

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

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Right to Education and Languages in India
Part I
B. Mallikarjun, Ph.D.

Introduction

Education is at the core of the development of a society and the nation. It is imparted through one or many languages. Multiethnic, multicultural, multi religious, multilingual society throws unique challenges to the educational planners in general and language planners in particular.

The 'Right of Children to Free and Compulsory Education Bill, 2008' of the Government of India was cleared by the Cabinet on Oct 30, 2008. This proposal for legislation was with the Government since the 86th Constitutional amendment was passed by the Parliament in Dec 2002 giving every child between the age of 6 and 14 years right to free and compulsory education. The first draft of the Bill was drafted in August 2005, again a new draft of the Bill was prepared in February 2008 and it reached the cabinet in August 2008. It became an Act after it received the Presidential assent few months ago. This Act which is in force in the country today, intends to provide free and compulsory education to all children of the age of six to fourteen years' which extends to the whole of India except the State of Jammu and Kashmir, is a unique educational planning document which may bring a sea of changes in the educational scenario of India.

The Present Situation and the Past

The cartoon given below published in a well-known daily depicts the time that it has taken from 1947 to 2010 to bring in "Right to Education" [RTE] in India. That is a snail speed. While looking at the Indian Education Scenario in the post Independence India, I personally feel that this is not a long period in the history of a nation or in the history of education in a country.

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Right to Education and Languages in India - Part I



I consider this period of 1947 to 2010 as a formative period for educational planning for a democratic nation. During this period, the Govt., was guided by the recommendation of well-known Committee reports like those of Radhakrishnan Committee Report, Kothari Commission Report at the Union level and at the level of the States like West Bengal by Ashok Mitra Committee Report, to name a few of them.

When we look back at the implementation of the educational policies in the country, we find elite schools admit students from the elite communities and the government. schools admit or get the students on most of the occasions from the lowest strata of the Society. The principle of haves and have not's is functioning strongly. The domain of education including pre-primary education is also within the ambit of profit making, money laundering, ultimately it became a commercial activity instead of becoming a social movement for creating an equitable society. Every year during the period of schools re-opening after summer vacation, newspapers used to indicate that the children's parents who seek admission in the private educational institutions have to go through the process of interviewing by the institutions and demanding heavy amount of money as donation.

Since the Govt. was not in a position to provide education for all the needy in the schools, there was mushrooming of private educational institutions, which are outside the Govt. control, started to have their own rule of governance and implementation of the policies. On most occasions what was common to the Govt. and private institutions was only the textbook and nothing else. Even there are examples where the schools were run in the cities in garages. This kind of educational system that existed needed a strong dose of medicine which can eradicate the deceases of the India's educational system.

Salient Features

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India has three streams of education viz., literacy, formal education and non-formal education apart from Madarassa System. The salient features of RTE in addition to free and compulsory education are: making a provision for preschool education; providing education in the neighbourhood; reservation for the disadvantaged children from the neighborhood in the private schools; abolition of interview of the child, parent, capitation, donation; providing quality education by setting minimum standards for public and private schools and erasing of the inequalities that exist at present; providing for the up gradation of the non formal schools in a period of three years into formal schools with minimum standards; fixing the teacher student ratio; banking upon quality education and trained teachers, decentralising the implementation, Job security for teachers by appointing them on permanent basis; stopping of private tuition etc. The Act in principle aims at quality education. I consider the Right to Education Act in India as the first step in the right direction.

Goals of Right to Education

Since the Right to Education in India is trying to build upon what has been done in the past six decades or so, aims at basically quality education for all the children entering into the school, and it is provided to all the children compulsorily and it is free of cost. In the past 20 to 25 years irrespective of urban, rural divide preschool education also had become commercial activity. Now the Right to Education makes a provision of preschool education for children between the ages 3 to 6. The concept of neighborhood school at the entry level and reserving of 25% of the seats in private school to the disadvantaged children is the most progressive step. While making education free and compulsory, the Act also in order to improve the quality of education throughout the country and to iron out inequity that exists today prescribes minimum standards for both public and private schools. Most important factor that makes learning in the class room possible is the pupil teacher ratio. It is prescribed to be 40: 1.

A Bold Step and Consensus – Some Questions Remain

The first draft of the Right to Education Bill was available in the public domain and I have been tracking the discussion and developments taking place in the media and academic circles. The final form of the bill has accommodated many of the positive suggestions that have come from the different quarters. I consider that the Right to Education Act is a bold step in the right direction for the development of India in the 21st Century.

However, the debate in the past few months that is appearing in the media mainly relates to private education institutions to open up their minds and gates of their schools for the down trodden and also though various terms of the Act are defined in clear terms, but the implementers are not recognizing the value of terms. For example, what is neighborhood is the question for various private institutions.

Impediments Put Forth by the Media

These things have to be resolved by sitting across the table and not by litigation. One of the most important impediments that have been put forth in the media about the implementation of the Right to Education is lack of enough funds with the states and since the education is in the concurrent list of the Constitution of India the role of Union Government in the implementation of RTE.

So far no debate or discussion has taken place about academic or the language issues in the implementation of RTE. This paper analyses the RTE from the point of view of the changes it may bring about in the language education scenario in the country and the need of possible academic initiatives that are required for the successful implementation of the same

Language Education

Language education in India is a vast domain, encompassing all stages, right from pre-primary to research of high order. A multi-ethnic, multi-lingual pluralistic nation like India, with 1652 mother tongues, 122 Scheduled and Non-scheduled languages needs to evolve education and language policies in such a way that all the segments that constitute the nation acquire a sense of participation in the governance, development and nation-building. In addition, the specific aspirations of various ethnic, religious and linguistic communities need to be met to their satisfaction.

The Constitutional Provisions

The *Universal Declaration of Human Rights* states, 'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental states. Elementary education shall be compulsory... Parents have a prior right to choose the kind of education that shall be given to their children'. The *Constitution of India* also makes provision for '... free and compulsory education for all children until they complete the age of fourteen years'. But the *Constitution of India* has no explicit statements regarding the language(s) to be taught in education or the language(s) through which education has to be imparted, except in the case of linguistic minorities.

This may have been a tactical compromise on the part of the Constitution makers, because everyone could sense the great linguistic complexity of (free and democratic- not required, since linguistic complexity was there earlier too) India. The language policy of India for the domain of education, as it stands today, has not been framed and implemented in a single stroke, but it has evolved in the course of half a century, through the process of mutual understanding and adjustment of roles of various mother tongues (home languages) as school languages.

Progress of Implementation

The *Recommendations of the States Reorganization Commission* is a landmark in the formulation of language policy for education in India. These recommendations resulted in the creation of linguistic majority/minority population in each state. The Union Government was requested to elucidate a policy outline for education in mother tongue at the Secondary stage. The *All India Council for Education* recommended the adoption of the Three Language Formula (TLF) in September 1956. The Government of India arrived at it in the meeting of Chief Ministers of States and Central Ministers held in 1961. The Formula included: The regional language and the mother tongue when the latter is different from the regional language; Hindi or, in Hindi speaking areas, another Indian language; and English or any other modern European language. A modified form of it was proposed by the *Education Commission* (1964-66).

The *National Policy on Education* of 1968 spoke about the regional languages and the Three Language Formula. This was reiterated in the *Education Policy* (1986) and was adopted as the *Programme of Action* by the Parliament of India (1992). The *National Curriculum Framework for School Education* Language in India www.languageinindia.com

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Right to Education and Languages in India - Part I

(2000), however, stated that even about four decades after the formulation of 'Three Language Formula', and in spite of the policies that followed, the Formula is yet to be effectively implemented in true spirit.

Continued Relevance of the Three Language Formula

Despite all the changes in the socio-economic scenario, market pressures and the behavior pattern of the Indian youth, the Formula still holds relevant. The *National Curriculum Framework (2005)* adopted by the Central Advisory Board on Education brings a paradigm shift in defining the components of the TLF thus: First language - home language or mother tongue; Second language-English; Third language - Hindi in non-Hindi states and, in Hindi speaking states, a language not spoken in those states. The TLF which was construed as a strategy with no direct Constitutional status, and being totally dependent on governmental and institutional support, got legal sanction and status from the *Apex Court* of the country for its implementation.

Empowerment through Education

Education empowers the citizens and language education and education through a language accelerates development. *The Right of Children to Free and Compulsory Education*, which consolidates the experience in the field of education and creates a road map for the future, to empower the citizens has made provisions relating to education in general and also relating to language education in particular. When implemented it will have a long standing effect on educational outcome.

Current Scenario of Language Education

Before going into the linguistic issues, I want to provide a glimpse of language education scenario for the help of readers. In the Indian context, most unfortunately latest educational statistics relevant to understand the dynamics of language education are hardly available. Only one report I could access i.e., ASER 2009. This is available in the net, public domain. I am greatly indebted to this study. However, the interpretation of the statistics is done by me and I am responsible for these interpretations.

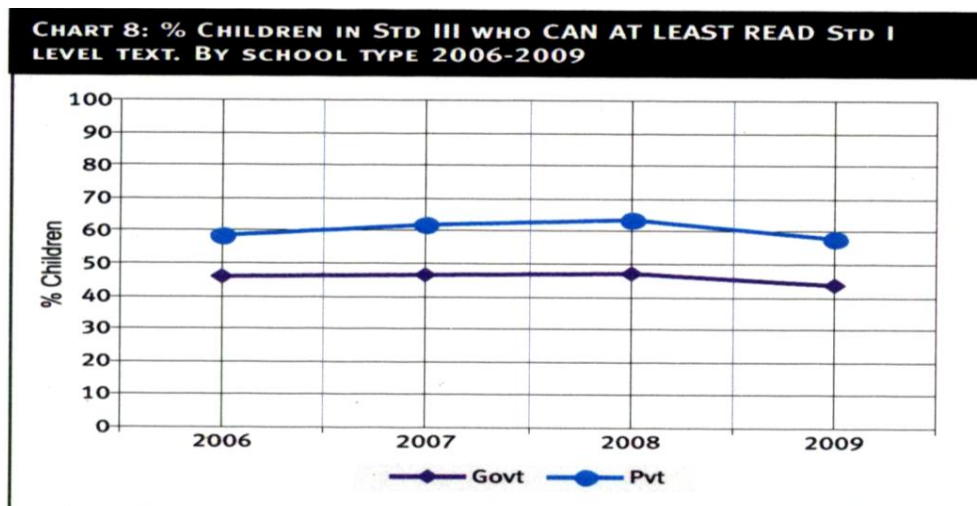
From the above ASER 2009 table which provides information about the percentage of children studying in Govt., Private, Madarssa etc., schools and also those children who are not in the school is highly educational for us. Higher the standard/class more children are not in schools. More number of students are studying in the Govt. schools and very less number of students are studying in other schools but reasonably good percentage of students are in the private institutions.

TABLE 1: % CHILDREN IN DIFFERENT TYPES OF SCHOOLS 2009				% Out of school	Total
Age group	Govt.	Pvt.	Other	Not in School	
AGE: 6 -14 ALL	73.0	21.8	1.2	4.0	100
AGE: 7-16 ALL	70.4	22.2	1.1	6.3	100
AGE: 7-10 ALL	75.6	20.5	1.3	2.6	100
AGE: 7-10 BOYS	74.3	22.1	1.2	2.4	100
AGE: 7-10 GIRLS	77.2	18.5	1.4	2.9	100
AGE: 11-14 ALL	70.0	23.0	1.0	6.0	100
AGE: 11-14 BOYS	69.4	24.4	0.9	5.3	100
AGE: 11-14 GIRLS	70.9	21.2	1.1	6.8	100
AGE: 15-16 ALL	56.9	24.9	0.8	17.4	100
AGE: 15-16 BOYS	57.1	25.3	0.8	16.8	100
AGE: 15-16 GIRLS	57.0	24.4	0.8	17.8	100

NOTE : 'OTHER' includes children going to madarssa and EGS.
 'NOT IN SCHOOL' = dropped out + never enrolled.

Here itself, I would like to point out that RTE intends quality education has more work to do since more number of students are in the Govt. schools. Also RTE has a greater role in bringing the children who are outside the school into the school.

Now, let us try to look at some of the language competencies that exist in the children in different parts of the country in the Govt. and private schools. The ASER 2009 table given below clearly indicates that in case of 3rd standard children at least ...can read Standard I level text book, the private school children are more competent than the Govt. school children in this reading skill.



This difference is consistently maintained since 2006 to 2009. This table is also indicative of serious interventions required in Govt. schools for language education. As we know, irrespective of urban-rural, government-private etc., English is in a great demand. Two tables given below speak about the competencies of the children from 1st to 8th standards in English.

