awareness

Morris (2009) examined the literacy outcomes in children with speech sound disorders indicated SSD persistence was associated with phonological awareness impairment.

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John (2010) examined the association between speech and language difficulties and phonological awareness in preschool children; indicated children with specific language impairment were most risk for phonological awareness difficulties whereas the severity of speech impairments was not a significant risk factor.

Quentin (2011) tested the lexical restructuring hypothesis among bilingual English – language learners; English phonological awareness, English vocabulary and ethnic language vocabulary (Mandarin Chinese, Malay or Tamil) were assessed among 284 kindergarteners (168 Chinese, 71 Malays and 45 Tamils) in Singapore. His reports supports the lexical restructuring hypothesis that growth in vocabulary changes how lexical items are stored, leading to the development of phonological awareness. He also reported that home language practices, as represented by mother’s education, may also enhance children’s Phonological awareness after the threshold of English vocabulary is reached. In addition he specified, specific ethnic language (Chinese, Malay and Tamil) was a statistically significant predictor of Phonological awareness, suggesting that orthographic depth as well as syllabic complexity of a bilinguals other language in a language influence their development of English phonological awareness.

Cologon and Cupples (2011) in their study Effects of Targeted Reading Instruction on Phonological Awareness and Phonic Decoding in Children with Down Syndrome stated that phonic reading instruction was generally effective in improving reading skills and phonological awareness of children with Down syndrome

Indian studies

Ajay and Bhoomika (2010) examined auditory processing and phonological awareness among biliterate normally progressing readers and dyslexic readers. Auditory processing deficits may underpin the development of phonological representations in children. The present study examined the relationship between auditory processing and phonological awareness among normally progressing and dyslexic readers. Fifteen normal readers and ten dyslexic readers acquiring literacy skills in both Hindi and English language were individually assessed on auditory processing tasks (tone and syllable discrimination and temporal order judgment) and

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phonological awareness tasks (phoneme and syllable deletion/substitution) to examine the relationship between auditory processing of speech and non speech sounds and phonological awareness. Results indicate that it is the tasks and not the stimulus type (tone versus syllables) tasks complexity (decreasing ISIs on TOJ task) that may result in difficulties in auditory processing. Auditory discrimination for speech sounds and syllable order judgment predicted the phonological skills among normally progressing readers as well as dyslexics. Auditory processing involving the speech sounds may affect the development of phonological awareness and may further affect reading acquisition.

The relationship between phonological awareness and literacy is often explained in terms of its role in decoding and encoding. In reading, decoding refers to the process of relating a words written expression to its verbal representation. Especially in the early stages of reading, decoding involves mapping letters in the word to their corresponding sounds and then combining those sounds to form a verbal word. Encoding a process used in spelling is similar, although the process goes in the opposite direction, with the words verbal representation is encoded in a written form. Again, especially in the early stages of reading, encoding involves determining the sounds in a verbal word and then mapping those sounds onto a letter sequence in order to spell out the written word. In both encoding and decoding, phonological awareness is needed because the child must know the sounds in the words in order to relate them to the letter sounds.

Sunitha (1995), Rekha (1996), and Prema (1997) have explained the development of phonological awareness skills in typically developing monolingual (Kannada) and bilingual (Kannada- English) children. Sonali (2007) examined early reading in Kannada; the pace of acquisition of orthographic knowledge and phonemic awareness and indicated that acquisition of orthographic knowledge and phonemic sensitivity are processes that are central to early reading development in several languages. It was hypothesized that in Kannada, when compared with the developmental pace reported in English early reading, (a) akshara knowledge acquisition would take longer and (b) phonemic awareness's would be slower to emerge.

Varghese (2012) studied the phonological awareness skills (isolation and deletion tasks) in 5-8 years old typically developing English speaking children and she concluded that at the age of 8 years the isolation and deletion tasks were easier than at the age of 5 years.

English has become the linguistic key used for opening borders: it is a global medium with local identity and messages (Kachru, 1996). English has become a world language spoken by at least 750 million people. It is more widely spoken and written than any other language even in Latin has ever been. It can, indeed, be said to be the first truly global language. English is now-a-days dominant or official language in over 60 countries. Kachru (1997) states the increase in the use of English in Asia as “overwhelming” at present the estimated population using English in Asia adds up to 350 million. India is the third largest English using population in the world after the USA and UK. Literatures in English are now a day’s recognized as part of the national literatures, and English is also recognized in the overall language policy of the nation.

English has been progressively gaining ground over the years. Regarded as a neutral language for wider communication and the language of technology, modernity and development English is also a social status symbol. Parents see English medium schools as a way of pushing their children up the school as a way pushing their children up the social scale. Today schools in India that emphasis English are considered better schools and the same is the case at university levels, even though there is a trend towards Indianization. In the 1970 and 1980 s about one third of the Indian schools had English as their first language. For most of these student, English is their first language and it is easier for them to communicate, read and write in English than in Indian languages, including their mother tongues.

Studies are yet to be explored in children speaking Indian English. Importance of phonological awareness for early word recognition has been established across orthographies (Ziegler and Goswami, 2005) especially in monolingual English speaking children in western context. Hence the present study highlights the importance of assessing phonological awareness in Indian English context. Hence it is of interest to study the development of phonological skills predictive of later reading

NEED FOR THE STUDY

The studies are mostly conducted in English speaking population. Indian English and other Indian language studies are beginning to emerge currently. English happens to be the main mode of education and is extensively learnt and used from the age of 3 years, when children enters play homes. Despite being a successively learnt second language English is the main language of official teaching and educational medium. Keeping this in view it can be expected that understanding phonological awareness skills in Indian English using children will help in dealing with later literacy and language issues. Hence the present study highlights the importance of phonological awareness in Indian English context, with the aim of describing phonological awareness skills in typically developing (6-8 year old) children who are learning Indian English.

AIM OF THE STUDY

This study aimed to describe phonological awareness skills (syllable blending and syllable segmentation) in typically developing children who are learning Indian English as L1.

METHODOLOGY

The present study was carried out with the aim of describing phonological awareness skills (syllable blending and syllable segmentation) in typically developing children who are learning Indian English as L1.

SUBJECTS

20 Indian English speaking children in the range of 6-8 years were randomly selected from various schools in Mangalore. All subjects were monolingual and English as their medium of Education.

SELECTION CRITERIA

INCLUSION CRITERIA

The subjects were selected based on the following criteria.

All the children are attending ICSE School.

Parents are also using English at home.

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No history of speech language and hearing impairment

No neurological impairment

Subjects did not have otological, psychological or ophthalmic problems.

Language profiling of the subjects were evaluated using LEAP Q.

Test Materials

Two subtests syllable blending and syllable segmentation from the Phonological Awareness Test was adapted with modification to suit Indian population.

Syllable blending: For syllable blending the child had to blend the syllables pronounced by the experimenter to form a word (for example 'win-dow'= window)

Syllable segmentation: In the segmentation task the child had to segment the syllable form a word. (For example 'paper'= pa-per)

Test Procedure

Each child was tested individually. The test was administered in a quiet room with adequate illumination.

The child was seated at 1 foot distance in front of the standard laptop with in-built microphone.

Before recording of the sample the clinician had an informal interaction with the subject in order to build rapport.

The two subtests from phonological awareness test with suitable modification was adapted for the study.

The subjects were instructed to blend and segment the syllables from the stimuli presented.

Recording

The responses were audio recorded using PRAAT version 5.1.37 (Boersma and Weenick, 2009), software. Sampling rate of 44100Hz and quantization level set at 16 bits.

For every correct response a score of 1 was given and for incorrect response a score of 0 was given. Manwhitney test was used to analyze the data across the ages. The results are discussed in the next chapter.

RESULTS AND DISCUSSION

The study aimed at describing the phonological awareness skills in typically developing English speaking Indian children. 20 English speaking typically developing were selected in the age range of 6-8 years which further divided into 6-7 and 7-8. The children with history of speech, language and hearing impairment and other neurological problems were excluded from the study. Two subtests of segmentation and blending from phonological awareness test 2 by linguist 2010 was taken for the present study. The results are discussed below.

Results showed that children in the age range of 6-8 years had developed phonological awareness skills (syllable blending and syllable segmentation). Since the scores are similar in both the age groups there is no significant difference between the age groups 6-7 and 7-8 years.

Table 1

SYLLABLE BLENDING

			0		1			
	Age	Sex	Count	%	Count	%	Fishers exact test p=	
Win-dow	6-7	Female	0	.0%	5	100.0%	-	NS

		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Butter-fly	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Rain-bow	6-7	Female	1	20.0%	4	80.0%	1.000	NS
		Male	1	20.0%	4	80.0%		
	7-8	Female	0	.0%	10	100.0%		
Croc-o-dile	6-7	Female	3	60.0%	2	40.0%	p>0.05	NS
		Male	1	20.0%	4	80.0%		
	7-8	Female	2	20.0%	8	80.0%		
Basket	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Bus-stop	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		

Table 2

Age	Sex	N	Minimum	Maximum	Mean	Std.Deviation	Median	Mannwhitney test Z value	P
6-7 yrs	Female	5	4	6	5.20	0.837	5.00	0.808	0.419 NS
	Male	5	5	6	5.60	0.548	6.00		
	Total	10	4	6	5.40	0.699	5.50		
7-8 yrs	Female	10	5	6	5.80	0.422	6.00		
	Total	10	5	6	5.80	0.422	6.00		

Table 1 and 2 : Showing standard deviation And P Value & Significant Difference across the age groups for blending task

At the age of 7 years , the mean and standard deviation for syllable blending were 5.40 and 0.699 respectively. At the age of 8 years, the mean and standard deviation were 5.80 & 0.422 respectively. Hence it is inferred that the childrens at the age of 8 years are easier to blend the syllables than at the age of 7 years. So the above results indicated that the phonological awareness skills i.e syllable blending had developed in children with the age range of 6-8 typically developing English speaking children.

Table 3
SYLLABLE SEGMENTATION

			0		1			
	Age	Sex	Count	%	Count	%	Fishers exact test p=	
Paper	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	1	10.0%	9	90.0%		
Scissors	6-7	Female	0	.0%	5	100.0%	0.38	Sig
		Male	3	60.0%	2	40.0%		

	7-8	Female	2	20.0%	8	80.0%		
Basket	6-7	Female	2	40.0%	3	60.0%	p>0.5	NS
		Male	1	20.0%	4	80.0%		
	7-8	Female	1	10.0%	9	90.0%		
Midnight	6-7	Female	3	60.0%	2	40.0%	p>0.05	NS
		Male	2	40.0%	3	60.0%		
	7-8	Female	2	20.0%	8	80.0%		
Rainbow	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Sidewalk	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		

Table 4

Age	Sex	N	Minimum	Maximum	Mean	Std.Deviation	Median	Mannwhitney test Z value	P

6-7 yrs	Female	5	4	6	5.00	1.000	5.00	0.332	0.740 NS
	Male	5	4	6	4.80	0.837	5.00		
	Total	10	4	6	4.90	0.876	5.00		
7-8 yrs	Female	10	4	6	5.40	0.699	5.50		
	Total	10	4	6	5.40	0.699	5.50		

Table 3 and 4: Showing standard deviation And P value & significant difference across the ages for syllable segmentation tasks

At the age of 6- 7 years the mean and standard deviation for syllable segmentation were 4.90 & 0.876 respectively and the mean and standard deviation for the age group of 7-8 years were 5.40 & 0.699 respectively. From the results it is concluded that children's at the age of 8 years are easier to segment the syllables than the age of 7 years. Within and across the age groups, younger children (6-7 years) were sensitive to larger linguistic units but less so to smaller linguistic units and older children (8 years) were sensitive to both larger and smaller linguistic units.

There is no significant difference between the subtests of syllable blending ($p=.148$) and syllable segmentation ($p=.184$) across the age groups (6-7 and 7-8 years)

DISCUSSION

Phonemic awareness is highly related to learning to read than general intelligence, reading readiness & listening comprehension. It was proposed that the young child's awareness of the phonology of his language would greatly influence early reading success.