STD.	Of those who can read words, % who can tell meaning of the words	Of those who can read sentences, % who can tell meaning of the sentences
I	65.0	73.2
II	66.2	74.0
III	66.7	74.7
IV	67.7	77.7
V	69.9	80.4
VI	70.0	81.1
VII	72.0	82.7
VIII	73.3	84.7
TOTAL	69.4	81.4

STD.	Cannot read capital letters	Can read capital letters	Can read small letters	Can read simple words	Can read easy sentences	Total
I	56.2	25.5	10.3	5.7	2.3	100
II	33.8	31.4	18.5	11.8	4.4	100
III	21.4	27.0	23.0	20.5	8.1	100
IV	12.8	21.0	22.0	28.2	15.9	100
V	8.5	15.7	19.2	31.0	25.7	100
VI	4.9	10.5	14.6	31.5	38.5	100
VII	3.7	7.6	11.3	28.3	49.1	100
VIII	2.7	5.5	8.1	23.4	60.2	100
TOTAL	19.5	19.0	16.3	22.1	23.2	100

It is nothing but natural that as the children progress from standard to standard their language competency increases.

Right to Education and Language

In this context I consider that the Right to Education in the 21st Century is in search of a new paradigm for language education. In the document the "Right to Education" the language issue comes up directly in 3 points. They are extracted below for the help of readers.

- (1) "...child belonging to disadvantaged group" means a child belonging to the scheduled caste, the scheduled tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;
- (2) "medium of instructions shall, as far as practicable, be in child's mother tongue";

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- (3) For sixth class to eighth class
At least one teacher per class so that there shall be at least one teacher each for – (i) Science and Mathematics; (ii) Social Studies; (iii) Languages.”

The fourth point also carries some relevance to the issue

- (4) Assess the learning ability of each child and accordingly supplement additional instruction, if any as required.

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An Application of Skills Integration in Language Teaching

Selma Deneme, Ph. D.

Selen Ada, M.A. Student

Abstract

Skills are the building blocks of language learning process. They are effective elements of teaching and learning process. Nowadays a striking debate has arisen shortly on the discrimination of teaching language skills cooperatively. Teaching language is a comprehensive and complex process so in order to make this process effective and simple, skills integration is an advisable way of teaching language. It is a well-known fact that four language skills are rarely used alone in everyday life. Integrating language skills helps language learners to develop their ability in using two or more of the four skills within real context and also in their real life. All the language skills are vital in teaching and learning process and combination of the language skills has positive effects on student success. Reviewing the relevant literature in the field, this study aims to suggest a lesson model to teach language by integrating language skills cooperatively. In order to apply the technique, reading, listening, writing and speaking skills are integrated cooperatively in a chosen topic of "Maldives Island".

Keywords: Integrated approaches, integrated skills, skills' integration, a lesson model, language teaching

1. Introduction

In past decades, one or two of the four traditional skills were given prominence in EFL classes where one or two skills were dominant over the others. Oxford (2001) describes this approach as segregated-skill approach saying that such segregation is reflected in traditional EFL/ESL programs that offer classes more focused on segregated language skills. Yet, segregated-skill

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Selma Deneme, Ph. D. and Selen Ada, M.A. Student

An Application of Skills Integration in Language Teaching

approach was found to be contradictory to the natural way of acquiring a language and there has been a movement to integrated approaches that encourage the teaching of all four skills within the general framework. In real life, language skills are rarely used in isolation; it is a rare situation where the four skills occur alone. Teaching skills in isolation leads to distinction between classroom and real life language use. "Often one skill will reinforce another; we learn to speak, for example, in part by modelling what we hear, and we learn to write by examining what we can read" (Brown,2001).

In natural language learning, skills integration is inevitable and in the language classroom skills need to be practised in integration. "In the actual language use, one skill is rarely used in isolation...Numerous communicative situations in real life involve integrating two or more skills..." (Cunningsworth,1984: 46). Skills integration is commonly used in everyday life. For instance; a person reads a letter and replies it by writing after reading, and may possibly talk about it after writing it. Two or more language skills are generally integrated in everyday language use. Language skills in the classroom should also be integrated in language teaching process as it is in real life. In order to provide more purposeful and meaningful learning environment, teachers should integrate the language skills -reading, speaking, listening and writing- while teaching and practicing the language.

There are several benefits of using an integrated-skills approach in language teaching. First, integrating language skills provides more purposeful and meaningful learning at all levels. Besides, it contributes to coherent teaching and to better communication. It also brings variety into the classroom. Teachers enrich classroom instructions by integrating language skills cooperatively (Murphy, 1991). By integrating the skills, students learn to operate the language and they can easily transfer the acquired knowledge to the other areas (River, 1981). Practising of all four skills promotes language learning and affects the L2 knowledge of learners positively (Peregoy and Boyle 1997). When the language skills are integrated in language teaching, language learning comes closer to the way we do in real life (Almarza Sanchez, 2000). River (1981: 167) explains the benefits of skills integration as follows:

When various skills are integrated into free-flowing activities, in which one provides material for the other, students learn to operate confidently within the language, easily transferring knowledge acquired in one area for active use in another. It is most important that the teacher not compartmentalize the learning (...)

The effective way of integrating the language skills is another point that needs clarifying. According to Oxford (2001), there are some steps to be taken while integrating the language skills:

-“Learn more about the various ways to integrate the language skills in the classroom”

-“Reflect on their current approach and evaluate to which the skills are integrated”.

-“Choose instructional materials, textbook, and technologies that promote the integration of listening, reading, speaking, writing as well as the associated skills of syntax, vocabulary so on.

-“Even if a given course is labelled according to just one skill, remember that it is possible to integrate the other language skills through appropriate task”.

-“Teach language learning strategies and emphasise that given strategy can often enhance performance in multiple skills (pp.5-6)”.

Having reviewed the integrated skills approach in terms of nature and its benefits, we will focus on a lesson model applying theory into practice. With the suggested model, the activities and the ways to integrate the four language skills- reading, listening, speaking and writing- will be presented via effective and motivating activities and materials.

2. Methodology

2.1 Purpose of the study

The study aims to review the relevant literature in the field, and to suggest a lesson model to teach language by integrating the language skills cooperatively. In order to apply the technique, reading, listening, writing and speaking skills are integrated throughout the study in a chosen topic.

2.2 Classroom Applications

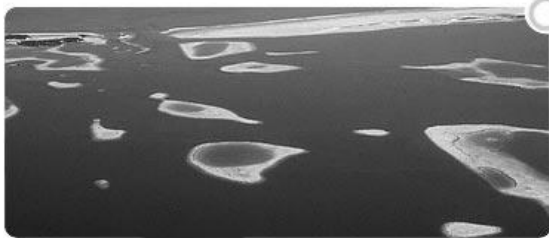
The researchers prepared some activities to integrate the language skills and they conducted the activities during the lesson hours. The plan of the lesson is presented in Appendix A. In order to conduct these activities, the researchers compiled a passage about Maldives Island. In activity 1, the students read the passage and got information about the island. They learned the general information about the geography and the history of the island. Using this newly learnt information, the students asked some questions about the passage. So reading skill was integrated with speaking skill. In activity 2, students watched a video about Maldives Island and they took some notes while watching the video, by doing so listening skill was integrated with writing skill. Then, in the third activity, the researchers asked students to prepare an advertisement about Maldives Islands, the students prepared an advertisement integrating reading with writing. As the last activity of the lesson, students read the passage about Maldives Island and searched some extra information about the island. Using this information, students wrote a dialog which was called “A Travel to Maldives Island”. Then the students carried out a role-play activity sharing the roles in the dialog. So writing skill was integrated with speaking skill.

The students read the passage about “Maldives Island”

Reading Text: Maldives Island



Maldives, officially the Republic of Maldives, is an island country consisting of a group of atolls stretching south of India's Lakshadweep islands between Minicoy Island and the Chagos Archipelago, and about seven hundred kilometres (435 mi) south-west of Sri Lanka in the Laccadive Sea of Indian Ocean. The twenty-six atolls of Maldives encompass a territory featuring 1,192 islets, of which two hundred islands are inhabited.



The original inhabitants were Buddhist, probably since Ashoka's period, in the 3rd century BC. Islam was introduced in 1153. The Maldives then came under the influence of the Portuguese (1558) and the Dutch (1654) seaborne empires. In 1887 it became a British protectorate. In 1965, the Maldives obtained independence from Britain (originally under the name "Maldivian Islands"), and in 1968 the Sultanate was replaced by a Republic. (Wikipedia, the free encyclopedia <http://en.wikipedia.org/wiki/Maldives>)

A proud history and rich culture evolved from the first settlers who were from various parts of the world travelling the seas in ancient times. The Maldives has been a melting pot of different cultures as people from different parts of the world came here and settled down. Some of the local music and dance for instance resemble African influences, with hand beating of drums and songs in a language that is not known to any but certainly represents that of East African countries. As one would expect there is a great South Asian influence in some of the music and dancing and especially in the traditional food of the Maldivians. However many of the South Asian customs especially with regard to women - for instance the Sub Continent's tradition of secluding women from public view - are not tenets of life here. In fact women play a major role in society - not surprising considering the fact men spend the whole day out at sea fishing. Many of the traditions are strongly related to the seas and the fact that life is dependent on the seas around us.

Dhivehi is the language spoken in all parts of the Maldives. English is widely spoken by Maldivians and visitors can easily make themselves understood getting around the capital

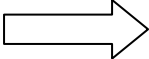
island. In the resorts, a variety of languages are spoken by the staff including English, German, French, Italian and Japanese.

Maldives <http://www.visitmaldives.com/Maldives/fast-facts.php>

Activity 1

Students read the passage about Maldivian Island and using the information they gathered, they asked some questions to one another about the passage of Maldivian Island, so reading skill was integrated with speaking skill.

Using the newly-introduced information in the passage, the students asked some questions to one another. Reading skill was integrated with speaking skill.

Reading skill  Speaking skill

Some of the questions asked by the students during the lesson:

1)Where is Maldivian island?

Student :.....

2)Which culture influences some of the Maldives' local dance and music?

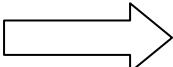
Student:.....

3)Which language is spoken over Maldives?

Student:.....

Activity 2

Students watched the advertisement about Maldivian Island. While they were watching it, they took some notes in order to get some information about the island, so listening skill was integrated with writing skill.

Listening skill  Writing skill

The advertisement about Maldivian Island:



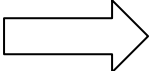


The photographs are taken from Maldives, Indian Ocean <http://www.checkmycity.com>

Students watched the advertisement called “Dream Maldives think Kuoni” and took notes while watching.

Activity 3

Using the information learned from the passage about Maldivian Island, the students prepared advertisements about Maldivian Island and shared these advertisements with the other students in the class, by doing so reading skill was integrated with writing skill.

Reading skill  Writing skill

A sample advertisement prepared by the students:

MALDIVE ISLAND



Come on an exciting holiday to Southwest of Sri Lanka, on the equator. See wonderful holiday places.



Dates : Ideal throughout the year but may be Rainy from May to September.

Let's Have Fun!

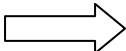
Weather: Sunny and Hot throughout the year except from May to September

You must bring light clothes.
You must have T-shirt, shorts and beach wear.
Don't forget to bring your camera in order to take the photo of beauty.
You must be at the airport at 8:00 on Monday morning.
The plane leaves at exactly 11:00.
Don't be late.
Bring your passport.

The photos are taken from Maldives. <http://www.visitmaldives.com/Maldives/fast-facts.php>

Activity 4

Students read the passage about Maldivian Island and searched some extra information about the island. Using this information, students wrote a dialog entitled "A Travel to Maldivian Island". Then the students shared the roles in the dialog and they carried out a role playing activity, which integrated writing skill with speaking skill.

Writing skill  Speaking skill

A dialog written by a group of students:

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An Application of Skills Integration in Language Teaching

A Travel to Maldiv Island

Ayşe: Let's go to Maldiv Island for our honeymoon dear. It is one of the best places for honeymoon.

Ahmet: That may be good. Where is Maldiv Island?

Ayşe: It is on the equator.

Ahmet: How can we go there?

Ayşe: Two airport companies are flying to Maldives. It takes 8 hours to fly there and no visa is needed.

Ahmet: Ok. Let's book our flights then.

In the Maldiv Island

Ayşe: At last we're in Maldiv Island. Let's plan our sightseeing.

Ahmet: There are so many things to see. I don't know where to begin.

Ayşe: Let's start with visiting sunken ship which is called "Victory". In order to see the ship, we can do scuba diving. So we can also see grey shagreen, see turtles, scorpion fish in addition to the sunken ship.

Ahmet: That is an amazing adventure.

Ayşe: Then the second day we can have an exotic island tour. Do you know that Maldiv Island is a republic which consists of 1.200 groups of atolls.

Ahmet: Really. I am getting impatient to see these atolls.

Ayşe: And we can visit the capital island of Male. In order to get there we must take a floatplane or a powerboat.

Ahmet: Ok. It is really exciting to go there by floatplane.

Ayşe: I think that'll be good enough for our holiday.

Ahmet: Yes, sure dear.

3. Conclusions & Recommendations

In this study, we suggested a lesson model integrating the language skills. With the help of the prepared lesson model, the teachers and the researchers came together and integrated the language skills-reading, listening, writing and speaking- in a chosen topic of "Maldiv Island". Applying the suggested model, we found that integration of language skills during the lesson affected the students' learning positively. They were highly motivated and student interaction was satisfactory. We achieved a smooth transition among the skills with suitable activities, which motivated the students very well and brought fun to the class. As the language skills were integrated with one another during the lesson, permanent and enjoyable learning was maintained. Due to the learning of the targeted topic, the students integrated the four language skills and used them in their lives.

We suggest language teachers integrate the language skills in their lessons as much as they can so that their students can better understand the school subjects and achieve permanent learning. By integrating the four skills in the language classrooms, we make classes more

challenging, motivating and meaningful for the learners of English as a second language. The lesson and activities presented in this paper may guide those who want to integrate the language skills in their classes providing them with a good model and some effective activities.

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Appendix A

Lesson Plan

LESSON	English
CLASS	8/A
SIZE	25 students
DATE	25.05.2009
AGE	14-15
LEVEL	Intermediate

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SUBJECT	Maldiv Island
DURATION	2 lesson hours
APPROACH	Communicative approach
MATERIALS	The passage about Maldiv Island, advertisements
TECHNIQUE	Integration of language skills
ASSUMPTION	The students have already comprehended the necessary language to carry out the task

OBJECTIVES
<ul style="list-style-type: none"> ■ Overall Objectives : ■ General comprehension of the subject. ■ Activating the background knowledge of the students. ■ Learning new words ■ Developing reading skills. ■ Developing listening skills ■ Developing writing skills. ■ Developing speaking skills.
<ul style="list-style-type: none"> ■ Behavioural Objectives : <li style="padding-left: 20px;"><i>At the end of the lesson the students will be able to</i> ■ understand the passage about Maldiv Island and ask questions about the passage (reading& speaking interaction) ■ learn new words and the information about Maldiv Island. ■ learn to prepare an advertisement using the information that is gathered from reading passages about Maldiv Island. (Reading & Writing interaction) ■ learn to write a dialog and act it out in the class. (Writing & Speaking interaction)

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**Official Ways to Subjugate Languages –
School Setting as a Cause of Pahari Dhundi-Kairali Decline**

Muhammad Gulfraz Abbasi, M. A., Ph.D. Scholar
Zafar Iqbal Khattak, M. A., Ph.D. Scholar

Abstract

In the study of language shift and maintenance, school has an important role to play. Language taught in schools represents both a tendency of the community and the policy of the government toward a certain language. School is a place where most of the times the new generation is purged of the local native languages.

Pahari Dhundi-Kairali or Dhundi and often known and used as Pahari (Abbasi et al, 2010: 207) is an indigenous language of Murree and its adjoining areas in Pakistan. This language has also been silently declared an outcast in the governments as well as private schools.

This paper looks at the outlook of the teachers regarding their/and their students' use of Urdu, English and Pahari languages in schools. We notice that Urdu is viewed as a prestigious language whereas Pahari is not considered a valuable language enough to be taught and used in the so-called disciplined environment of school.

Introduction

The role of school in language decline or maintenance is vital in the indigenous communities. There are so many articles of research and dissertations (e.g. Stroud, 2003; Sinha, 2009; Abdi,

2009; Asif, 2005) which have taken up the school setting wholly or partly to know what part it plays sociologically and psychologically, either for language preference or for creating a class system among the languages. School is considered a place in the indigenous societies as having a status of great respect and prestige. Teachers enjoy a respectable position in the society.

Not in the very distant past, most of the people used to be illiterate and would get the services of teachers for writing and reading letters, preparing any other legal document, etc. In the colonies there was a system of subjugation and people had to do what they were suggested and instructed. Similarly, the concept of government was very powerful.

So, the government schools, which were established in the beginning of the British rule in the sub-continent, had a powerful role. So, despite the opposition of the local population for the colonial masters and their schemes, the school kept on increasing its importance and stature for the local population. So, the schools and other educational institutions have been having a significant impact on the minds of the people in developing and creating a stereotypical point of view such as prestigious language and bizarre language. Since the gap between the elite class, middle class and lower class is increasing day by day, the gap among the languages regarding their respective prestige is also increasing.

The Role of Schools in Language Decline

The role of school in the maintenance or shift of a language is instrumental. It is mostly in schools that the preference for one language is imbued among the children. In Pakistan, the minority languages are dying out mostly because of the outcast status given to them in the schools vis-à-vis Urdu and English.

This attitude has its definite impact on other domains of language usage.

The family, an important domain is also affected and converts to the use of Urdu to be in harmony with the schools. The schools' policies of using Urdu compel the parents to shift to Urdu for the betterment of their children's lot in their careers.

During our observation and interviews, we noticed that many parents had the excuse of using Urdu instead of Pahari with their children just because of the demand of the same by the schools. They believed that their child would be embarrassed in the school if he/she could not speak Urdu properly. The mushroom growth of private schools made it mandatory for each student to command Urdu if he/she has to progress in school.

Rahman (2005:28) divided the institutions in Pakistan as

- (a) English medium schools
- (b) Vernacular medium school
- (c) Madrassas [Religious Seminaries]
- (d) English language teaching Institutions and

(e) Institution of higher education.

He further divided the English medium schools into three types:

- (a) State influenced elitist public schools
- (b) Private elitist schools and
- (c) Non-elitist schools.

The other important category of schools is the state governed public schools. The elite institutions are very rare and are available to only those who have plenty of resources like politicians, officers of civil and military bureaucracy and top businessmen.

There is one more category, often forgotten while discussing the elite in Pakistan. The ‘pirs’ [shrine holders] have become one important upper class tier. They, out of their wealth gotten through offerings of the pious, have become very strong, and most of them have become feudal lords. They have a kind of their own mini-states as other feudal lords do. They give education to their children in the elitist schools and prepare them for being rulers and politicians.

Non-elitist schools are large in number and people who want good and quality education send their children to these institutions. These are not English medium schools in real sense. They, no doubt, adopt the syllabus of the elite English medium schools, but most of their teaching takes place in Urdu. It is because of the fact that these schools cannot hire the services of highly educated teachers out of their meager resources which they generate from the low middle class. Urdu medium schools are the State-governed public schools and most of their teaching takes place in Urdu. These government schools used to adopt local language as the medium of instruction around twenty years ago. Then change came in schools’ policies and hence the use of Urdu as a medium of instruction.

In Murree there are Christian missionary schools, elite schools, cadet colleges, and a few military schools besides a sizeable number of government schools.

Interview Pattern and Participants’ Detail

In this study, we interviewed eleven teachers, five male and six female teachers from different schools. The interview participants were selected from the government schools and common private schools. The logic behind this selection was to cover the largest population of this area. We did not interview the teachers of elite schools because these schools are so small in number and a small fraction of population joins them. Secondly it is established fact that they promote English. So there is no space for regional languages in these institutions. The purpose was to get the first hand knowledge of the role played by the schools in bringing about a shift in the use of language. The detail, of the teachers who were interviewed, is given in the following table:

Teachers	Gender M/F	Education	School/Level Govt/ Private	School type	Medium of Instruction
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Teacher 1	M	B. A. (PTC)	GPS	B	U
Teacher 2	M	B. A. (PTC)	GPS	B	U
Teacher 3	M	B. A. (PTC. B. Ed)	GMS	B	U
Teacher 4	M	B.A(B. Ed)	GPS	B	U
Teacher 5	M	Intermediate (PTC)	GPS	C	U
Teacher 6	F	M.A. (B. Ed)	GCHS	G	U
Teacher 7	F	B. A. (B. Ed)	PPS	C	E
Teacher 8	F	Intermediate	PPS	C	E
Teacher 9	F	Intermediate	PMS	C	E
Teacher 10	F	B. A. (CT)	PHS	C	E
Teacher 11	F	B. A. (B. Ed)	PMS	C	E

M= Male, F=Female, G=Government, P=Private and Primary, M=Middle, H=High, S=School, B=Boys, C=Combined, G=Girls, U= Urdu medium, E=English medium.

Compulsory Use of Urdu in the Classroom

Media of instruction in schools generally cast a lasting impact on the minds of the students in creating a sense to differentiate different languages spoken in the home and in the society at large. In this regard the policy of schools about the use of one or two languages as the total source of instruction is indeed worth investigating.

During our discussion with the school teachers, all agreed on the point that Urdu is the medium of instruction and it is compulsory for the teachers to use Urdu inside and outside the classroom. Urdu is the medium in which the syllabus of the government schools is designed except the compulsory English course. But there is a dichotomy in the English medium schools where the syllabuses have been designed in English and these are supposed to be taught in English but, quite ironically, Urdu is used for teaching purposes. The teachers themselves are of the opinion that Urdu and not any other language should be used by the teachers. If they used English, that would be better, but if it is not possible, Urdu is the best alternative. A female teacher (10) said:

hamara kam ha students ki Urdu theek karana takay wo sahih zaban bol sakain (It is our duty to correct the Urdu of the students so that they could speak correct language.)

Another female teacher (11) said:

agar kai ghalti say Pahari ka word muh sa nikal jai, to bari sharmindagi hoti ha (if by chance, I happen to utter a Pahari word during my speech, I feel ashamed).

The views of the teachers regarding the use of Urdu for teaching purposes and other communication are indeed telling. Only two male teachers, (2) and (4), said that they sometimes

used Pahari to teach a difficult concept because children did not pick that point in Urdu. When we asked why it was so that the children did not get the concept in Urdu he (2) said:

bat ye ha ka garun ka mahol sahih nai ha, bacha bachara kia karain, ghar ma Urdu boli jati ho to bachay samjain na, ziada tar waldain unpar hain (what I want to say is that the environment of the home is not conducive for the children. We cannot blame the poor children; children can only understand if Urdu is spoken in their homes, most of the parents are illiterate).

Here, the teacher who is in favour of using Pahari in the classroom does not do so because he likes Pahari but because he wants to facilitate those students who do not learn Urdu in their homes. His statement shows that he does not recommend those parents at all who use Pahari with children. We observed in the schools that female teachers used Urdu with each other even when they were together outside the class in informal settings, while they could communicate in Pahari. Male teachers mostly used Pahari and Urdu when they were on their own.

Language Policy for the Students

Language policy of the school determines the use of language by the students. Students are generally much impressed by their teachers and their schools. As a result the language preferred at school usually invades in the home domain too and the home domain has to accept it advertently or inadvertently.

All the teachers gave one answer and that was the preference of Urdu to Pahari in schools. They all believed that Urdu is the school's policy and Urdu should remain the policy of the schools because of the fact that Pahari cannot give them the power to come up to the level of other students. Female teachers were more enthusiastic about the use of Urdu and shunning of Pahari.

A female teacher (7) said :

baccha agar Pahari bolain to un ka accent kharab ho jata hay. (the accent will be distorted if children speak Pahari).

Not to speak of schools, during our ethnographic observation of the families and interviews, we heard so many people saying that Pahari had the disadvantage of distorting the Urdu accent and that was why they avoided it to keep their children's Urdu intact and pure. Upon our further inquiry the said female teacher gave some examples where the children had developed some Pahari nasal sounds in Urdu.

A male teacher (4) complained that children sometime started speaking Pahari when there was no teacher around. Similarly a female teacher (10) while commenting on the occasional use of Pahari by the students during break time blamed the parents for all that :

Kuch waldain bacchun ko tameez nai sikhatay (some parents don't teach manners to their

children).

She was, in fact, referring to the use of Pahari during school. She was of the view that lack of manners leads to the occasional use of Pahari. We have seen that in the government schools in the countryside Pahari is intact around school and in the playground. While in the private schools Pahari is hardly seen even in the playground. When we asked a child why he did not speak Pahari, he said that he was afraid of speaking Pahari lest anyone should complain to the teacher of his use of Pahari. When we asked him if he could speak Pahari, he nodded. Many children have the knowledge and practice of Pahari but the suffocation of the school environment does not favour them to learn and practice it.