In the present study it is inferred that within and across the age groups, no significant difference was found which may be attributed to younger children were sensitive to larger

linguistic units but less to smaller linguistic units which is in contradiction to Bentin, Hammar and Cahan (2008) in which they say, performance of children (5-7 years) on phonemic segmentation test significantly improved which was attributed to schooling effects which was 4 times larger than aging effect. It can be seen from the results that there is no significant difference between the age groups (6-7 and 7-8years) contradicting to previous study (Varghese 2012). As no significant difference can be seen between the age groups it can be concluded that the phonological development completes by 6 years of age and the age groups for the present study is too narrow (6-7 and 7-8 years)

The study employed an adapted version of the Phonological awareness Test by incorporating the variations in an Indian set up but the validity of this procedure is not established.

The procedure made use of only syllable blending and syllable segmentation subtest from the test material. A more reliable result would have been obtained if the study was carried out in a larger population. The present study demonstrates that the facilitation of phonological awareness is an important component of intervention programs for children at risk for reading disabilities. It is argued that speech – language pathologist have the training and clinical expertise as well as the opportunity to play an integral role in the development and implementation of these programs.

SUMMARY AND CONCLUSIONS

Phonological awareness is an important and reliable predictor of later reading ability. Importance of phonological awareness for early word recognition has been established across orthographies (Ziegler and Goswami, 2005) specially in western context.

The present study attempted to describe the phonological awareness skills in typically developing English speaking indian children. 20 typically developing English speaking indian children in the age range of 6-8 years were taken as subjects. Subjects were obtained from ICSE schools in Mangalore. All subjects were English speaking and used English as their meduim of education.

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Two subtests (syllable blending and syllable segmentation) from phonological Awareness test 2 given by Linguist (2010) was taken for the present study. Adaptations were made in the stimuli, reviewing the text books of first standard to fourth standard.

The obtained data was subjected to statistical analysis. Results showed that children were able to attain syllable blending and syllable segmentation tasks and had developed in children with the age range of 6-8 old typically developing English speaking children. There is no significant difference between the subtests of syllable blending ($p=.148$) and syllable segmentation ($p=.184$) across the age groups (6-7 and 7-8 years)

Within and across the age groups, younger children (6 years) were sensitive to larger linguistic units but less so to smaller linguistic units and older children (8 years) were sensitive to both larger and smaller linguistic units. Since these skills act as a precursor for learning to read and spell, it is very important to know the development of these skills in the age range of 6-8 years

Clinical Implication

The present study demonstrates that the facilitation of phonological awareness is an important component of intervention programs for children at risk for reading disabilities. It is argued that speech language pathologist have the training and clinical expertise as well as the opportunity to play an integral role in the development and implementation of these programs.

Limitation of the Study

- The validity of the stimuli has not been made
- Only two subtest has been adapted.
- The age group selected for the study was 6-8 years.
- A large sample size would have yielded more reliable result

Future Direction

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- The validation of the stimuli can be done
- The test can be administered on larger number of normal population.
- The study could be conducted less than 6 years.

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APPENDIX I

BLENDING TASK

Instruction – Listen carefully to the words I say. I am going to break a single word into two halves. You have to combine those words and tell it back

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Item	Response	Score
1. Win – dow	Window	1 0
2. Bu-tter-fly	Butterfly	1 0
3. Rain –bow	Rainbow	1 0
4. Croc –o- dile	Crocodile	1 0
5. Bas - ket	Basket	1 0
6. Bus – stop	Busstop	1 0

SEGMENTATION TASK

Instruction – Now listen carefully to the words I say. I will tell you the whole word. You have to break the word into two halves and repeat.

Item	Response	Score
1 Paper	Pa– per	1 0
2 Scissors	Sci – ssors	1 0
3 Basket	Bas – ket	1 0
4 Sidewalk	Side – walk	1 0
5 Midnight	Mid-night	1 0
6 Rainbow	Rain – bow	1 0

APPENDIX II

Language experience and proficiency questionnaire (LEAP –Q)

(Marian, V., Blumenfeld, H., & Kaushanskaya, M., 2007)

Last name		First name		Today's date	
Age		Date of birth		Male	Female

1) Please list all the languages you know in order of dominance:

1	2	3	4	5
---	---	---	---	---

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2) Please list all the languages you know in order of acquisition (your native language first):

1	2	3	4	5
---	---	---	---	---

3) Please list what percentage of the time you are currently and on average exposed to each language. (Your percentages should add upto 100%).

List language here					
List percentage here					

4) When choosing to read a text available in all your languages, in what percentage of case would you choose to read it in each of your languages? Assume that the original was written in another language, which is unknown to you. (Your percentages should add up to 100%)

List language here					
List percentage here					

- 5) When choosing a language to speak with a person who is equally fluent in all your languages, what all percentage of time would you choose to speak each language? Please report percentage of total time. (your percentages should add up to 100%)

List language here					
List percentage here					

- 6) Please name the cultures with which you identify. On a scale from zero to ten, please rate the extent to which you identify with each culture.

List cultures here					

- 7) How many years of formal education do you have?

Language

This is my (L1/L2) language

All questions below refer to your knowledge of

- 1) Age when you...

Began acquiring	Became fluent in:	Began reading in:	Became fluent reading in:

2) Please list the number of years and months you spent in each language involvement:

	Years	Months
A country where is spoken		
A family where is spoken		
A school and/or working environment where is spoken		

3) On a scale from zero to ten, please select your level of proficiency in speaking, understanding, and reading from the scroll down menus:

Speaking	Understanding spoken language	Reading
----------	-------------------------------	---------

4) On a scale from zero to ten, please select how much the following factors contributed to you learning:

Interacting with		Language	
------------------	--	----------	--

friends		tapes/self instruction	
Interacting with family		Watching TV	
Reading		Listening to the radio	

1) Please rate to what extent you are currently exposed to in the following

Contexts:

Interacting with friends		Listening to radio/music	
Interacting with family		Reading	
Watching T V		Language/lab self-instruction	

2) In your perception, how much of a foreign accent do you have?

Please rate how frequently others identify you as a nonnative speaker based on your accent:

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Soft Skills: The Employability Success *Mantra*

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Abstract

The mushrooming of engineering and technical institutions in India today has led to a paradoxical situation where there is no scarcity of engineering graduates or companies to recruit them; rather, there is a severe dearth of employable engineers. These graduates with their professional degrees are found to be unfit for the corporate world and their scope to acquire a job is highly constrained due to a lack of various soft skills. Presently organizations evaluate candidates' suitability and employability not only by their academic record but also by a set of personal and interpersonal skills which help them to be industry-ready and sustain in the corporate world for long. This paper proposes a few suggestions about how these soft skills can be instilled in students in the English class by incorporating a few creative and interesting tasks with the objective of bridging the gap between academia and industry.

Key words: Employability, industry ready soft skills, effective communication.

Lack of Employability Skills

Many engineering students possess domain skills but are lacking in employability skills. They are deficient in interpersonal and communication skills and are unable to present their ideas in a convincing and persuasive manner. Consequently they fail to prove themselves as suitable candidates for the recruiters since employers prefer professionals who are endowed with technical competence as well as soft skills which are essential in the workplace.

“Yawning Skill Gap”

Thus they become engineering graduates but they fail to become engineers with the required skills. A. Radhakrishnan Nair, in his article “Yawning skill gap cause for concern” (Jan 21, 2015, The Hindu) observes that the problem now is not of unemployment but of employability. He shares the following statistics which speak for themselves: Wheebox's India

Skills Report for 2014 states that only 17 per cent of engineering graduates in the country are employable. Aspiring Minds, in its National Employability Report of Engineering Graduates for 2014, has stated that “less than one out of four engineering graduates are employable in the country” and that “of the 1.2 lakh candidates surveyed across multiple states...73.63% lack English speaking and comprehension skills.” These figures speak volumes of the need to equip our students with training that will make them employable.

Equipping Engineering Students

In this paper the authors have emphasized the need for engineering students to acquire soft skills. Motivated by the objective of equipping the students with the much needed soft skills to make them industry ready, the authors provided them with an exposure to an array of such skills since technical skills alone will not be sufficient to help them to get an appropriate job. Students were enabled to identify Soft skills which “refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with. Companies value soft skills because research suggests and experience shows that they can be just as important an indicator of job performance as hard skills.”

Soft Skills and People Skills

Soft skills include people skills. They are broadly applicable across industries. Companies value workers with the capacity to speak and listen well, understand others' points of view and feelings, respond appropriately and ensure that people work well together in teams. “Teachers should react to the changing scenario and equip themselves to meet the need of the hour. Especially, the English teachers, at this crucial juncture, should play a vital role in bridging the gap between what is now available in the form of curriculum and the demands of the corporate world” (Usha Menon and C. Alamelu). It is in this context that the authors took time to throw light on providing awareness about Soft skills, their importance, how they differ from hard skills, business/employment communication, or English @ work through lectures, skits, group discussions, mock interviews and power point presentations.

Comprehension Test for Engineering Students

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Using the above methods to enlighten the students on various soft skills, their level of comprehension was tested by using various tools like oral question and answers, filling a questionnaire with true or false statements, fill in the blanks and match the following. Through these tests the students could assess their strengths and areas for improvement and work towards meeting the industry requirements.

“Wisdom is knowing what to do next, skill is knowing how to do it, and virtue is doing it.” David Starr Jordan.

Improving Their Own Versions!

Engineers need to strive to become higher versions of themselves by enhancing self-awareness and improving their soft skills which in turn help their hard skills to shine. Mastering soft skills requires hard work, but the rewards are tremendous. As Peggy Klaus observes, “Whether you are an extroverted marketing person or an introverted engineer, mastering the soft skills will serve you well.”

Proper Grooming and Etiquette to Improve the Image of Organizations

An organization’s image is reflected through the image presented by employees in that company. Therefore, an awareness of proper grooming and etiquette will increase one’s poise and confidence and leave a positive impression in formal, professional and social situations. A corporate professional should look presentable and be able to communicate and behave in a professional manner. One must learn to differentiate between formal versus informal and workplace versus social situations. Professionalism includes basic business etiquette – the way one looks, dresses, speaks, and behaves in a work setting.

Engineers Without Borders!

Today’s engineers are engineers without borders. The world has shrunk to a global village. Personal attributes enable one to interact effectively and harmoniously with other people. Engineers should be aware of the cultural context in which they work. Business meetings and communication would fail to serve the purpose if an engineer is not aware of the subtleties of cultural differences.

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Business-like Conduct

Conducting oneself in a business-like way in every aspect related to work and projecting a confident and positive image are the true prerequisites of professionalism. Thus from the very beginning an engineer should strive to embrace corporate grooming and social graces. Good manners and politeness are two very important etiquette essentials.

Effective Communication

Soft Skills include effective communications. An engineer may have a brilliant idea but he/she should be able to articulate it with clarity and conviction. He/she must learn to use language as a tool for effective business; this includes conversation skills, e-mail etiquette and telephone etiquette. Most successful people possess excellent leadership and communication skills, ability to work in a team, inspire action and deliver results – all of which are soft skills.

Time and Stress Management

Ability to manage time and stress are two very important aspects of soft skills. As William Shakespeare says *Make use of time, let not advantage slip*. Managing time effectively and being able to handle stress in a productive manner is essential for work-life balance. Time management can be encapsulated in one word: prioritize. As Stephen Covey observes, it is important to put first things first and pay attention to things which are not only important and urgent, but also those which are important but not urgent, for instance, spending quality time with family and friends, taking time to exercise and relax.