Students' Speech in and Outside the Classroom

The students have to get themselves settled in the school environment which demands that Urdu be spoken in schools. The constraint of Urdu is a bit relaxed in government schools while it is strictly observed in the private schools. Most of the teachers of government schools say that students usually don't have much knowledge of Urdu when they are admitted to schools.

According to a teacher, the situation was worst in the past when students were not at all literate in Urdu but now things have changed and a lot and parents pay attention to the language of their children. In the government schools the beginners take sometime to adjust themselves to Urdu language but they are soon trained. These are usually poor children who cannot afford private schools. These low income families usually have Pahari language in their homes, because they are not much status conscious nor do they have many contacts outside. On the other hand, the children who come to the private schools belong to relatively well to do families. Urdu is mostly used in this kind of families. When these children join schools they don't feel any problem in adjusting to Urdu language because of their prior familiarity with it. In the private schools students consistently use Urdu in the classrooms. Sometimes it happens that student switches to Pahari and he has to feel sorry for that. A teacher (9) of private school said:

bachay kabi kabi Pahari ka lafz bol jatay hain (children sometimes utter Pahari words) and about the consequences of that switch she said: bachay hansnan sharuh kar daita hain aur wo khud hi sharmindagi mahsoos karta ha (children start laughing at him and he is himself ashamed).

From the conversation with the teachers it transpired that children switch to Pahari and especially they tend to bring Pahari lexical items into Urdu. Teachers correct their Urdu mistakes but mostly they are laughed at by other students and by the teachers themselves too. The shame felt in this way helps [as they say] in the correct use of Urdu.

During our observation of the school environment, we came to know that in the context of the government schools, the students mostly used Pahari in the playground. If they happened to talk to teacher they switched to Urdu but when they were alone, they used Pahari. In the case of private schools, the students spoke Urdu even in the playgrounds. We observed in the private

schools that teachers gave long lectures on ethics, morality and use of language in the assembly session at the start of school and in the last period when again students were addressed while they were all sitting and listening attentively. The students in this way not only imbibe a deep sense of moral sense which they practice in their homes, but also, tend to use Urdu in the playground and among their friends.

Teachers' Speech in and Outside the Classrooms

Teachers both male and female use Urdu in the classrooms. But the female teachers are more particular in this regard. We observed that female teachers used Urdu all the time even when they were all alone by themselves. In the staff room they spoke Urdu and their Urdu was much better than the Urdu of male teachers as far as fluency and accent was concerned.

The reason for this is the effort and fondness with which the female try to learn Urdu. There must be some gender based sociological and psychological reasons behind this phenomenon which requires separate discussion.

On the contrary, the male teachers at once switched to Pahari when they came back to the staff room. Most of our discussion with the male teachers was in Pahari and they took a great interest in it. While most of our conversation was in Urdu during our interaction with the female teachers. This was partly because of the difference of level of formality with them but most importantly, the female teachers were more tuned to speaking Urdu instead of Pahari.

The Question of Language Maintenance

During our interviews with the teachers we found a strong gendered opinion regarding the use of Pahari or otherwise. Our female interviewees were mostly of the opinion that Urdu should be kept as the language of the homes and society because it was a national language and a lingua franca. Moreover, they believed that Pahari was a limited language and it had no utility. Even these teachers believed that Pahari had a very bad effect on Urdu accent. They were in favour of speaking Urdu with the children right from the beginning. They were more progressive in this regard. When we inquired if Pahari should be kept intact or not, they replied that it might be kept intact, if one liked but as a general rule they would not recommend it. From our observation we guessed that for them, good manners meant speaking Urdu and bad manners meant speaking Pahari.

The situation with the male teachers is a bit different. They believed except for a few opposite opinions, that Pahari should not be eliminated. They were in favour of Pahari Urdu bilingualism with English as an extra ability. A male teacher (3) said that he used Pahari in the home with his children. But he also said that his wife disliked his use of Pahari with children. She was in favour of Urdu for intra family interactions.

Conclusion

The study concludes that school plays an important role in language decline in this part of the world. It officially supports the prestigious languages which are associated with elite identity. The middle class and the lower class try to imitate the manners of the upper class and so follow the prestigious languages instead of their indigenous languages. Pahari of Murree is also affected by the schools' policy to implement Urdu and English as the media of instructions. Elite English medium schools promote only English; private English medium schools promote Urdu and English, while government schools promote Urdu. So, when the child is in school, he or she has to speak Urdu or English. The use of English is, however, restricted but the use of Urdu is strongly enforced. During the observation and interviews in schools, it appears as if Pahari is no more than nuisance and disturbance in schools. If the same kind of treatment is meted out to Pahari language in Murree, the future generations might not be able to know what kind of language Pahari was after two generations.

The need of the hour is that the indigenous Pahari language may be given due status and the indigenous speakers may be made aware of this phenomenon. Government should also play its role in implementing the native languages as the media of instruction. Once the people come to know that learning other languages apart from their indigenous language increases the cognitive faculties, they would start learning their indigenous languages.

Thus, we need additive bilingualism instead of subtractive bilingualism. So it is not only the matter with Pahari language of Murree but such a situation is prevalent in all the indigenous societies of Pakistan. There should be refresher courses for the teachers in which they may be taught how to use their indigenous language. If the school starts playing its role in implementing indigenous languages, the loss to our native languages might not be as severe as it presently appears. Pahari language being one of the indigenous languages of Pakistan is replete with immense cultural traits of its community. If the language dies, the loss will be colossal. There is still time, with the correction of the school policies and the awareness of the indigenous community, Pahari can be maintained and its status can be restored.

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Speech Identification Scores in Children With Bimodal Hearing

R. Phanindra, S.G.R. Prakash, K. Balaganesan, Shusma, and Sravanthi

Introduction

“To hear is as natural and effortless occurrence as it is invisible, man could ask himself how breathing keeps him physically alive as how hearing keeps him psychologically alive” (Levins, 1996). Normal-hearing individuals use auditory inputs from both ears to localize sounds and to understand speech better in adverse listening situations. One might assume that binaural hearing should be better than the monaural hearing because the listener should be able to take advantage of interaural timing and level difference between two ears. The brain can also combine the speech and noise from both ears to reduce the impact of noise on understanding speech by about 2 dB on average. This is referred to as ‘binaural squelch’ (Zuric, 1993).

Research shows that bilateral cochlear implants (CICI) are beneficial for some individual in some conditions (e.g. Litovsky et al. 2004 ; Muller et al. 2002, Van Hoesel 2004), and individuals with bilateral cochlear implant typically have better localizations when using both implants than using one implant. (Nopp, et al. 2004). However the localization is still inferior compared with normal hearing and some bilateral implants listeners do not reveal any substantial benefit in localization (Seeber, et al. 2004).

Generally cochlear implantation (CI) is done monaurally, as a result of the cost of the equipment and surgical procedures. Surgical considerations for CI include implanting the poorer ear, with no or less benefits from hearing aids. However, monaural implantation may result in auditory deprivation in the contra-lateral ear, along with problems of localization and understanding speech in noisy situation. These disadvantages of monaural amplification can be overcome by Language in India www.languageinindia.com 28

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R. Phanindra, S.G.R. Prakash, K. Balaganesan, Shusma, and Sravanthi
Speech Identification Scores in Children With Bimodal Hearing

fitting a hearing aid in contra lateral ear. Cochlear implant in one ear and hearing aid in contralateral ear is termed as “binaural-bimodal hearing”. Even though there is evidence to suggest the possibility of a loudness mismatch between the outputs of the two devices, most of the studies using different methodologies and test materials have shown binaural benefits with bimodal hearing (Ching *et al.*, 2004).

Teresa Ching, Pauia Incerti, and Mandy Hill in 2004, reported a better speech performance, localization and functional performance by the subjects with cochlear implant and using hearing aid in the contra lateral ear than the subjects with cochlear implant alone. Hamzavi, J., *et al.*, in 2004 reported a higher speech recognition scores in bimodal subjects than the subjects with cochlear implant alone.

Sang - Huen *et al.*, in 2008, reported that, speech performance in noisy environment was significantly better with bimodal hearing than in CI alone.

Michal Luntz, Noam Yehudai and Talma Shpak in 2007, examined the hearing progress in patients using CI along with hearing aid in contra-lateral ear in the first 3 years after implantation in 13 subjects. The study revealed improvement in the speech identification scores as the subjects continuously used HA in the contra-lateral ear. However, the mean scores obtained using CI alone and CI and hearing aid in the contra lateral ear were statistically not significant.

Research shows that, the cochlear implant in one ear and hearing aid in the contra lateral ear (Bimodal hearing ear) may result in binaural advantages in speech perception, localization and functional performance in real life, greater naturalness of sounds and better quality of people’s voice (Ching, T. Y. C., *et al.*, 2005; Michal luntz, Noam Yehudai & Talma Shpak, 2007).

This study is designed to evaluate the speech identification scores in subjects with cochlear implant alone (monaural hearing) and cochlear implant in one ear and hearing aid in the contra lateral ear (bimodal hearing).

The objective of the current study is to determine the difference in aided puretone thresholds and speech identification scores in three different situations such as Quiet, S/N +10 dB, S/N +5 dB of children using cochlear implant alone (monaural hearing) and children using cochlear implant and hearing aid in the opposite ear (Bimodal hearing).

Materials & Methods

Subjects

A total number of 10 Telugu speaking children in the age range of 5 – 10 years (7.8 years) who used cochlear implant in one ear for at least 8 months and used hearing aid for about 2 years binaurally before the cochlear implantation. All the children were attending auditory verbal therapy after cochlear implantation. The cochlear implants used by the children were from a

similar manufacturer (MED-EL). All the children were having language age more than 33-36 months (based on REELS) were included in the study.

Test Material

Speech Identification Test for Telugu Speaking Children (Avanija, 2007) was administered to collect the data. It is a closed set speech identification test consisting of 200 picture words, among which 50 were target words. For the purpose of this study 116 picture words were selected consisting of 24 target words and 5 words for practice. In the picture booklet each page consisted of 4 words, in that one picture represented as target word and rest three pictures were the distracters and the words selected were within the child's vocabulary. The target words were recorded by using Adobe audition version 2.0 in mono mode with a sampling rate of 44.1kHz and 16 bit by a native female Telugu speaker. Multi talker babble noise has been recorded from 3 speakers and mixed with signal in order to obtain required SNR (+10dB and +5dB) by using Adobe Audition Version 2.0.

Test Procedure

Subjects were subjected to detailed case history, and basic hearing evaluation including puretone audiometry and immittance audiometry. Puretone audiometry was performed across the octave frequencies from 250 Hz to 8 KHz using orbiter 922 (Madsen) clinical diagnostic audiometer connected to TDH 49 supra aural head phones. Immittance audiometry was carried out using Amplaid A 756 impedance audiometer with 226 Hz probe tone in order to rule out the conductive component.

Later a suitable single channel digital hearing aid was selected and programmed according to subjects hearing loss using NAL – NL1 prescribed procedure (recommended for bimodal fitting procedure- Ching, 2004) and fitted to the ear contra lateral to the implanted ear. Free field audiometry for octave frequencies from 250Hz to 8KHz by using Orbiter 922 (Madsen) diagnostic audiometer connected to Ahuja SCM-15XT public address sound column speaker were used to obtain aided thresholds. The subjects were placed at 0 degree azimuth and 0 degree elevation at front side. Aided threshold were obtained with cochlear implant alone (CI alone) and with bimodal device (CI + HA).

Speech identification scores were obtained in both the aided conditions (CI alone & CI + HA) using “Speech Identification Test for Children Speaking Telugu” (Avanija 2007).

The subjects were instructed to point to the correct picture that represents the word that they heard. The words were presented through loud speaker at 70 dB SPL in 3 situations, i.e in Quiet, +10dB SNR, and +5dB SNR. The correct response is given a score of one and incorrect response as zero. The obtained data was analyzed using repeated measures of ANOVA and to paired ‘t’ test too find the significant difference between the two conditions.

Results and Discussion

The results of the present study will be discussed in two terms (i) The difference in aided puretone thresholds between the children using cochlear implant alone (monaural hearing) and children using cochlear implant and hearing aid in the opposite ear (Bimodal hearing). (ii) The difference in speech identification scores in three different situations such as Quiet, S/N +10 dB, S/N +5 dB of children using cochlear implant alone (monaural hearing) and children using cochlear implant and hearing aid in the opposite ear (Bimodal hearing).