The importance of managing time effectively for engineering students was emphasized in various ways. Group Discussions were used to elicit from them, the link between time management and productivity, the importance of punctuality, elimination of distractions, and the necessity of keeping telephone conversations brief. Quotes, stories, poems, skits were used to highlight various aspects of time such as prioritizing, ill effects of procrastinating. For example:

- *“If you want to make good use of your time, you’ve got to know what’s most important and then give it all you’ve got.”* Lee Iacocca
- *“A year from now you may wish you had started today.”* Karen Lamb

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- “How we spend our days is, of course, how we spend our lives.” Annie Dillard

Some Additional Exercises

A few other exercises are mentioned below:

- i) Write a paragraph on the following lines in not more than five minutes:

“Dost thou love life? Then do not squander time, for that's the stuff life is made of.”

Benjamin Franklin

- ii) What thoughts come to your mind when you watch athletes on TV, winning races by a fraction of a second? Share your thoughts with your group.
- iii) Recall and present in the class an instance in your life when you had to pay dearly for not realizing the value of time. for e.g. Missing a train, bus or flight by just a few minutes.
- iv) Conduct a group discussion on the consequences of procrastination in the life of a student.
- v) Speak for just a minute on these words of Lord Chesterfield: “Take care of the minutes and the hours will take care of themselves.”

Students were asked to think about practical ways in which they could be more productive by using their time in the best way possible.

What Is Expected?

An engineer is expected to be calm, composed and maintain equanimity in stressful situations. A true professional possesses abilities and attributes to create a peaceful and enjoyable work environment. While the positive side of stress can motivate one to perform one's tasks excellently meeting the deadlines, an excessive workload, uncongenial environment, and being burdened with too many demands may lead to frustration impacting the quality of work.

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An organization's morale and overall productivity may suffer if its employees are under stress at work for an extended length of time.

Harold Jarche in his article 'Soft skills are foundational competencies', while speculating about workplace learning in ten years, states that soft skills, especially collaboration and networking, will become more important than hard skills....The soft skills require time, mentoring, informal learning and other environmental supports. Once one has the soft skills to perform in a networked workplace, one will have foundational competencies.

What Should Engineering Students Do?

Engineering students need to work on their Soft skills since these skills will continue to be in great demand in the years to come. Students therefore, must take time to introspect, read materials on enhancing self awareness, emulate how others handle difficult interpersonal situations, and ask family and friends to provide constructive feedback for further improvement. Mastering soft skills takes persistence. Students need to equip themselves with an array of self management skills for an inspired and purpose driven life. As Tom Hopkins says, "You are your greatest asset. Put your time, effort and money into training, grooming, and encouraging your greatest asset."

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Linguistic Data Collection: A Field Observation

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Abstract

Linguistic research can contribute data toward the understanding of language universals. There is a direct relation between field work and language description. The more field work, the more information we will have about the variability of language. The study is an attempt to describe the the different types of data collection with special reference to linguistic field work.

Key words: Data, Field, Informant.

1. Introduction

The field is the main treasure-trove of the data of the linguists, because field linguistics has played an important part in the collection of the data of the languages. Samarin, J. William. (1967) has mentioned that ‘A field is primarily a way of obtaining linguistic data and studying linguistic phenomena it involves two particular participants, the speaker of a language and the linguistic researcher’. So fieldwork is indispensable for the collection of data in linguistic field. . Field research involves observing and recording real spoken language/s as used by various members of a society in various contexts and times, and then analyzing the data according to some specific linguistic methodology. It is a general fact that the field researcher has to rely completely upon the community whose language s/he undertakes to study.

1.1. Data Collection

As there is no eliciting some concomitant analysis, there is no analysis without collection of data. Data is the collection of facts, figures and statistics that can be processed to produce meaningful information. It is constituted letters, numbers or graphic symbols. In other words, data are collection of elementary facts which constitute our knowledge according to their relation and our interest. A linguist starts the task of data collection after a research problem has been

defined. Kothari (2004) mentioned that the data are of two types: (i) Primary data and (ii) Secondary data. The primary can be either collected through observation or direct communication or interview.

The primary methods can be further sub-divided into three methods i.e., (i) Observation method: Under the observation method, information is sought by way of direct observation of the field investigator without asking from the respondent. (ii) Interview method: This method is further subdivided into two i.e., (i) Direct Personal Interview and (ii) Indirect Personal Interview.

In the direct personal investigation, the field investigator has to be in the spot from which data has to be collected. In the other method, the interviewer has to cross examine others native speakers of the same variety. In the second method the researcher observed the individual's speech style, his communication with others. Moreover, in this method the society has a whole is observed. More data and information can be collected because of direct contact with the informants. Personal information can be easily obtained under this method. The field investigator can easily identify which person is more active than other. This is not possible in questionnaire method. It is very expensive when especially largely and widely spread geographical sample is taken. There remains the possibility of bias of field investigator as well as that of the respondent.

Abbi (2001) has mentioned that the interview method is the most reliable methods of data collection. A field linguist follows some basic steps of data collection. Primary data collection is done in various stages, beginning from isolated to small phrases to long and complex sentence followed by discourse pieces (see below) .Text collection of narrative may be done at any stage after two; however linguists vary on this chronology. Many linguists prefer to start with texts after stage one and then translate each and vary word to extract phonological, morphological and syntactic structures of the language concerned. All the stage of primary data elicitation are in feeding order as explained below by the diagram to acquire sociolinguistic information one can elicit data after stage 3 but this is independent of stage 4 and 5. The result of analyzing each phase is given in below.

Stages of Data Recording

Abbi (2001) has mentioned there are different stages of data recording for the linguist before analyzing a text.

Stage 1 Basic word list basic sound

Stage 2 400 words list Phonological structure

Stage 3 short phrases Morphological paradigms

Stage 4 simple sentences Syntactic structure I, i.e. word order, agreement)

Stage 5 complex sentences Syntactic structure II)

The last method is questionnaire method: This method of data collection is quite popular, particularly in case of big enquires. It is being adopted by private individuals, research workers, private and public organizations and even by governments. If an informant is far from a linguist, then this questionnaires' are used for procuring data. There is low cost even when the universe is large and is widely spread geographically. It is free from the bias of interviews. But this method is likely to be the slowest of all. It is hard to know for the linguist whether eager respondents are really spokesperson.

1.2. Secondary Data

The secondary data, on the other hand, are those which have already been collected by someone else (linguist) and which have already been passed through the statistical process. There are three factors which can influence the secondary collection of data.

1.2.1. Reliability of Data

The reliability can be tested by a linguist by finding out such things about the said data: (a) who collected the data? (b) What were the sources of data? (c) Were they collected by using proper method? (d) At what time were they collected? (e) Was there any bias of the compiler? (f) What level of accuracy was desired? Was it achieved?

1.2.2. Suitability of Data

The data that are suitable for a linguist for one enquiry may not necessarily be found suitable in another enquiry. Hence, if the available data are found to be unsuitable, they should not be used by the researcher.

1.2.3. Adequacy of Data

If the level of accuracy achieved in data is found to be adequate for the purpose of the present enquiry, they will be considered as adequate and should not be used by the linguists.

Thus data collection is done by the field linguists in various stages. Having reached the field and identified informant, key informants or interpreters as the case may be, one is confronted with the real task, the elicitation of linguistic data. It is true that in order to describe the endangered languages of Northeast and other states of India, the primary source of information is more reliable for the linguists. This source gives more clear and vibrant information on language study. Secondary source of data is more important for the literature study but for the linguistics and language researchers primary source is more authentic source of information.

Field work can also bring a great deal of personal enrichment associated with visiting exotic locations meeting new and unusual people documenting an unsuited language also in stills and satisfaction of creating something new, and adding knowledge to the world. Ideally one's field works will also benefit the linguistic community being studied by demonstrating to speakers that their language is of interest to outsiders. Sometimes it is even possible to validate the speakers language by creating literature, or by training native speakers as linguists so that they can conduct for their research on their own. There are also a number of reasons for theoretical linguists to carry out field work. Field work is obviously required for syntacticians and phoneticians for making different primers, grammar book, text book etc.

Moreover field work instills an appreciation of the complexity of language which linguists can easily miss if they work only on their native languages. The most convincing demonstration of this comes when novices are asked to transcribe a simple utterance in a language with which they are not familiar, and invariably find it impossible to identify even the most "basic" linguistic elements such as word boundaries and phonemes which help a linguist to

analysis the text further. Field linguistics also comes close to the traditional domain of applied linguistics pedagogy and the newest and perhaps not even independent discipline the theory of child speech.

Hopefully the discovery of the unique and the universal human mechanism for learning the language that one hears spoken around one as a child and for learning it with analyzing speed and without any planned course of instructing will help to optimize the learning of a language in field conditions. However this area of linguistics is presently far behind the demands of field work. Crowley (2007) starts with our responsibility as linguists to document languages to prevent the human loss that the loss of languages entails, so that even when a language dies, at least it is still recorded somewhere. Crowley's account of fieldwork is warm and entertaining, a cheerful anecdotal romp through the vagaries and vicissitudes of fieldwork.

1.3. Basic Stages of Field Work

A.E. Kibrik in his book *The Methodology of Field Investigation in Linguistics* has described some significant features for field linguists. The first step he mentioned is discussed below:

1.3.1. Ultimate Aim

One's aim significantly predetermines the means which are used to optimize the study, the specification of the concerns/problems which are to be solved in the process of the investigation, as well as the amount of time needed for it. The investigation of the target language without a clearly formulated aim can hardly be effective. Thus the first thing the language investigator must do is visualize the ultimate aim of the work. This aim (which may consist of one or of several problems) should first of all be sufficiently universal so as not to be irrelevant to the study of the target language (for example, studying the case system of nouns in language of the English type), secondly it should be substantial enough to occupy the entire period of field work, and to the investigator for its solution.

1.3.2. First Encounter with a Language

If we are dealing with an unwritten language the first stage of the investigation, naturally, should be devoted to phonetics, regardless of the ultimate aim of the investigation. We can examine the question of fixing spoken sound in writing: the universal phonetic transcription. However, it is clear that knowledge of a system of references does not guarantee the ability to interpret the unusual sound of a target language in terms of these references. This ability is developed by a general phonetic training which every field linguist must undergo.

1.3.3. Discovery of Basic Grammatical Categories

Immediately on completion of the first stage of the investigation of the unfamiliar language (3-5 days) one can shift to the systematic study of grammatical categories. The morphological questionnaires of the ‘zero cycle’ should help in this study. He further mentioned that a linguist must collect grammatical categories like Noun, Pronoun, Adjectives, Verbs, Adverbs, Prepositions, etc to sketch the morphological structure of a language.

Some linguists consider that field work, which is conducted as a rule under strict times, limits, requires a limitation in the number of stages for collecting and generalizing materials. It seems to us that such a rigid limitation is undesirable and may actually lengthen rather than shorten the length of time spent in the field. The collection of data cannot be regarded as a mechanical process, since what is important is not the quantity, but the quality of the material.

Field linguistics is an experimental method of descriptive linguistics, where the linguist is separated from the object of his study (the target language) and the means through which it manifests itself (the data) by a person (the informant) with whose help he elicits all the information about the object of his interest .It is difficult to overrate the fundamental importance of this fact.

The only material the linguist has to begin with are the informant’s grammatical utterances in the target language pronounced arbitrarily in a natural or assigned communicative situation or stimulated artificially by the investigator . The ultimate aim of field work is to discover the grammar of the target language; the specific condition for accomplishing this aim is that an informant stands between the language and the linguist.

1.4. Problems Encountered by Field Linguists

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Linguistic Data Collection: A Field Observation

1.4. 1.

It is very ease for the linguists to explore their field work in the hilly track of Northeastern states of India. But at the same time it bears risk of insurgency in some places. As a result it becomes one of the problematic issues for them to overcome.

1.4. 2.

In most of the Northeast Indian states, many preliterate languages are spoken and these have unique features and customs of their languages. But such communities are not open for the outsiders to make an entry to the threshold of their rituals.

1.4. 3.