Comparison of Aided Puretone Thresholds

Frequency	CI only		CI+HA	
	MEAN	SD	MEAN	SD
250 Hz	65.5	11.8	54.5	11.6*
500 Hz	48.0	7.1	41.0	6.1*
1 kHz	49.5	7.6	46.5	7.0*
2 kHz	54.0	8.4	54.0	8.4
4 kHz	52.0	10.0	52.0	10.0
8 kHz	77.0	9.7	76.0	9.9

* Level of significance $P < 0.05$

Table 1: Aided mean threshold values of 10 subjects using cochlear implant (CI) and bimodal device (CI+HA) across octave frequencies.

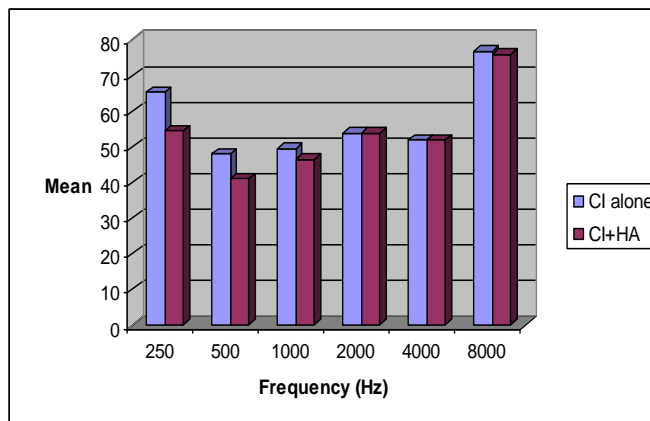


Table and figure 1 shows the aided mean thresholds of 10 subjects using cochlear implant (CI) and bimodal device (CI+HA) across octave frequencies. The mean thresholds obtained in bimodal (CI + HA) aided condition were better than CI alone aided condition at 250 Hz, 500Hz and 1KHz, which was statistically significant($p < 0.05$). However, the mean thresholds obtained at 2 KHz, 4 KHz and 8 KHz were similar in both aided conditions.

Speech Identification Scores in two aided condition

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CI alone condition

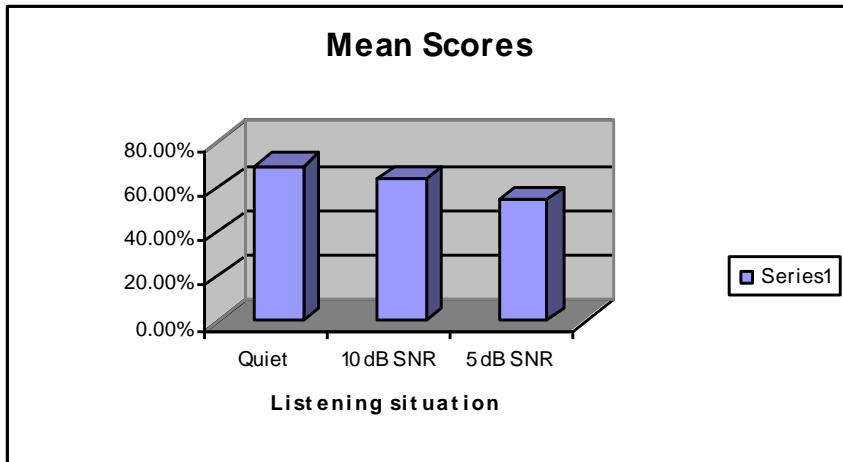


Fig: 2 Mean speech identification scores with CI alone condition in three situations

A statistically significant ($p < 0.05$) difference was obtained when the subjects were compared for speech identification scores at CI only condition in three different situations (quite, +10dB SNR, +5dB SNR). The scores were higher (70 %) for quite situation, (63.75 %) for +10dB SNR and (54.50 %) for +5dB SNR respectively which was shown in the figure 2. This indicates that the signal to noise ratio (SNR) is directly proportional to that of the mean speech scores of the children.

CI + HA Condition

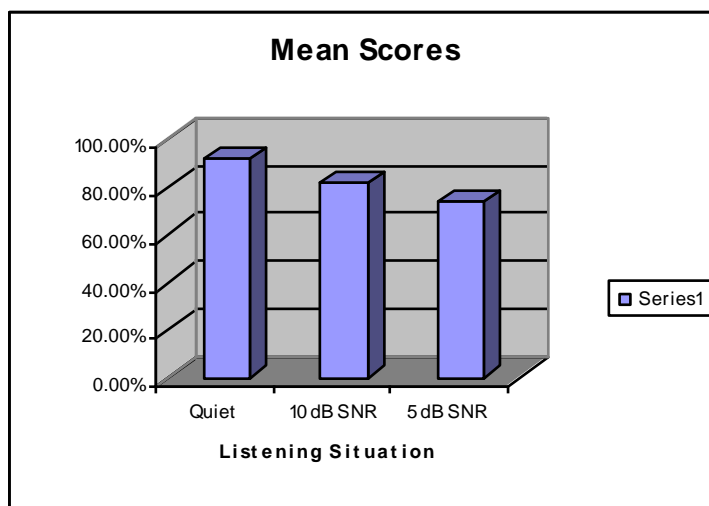


Fig: 3 Mean speech identification scores with CI + HA condition in three situations

When the subjects were compared for speech identification scores at CI + HA condition in three different situations (quite, +10dB SNR, +5dB SNR) the scores were higher (91.60 %) in quite situation comparing with the remaining two listening situations (81.6 %) for +10dB SNR and (70.75 %) for +5dB SNR which was statistically significant ($p < 0.05$). These finding are in consonance with the study conducted by Leandra Tabanez do Nscimento, Maria Cecilia Bevilacqua 2005.

Comparison of speech identification scores between CI alone and CI +HA conditions in three listening situations

The obtained aided speech identification scores were compared between CI alone and CI + HA conditions. The results showed that the mean speech identification scores were higher in CI + HA condition than CI alone in all the three listening situations which was shown in the figure 3 and table 2. The obtained results were statically significant ($p < 0.05$) at all the condition and situations.

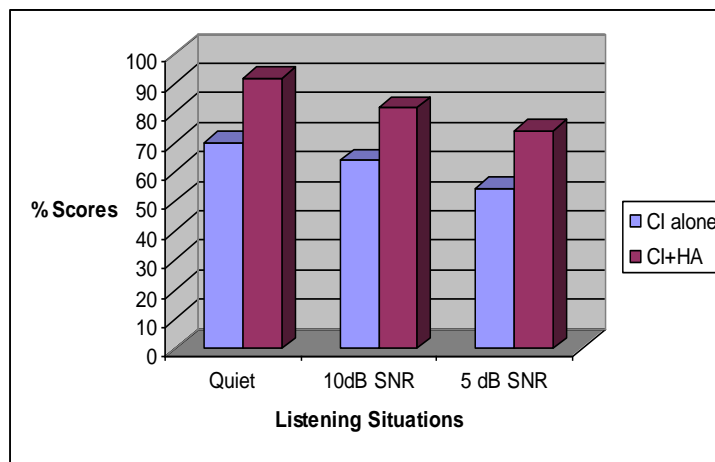


Fig 4. Mean scores in different listening situations with two aided conditions.

Listening situation	Mean speech identification scores	
	CI alone	CI+HA
Quiet	70	91.6
+10dB SNR	63.5	81.6
+5dB SNR	54.5	70.75

Table 2. mean scores of speech identification in CI alone and CI + HA condition in three listening situation.

Discussion

The aim of the present study is to determine the difference in aided puretone thresholds and speech identification scores in three different situations such as Quiet, S/N +10 dB, S/N +5 dB of children using cochlear implant alone (monaural hearing) and children using cochlear implant and hearing aid in the opposite ear (Bimodal hearing). The obtained puretone thresholds showed that the subjects performed better at 250 Hz, 500Hz and 1KHz in bimodal (CI + HA) aided condition than CI alone aided condition. However, the mean thresholds obtained at 2 KHz, 4 KHz and 8 KHz were similar in both aided conditions.

This could be attributed to the reason that the hearing loss usually have better hearing threshold at low frequencies than the high frequencies. Conversely, CI electrode arrays cannot usually be inserted into the lowest frequency regions of the cochlea.

Thus, the balance of low frequency, low pitched sensations from the CI will be a crucial feature affecting the sound quality of the bimodal devices. When speech identification scores for CI alone was compared in three different listening situations, the subjects showed better scores in quiet situation compare to that of the other two listening situations. This could be possibly considered that when the SN ratio increases which in turn increases the speech identification scores. In the similar fashion when speech identification scores for CI+HA was compared in three different situations, subjects performed better in quite than compared to the remaining two situations, which in turn proclaims that the SNR is contributing factor in speech identification. The findings of the study are in consensus with the study by Jafar Hamzavi, et al., 2004, who reported that speech recognition scores are better in CI alone than HA alone and were better in bimodal condition than in CI alone. Another study by Sang-Huen et al., 2008 showed that, the speech performance in noisy environment was significantly better with bimodal hearing than with CI alone which are in consonance with the results of the current study.

Conclusions

In conclusion, the results of the present study have shown that the use of hearing aid and cochlear implant in opposite ear results in binaural advantages in speech perception. Therefore, bimodal hearing may be considered as one of the better option in aural rehabilitation approach for the children with unilateral cochlear implant and future research can be carried out on localization and functional abilities.

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Continuous Professional Development - An Issue in Tertiary Education in Bangladesh

**Syeda Farzana Sultana, M.A., Md. Samyul Haque, M.A., and
Ahmed Wasimul Bari, Ph.D. Candidate**

Abstract

Development of any kind is the process of becoming the best. Continuous Professional Development (CPD) is rather a requirement for all the employees of an organization. It aims at bringing benefit to the individual as well as to the organization, and to the profession as a whole.

The two parties involved in CPD are the individual and the organization. The former makes a commitment to develop herself and the latter actively supports it. This support from the organization is a must in CPD.

Bangladesh is in its infancy as far as awareness of CPD is concerned. In the education sector, the country is yet to be adequately aware of, initiate and grow up with CPD. The private universities in Bangladesh seem to have started addressing the idea of CPD seriously in the recent days. This paper aims at finding out the CPD scenario in private universities in Bangladesh both at the individual level and at the organizational level, through a questionnaire that was sent to teachers of different private universities. Finally, recommendations are made on what should and can be done by the faculty members as well as by the organizations, to ensure and boost up CPD process.

1. Introduction

Professional development means deepening insight into (one's own) professional practice and seeking further to understand that practice. Teaching involves complex professional expertise which itself needs to be better understood and more clearly presented to the public. A successful Continuous Professional Development (CPD) programme would yield a more motivated and enthusiastic teaching force. Undergoing CDP programmes means that the individual is responsible for her life-long career development under the umbrella of the institution. All kinds of CPD programmes are meant to support and develop the skills of teachers. CPD plays a vital role to stimulate the intellectual interest of a highly motivated teacher.

This paper tries to define what continuous professional development is. It views the individual and the institution as the two parties involved in CPD. Then it reviews the literature of CPD to give an elaborate idea about CPD. It looks around the private universities to find out what is going on there regarding CPD empirically through a questionnaire. Next it discusses the findings on the basis of the theoretical knowledge of CPD. This paper finally makes a few recommendations regarding what should be done to ensure CPD in the private universities in Bangladesh.

2. Towards Defining Continuous Professional Development (CPD)

The realization of the necessity to change and grow up that comes from within an individual teacher and her commitment to move forward is called teacher development. On the other hand, continuous professional development refers to the commitment of both the individual and the institution. While teacher development is a voluntary activity on the part of a teacher, CPD is a requirement for all the employees of an organization. The goals of CPD can be achieved only with the active support of the institution. It is something beyond the basic training a person receives initially, to be eligible for a job. It is the outcome of a teacher's ongoing commitment to maintain her professional expertise. To feel the necessity to change, to initiate and to cope with changes, professional development is a must. Stenhouse (quoted in Della Fish) holds the view:

The process of developing the art of the artist is always associated with change of ideas and practice. An artist becomes stereotyped or derelict when he ceases to develop — content as well as about performance — the execution of ideas. ... Thus the process of developing one's art as a teacher — or the art of teaching, which develops through individual artists — is a dialectic of idea and practice, not to be separated from change. (26)

In this age of globalization, the profession of teaching sets the contractual context for professional review and development. CPD activity must be based on an assessment of individual needs. Teachers must have an annual review of their development needs and the institution must take the responsibility to promote CPD. Practice, reflection, theory and action, these are the essential parts of professional development. At the individual level, to complete the

CPD process, the individual teacher has to reflect first on her experience and then draw theoretical conclusions. After that the theoretical conclusions can be used to improve and influence future actions. According to “Professional Review and Development”:

Professional review and development is the process whereby the development and training needs of all staff are identified and agreed in relation to their current practice, the requirements of the school or authority development plan, the wider and longer-term needs of the education service, and national priorities. The process also includes making suitable arrangements to meet professional development needs, so far as possible, within available resources.