In spite of having huge resources most of the field linguists in India do not have ready access to good scientific works because of poor infrastructure. Lack of adequate exposure to scientific methods and techniques in linguistics and adjacent sciences is a great hurdle for the researchers in our country.

1.4. 4.

Library arrangement and functioning is not satisfactory at many places and much of the time and energy of linguists are spent in tracing out the books, journals, reports, etc.

Conclusion

Finally, field linguistics is closely related to various branches of linguistics. Field linguistics is the experimental polygon for various linguistic theories the supplies of new and needed material for linguistics about languages and their properties and the potential customers for the solutions to numerous problems still being worked on by theoretical linguistics. Data the same time, field linguistics is an independent applied branch of linguistics with a complicated complex of problems and methods and depends on modern accomplishments in the theory of language for its theoretical foundations. Field research involves observing and recording real spoken language as used by various members of a society in various contents and times, and then analyzing the data according to same specific linguistic methodology. It is revealing that almost

all the linguistic disciplines which shares similar methods with filed linguistic were given scientific status only quite recently.

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Agrarian Slavery in Tamil Country during the Colonial Period

**Dr. S. Kanagammal, M.A., M.Phil., Ph.D., M.TM.
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Abstract

An attempt is made here to trace out the existence of slavery with special reference to Agrarian slaves in Tamil country during the colonial rule. For writing this research paper we collected sources, both primary and secondary, from the State archives and District libraries. We also referred to the proceedings of the Board of Revenue, Reports of the Collectors of nine districts in the Madras Presidency and the Newspaper reports as well as relevant books like *Tanjore District Handbook* (B.S. Baliga), *History of Tinnevely* (R. Caldwell) and *Bonded Labour in India* (Kamble N.D.) The main aim of this paper is to describe the practice of slavery in agriculture in Tamilnadu during the British Colonial Period.

Keywords: Agrarian slavery, bonded labour in India, Madras Presidency, District Collectors, landlords, Tamil country.

Agrarian Slavery Prominent in Tamilnadu

In Tamilnadu, the slavery was prevalent in a more pronounced manner in the agricultural sector, till the beginning years of the 19th century. There were incidents of District Collectors exchanging correspondence with the Revenue Board and between themselves in regard to the restoration of the agrarian slaves who had fled from one land-lord to another. In course of time the British administrators looked at the suffering sympathetically and saw how this heinous practice made the depressed classes suffer and put an end to the slavery by enacting Slavery Abolition Act in 1843 and by the Indian Penal code XLV in 1861. By law, the agrarian slave, mostly belonging to depressed classes, got some relief, but their enslavement continued in practice.

Additional Factors which Contributed to Agrarian Slavery

In addition to direct slavery, some other factors were also responsible for the enslavement of agricultural labour. Agricultural methods were extremely defective and were based largely on traditions and superstition. The implements used for cultivation were crude and inefficient. The plough was a crooked stick which only scratched the surface of the soil. Their cattle were miserable, unhealthy creatures that could hardly draw the plough. The application of manure was defective and irrigation was insufficient. As for rotation of crops, the principle was little known and imperfectly practiced, while seed selection was seldom or never attempted.

Two Classes and Widespread Slavery

The people of Tamilnadu were divided into two classes, the well-to-do who represented just about a fourth of the population and the poor who made up the remaining three fourths. The latter section of the people was economically very poor.

Slavery in Madras Presidency

Slavery became a common feature in almost all the districts of this province. Agricultural slaves were sold in different ways. They were sold with land or free of land by execution of mortgage bonds or contract. The value of slaves was fixed in terms of money, goods and labour, the reasons of their sale being, usually, finance to meet expenses connected with marriages, ceremonies, festivals, to pay capital interest and such other items of expenditure. In 1819, the Revenue Secretary to the Government of Madras, with a view to improve the lot of the slaves, wrote to the Collectors of Tamil districts calling for their reports relating to the state of slavery. The Collectors of nine districts in the Madras Presidency, especially Tamil speaking areas, reported testifying to the existence of slavery.

Madurai District

W. Peter, Collector of Madurai district, reported that slavery did exist in his district during the period of the Nawab rule and the slaves were sold at the pleasure of the master, independent of the land to which they were attached. If the slave got married, his children were also considered the property of the owner and were employed in the cultivation of land. The master granted them some allowances. Even if the master happened to sell his land, he was still in possession of his slaves and could sell them

at his will. He would let them to work for another master in case he failed to provide them with work, but they were subject to recall at his command.

Coimbatore District

In Coimbatore also, slavery existed. The master had the right to sell his slave independently of the land and was sold at the rate of Rs.50 per person. The children born of slave parents became slaves. If a female slave gave birth to a child, the master was required to pay money to the parents of the child. Though the masters had the right to punish their slaves, they seldom exercised it for fear of Governmental action. The slaves received better treatment from their masters than the free labourers. The slaves received 1/8 of the total produce. In certain cases, Pallar community workers received land for their cultivation where slavery did not exist. The master executed bonds for the marriage expenses of the Pallar families on condition that they would serve him for life.

Tinnevelly (Tirunelveli) District

Cotton, the Collector of Tinnelvely, reported that in his district in the early part of the nineteenth century, slaves were sold either with the land or independently. But in 1819 they were sold along with land and were eligible to be mortgaged. In 1820, two members of the Paraiyar community seemed to have borrowed Rs.10 and Rs.11 from a master and executed a bond binding themselves to him to do agricultural work throughout their life-time at specific wages. In another case, at Nanguneri in the district of Tinnevelly a member of the Paraiyar community had bound himself to perform throughout his life-time any agricultural labour imposed on him in lieu of a loan of Rs.15 and a daily wage of two seers of paddy. The slave labour got subsistence allowance at the lowest scale which was not more than two measures of paddy a day. They could seek employment elsewhere during the off season, but they must return to their old masters at the commencement of the season of cultivation. At the time of harvest they got a small quantity of grain called *paroo* from the gross produce measuring $27\frac{3}{8}$ percent of the total produce.

The masters gave money to their slaves to meet funeral expenses and also offered them presents during marriages, child birth and festivals. But all these were purely voluntary and the slaves started claiming more.

Tanjore (Thanjavur) District

In Tanjore, as pointed out by J. Hopburn, the Collector, a voluntary form of slavery existed and the slaves were neither captured nor sold for arrears of revenue.

Pallars, Paraiyars and Workers from Other Communities

While the members of the Pallar and Paraiyar communities executed bonds with their masters who provided them with subsistence, the Brahmin land lords engaged Sudra intermediaries without executing bonds to complete the work along with the members of the Pallar and Paraiyar communities. The bond of slavery had binding on both the parties to implement the terms agreed upon. The master was bound to support his slaves and in turn the slaves and their descendants were bound to be loyal to their masters. The bond was executed before a superintendent in the Accountant General's office. A few cases are cited below.

Some Cases of Agrarian Bondage in Government Records

In 1885, three brothers executed a bond for a sum of Rs.25/-. The third one was required to work as agricultural labourer, getting four *marakkaals* of paddy as his monthly wage in Tinnevely. If he did not work, his other brothers were required to compensate it by paying two annas per day. In 1886 another bond was executed by the other two brothers for Rs.25.75 for a period of 10 years. In case of default they were required to repay the principal amount with two annas per day as interest. A father executed a bond for Rs.23 to the effect that his son would do agricultural work for ten years and in case of default, he agreed to repay the amount with interest. In 1889 a father executed a bond for Rs.40.25 mortgaging his two sons to work for an indefinite period and in the event of default he agreed to repay the loan and compensate the loss.

It may be noted that in Tanjore the bonded labourer did not stay with his master nor did he form part of his master's family. He lived with his caste people in his Paraiyar caste colony or street in a hut. If the master failed to provide his slave with subsistence, he was allowed to seek employment elsewhere. The bonded man had certain rights such as getting subsistence, protection for himself, his family and community from being sold to distant places. He was given equal treatment with other labourers and was not liable to be punished. In case of ill-treatment by his master, he could complain to the legal authorities.

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Mortgaging Oneself to a Master

As in Tanjore, the bonded labourers, while mortgaging themselves to the masters, executed bonds for the money they borrowed. The following references attest to this fact: On August 23, 1863 a bond was executed for Rs.31 by two brothers. One of the brothers gave the undertaking that his brother would work as an agricultural labourer for the clearance of the interest. On July 17, 1872 a bond was executed for a sum of Rs. 28 ¼. One of the executees was to do agricultural work for the clearance of interest. In case of default he was liable for prosecution under Act no. XIII of 1859. *

The Collector of Trichinopoly reported that there were 10,600 slaves belonged to Pallar caste, and were sold along with the land, or independently. The price of a Pallar man varied from 5 to 10 pagodas. Slaves were occasionally mortgaged. A female slave was never sold. The area of land to be cultivated by a slave was one capable of yielding 150 *cullams* of paddy. The Collector also gave a statement to the Board of Revenue relating to the wages of slaves in this district.

However J. Hutt reported that the hereditary slaves engaged in agrarian activities were sold or mortgaged. Each slave was sold at 20 pagodas and the sale was executed while buying and selling.

Until the early years of the nineteenth century the attitude of the British Government seemed to be non-interventionist. By the effective action of the Collectors of the nine districts listed above, the slavery/bonded labour system was for the first time banned by the British rule in India. The British India government passed Regulation Act of 1806 to restrict the slave system.

According to Act XIII of 1859, the bonded labourers after clearing their dues to their masters could change over to other masters or remain independent without the bonded provisions preventing them not to do so.

Unfortunately section VI of the Madras Compulsory Labour Act of 1858 even legalized forced labour system. This ban on agrestic (rural) slavery was not wholesome, because the claim of the masters took precedence over the claims of the slaves in the court of law. The Act restricted the clearance of debt. When the Company's charter was renewed in 1833, members of the British Parliament favoured the need to abolish the status of slavery as soon as it might become practicable. In 1837 they induced the

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House of Commons Committee to condemn all oppression in British territories and in the following year they forced the Government to scrap the whole apprenticeship system to declare total and immediate emancipation of the former slaves. The Commission which reported on Indian slavery recommended a restricted scale of punishments for Indian slaves. Moreover, the Government of India itself was constrained to take viable action against the institution of slavery. Hence the Act of 1843 was attacked in many ways. However, according to the missionary reports, the status of members of the Pallar community began to show marked improvements after the abolition of slavery in 1843 by the East Indian Company and they began to convert to Christianity in large numbers.

The Act V of 1852 had made bonded system a punishable offense. In 1884 the Revenue Department declared that slavery had been abolished in British India. It was decided that acceptance of slavery in official correspondence was objectionable and was likely to cause misapprehension. Towards the end of the century a few experiments were made by Collectors and Missionary Societies to go to the root of the problem by settling the members of the Paraiyar community on the land of their own. The ill-treatment from which the Paraiyar community suffered at the hands of their debtors for their uncleared debts, and the oppression of landlords, forced them to think in terms of providing the helpless agricultural population with certain ameliorative measures of permanent nature. The Government of India by setting up the Famine Commissions in 1880, 1890, 1900 and 1901 had tried to improve the condition of this section of society. The Christian Missionaries had also made some efforts to help them. But all seemed to be insufficient, falling short of any permanent solution.

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Lyrics of Bhupen Hazarika: A Thematic Study

Subasana Mahanta, Ph.D.



Bhupen Hazarika (1926-2011)

Courtesy: <http://www.in.com/bhupen-hazarika/gallery-life-in-pics-bhupen-hazarika-19262011-35939-21203894.html#2>

Abstract

Bhupen Hazarika (1926-2011) was an Indian lyricist, musician, singer, poet and film-maker from the State of Assam. His songs, written and sung mainly in the Assamese language by himself have been translated and sung in other Indian languages, particularly in Bengali and Hindi. His songs are marked by humanity, universal fraternity and emotional bonding. His songs, based on the themes of communal amity, universal justice and empathy, have become popular among the people of Assam, besides West Bengal and Bangladesh. This paper is an attempt to classify the lyrics of his songs according to the themes addressed

and discuss the significance of the themes. The study has classified the themes of the lyrics as patriotism, humanism, social reform, concern for native land and people and universal thinking. The paper has brought to light his broader humanistic and universal view along with his love and concern for the underprivileged people expressed in his lyrics.

Key words: Lyrics, Humanism, Universalism, Social Reform

Introduction

Bhupen Hazarika (1926-2011) was an Indian lyricist, musician, singer, poet and filmmaker from the State of Assam. His songs, written and sung mainly in the Assamese language by himself have been translated and sung in other Indian languages, particularly in Bengali and Hindi. His songs are marked by humanity, universal fraternity and emotional bonding. His songs, based on the themes of communal amity, universal justice and empathy, have become popular among the people of Assam, besides West Bengal and Bangladesh.

Hazarika is also acknowledged to have introduced the culture and folk music of Assam and North East India to Hindi cinema at the national level. He received the National Film Award for Best Music Direction in 1975. Recipient of Sangeet Natak Akademi Award (1987), Padmashri (1997), and Padmabhushan (2001).

Bhupen Hazarika was a social reformer and a true humanist. For years, he had inspired people young and old, rich and poor, happy and suffering, of all hues and faiths with his music to face life with dignity. He uses his songs as a vehicle to communicate, to talk about the state of affairs prevailing in contemporary society, to put across his thoughts about his vision of Assam, to appeal to the consciences of the masses. He was an iconic persona idolised by millions of North-easterners of India who are inspired by his thoughts and values through his music.

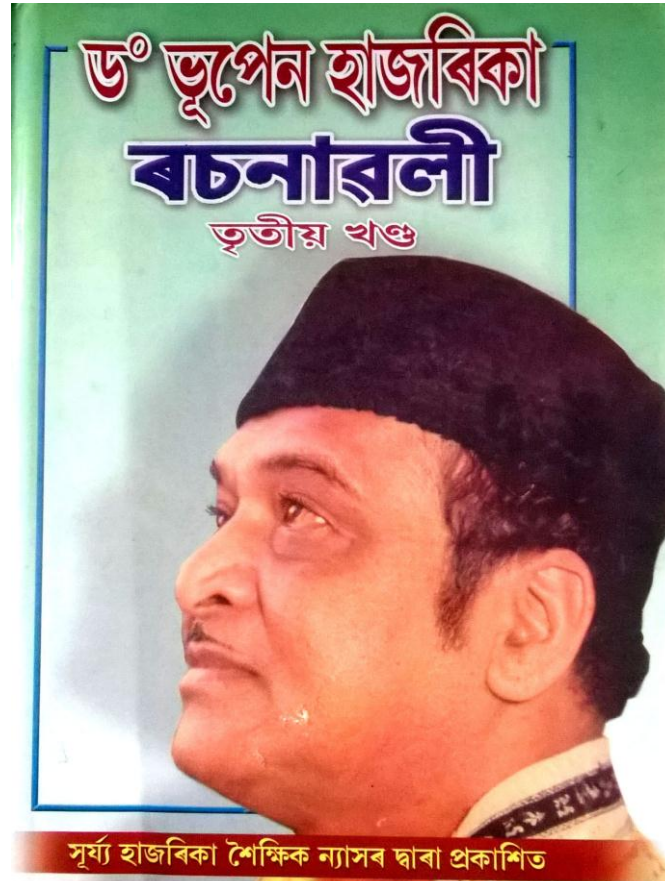
Hazarika's lyrics reveal a person who devoted his mind, soul, and life to the improvement of his native society as a voice for the people who lacked the courage or intelligence to challenge authority themselves. He was in tune with the common man always. In many ways, he represents their psyche, their inner feelings, their joy and anguish, their

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hope and aspirations. He personifies their dreams and struggle through his songs. But, as a soulful wanderer his journey continues in faith, seeking truth and purity of beauty and his appeal is truly universal. His lyrics are characterized by unrestrained passion and exalted imagination. Imagination was his passion through which he explored the whole universe to bring together impressions and associations indicative of his ideals and aspirations.



The Third Volume of the Complete Works of Dr. Bhupen Hazarika

Dr. Hazarika's style of lyrics is colourful and full of sensuous. Spontaneity and musical beauty marked his lyrics. Nature was highly elevated by Dr. Hazarika where one notices that forces and objects of nature act as vehicles of his new ideas. Some of his lyrics are revolutionist and intends to use nature as expression, personification, and radical thought to provoke a sense of revolution. It is prompted by zeal of reform and frequently sounds a prophetic attitude. This unhappy and far too imperfect world is to be transformed into a

blessed land of freedom, love and absolute joy and he passionately voices his belief that the glorious transformation would come through his songs.

Focus of This Paper

This paper intends to classify the themes addressed in the lyrics of Bhupen Hazarika. It also discusses the implication of the themes for the society, culture and humanity. The themes depicted in the lyrics of Bhupen Hazarika can be classified as follows:

1. Patriotism
2. Humanism
3. Social Reform
4. Concern for Native Land and People
5. Universal Thinking

Patriotism

One of the principal subject matters of Bhupen Hazarika's lyrics has been patriotism. In a number of lyrics his love for native state and the nation is evident. For instance

- “*Agnizugar Firingati Mai* ” (Of the fiery age, I'm a spark)
- “*Asam aamaar rupahii gunaro naai sesh*” (Our Assam is lovely so, her gifts, too, make her glow)
- “*Ranaklaanta nahaõ*”(I won't be battle-weary)
- “*Buku ham ham kare*” (My heart is hammering)
- “*Kata Jowanar mriyu hol*”(So many soldiers met their ends)

At the age of thirteen the lyricist wrote “*Agnizugar firingati Mai* ” which shows his love for his mother land. He wrote ---

Agnizugar firingati Mai

Natun Asam garhim

Sarbahaaraar sarbaswa

Punar firaai aanim

Natun Bhaarat garhim

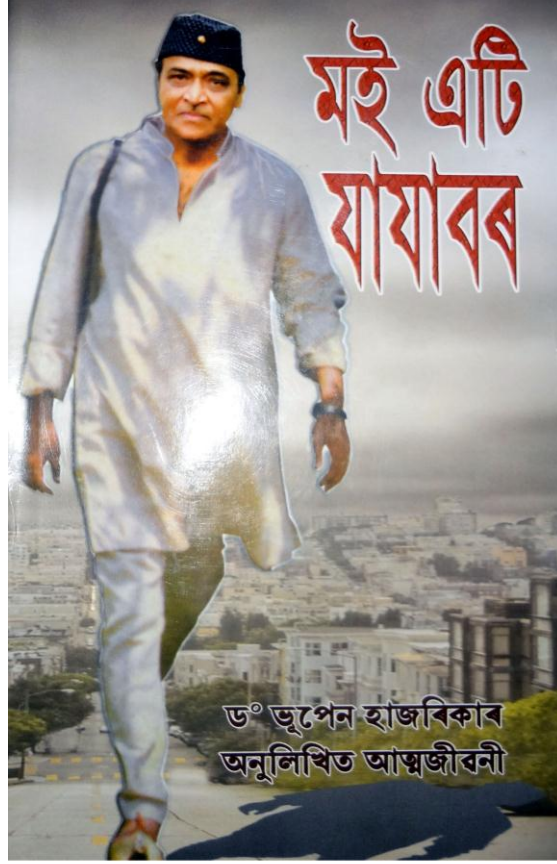
(Of the fiery age, I'm a spark; I will build up a new Assam/ to the have-nots I'll bring back whatever they've lost/ I will build up a new India.)

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'Mai Eti Zaazaabar' (A Transcribed Autobiography of Dr. Bhupen Hazarika)

In the peak time of the freedom movement of India, inspired by the thought of patriotism, Bhupen Hazarika wrote this lyric. His deep sense of love for his nation and the country are expressed in a number of lyrics.

In one of his lyrics Hazarika used to consider his mother land as the pilgrimage of courage in the battlefield of life –“*Jeewn ranaangant tumi saahasare teerthabhumi*” (You’re the pilgrimage of pluck in the battlefield of life). In his lyric “*Asam aamaar rupahii gunaro naai sesh*” (Our Assam is lovely so, her gifts, too, make her glow...) he portrays a unique picture of Assam, the eastern-most State of India where sun rises first, describing its natural beauty and co-existence of various communities of hills and plains. In this lyric the cultural harmony and social condition of Assam has been highlighted.

Hazarika's patriotic feelings are evident in other two significant lyrics "Ranaklaanta nahaõ" and "Buku ham ham kare" written in the context of Indo-China War of 1962. In the lyric "Ranaklaanta nahaõ" he said – *Ranaklaanta nahaõ/Ranaklaanta nahaõ/Ranaklaanta nahaõBhaarat-Singha aaji jaagrat hay/ prati rakta bindute sahasra swahiidar saahar citijya ujjwal hay.....* (I won't be battle-weary, I won't be battle-weary, I won't be battle-weary Today a leonine India is awake, in each drop of martyr's blood glows the heritage of valour.....). In his lyric "Buku ham ham kare" he sang —

*Buku ham ham kare ----- mor Aai
Kone nidraa hare ----- mor Aai
Putra hoi mai kimate tarõ?
Aai, tore hoi mai marõ.*

*Deshare chandramaa
Kaal endhaare aaware
Agani kaalika
Dehar randhre randhre chare*

*Bajra-sama drirh Aai
Chupashare garh
Chupashare garh bhedim
Kinchito naai par*

*Zãchim saantwanaa
Aai mukti-prabhaatere
Thaapim thaapanaa
Aai shonit tiyagere*

(My heart is hammering, o mother! Who takes away my sleep, o mother? How can I, your son, tide you over? I feel like dying for you. The moon of our land is lost in the menacing dark; ghastly flames spread over my body's every pore. The rampart hard as thunder runs all

around, o mother! In no time I'll break apart; O mother! All around the rampart. With a liberated morn I'll console you, o mother! With the sacrifice of blood I'll build an altar.)

In memory of the sacrifice of the martyrs of Indo-China War of 1962, he wrote –

Kata Jowanar mrityu hól

Kaar jeewn-jouwan gól

Sei mrityu aparaajeya

Tene mritak nõhõlo mai kiya

.....

Kata Pitri Putrahaaraa hól!

Kon Maatrir buku sudaá hól?

Rangaa sendur kaar machaa gól?

Kaar baasanaa apurna ról?

.....

Prati Jowaan raktare bindu

hól saahasar ananta sindhu

Sei saahasare durjeya lahare

Zächile pratijgyaa jayare

(So many soldiers met their ends/ Lost their lives and youths/ Their deaths are invincible/
Among them had I been one ... Many a father has lost his son! Which mother's bosom has
been emptied? Whose forehead vermilion got wiped off? Whose desires remained
unfulfilled? drops of blood of a soldier/ Are an eternal sea of courage/ The invincible
waves of courage/ Offer their pledge of victory.)

This lyric is a unique example of his great sense of patriotism. The lyric expresses his concern for the life of the soldiers and their parents and wives.

Humanism

Humanism is another theme of Bhupen Hazarika's lyrics which gives his songs universal acceptance. In a number of lyrics of the legendary singer of Assam, his concern for

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the humanity and the underprivileged sections of the society are evident. His love for humanism can be seen in the song –

*“Manuhe manuhar babe
Jadihe akono nevaabe
Akani sahaanubhutire
Bhaabib koneno kowãã, Samaniiyaa ?*

(If human do not care/ about humans at all/ with a bit of sympathy/ who else will care? Say o mate!)