CPD programmes help recognizing good performance and help the teachers to realize that they are valued and appreciated. To make the idea of CPD meaningful the teachers who undertake CPD programmes must be able to relate their learning (from CPD programmes) to their personal experience and practice. Learning is a process through which experience is transformed into knowledge and in turn, knowledge creates a foundation and opportunity for learning.

Professional review and development is one of a wide range of quality assurance strategies used in schools. As such, it is central to raising achievement and improving the effectiveness of teaching and learning. It offers a systematic approach to training and development, which leads to enhanced job satisfaction and better leadership and management of the teaching process. Successful professional review and development brings about practical improvements in the classroom and directly benefits pupils by raising the quality of their learning experience. It is, therefore, a crucial part of the quality improvement process which benefits the whole of the education service. (“Professional Review and Development”).

The components of continuous professional development can be in-service trainings, workshops, conferences, seminars, research and publications, etc. In-service trainings can be of short term and long term. These are meant for the betterment of the performance of teachers and help to grow confidence in teachers. Workshops can create opportunities for teachers to have practical knowledge about teaching. Research makes a teacher look deep inside her profession. If the institution facilitates research, that will encourage teachers a lot.

Research grant is all the more necessary to encourage real great works of research. There must be a facility to publish the findings of a research. If there is publication facility in the institution, it will lead to critical reflection on the theories of teaching which ultimately will lead to classroom practice. An elaborate plan for professional development can help teachers tremendously to transform their potentials into performance.

The maintenance of a CPD portfolio is a good practice for all teachers, regardless of their experience or aspirations. It can offer a systematic method for recording professional analysis and development throughout a teacher's career. The contents of a CPD portfolio will vary but might include: personal details; qualifications; employment history; job descriptions of current and previous posts; CPD profile; an analysis of professional experiences; self-evaluation of professional competence; reflective commentaries on CPD activities undertaken; information relating to preparation for national standards; personal development plan; certificates; and a CV. (c.f. "Professional Review and Development" 9).

3. Guidelines for Professional Development

Professional development is a continuous process of individual as well as collective improvement of practice. The suggestive guidelines for CPD can be:

- i. The prime purpose of professional development should be to deepen and broaden the knowledge of content.
- ii. Professional development should provide a strong foundation in the pedagogy of particular disciplines. Teachers must know how to get students understand the content. They must know the most useful ways of representing the ideas of specific disciplines and the most powerful illustrations and analogies to represent a concept. The teacher must understand the kinds of questions that help to reveal and develop understanding.
- iii. Effective professional development should be rooted in and reflect the best available research. The teachers as well as institutions must acknowledge the importance of research. Practice should be examined and change considered on the basis of sound research.
- iv. The content of professional development should be aligned with the standards and curriculum teachers use. Unless teachers can see how professional development content and suggested strategies can be used to achieve the standards, they are likely to ignore the strategies as irrelevant.
- v. Professional development should contribute to measurable improvement in student achievement.
- vi. Professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate these into their practice. Professional development does not take place in an isolated moment in time. It is not an event; it is a process. Expertise grows over time as teachers reflect on and use ideas and strategies in the classroom.
- vii. Professional development has to be complemented by professional development of para-professionals and other staff.
- viii. CPD must be designed in a way to make teachers capable of making complex decisions, identify and solve problems and to connect theory, practice and students outcome.
- ix. CPD should contain an element of broadening and deepening of subject knowledge. A comparison of varied methods of teaching can be drawn.

4. Why is CPD necessary?

The teachers of tomorrow will be drawn from the students of today. So, to get good instructors for the future generation we must educate the students properly. And to do that we need good teachers and CPD ensures good teaching staff. CPD can revitalize skills throughout teaching careers. Change is a norm in this world and rapid changes have taken place in the approaches to teaching and learning. The curriculum has changed extensively too. Development in information and communication technology demands that a teacher’s competence and knowledge be reviewed frequently and helped to be developed.

Professional development will be complete if a system is established to evaluate the outcomes of CPD programmes. As these programmes are not an end in themselves, it has to be ensured that the CPD programmes are effective in improving teaching and learning. The individual as well as the organization must consider how far identified professional needs have been met. In this regard an accurate and comprehensive record of development activities should be maintained. The outcome or impact of CPD programmes on professional practice has to be recorded too.

The following things need to be ensured for continuous professional development:

- i. Professional recognition.
- ii. Clear and credible support from the institution.
- iii. Opportunities to share expertise.
- iv. Rewards for best practices.
- v. Realistic view of how much change a teacher can handle.

5. CPD in private Universities in Bangladesh

Practically speaking, CPD is applicable to all professions. But the idea of CPD is in its infancy in Bangladesh. High quality professional development is essential to the nation's continuous effort to ensure high standard education to its students. With this vision, the government approved the idea of private universities.

To meet the need of the ever growing population of Bangladesh and their aspiration for higher studies, as many as 53 private universities were approved for operating in the country. But the private universities have to reassure the ground on which they will be allowed to keep operating as the standard of education in private universities has been questioned frequently. Seven private universities have been forced to stop operating recently.

Ensuring CPD programmes can help the private universities go a long way, as the public now realize that the teacher’s quality is the bedrock on which rests their aspiration for high quality education and reform of the society in a broader sense. If teachers want to help students to have true education, their own learning must be first rate.

An educational institution's most important asset is its teaching force. As such the most important investment a university can make is to ensure that teachers continue to learn. As good professional development does not happen overnight, the institution has to have an elaborate plan for CPD. Mcphee, A.D. Humes, W.M. observe:

The movement in present days towards a market-oriented, client-driven system of education has resulted in a scrutiny of not only the structures which are in place to provide education services but also the ways in which those who provide the education services are themselves trained. (167)

The private universities should recognize that there is a problem with standards in private universities and in education in Bangladesh in general. To save the situation it is necessary to control the quality and standard of teacher education. The question, how much we have developed professionally as teachers, has become a vital one in the present Bangladesh situation. There is much in Bangladesh that needs to be worked upon regarding teachers' professional development. This paper may be regarded as a beginning of the systematic approach to the idea of CPD in private universities in Bangladesh.

6. Methodology

With a view to finding the scenario of Continuous Professional Development in Bangladesh, especially in private universities, a questionnaire having twenty five questions (in three groups entitled: About Yourself, About You and CPD, and About Your Institution and CPD) was sent to teachers of different private universities in Dhaka, Bangladesh. The universities were selected randomly and the respondents were requested to volunteer. Fifty teachers of different departments of twelve private universities (Appendix-1) showed their interest. Finally forty-five teachers responded with completed questionnaires. The respondents' rate is 90% and on an average 3.75 teachers from each university responded. The teachers were given one week to respond and the whole survey required 3 weeks.

Around 51% of the teachers belong to the age group of 26 to 30. 47% of the teachers are female and 53% are male. Among them 75% teachers' educational qualification is Masters and 7% of them have PhD degree. 42% of the participants are in teaching profession for less than 3 years and 33% of them are teaching for less than 6 years. 60% teachers are working in their present working places for less than 3 years, while 29% teachers are working for less than 6 years. It clearly shows that the participants in the survey represent a segment of university teachers, among whom the idea of CPD needs to be addressed seriously for their own development as well as the development of the institutions, resulting in quality education among the students.

7. Result and discussion

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The survey result shows that 53% teachers received professional trainings, while 47% teachers received no training before or after joining the profession. Among the teachers who have received professional trainings, 64% were self-motivated to undergo the trainings, while 36% were inspired or nominated by the university. It cannot be denied that the universities must play a vital role in providing professional trainings to all their teachers. The private universities in Bangladesh are not playing their proper role in this regard.

Among the participants only 47% teachers claimed to have publications whereas, 53% said that they do not have any publications. Publications are extremely necessary for progress in an academic career. Research based publications are a must to move forward in teaching profession. So, the teachers must be conscious about it.

The teachers were asked whether they think that CPD is necessary in the education sector or not. About 67% teachers said that they strongly agree with the idea.

The participants were requested to rank the common CPD components such as workshop, seminar, professional training, conference, research and publication, prioritizing them. The authors used weight average method to find out the result. Professional training was ranked as number one, whereas, research and publication was ranked as second, workshop as third, conference as fourth and seminar was ranked as fifth important component of professional development.

The teachers were asked whether they think that imposing a teacher development plan by the university can help CPD or not. 35% of the participants strongly agreed with it. 55% of them said that they believe in the idea of teacher development plan but they do not expect the university to impose it on them.

Of the participating teachers, about 53% said that they are familiar with the idea of CPD and the remaining 47% said that they do not have any idea about CPD. About 62% of the participants said that they are not involved in any CPD programme in their institutions. In reality every teacher is involved in some sorts of CPD programme in their own ways. It seems that they are developing themselves without being aware of it. Unconscious development efforts may not tend to be far reaching. So, if they get involved in CPD being properly aware of it, their efforts will yield more result.

Among the participants, only 28% said that they strongly believe that an association with a local professional network for teachers can help them grow up professionally, whereas the highest 33% teachers showed neutral attitude.

About 69% teachers said that the universities where they work facilitate CPD programmes and the remaining 31% said that the institutions do not facilitate much CPD programmes. This revelation is very undesirable and harmful to the individual as well as to the institution. All the

universities must have some sort of CPD programmes; otherwise they will be destroying themselves at the same time will cause harm to the career of a teacher. Students of this sort of university will be denied quality education as well.

A further question regarding the kinds of CPD offered by the institutions showed that most of the private universities offer workshops (53%) as a part of CPD programs. They also arrange seminars (49%) frequently, whereas, conferences (35%), trainings (18%) and research and publications (9%) are comparatively given less importance. It implies that the universities should concentrate more on providing training to their teachers.

The highest 42% teachers neither showed their satisfaction nor dissatisfaction with the CPD programmes provided by the universities. Only 11% teachers are highly satisfied with it and the same number of teachers is highly dissatisfied with the CPD programmes provided by the universities. It implies that the universities should give more emphasis on providing CPD programmes.

The teachers were asked when they last participated in a CPD programme organized by their institutions. 24% teachers said that they never participated in any kind of CPD programmes. Whereas, 60% of them replied to have attended CPD programmes in between last 1 to 7 months. It shows that the universities should arrange for CPD programmes more frequently and the teachers should be more interested in participating in those programmes.

A further question regarding the kinds of CPD programmes they have attended in last one year revealed that the highest 56% attended workshops, 48% attended seminars and 36% attended conference. Only 9% teachers were involved in research and publication though it was ranked as second important CPD programme by them.

69% teachers said that the universities where they work facilitate research and the remaining 31% said that they do not have such facilities in their institutions. 51% teachers said that their universities do not provide research grant. Whereas, 49% said they are provided fund for research by their institutions. It must be mentioned that research must be patronized by the institutions; otherwise, great works of research will not be initiated.

56% teachers said that they have publication facility, whereas, 44% teachers said that the universities they serve have no publication facilities. Publications are a must in professional growth and the universities must provide the facility of publication through their own journals, which in the long run, will encourage research too.

Only 7% teachers said that they are highly satisfied with the research and publication facilities provided by the university, whereas the highest 47% teachers showed neutral attitude. This indicates that the universities should take more initiatives to encourage the teachers in research and publication.

Only 18% teachers said that they are highly satisfied with the library facilities provided by the university, whereas the highest 44% teachers showed neutral attitude. This reflects that the library facilities need to be improved in private universities, so that the teachers can use the resources.

8. Recommendations

CPD involves two parties, none of whom can escape their responsibility to ensure meaningful professional development. Both of the parties must play their proper roles. Examining the primary data and secondary sources, the authors recommend the following things to ensure CPD:

Things to be done by the individual teachers

1. The teachers must have the commitment and mentality to grow up professionally. No one can ensure their professional development unless they feel its necessity and initiate their own development process.
2. Through critical reflection on the present practices and their outcomes the teachers can decide their own goal of professional development. This will lead them to the continuous process of self development.
3. Teachers must participate in all the CPD programmes organized by the university. They should also make the institutions feel the necessity of certain CPD programmes and help organizing those programmes.
4. Teachers must get involved with the local as well as international networks for teachers which can create a platform for them to get involved in CPD.
5. The teachers should be more involved in research and publication. Research will help them to find out what should be the best practice and these theories can be used in classroom practice later on. Publications will help the teachers to let other people know the findings of a particular research.
6. Teachers can make a portfolio for their professional growth. They can have a development plan of their own whether or not enthused by the institution. They can make self evaluation based on those.

Things to be done by the institution

1. To ensure CPD throughout one's teaching career, a system of accountability and rewards should be established by the private universities.
2. Private universities must design elaborate programmes to ensure continuous development of teachers and they must have regular approved budget for it as an allocation of time and resources is needed to enable coherent CPD to take place.
3. Networks of local teachers should be established to encourage the growth of CPD to provide a source of expert advice and exchange of information. Private universities can

take the initiative of forming such networks of teachers (like Bangladesh English Language Teachers' Association) that can provide a platform for teachers to exchange views and to help them to be aware of what is going on around the world in the field of teaching and learning.

4. Every private university should have training facilities. As soon as a teacher joins the institution, she must undergo different sorts of trainings to be competent in teaching. The universities can have a prescribed curriculum for the training of the teachers.
5. Academy for each subject can be established in the universities. Short term or long term training programmes can be launched through those academies or institutes.

9. Conclusion

CPD can be seen as a long term investment in developing teachers' skills and professionalism. Entering into teaching means to take learning as a profession. CPD opens the doors to be constant learners. As the individuals continue to be teachers, their knowledge continues to grow. CPD helps them come out with prophetic power, because:

To copy a style is easy; to introduce a new one— a new way of seeing— is the work of those whose work provides the landmarks of history. (Langford quoted in *Della Fish* 29).

Teachers of an institution have to decide whether they want to develop or not, the extent of development they need and what can be done on their part. The organizations, at the same time must acknowledge the importance of CPD and must have a development plan for its employees.

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Appendix-1

The twelve private universities that responded to the questionnaire are:

1. Asian University of Bangladesh
 2. BRAC University
 3. Darul Ihsan University
 4. Eastern University
 5. East West University
 6. International Islamic University Chittagong
 7. Northern University of Bangladesh
 8. North South University
 9. Stamford University
 10. State University of Bangladesh
 11. United International University
 12. University of Asia Pacific
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Teaching the Extra - Essentiality of Bringing Eclecticism into Classroom

Rajesh Bojan, M.A., M.Phil.

Abstract

What they learnt is different from what we learn (today) and what we learn would be different from what they will learn (tomorrow). The difference is not in terms of what is learnt, but on how it is learnt. The field of language teaching has always remained exposed to such change.

At every specific period, learners had variety of expectations and followed different techniques to fulfill them. Learners were exposed to strategies that were believed to be effective in terms of language acquisition. Strategies like Communicative language teaching and Cooperative language learning have been accepted and acclaimed by many to be very innovative and highly effective.

But, no matter how best a strategy is, if we simply fail to look forward, update and adapt to any advancement, it is definitely impossible to retain the quality of learning. It is with the background of such a principle, this paper is specifically structured to focus on the necessity and benefits of extra-teaching as well as the essentiality of bringing the concept of eclecticism into classroom.

Introduction

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Teaching the Extra - Essentiality of Bringing Eclecticism into Classroom

Learning is not just the acquisition of information. Real learning does not cease with the acquisition of subject knowledge, the success of the process lies in how well the matter has been captured, comprehended and exhibited effectively making use of the right skill. If one is incapable of expressing the ideas what he had learnt in a clear and effective manner, then, no matter how hard he may learn, his attempts will not be productive. Teachers as well as learners should understand that learning is not stuffing; it is the deliberate act of familiarizing a concept or situation in such a way that could be significant for the development of our knowledge and career. At the same time, what has to be taught must be taught effectively and that which is taught has to be immensely useful and applicable to life. If learning does not meet these conditions it is of no use.

It is no wonder to notice a great similarity with the attitude of teachers particularly in India. Teachers always tend to overload the learners by rushing through the syllabus being very particular about time and exam rather than worrying about what the learners have learnt during their course of study. In spite of concentrating on what is being expected or required by the learners, teachers are least concerned about skill development. Under such an unfortunate influence, learners are dumped with baggage of subject-matter which most of the time they tend to memorize and easily forget once the exams are over.

When the curriculum contains loads of subject, it is obvious that learners could not be provided with training opportunities to make them fit for any competitive situations. Teachers on the other hand might not take interest or extra effort to go beyond the usual subject teaching because of lack of time. As a result, they get used to see teaching as a duty than as an art. It is at this point teachers formulate an opinion that it is sufficient to teach what is required for the exam and ultimately fail to see what is essential for learners' life. Most part of their teaching they remain relying only on books. Thus, teaching as a result lacks creativity and becomes lethargic disappointing the learners.

No learners want the teachers to interpret the information already available in the books. Learners are eager to learn from the teachers the items that are beyond their imagination, experience and reach. Hence, teaching ought to be not only subjective but also unique and innovative always.

What to Teach?

Learners come from different educational background. There are vast differences existing among the learners. It is not easy for teachers to manage the variety of differences and provide individual attention to every learner. Especially, Indian classroom setting is not an apt place to think of one-to-one teaching due to the overflowing condition of the classrooms. Large strength in the classrooms has always been an unavoidable barrier for effective teaching. Due to the numerous learning differences and difficulties among the learners, teachers are in a situation to teach a particular lesson until slow learners could reach an understanding of the subject being taught.

Additionally, due to the overloading nature of our curriculum, teachers are incapable to sufficiently train the learners individually and they are often discouraged unable to cover the portion due to repeated instruction for the benefit of slow learners. There are even instances in which teachers ignore a topic or two unable to complete it on time and those who try to complete may not make it effective. We may not be in a position to prevent the overflowing nature of our classes; if we do, then we may have to look for alternatives like additional classes, teachers etc which is practically not worth doing.

If it may be possible to reconsider designing the curriculum in such a way making its content minimum and practice oriented then there would be a good chance of making the best use of it benefiting both learners as well as the teachers.

As far as teaching English is concerned, the subject should train them to learn and master skills necessary for successful survival in the competitive society and shape them as communicatively competent individuals. Merely diving deep into the subject matter with no competency in language use is completely ineffectual. No one would try to construct a building without laying a proper foundation, it is the same policy that has to be followed in matters of language learning.

Learners should be trained to use language confidently, they need to be taught on how to develop presentation skills and make use of them effectively. With such a strong foundation the language acquired thereafter could be engineered successfully without much effort. Under the constant exposure of such foundational exercises, learners will be able to enhance their skills and master the dynamics of language use.

Thus, when it comes to teach, we need to concentrate more on enhancing the learners' language aptitude enabling them to be competent enough to survive in any language requiring situation. Implementing this kind of learning at the elementary level by introducing suitable skill-enhancing exercises could be more effective. When subject-teaching is limited and examination point of learning is minimised, learners as well as teachers could have abundant time to focus on mastering language skills.

Necessity for Alternative Teaching

Industries and IT sectors have bloomed all over India. In a fast-developing nation like India, employment and business opportunities have become easily accessible. World leading companies are at tight competition trying to launch their several business centers throughout the country. High-paying jobs are not anymore mere dreams. Anyone with the ability to communicate effectively and fluently in English could easily prosper making a wonderful career.

In India, unfortunately even the most skilled learners and job-seekers face difficulties in securing placements due to their language incompetency.

Having a good academic record alone may not be sufficient to convince a job provider instead they look for several other capabilities. Most of the candidates who are unsuccessful at

interviews and campus placements regretfully say, it is their language incapability, lack of training that are main reasons for such hindrances.

While as learners in schools and colleges, they ultimately fail to realise the importance of building their individual talents and most of the learners are brainwashed to believe that the only purpose of learning is to clear the forthcoming examination.

Under this false assumption learners take effort to improve their academic records completely neglecting other areas. Only when it is time to seek for a job, these learners realise out of their own experience that their years of educational exposure is indeed unsupportive and irrelevant. What else could be more shocking than this!

Provide Opportunities

A solid development is not an instant achievement. What could not be learnt early cannot be learnt later. This is especially true in terms of language learning. Unless learners are provided opportunities to enhance their knowledge and skills in an earlier stage, there will be no possibility to see effectiveness in their performance.

Dual Mode of Instruction

Another major issue regarding teaching English in India is the dual mode educational system. Education provided under the vernacular medium has to be discontinued making English the only path for all future learning. Learning a vernacular or developing interest to learn different languages is something that has to be welcomed, but trying to promote and restrict education within a localised language which means nothing to the rest of us could probably be a disaster.

When English is making its way as the prominent and governing language leading the whole world into the future, what are we trying to achieve making our learners to sit under our vernacular umbrella? How long are we going to be addicted to this political trick is a question that needs to be raised.

No language in the world could be so flexible and adoptive in nature as English is. I could not see any prediction of any language attaining in future the status that English has managed to attain.

Education under the vernacular medium is creating a situation where learners have no room to enhance their knowledge of English. It is undoubtedly evident that learners graduated under such conditions are not suitable for platforms where English is dominant. They are indeed poor when it comes to performance unless they emerge on their own and develop skills and competence in English.

Government is not going to lose its funds imparting education in English as the medium of study. Even if it does take much expense compared to that of the vernacular way of education, it is primarily for the betterment and welfare of our future generation to whom English would be the

bread and butter. If all learners regardless of their background are bestowed with the gift of English education there would be better chances of professional and academic growth.

Eclectic Approach to Teaching

Teaching English in India has been a challenging factor due to various reasons including learner diversities, lack of facilities, large classes, examination-centered education, inappropriate application of methods, mother tongue instruction, insufficient training of teachers, ineffective curriculum so on.

Though different methods exist and are being implemented to teach English, it is very essential to focus on something that is highly suitable to our own environment. Simply importing an approach and applying it without changes is not going to be helpful in anyway. We need to understand our local context, analyse the conditions under which our learners and teachers operate, we need to identify what is really required to increase the quality and effectiveness of our education particularly in teaching English and finally adopt or introduce an innovative method that would eradicate the defects of the existing learning problems in teaching English.

Lack of Focus in the Classroom

Unfortunately, in the excitement of so-called advances made in theoretical frameworks, language teaching shows a lack of focus in the classroom, its ecology, its socio-economic fabric, its organization and management and the number of learners and their problems.

The models we are trying to use now have been developed in monolingual countries like England and the USA and the ELT ‘specialists’ from these countries come and advise Indian teachers on how to teach a second language; the Indian subcontinent is a vast multi-lingual area where for centuries people have learnt and taught several languages. Most teachers of English in India know at least two or three languages. It is unfortunate that we have to import second language teaching models from monolingual countries! (Krishnaswamy, 2003).

Limitations of Methods

The time has led us to a point where we have understood quite well how ineffective we have or in appropriate terms, our learning conditions have been so far. It is not altogether to deny, all that we have followed so far has not been productive, but it is the question of how well the conventional teaching is applicable now and in future.

Every method has its own level of limitations. Some methods that may have proven effective in certain conditions might not be favourable elsewhere. Neither could a teacher implement the same strategy for the entire curriculum. Unless a dynamic, well- planned multi-approach is integrated into the field of second language teaching, the learning condition could experience no great improvement.

Some argue that there can be no right method for everyone. They point out that some methods are more suitable for older learners; others for younger – or that some might be more appropriate for beginning-level language study, but not for intermediate or advanced. They say that some methods call for a level of language proficiency that not all language teachers possess (Larsen-Freeman, 2000).

Demand for Variety

Learners expect variety. They need variety in the curriculum, they need difference in the way they are taught, in the way they are treated, and in the way they are tested and evaluated.

Learners are sick of teachers' book-reading and text-interpreting business. They feel monotonous when teacher do things what they could do well by themselves. Teachers must realise that the employment market does not worry about learners' depth of knowledge in literature, they do not require our Shakespeare and Dickens. They are in high need of communicatively qualified candidates.

As an ardent lover of literature, I personally value teachers who take literature to its maximum. Though the idea of instigating the knowledge of various literatures to our student community is a great service, it is vital for all of us to keenly focus on equipping the learners with the necessary language skills as a strong foundation.

Maximize the Potential of Our Students

As language teachers, we are expected to maximise the language potential of our learners regardless of their background. Our task is not some kid- stuff that we could teach in a day or two, we are indeed dealing with an occupation that requires highest commitment, endurance and up-to-date intelligence.

We are not only involved in the process of protecting the language, in fact, we are establishing unlimited opportunities and securities for the lives of forthcoming generation.

Required: Change and Update

As mentioned earlier, a change as well as some update is required to retain the quality of learning. The incorporation of eclecticism in the field of language teaching could be a phenomenal achievement for all second language learning perspectives in future. This multi-approach instructional strategy has widely attracted many scholars into its fold. Many teachers around the world have indeed realised the need to be eclectic in order to manage variables associated with the learning environment.