For the people deprived of social, economic and political justice Bhupen Hazarika sang ---

*“He Dolaa He Dolaa He Dolaa He Dolaa
He ekaa bêkaa baatere karhiyaaõ karhiyaaõ
Bar bar maanuhar dolaa
He Dolaa*

*Dolaare bhitarat tirbir k̄riche
Chahakii paatare paag
Ghane ghane dekhichõ larchar kariche
Sukulaa chõwarar aag
Morhe l̄raaṭik eibaar bihute
Nidilõ sutaare cholaa
Chakulo olaaleo manṭi nebhaañõ
Karhiyaaṭi l̄oi jaaõ dolaa”*

(We trudge along winding paths and carry the grandee’s palanquin; within the palanquin is sheening the richly silk turban... It is for my son that this “Bihu” festival I could get not even a cotton shirt. Although tears well up, I do not lose heart; I trudge and carry on the palanquin.)

In this lyric the pains, troubles and anger of the exploited labour-class of the society are expressed. The troubles and deprivation of the poor and the exploited are same across the

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countries of the world. In the lyrics of Bhupen Hazarika, pains of the poor farmers of the bank of the river Nile and the plight of the Negro farmer of the bank of Mississippi are also seen. For example,

Michar deshare Niil Ncir paarate
Faallaahiine binaale
Koi krisakar bukure bethaa
Michichipir paarate kapaahar khetite
Nigro Jone binaale
Koi maanuhar baranar katha

(On the banks of the Nile in Egypt Fallahan cried his heart out for the peasants sorrow./ The Negro John sobs on the bank of the Mississippi in the cotton fields talking of the discrimination of colour.)

Hazarika wanted the elimination of feudal exploitation in the society. He sings in the interest of freeing few oppressed down-trodden class from the clutches of the feudalist.

Social Reform

In the lyric of the song “*Bistiirna paarare asangkhyā janare hããhaakaar sunio nihsabde niirawe burhaa luit tumi burhaa luit bowãã kiya ?*”, Bhupen Hazarika speaks about the cultural, political, economic and social reform of his native Assamese society. *Luit*, the raging, ferocious river that carves its tumultuous way through Assam valley. The only “male” river in India, it is truly the son of Brahma, Brahmaputra, in the ferocity of its power as well as in all-pervasiveness of its influence over the lives of the people who live on the bank of it. But the *Luit* of his lyric is “*Burha*” (old), perhaps with waning powers, impotent as it flows “*nihsabde*”, “*niirawe*” (quietly) down, even as battles rage on its banks, and injustice piled on breaks the backs of the less privileged. Is the river weary of, or merely indifferent to, the mayhem taking place on its banks? He questioned the old *Luit* “Morality is going down, humanity is losing ground; lazy and brazen, why you keep flowing? Having seen the unlettered devoid of knowledge, masses with hungry faces why you are silent about their indirection?” (*Ncitikataar skhalan dekhio/Maanawtaar patan dekhio / Nirlajja*)

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alashhawe bowãã kiya...) He addressed the river Brahmaputra, the son of Brahma, “If you are the son of Brahma, that lineage is just in name; why don’t you awake countless heroes like old Bhisma laid in the bed of arrows in the raging battle at Kurukshetra?” (*Tumi zadi howa Brahmare putra sei pitritwa tene naammaatra*)

Hazarika’s idea of changing contemporary society, liberating the downtrodden working class from exploitation are echoed in the following lyrics:

- “*Dhaak dhaak dhaak dhaak*”
- “*Raaij aaji bhaawariaa*”
- “*Aah aah olaai aah sajaag janataa*”

In the lyric “*Dhaak dhaak dhaak dhaak*” he calls the exploited working class to revolt against the privileged classes. He says, “Thump is not merely an instrument, thump is your weapon; strip naked your exploiters by snatching their clothes. To build a new society is your pledge; awake, awake, awake..... (*Dhaakto maathõ baajanaa nahay/ dhaak tahãtar astra/ shosakhãtak naan̄th kar/kaarhi si tahãtar bastra*). In the lyric of the song “*Raaij aaji bhaawariaa deshei naatghar*” he said people to be a worthy hero and braving the evil with their conscience (*dustajanke chetanaare zũji biirar zogya howã*).

Concern for Native Land and People

In a number of lyrics of Bhupen Hazarika, one can feel his heart-felt concern for his native land its people. For instance, in one of his great creations he sings ---

*“Aami Asamiyaa nahaõ dukhiyaa
Buli saantwanaa labhile nõhõb”*

This lyric retaliates against the conservative and complacent attitude of the people of Assam that they are self-sufficient, that they do not have any wants. He warns the people against such illusory notion which in future will prove to be major deterrent in the path of progress. Further, Assam will be in the doldrums for sheer lack of awareness of its inhabitants of their duties and responsibilities. He reminded the people of Assam that irrespective of caste, creed and religion they should safeguard their land against all dangers --

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- internal or external. He sang if it is not done, in their own land they will be living like aliens.

Bhupen Hazarika was very much concerned to see the separatist attitude of people of greater Assam. He was keen to unite various ethnic and religious communities living in Assam. His concern for assimilation of various ethnic and religious communities has been evident in the lyric of the song “*Mahaabaahu Brahmaputra mahaamilanar tiirtha*”. This lyric says the mighty Brahmaputra rolls on the pilgrimage of the great meeting and showing the meaning and worth of harmony.

Bhupen Hazarika’s concern for harmonious co-existence of various ethnic and hill tribes of North East India are echoed in the lyrics of the following songs:

- “*Aurn Kiron Shiror Bhusan.....*” (The sun-light of dawn is the ornament for the head.....)
- “*Tiraap siimaanta*” (The Tirap frontier
- “*Mai Kahimaare aadhunikaa Daalimii*” (I am the modern Dalimi of Kahima.....)
- “*᳚ Miching dekaati*” (The Mising youth)
- “*Kaah manaaiah cheh Mijoraam....*” (I love you Mizoram
- “*Diphu h᳚l tomaare naam.....*” (Diphu is your name
- “*Swiloyre Manaalichaa Ling᳚.....*” (Monalisa Lyngdoh from Shiilong.....)

Universal Thinking

We should not limit Bhupen Hazarika’s thoughts to Assam or India – he was a world citizen. The sobriquet of Zaazaabar (wanderer) that he took on for himself speak of his restlessness and utter disregard for geo-political restraints. His universal thoughts are best expressed in his classic lyric “*Mai Eti Zaazaabar*”--

*“Mai Luitarparaa Michichipi h᳚i Bholgaar ruup chaal᳚
A᳚owaarparaa A᳚᳚riiyaa h᳚i Parich saawa᳚i l᳚l᳚
Mai Iloraarparaa pura᳚i raha᳚ Chikaagole karhiyaal᳚
Gaalibar shw᳚r Dushw᳚mber minaara sunaa paal᳚*

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*Mark Toweinar samaadhrit bahi Garkiir katha kōlō
Baare bare dekhō baatar maanaho aapon hoiche bar
Seye mai zaazabar”*

(From the Luit through the Mississippi I have seen the Volga’s beauty/ From Ottawa through Austria I have given Paris an embrace hearty/ From Ellora I’ve carried to Chicago antique hues/ In the minarets of Dushambe I have heard Ghalib’s lays/ Squatting at Mark Twain’s grave I have talked of Gorky/ Time and again people in my journey / Have become to me so dear/ So I carry on as a wanderer.)

This sense of belongingness to the entire world while retaining his roots is quite rare. His universal thoughts are evident in other two significant lyrics written in the context of Chinese Revolution (“*Pratidhwani suno mai pratidhwani suno*”) and at the time of liberation of Bangladesh (“*Jaya jaya nabajaat Baanglaadesh*”). For instance he sang –

- “*Maanab Saagarat kolaahal suno/ natun Chiinar mai pratidhwani suno*”

(I hear the roar of the human ocean / I hear the echo of New China.)

- “*Jaya jaya nabajaat Baanglaadesh/ Jaya jaya Muktibaahinii/
Bhaaratiiya soinyar sate racilaa moitriir kaahinii*”

(Salute to newly born Bangladesh, Salute to liberation army; you wrote story of friendship with Indian Army.)

Summing Up

The forgoing classification of the themes addressed in the lyrics of Bhupen Hazarika, the legendary singer and lyricist of Assam, is not exhaustive. Apart from the five themes discussed in this paper, Bhupen Hazarika also wrote love songs, songs based on nature and its beauty and historical songs. The thrust of this paper is to bring to light his broader humanistic and universal view expressed in his lyrics.

The various themes addressed in his lyrics have revealed different shades of Bhupen Hazarika’s artistic personality. The lyric “*Agnizugar firingati Mai*” reflects the sense of humanism as well as echoes his patriotism, the love for the Indian Nation.

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Hazarika was a people's artist because his lyrics showed concern for the down-trodden and the underprivileged sections of the society. The lyric of the song “*He Dolaa He Dolaa He Dolaa He Dolaa*” was a blow to the feudal superstructure whereas the lyric of the song “*Manuhe manuhar babe*” contemplates the need for fellow-feeling and bonding between people in a humanistic manner. Similarly, in the lyric “*Raaij aaji bhaawariaa deshei naatghar*”, he asserts his love and concern for the people.

A good number of lyrics of Hazarika expresses his concern for the pluralistic nature of Assamese society and its relation with its neighbours. Hence, he wrote many lyrics to express a feeling of bonding and shared heritage between different ethno-linguistic identities of North East India.

Hazarika wanted to reform the society to make it free from exploitation and oppression. His lyrics are mostly written to address these social issues. He felt that this unhappy and far too imperfect world is to be transformed into a blessed land of freedom, love and absolute joy and he passionately voices his belief that the glorious transformation would come through his songs.

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Citizenship: The Legality of Breaking the Law

Selvi Bunce

Abstract

This paper discusses the role and function of model citizens and argues that model citizens (for example, Rosa Parks, Dr. Martin Luther King Jr., Mahatma Gandhi, and Nelson Mandela) stood up for what they believed in, and in the end they improved society for the rest of their fellow citizens. They may have broken the laws, but they did what was necessary for the betterment of civilization. A comparison of the arguments of Crito, Antigone and Socrates is presented. Crito supports breaking the law in order to save Socrates, which would keep the future bright for aspiring scholars. Socrates himself does not wish to be saved because he believes the best model of citizenship is composed purely of respect for the law. On the other hand, Crito's dedication and bravery and his model of citizenship offer the best arguments/solution. Crito's model of citizenship is the best model for modern day citizens to follow since his actions resemble both bravery and critical thinking.

Key words: Model citizen, Crito, Antigone, Socrates, ideals of citizenship.

Model Citizens

Rosa Parks, Dr. Martin Luther King Jr., Mahatma Gandhi, Nelson Mandela. These are names every child in the American public school system learns by the time they are in sixth grade. Great people, revolutionary movements. It is not new or surprising to group them together. They all had unique goals, but a common factor among them was civil disobedience. Each of these outstanding people spent their share of time in jail. And yet, they are remembered favorably throughout history. However, at the time of their action, those in power viewed them as nuisances. The great British powers would not have described Gandhi as an inspiration, and the leaders of South Africa definitely did not see Mandela in any positive light. But I see all of these people as model citizens. They stood up for what they believed in, and in the end they

improved society for the rest of their fellow citizens. They may have broken the laws, but they did what was necessary for the betterment of civilization.

Crito and Antigone

Crito and Antigone have multiple similarities. For example, both of them had a strong desire to break the law. Both of them also had high incentives to break the law. Crito wanted to save his wise friend Socrates, and Antigone simply wanted to give her brother a proper burial. It may be admitted that yes, Antigone broke the laws for a noble cause. She followed her heart and sought to uphold the laws of the gods¹. However, she cannot be our best model for citizenship for numerous reasons. Primarily, in this day and age, not everyone follows the same god or gods.

Ideals of Citizenship

If the best form of citizenship meant each person was to decipher each and every law in the context of their own religion, our world would be in chaos. For example, how is a religion defined? A group of three people could potentially come together, say they have formed a religion and begin committing gruesome crimes, all in the name of religion. Does this mean Antigone should have endured the pain and agony of knowing her brother would not be properly buried²? No. Antigone still made the most appropriate choice for herself as Creon was overcome with hubris and paranoia³ to be sensible. Nonetheless, where Antigone's model falls short and Crito's ascends is in practicality. As citizens, although we will from time to time face a difficult decision between religion, our feelings, and law, our main focus should be placed on something higher; the greater good. This is why Crito's ideals of citizenship surpass Antigone's.

Crito is a man of sizable wealth⁴ and staunch loyalty, he is also no fool. Crito knows that Socrates is wise and a positive influence in the world. Crito believes that when it comes down to it, it is worth it to break the law, especially when the law is simply based on opinions and slander⁵, as Socrates himself states is so in this case. Crito realizes that the public's view may be

¹ *Antigone*, 4.

² *Antigone*, 5.

³ *Antigone*, 12.

⁴ *Crito*, 102.

⁵ *Crito*, 101.

skewed⁶ and that it has become necessary to break the law, in order to uphold good citizenship and make the world better, as Socrates has potential to do. Crito believes this is the courageous thing to do and does not want Socrates to stain his own name⁷.

Crito's Model of Citizenship

Crito's model of citizenship involves seeing past the black and white of the law in order to assist in the effort to promote the greater good for the people around them. In the moral development process, it is easily seen that the recognition of the necessity to break rules comes after a strict adherence to rules. Crito's model of citizenship involves breaking the law if and only if it is for the greater good of society. I find this admirable because in order to do this one must know and be aware of what the greater good of society actually is. Therefore, the possibility of breaking simple laws for trivial reasons is eradicated. In addition, it takes courage to fight society for the greater good. Socrates even mentioned that on his search for knowledge he may have become hated, as he realized he was wiser than many, but it did not matter because he was doing it for the gods⁸ and the greater good they had intended.

Crito versus Socrates: Good Citizenship

Crito's model of citizenship is similar to that of the admirable people named at the beginning of this paper. However, Socrates is quite different. Socrates refuses Crito's offers of escape on the basis of respect for Athens⁹. In doing so Socrates is saying that since he used the benefit of Athens and its society, he has no right to defy the laws, whether or not he believes them to be just. I understand this perspective fully, however, Socrates is missing a large part of what good citizenship should really be about. Good citizenship is not solely about being a part of society, but improving it for others as well. As Crito points out, by not escaping, Socrates is betraying many people¹⁰. Foremost, he is betraying his students and followers. He is showing that it is okay to die for education. While it may be noble to die for a cause one believes in, is it

⁶ *Crito*, 102.

⁷ *Crito*, 103.

⁸ *Apology*, 70.

⁹ *Crito*, 109.

¹⁰ *Crito*, 103.

not more noble to integrate that cause into society, so people are able to freely pursue it without having to die?

We are Citizens of Many Different Things

As humans we are citizens of many different things, on many different levels, all at the same time. We are citizens of our country, of our ethnic nation, of our home community, of our school community, and of our church. It goes without saying that one should model good citizenship, but how to do so is where the question lies. Antigone acts on the basis of religion and what will lie best with herself and the gods, discounting the law. While this is a noble cause, she does not keep in mind the good of the rest of society, which Crito does. Crito supports breaking the law in order to save Socrates, which would keep the future bright for aspiring scholars. Socrates himself does not wish to be saved because he believes the best model of citizenship is composed purely of respect for the law. I admire Crito's dedication and bravery and believe his model of citizenship is the best. Crito's model of citizenship is the best model for modern day citizens to follow since his actions resemble both bravery and critical thinking.

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The Study of Phonological Processes in Lori Dialect of Kohgilouyeh: Conversion, Metathesis and Deletion

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Abstract

Kohgilouyeh dialect is one of the dialects of Persian language and has many similarities and some differences with standard Persian. The present study intends to investigate, describe and elucidate the phonological processes in Lori dialect of Kohgilouyeh. Conversion, metathesis and deletion are processes which have been assessed in this article. These processes are only investigated at the phonological level and do not make semantic shifts. The achieved findings indicate that they are mostly the consequence of people's tendency to have more facility and fluency in using language.

Key words: Phonological process, deletion, metathesis, conversion, Lori Dialect of Kohgilouyeh.

Introduction

Lori (Lori) is an Indo-Iranian language cluster with over four million speakers. It is a Southwestern Iranian language spoken mainly by the Lori and Bakhtiari peoples of the Iranian provinces of Lorestan, Chaharmahal and Bakhtiari, Fars province (especially Lamerd), Khuzestan, Esfahan province and Kohgilouyeh and Boyer-Ahmad (Anonby, 2003). Lori dialect is a descendant of a variant of Middle Persian and is lexically similar to modern Persian (ibid). According to the linguist Don Stilo (2001) Persian, Lori-Bakhtiari and others, are derived directly from Old Persian through Middle Persian/Pahlavi.

The special character of the Lori language suggests that its spreading area was Iranicized from Persia and not from Media (Yar-Shater, 1982). Lori also represents a

language continuum between Persian language and Kurdish language varieties, and is itself composed of three distinct languages: Loristani, Bakhtiari and Southern Lori.[4] According to John Limbert, "Lori and Bakhtiari are much more closely related to Persian, than Kurdish" (Houtsma, M. T. & E.J. Brill's, 1987). Traditionally, Lori has been categorized as a single language. Some scholars have stated that Lori is only a highly accented or (lahjeh) form of Persian. On the other hand, some researchers are supporting the division of the Lori continuum into more than one language (Anonby, 2003).

Kohgilouyeh and Boyer-Ahmad Province (*Ostān-e Kohgīrūye-o Būyer-Ahmad*) is one of the 31 provinces of Iran. It is in the south-west of the Islamic Republic of Iran, and its capital is Yasuj. Kohgilouyeh County is a county in Kohgilouyeh and Boyer-Ahmad Province in Iran. The capital of the county is Dehdasht. At the 2006 census, the county's population (including the portions that were split off to form Charam County and Landeh County) was 189,939, in 36,038 families, excluding those portions; the population was 132,550, in 25,052 families (Census of the Islamic Republic of Iran, 1385 (2006)). The county is subdivided into three districts: the Central District, Charusa District, and Dishmok District. The county has four cities: Dehdasht, Suq, Qaleh Raisi, and Dishmok.

Focus of This Study

The aim of present study is to investigate and describe the phonological processes existing in Lori dialect of Kohgilouyeh. Meshkatoddini (1995) stated that phonemes may affect each other during the process of making a syllable, word or combining words, so they may change. These phonetic shifts and effects are called phonological processes and possible processes which may occur are as follows: assimilation, dissimilation, elision, addition, alternation and metathesis. In this study, we investigated and described three processes (conversion, deletion and metathesis) in Lori dialect of Kohgilouyeh.

Main Objective

The main objective of this research concerns with the analysis and description of phonological processes (metathesis, deletion and conversion) in Lori dialect of Kohgilouyeh. Kohgilouyeh Lori dialect is one of the Iranian southern dialects on which no linguistic

research has been done yet. As such, the present study is one of the first systematic investigations on this dialect.

After introducing the geographical situation, culture, customs and historical and linguistic background of the dialect, its phonological system which includes metathesis and conversion has been analyzed. Kohgilouyeh dialect is one of the dialects of Persian language and has many similarities and some differences with standard Persian. This dialect has 24 consonants the same as standard Persian despite the allophonic differences. Moreover, it includes 8 vowels, two of them are diphthongs. The most important phonological processes of Kohgilouyeh dialect are: assimilation, dissimilation, deletion, addition, metathesis, alteration, neutralization, compensatory lengthening and nasalization. Moreover, its syllables are as the following: a) short syllables which consists of one consonant and a vowel sound; b) average syllables which consist of one consonant, a vowel and a vowel and two consonants and c) long syllables which consist of one consonant, a vowel and two consonants.

Methodology

The linguistic corpus has been collected through fieldwork from native speakers of this dialect, living in Dehdasht. Linguistic data has been gathered from the speech recording and interviewing with fifteen illiterate speakers (male and female), with different social backgrounds. Since the research investigates Lori Dialect of Kohgilouyeh, the methodology of the research is that of descriptive that is performed in the modern linguistic theoretical frameworks and the data were gathered in two different ways. In diachronic studies the research used library method and in synchronic studies of the dialect both library and field works were used. In diachronic studies after studying every subject area related reference, the researcher provided note-cards and in synchronic studies the speakers of the mentioned dialect were given some questionnaires or were interviewed.

Background of the Study

There are various viewpoints about the historical background of the dialect and about whether Lori is a dialect or a language, but according to the studies done in the field by Iranian and foreign researchers, it is the remains of one of the ancient Iranian languages of southern branch in west of Iran which was once spoken in the entire Kohgilouyeh and

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Bowyer Ahmad, Fars, Isfahan. In fact, the problem is that the varieties of Lori dialect are so different that in spite of observable resemblances, one variety may not be understood at all in other Lori-governed region. That's why it cannot be easily considered as an individual language. There are some researchers in Iran who have studied Lori,

Ebrahimi (2012) described the Phonological Processes in Mashhadi Dialect by applying a descriptive-analytic approach. She listed the phonological processes as follows: Assimilation, dissimilation, elision, addition, metathesis, and conversion. The results indicated the elision and alteration are the most frequent processes which occur in Mashhadi dialect. On the other hand, dissimilation is the least frequent one.

Razmjoo and Razmjoo (2007) investigated the phonetic system of Lori dialect in Dehdasht based on a descriptive-analytic approach. According to this study, this Lori dialect has 24 consonants the same as Persian despite the allophonic differences. Moreover, it includes 8 vowels. Two of them are diphthongs. The most important phonological processes of Lori dialect of Dehdasht are: assimilation, dissimilation, deletion, addition, metathesis, conversion, neutralization, compensatory lengthening and nasalization. In addition, its syllable are as the following: a) short syllables which consist of one consonant and a vowel sound; b) average syllables which consist of one consonant, a vowel and a consonant and c) long syllables which consist of one consonant, a vowel and two consonants.

Moghimi (1991), in another study, described the Boyer-Ahmadi dialect. In this research, after a short analysis of the historical, geographical and cultural situation of the dialect, phonetic system, grammar and morphology of the dialect were described. The achieved results indicate that Boyer-Ahmadi dialect has 28 consonants, 6 simple vowels and 2 diphthongs. Moreover, the syllable structure rules of this dialect are C(C)V(C)(C).

Zafaranlou and Shabani (2007) studied phonological processes of Gilaki dialect existing in Roudsar province based on a descriptive-analytic approach. The most important phonological processes of this dialect are: assimilation, deletion, and conversion of consonant cluster [-nn] into [-nd], weakening, inversion, compensatory, conversion of consonant /r/ into consonant /L/, and conversion of vowel /a/ into /o/. The results show that assimilation,

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deletion and weakening are the most frequent processes in Gilaki dialect and the consonant of [-nn] into [-nd] cluster into [-nd] are the least. (Zafaranlou & Shabani, 2007: 21)

Zafaranlou (2002) investigated the common phonological processes in Kerman province. He selected four dialects: Kermani, Zarandi, Bardsiri and Sirjani. According to his research, that weakening process is generally used more than strengthening process. Some of the common phonological processes in these four dialects are as follows :

1. Weakening of [b], [v] and [f] in the final syllable.
2. Deletion of glottic consonant [h] and [ʔ] after vowel
3. Deletion of [t] in the consonant cluster [-xt.]

Aghagolzade (2005) studied some active phonetic characteristics and phonological processes of Mazandarani dialect. Active phonetic characteristics refer to phonological processes such as extrinsic germination, assimilation, weakening or lenition. The most obvious finding to emerge from this study was that some phonetic shifts are more active in Mazandarani dialect for instance, the usage of /L/ in Mazandarani dialect in proportion to /r/ in Farsi. Among phonological processes, weakening and assimilation were more active than others (Aghagolzade, 2005: 4).

Attari (2000) grouped Tabasi dialect adaptation into three categories of 1) assimilation of two consonants, 2) assimilation of two vowels and 3) assimilation of a consonant and a vowel. He also appraised some other processes of dissimilation, neutralization and syllable structure rules. Syllable structure rules were themselves classified into subcategories of elision, addition, conversion and metathesis. Through some examples, he explained how these phonological processes happen in Tabasi dialect (Attari, 2000, p. 109).

Mirdehghan, Heidari, KordZafaranluKambozia and Moazen Navade (2014) analyzed the phonological processes of the western Iranian dialect, Delfan Laki. The theoretical framework of this study was based on optimality approach (OT; Prince & Smolensky, 1993). The optimal analysis of the dialect processes has been illustrated together with their

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frequency of occurrence. The results depict lenition and insertion as the highest and lowest frequent processes, respectively.

Okati, Ahangar, Anonby and Jahani (2009) analyzed and described the natural phonological processes in the dialect of Sistani Persian spoken in Iranian Sistan, and reviewed theoretical implications of these processes. In this research, both synchronic and diachronic data were used. The finding of this study showed that assimilation and dissimilation are motivated by segmental context, and processes such as deletion, epenthesis and Metathesis are motivated by syllable structure requirement. Furthermore, The application of metathesis is particularly interesting in Sistani, since it suggests that the application of the Sonority Sequencing Principle (SSP) in the language has been compromised by the internalization and generalization of SSP-violating structures in a dominant neighboring language, Standard Persian.

Data Analysis

Phonological processes indicate a structural shift in phonemic characteristics of a language (Bijan Khan, 2005, p. 185). Phonetic units may happen as a result of co-occurrence, and these shifts are named phonetic processes. Most of phonetic processes are considered as the phonetic universals (Haghshenas, 1977, p. 147). This article has applied a descriptive-analytic approach to elucidate some characteristics of phonological processes in Lori dialect of Kohgilouyeh. Required data have been collected to compare it with standard language through interviewing some uneducated Lori adults or people educated at primary level for two hours. Other resources of getting information were books and poems which were written about Lori dialect of Kohgilouyeh. After collecting needed data, they were classified into different groups to determine the phonetic and phonological processes. It should be mentioned that words' phonetic transcription is on the basis of IPA table. To describe the phonological processes of Lori dialect of Kohgilouyeh dialect, first, they have been defined and then, they have been compared with the existing phonological processes of Persian standard language. In this study, just the two significant processes have been investigated which are as follows: conversion, and metathesis. Although the adverted processes are only brought up at the phonetic level, they do not make any semantic change. They are just to make more facility and fluency in using language

Metathesis

Metathesis is the process whereby in certain languages, under certain conditions, sounds appear to switch positions with one another. Thus, in a string of sounds where one would expect the linear ordering of two sounds to be *xy*, one finds instead *yx*. For example, *ask* is pronounced *aks* in dialectal English (cf. Crystal, 2003:291). Furthermore, Fasold (2006) believe that ' metathesis means switching the order of sounds. For example, the English word *horse* used to be [hors], before the [ro] sequence was metathesized (p. 46).

Strazny (2005: 679) asserts that metathesis has been investigated typologically along with the following four parameters:

1. Synchronic ~ diachronic: Synchronic metathesis occurs within one chronological period. Diachronic metathesis takes place from one time period to another, e.g. from Middle English to Modern English.
2. Adjacent ~ nonadjacent: Adjacent metathesis occurs when two contiguous sounds are transposed. With nonadjacent or 'long distance' metathesis, the transposed sounds may be separated by one or more intervening sounds.
3. Regular ~ sporadic: Regular metathesis applies consistently, to many different words. Sporadic metathesis is restricted to only a few words and occurs haphazardly.
4. Abrupt ~ gradual: Abrupt metathesis completely transposes sounds in a single step. Gradual metathesis can best be understood as a type of chain reaction, a series of sound changes over time that eventually inverts two sounds. Gradual metathesis therefore uses one or more intermediate stages between the original order and the final transposed order.

In Lori dialect, there is adjacent and nonadjacent metathesis. Some example is presented in the table below:

1. Adjunct metathesis

Table 1: *qf*→*fq* (Adjacent metathesized sounds)

English Vocabulary	Lori dialect of Kohgilouyeh	Standard Persian
roof	/safq/	/saqf/

Table 2: tf→ft (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
knob	/četf/	/čeft/

Table 3: ly→yl (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
job	/šoly/	/šoyl/

Table 4: rz →zr (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
pretext	/ʔorz/	/ʔozr/

Table 5: rb→br (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
rough	/zerb/	/zebr/

Table 6: qš →šq (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
map	/našqe/	/naqše/

Table 7: dr→rd (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
school	/mardese/	/madrese/

Table 8: fr→rf (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
concion	/tarfaqa/	/tafrage/

Table 9: sk→ks (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
dorbeetle	/suks/	/susk/

→

Table 10: bz zb (Adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
bill	/qazb/	/qabz/

2. Nonadjacent metathesis

Table 11: cě→čc (Non-adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
bald	/cačal /	/čacal /

Table 12: tb → bt (Non-adjacent metathesized sounds)

English Vocabulary	Lori dialect Kohgilouyeh	Standard Persian
book	/cebât/	/cetâb/

A close examination of the metathesized sounds of Lori dialect of Kohgilouyeh data, one can easily figure out that there are cases of both adjacent and non-adjacent metathesized sounds with relative differences in the frequency of the two types. That is, adjacent metathesized sounds are relatively more frequent than non-adjacent ones.

Conversion

Conversion occurs when a segmental unit is altered into another segmental unit and there is no justification for this process in the framework of assimilation, dissimilation or any phonological processes (Haghshenas, 2001: 160). In general, the conversion process can be divided into two categories: vowel to vowel and consonant to consonant. Conversion in Lori dialect of Kohgilouyeh has a high frequency. According to Backovic (1994) an occurrence cause of conversion process is SRRONGE ONSET constraint. For example Bakovic (Ibid: 13) claims that this constraint can turn fricative /ð/ to stop /d/ in Spanish language: /ðato/ /dato/

Vowel to Vowel

Examples of vowel to vowel's conversion are listed in the tables (13), (14), (15) and (16).

Table 13: conversion of /â/ → /u/

vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
home	/huna/	/xâne/
spirit	/jun/	/jân/
seed	/duna/	/dâne/
garment	/juma/	/jâme/
flood	/tifun/	/tufân/

tongue	/zavun/	/zabân/
roof	/bum/	/bâm/

In Lori dialect of Kohgilouyeh, /â/ is altered into /u/ before nasal consonant /m/ and /n/. In Lori dialect of Kohgilouyeh, this type of conversion process has a high frequency. There are some examples of conversion in Lori dialect of Kohgilouyeh which can be seen in table (15).

Table 14: conversion of /â/ → /a/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
way	/ra/	/râh/
cap	/kela/	/kolâh/
chaff	/ka/	/kâh/
well	/ča/	/čâh/

Table 15: conversion of /a/ → /ow/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
night	/šow/	/šab/
green	/sowz/	/sabz/
fever	/tow/	/tab/
lip	/low/	/lab/
gaskin	/jorow/	/jorâb/

Table 16: conversion of /o/ → /a/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
good	/xaš/	/xoš/

Consonant to Consonant

Examples of consonant to consonant's conversion are listed in the tables (16) to (20).

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Table16: conversion of /r/ to /l/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
pitch	/qil/	/qir/
hunt	/šekâl/	/šekâr/
fatling	/palvâr/	/parvâr/
leaf	/balj/	/barj/

Table 17: conversion of /v/ to /b/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
troth	/bafâ/	/vafâ/

Table 18: conversion of /ʔ/ to /b/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
eunuch	/baxta/	/ʔaxte/

Table 19: conversion of /x/ to /h/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
virulent	/tahl/	/talx/
red	/sohr/	/sorx/

In the examples of table 19, not only /x/ is converted to /h/, but also metathesis process is occurred.

Table 20: conversion of /t/ to /d/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
mattress	/dešak/	/tošak/

Table 21: conversion of /r/ to /l/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
hole	/sulâγ/	/sorâγ/

Table 22: conversion of /q/ to /x/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
speech	/notx/	/notq/
role	/naxš/	/naqš/

Table 23: conversion of /f/ to /p/

Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
half	/nesp/	/nesf/

Deletion

Sometimes, a segmental unit such as a consonant, vowel or syllable may be deleted to make the word pronounce easier. This process is widely used in Lori dialect of Kohgilouyeh and occurs in different ways. Look at the examples in tables 6, 7, 8, 9, 10 and 11:

Initial Deletion

Table 24: Examples of initial deletion process

Deletion	Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
/še/	abdomen	/kom/	/šekam/
/ʔa/	pomegranate	/nâr/	/anâr/
/ʔâ/	fire	/taš/	/ʔâtaš/

As the above table shows, the syllables /šê/, /ʔa/, and /ʔâ/ are omitted from the initial position.

Middle Deletion

Table 25: Example of middle deletion process /ah/

Deletion	Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
/ah/	four	/čâr/	/čahâr/

Based on table 7, in Lori dialect of Kohgilouyeh dialect, the syllable /ah/ at the middle of word is deleted.

Table 26 Examples of middle deletion process /t/

Deletion	Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
/t/	lining	/ʔâser/	/ʔâstar/
/t/	bundle	/basa/	/baste/
/t/	kernel	/hasa/	/haste/
/t/	tiered	/xasa/	/xaste/

In Sadate Emamzade Noraldin dialect, the stop consonants /t/ is mostly skipped in the middle of some words. This deletion usually makes compensatory lengthening in the previous vowel or sometimes does not have any effect. The examples in table 8 undergo /t/ deletion.

Table 27: Example of middle deletion process /d/

Deletion	Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
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/d/	bolter	/ʔârbiz/	/ʔâdrbiz/
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The same thing happens with the oral stop /d/. Based on the table 9, there are some words with a final /d/ in Standard Persian which have lost it Lori dialect of Kohgilouyeh..

Table 28: Example of middle deletion process /r/

Deletion	Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
/r/	mushroom	/qâč /	/qârč/

Final Deletion

There are some words with final /d/, /b/, /t/, /ɣ/, /v/, and /x/ in standard Persian which have lost them in the Lori dialect of Kohgilouyeh. Examples of final deletion in Lori dialect of Kohgilouyeh are as follows:

Table 11. Examples of final deletion

deletion	Vocabulary	Lori dialect of Kohgilouyeh	Persian standard language
/d/	river	/ru/	/rud/
/d/	white	/safi/	/safid/
/b/	gaskin	/ʃorow/	/ʃorâb/
/t/	hand	/das/	/dast/
/ɣ/	buttermilk	/du/	/duɣ/
/b/	wood	/ču/	/čub/
/v/	cow	/gâ/	/gâv/
/b/	sleep	/xow/	/xâb/
/ɣ/	lie	/deru/	/doroɣ/
/x/	virulent	/tahl/	/talx/
/t/	oak	/bali/	/balut
/d/	groom	/duma/	/ dâmâd/

/ɣ/	crow	/calâ/	/calâɣ/
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As the above examples showed, deletion process has a high frequency in Lori dialect of Kohgilouyeh that is accordance with the principle of minimum effort. According to this principle speakers especially use economy in their articulation, which tends to result in phonetic reduction of speech forms.

Conclusion

In this paper, we have provided an overview of phonological processes (conversion, deletion and metathesis) in Lori dialect of Kohgilouyeh spoken in Dehdasht. A close examination of the metathesis process in Lori dialect of Kohgilouyeh data, one can easily figure out that there are cases of both adjacent and non-adjacent metathesis process with relative differences in the frequency of the two types. That is, adjacent metathesis process is relatively more frequent than non-adjacent ones. Furthermore, conversion has much frequency in this dialect. The achieved findings indicate that they are mostly the consequence of people's tendency to have more facility and fluency in using language.

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