A successful TESOL teacher is not necessarily biased in favour of one method or another. She should be first of all competent in and comfortable with the methods she wants to use. She tends to select different teaching strategies from different

methods and blends them to suit the needs of her materials and students (Thirumalai, 2002).

Cultivating Eclecticism

Since practical application of eclecticism is somewhat complicated, teachers must possess an excellent knowledge about the various instructional approaches and should be in a position to analyse properly which strategy would be suitable to a particular audience, situation etc. Unless teachers are familiar with a wide range of teaching methodologies, the theories and practices behind them, it is certainly difficult to be successful in being eclectic.

Conclusion

The condition of learning English in Indian classrooms is very pathetic. Learners are taught by teachers who are inefficient themselves. The condition is so worst that some colleges do not even have enough staff to teach English. There are rarely few who go out of their way to work effectively doing justice to their profession.

Understanding the concept of eclecticism and trying to create an approach fit for our own teaching environment may be a way through which our task would be simplified and effective. Unless teachers possess expertise of the different instructional styles, it is indeed difficult to construct an effective method of teaching that could work out well in our classrooms.

Eclectic style of teaching provides an opportunity for teachers to try out different instructional strategies and figure out which method is quite effective depending on the purpose. Inappropriate selection of the methods of teaching could lead to a disaster. Hence, it is essential for teachers to consider variety of factors such as content, availability of time, audience, teaching aids, etc., before implementing an approach.

A detailed account regarding the condition of the teaching atmosphere has to be made by the teachers before fixing any strategy. It is necessary for them to pre-determine ideas such as, whether a particular method is suitable, whether there is sufficient time to deliver the content using the selected approach, whether it would prove effective among the learners so on. Being familiar with variety of techniques along with the ability to apply the right kind of strategy to the right audience is vital for every teacher.

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Effective Teaching of English: A CLT Perspective for Haryana

Ms. Daisy

Teaching Methodology/Pedagogy – Situation in India

English Language Teaching in India has not much changed for years and it is hardly different from the postcolonial ELT methods where Shakespeare and Milton are taught with the same style as was done 100 years back. First, the students do not feel comfortable with such age-old texts today and secondly, they have nothing to do in the monotonous classrooms but listen to a lecture.

With the inception of Communicative Language Teaching in the 1960s, English teaching/learning seems to be much affected positively and in the recent past, there have been some hopeful signs of modifications and modernization, not just in teaching and learning but also in the use of English:

- CBSE has already introduced in all its affiliated schools CLT curriculum “which is based upon an approach to course design which recognizes the importance of developing students’ communicative competence.” (Bhatt, 1995, 328)
- ESP (English for Specific Purposes) is introduced in some Indian schools.
- With the rise in computer expertise and Internet, the new generation has realized the importance of the preferred language of the global information highway (English) and for them English is no longer associated with colonial overtones.

- They see it as a necessary vehicle for upward and onward mobility, not just within India but also overseas.
- The widespread availability of cable TV in India has made the native English available to the Indians (through BBC, CNN, MTV etc.) and due to this exposure, people feel increasingly comfortable with the different native varieties and have stopped being threatened by them.
 - Technology has been infused with teaching of English in the form of Language Labs
 - Reframing of the curriculum by various universities on CLT pattern

Communicative Language Teaching

CLT is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It can be understood as “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”. (Jack C Richards)

Since its inception in the 1970s CLT has served as a major source of influence on language teaching practice around the world due to its goal of teaching communicative competence. Communicative competence is different from grammatical competence in which the knowledge of a language is attained by producing sentences of that language and the knowledge attained is of the building blocks of sentences (i.e., parts of speech, tenses, phrases, clauses and sentence patterns etc.) and the formation of sentences.

Making Learners Communicatively Competent

But, while grammatical competence is an important dimension of language learning it is clearly not at all that is involved in learning a language. It is because one can master the rules of sentence formation in a language and still not be very successful in using the language for meaningful communication. CLT solves this purpose. CLT makes a learner communicatively competent by:

- Knowing how to use language for a range of different purposes/functions
- Knowing how to change the language according to formal and informal atmosphere
- Knowing how to produce and understand different types of texts i.e., narratives, reports, interviews and conversations etc.
- Knowing how to maintain communication despite having limitations in one’s language knowledge (through using different types of communication strategies)

Activities in the Classroom

For the above purpose, a variety of activities/tasks are carried out in a CLT classroom. Some of them are given below:

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- Role Play
- Interviews
- Information gap
- Games
- Language exchange
- Surveys
- Pair work
- Learning by teaching

Situation in Haryana

In spite of the above said developments in ELT, Haryana is one of the states in India where English language is still facing a very precarious situation. In spite of the fact that English is taught as a compulsory subject of study from Class I or Standard I onwards, the overall scenario is dismal. The graduates passing out from our colleges and universities are unemployable. The sole reason for this unemployability is lack of communication competency in our graduates.

Innovations in a University in Haryana

BPSMV is the first university in Haryana which has initiated a new syllabus. The university has designed its own syllabus for its students, which is task-based, skill-based and learner centered. The other universities in the state are continuing with the old (literature focused curriculum).

Syllabus of BPS

The English syllabus of BPS underwent a complete change in 2007, soon after the establishment of the university. In contrast to the earlier syllabus which contained loads of literature pieces and much grammar portion for the undergraduate students, this was designed on CLT pattern. It has the following features:

Approach

- The broad approach adopted is Learner Centred and Task Based
- The syllabus is an amalgamation of aesthetics and language skills

Methodology Adopted

- Equal weightage to both aesthetics and language skills is allocated

- Teaching hours allocated to various components are in tune with the content and tasks involved in the unit
- Conventional aesthetics are imparted through conventional teaching and language skills are developed through Language Labs
- The conventional teaching component contains less number of text/grammar portion because of the learner centred pedagogy
- Business English has been incorporated to make the curriculum industry friendly

The Texts

- The texts are smaller in length keeping in view the need for the undergraduate students
- Texts are contemporary and relevant to the socio-cultural needs of the students
- The texts having dramatic potential are selected

The Curriculum has been designed to add value to the life of the students by emphasizing the use of English creatively and transactionally. It deploys topics and skills relevant to the use of English in everyday life and prepares the learners to face the needs of the market environment by laying equal emphasis on the four skills- LSRW in the learning and testing of English.

A Comparison of Syllabi

Since I have taught and observed the development of students in both types of Curriculum, I must say that if given a choice, I would prefer the latest CLT curriculum. This is because of the following factors:

- Students stay engaged throughout the class because there are lots of activities which keep them busy
- The interest level of the students is much more than their interest level in the old syllabus because the topics chosen are related to their day to day problems
- The confidence of the learners automatically increases very fast because of each individual's participation
- Hesitation goes away
- Exam fear also goes away due to the lesser number of texts
- The rote learning goes backstage because of lots of exercises related to texts
- The learners develop their own sense of answering when many things are discussed with them beyond the text
- Inclusion of soft-skills in the curriculum prepares the learners for the job market

Integration of Skills and Results

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Due to the integrated skills approach of a CLT syllabus, all four skills essential for a language have been covered and equal weightage has been given to listening/speaking skills and reading/writing skills. Whereas reading/writing skills are covered in the usual classes, a Learning Resource Centre has been established for the listening/speaking skills, which caters to the needs of all the undergraduate students. There are both kinds of language labs in the LRC – Video and Audio labs. This has been done to make the students communicatively competent. It goes without saying that learners are greatly benefited from the learning resource centre.

The difference between the two stages, i.e., pre and post learning resource centre is quite obvious. It clearly indicates that the centre gives a tremendous ignition to the desire of a learner to speak English. The learner's accent, pronunciation, stress, tone etc are controlled and modified according to the standard pattern. However there are certain grey areas which still require immediate intervention:

- Mother Tongue Interference in English Utterances
- Lack of Grammatical Knowledge
- Lack of Sufficient Vocabulary
- Non - conducive atmosphere at home
- Passive Attitude of the Peers

This list of hindrances obstructing the communication competency of the students is not exhaustive. We are trying to overcome these by giving much time to the learners for practice, involve them more in drilling exercises and creating imaginary situations for their role plays.

Now, though the knowledge of using modern communication devices such as mobile phones, computers and internet is an integral part of communication skills, it's not that c. skills cannot be taught without the modern technological equipment. Technology only makes the task easy and time-saving. Here I would like to suggest a few common techniques which can help a learner in building up good communication.

- Speaking gets improved only by indulging in speaking.
- A learner must always be encouraged to speak.
- Fluency must precede correctness.
- Do not discourage a learner in committing errors.
- Motivate a learner towards the importance of communication skills.
- Create enough opportunities for him/her to use English.
- Adopt Inductive method of teaching Grammar.

The Essentials

In fact, to my mind, there are three very important things in developing the communication skills.

- Urge to speak
- Opportunities to speak
- Grammar

The following are the practical solutions to improve our communication competence.

- Inculcating a habit of reading an English newspaper which will keep us update
- Listening to English news.
- Learning at least 10 new words of English daily
- Frequent use of a good dictionary

The need for good communication skills has always been there, but good communication skills have become crucial in the information age we live in. For this, the teachers must make the learners realize the importance of communication skills (in English) in today's world. With the number of foreign investors flocking to India and the growth of outsourcing, English has come to play a key role in professional relationships between foreign and Indian companies. With the onslaught of IT and ITES companies, English has become the language of employability and good command over it is considered a unique qualification. It becomes the moral duty of the teachers of English to create and sustain motivation levels of the college students, especially the marginalized ones.

Sharing Responsibilities

Much is usually said about the duties of the teachers and students, but the authorities/central bodies that control the institutions cannot run away from their responsibilities. If the authorities want that the products of their institution have a bright future in a competitive world today, they must take care of the following factors:

- Appoint trained/expert teachers
- Support the young innovative teachers who have new CLT based approaches and strategies
- Make the class-sizes shorter by increasing the number of teachers
- Giving importance to English language subject as to the other elective subjects
- Not neglect the requirements of the language teachers

The Need to Train the Authorities in India!

In India, there are many universities which are still continuing with the old syllabus. It might be because of the following reasons:

- No one in the concerned institution is aware of the fact that the new approaches (like CLT) of learning English language are there
- If at all, some teachers are aware, they are not ready to take the bold initiative
- If there are a few teachers who come forward with such proposals, they are ignored completely by the much senior members (like BOS members) who would like to stick with the old syllabus
- The authorities do not listen to the demands (which concern finance) of the language teachers because they still think that language learning comes almost free as it doesn't require any costly teaching tools like the science subjects
- The call of making a uniform syllabus now and then changes the minds of the authorities

There can be other reasons also, but the need for good communication should be realized by one and all because every person on Earth has a desire to understand and be understood which is fulfilled only by communication. In a world market that does business with diverse cultures and personalities, a good understanding of effective communication skills- written and oral- are the need of the hour and the best way of inculcating it is devising CLT curriculum in schools and colleges. Let's contribute wherever we can, whatever we can, and however we can for producing a new, confident and communicatively competent breed of our students.

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ELT in Libyan Universities - A Pragmatic Approach

S. Rajendran, Ph.D.

Abstract

Teaching English language and literature is an uphill task in Libyan universities. Not only are the students first generation learners but they have also been affected by the pull of their mother tongue and special writing style. The experience of a foreign teacher in the universities of Libya is challenging and enriching as well. Lack of interest and motivation and competitive spirit on the part of students, non-availability of study materials, books, journals and news papers, absence of scholarly ambience and some of the blocks which hinder the process of learning the English language.

However, there are also special attributes found in them such as their amazing memory power, communicative English, their eagerness to listen to stories their sense of humour, etc.

Teaching English could be a rewarding experience in Libya if the teacher is imbued with understanding, appreciation, encouragement and the skills for using appropriate, pragmatic teaching strategies so that the inherent talents of students could be brought out and enhanced. Hence, this paper focuses on the pragmatic approach to the teaching English to the Libyan students at the university level.

English in Libya

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In Libya, English language skills are now recognized as indispensable not only in schools and universities but also in the armed forces. Ian Black (2007) reports: “After years when foreign language teaching was banned, Libyans are now queuing up to learning English.”

English is a compulsory subject from the 5th grade of elementary school in Libya. There is a great desire amongst young professionals in Libya for developing English language skills for their betterment and favorable placement in the competitive global world. In short, the need for learning English is intensely felt for the social and economic development and for the advancement in the field of science and technology in the country.

Difficulties in Teaching English in Libya

But teaching English in the Libyan universities is a Herculean task. Except in the language class, students find no opportunity to learn or use English anywhere. Not even name boards of shops, hospitals, banks etc., are written in English.

Invariably Arabic is used everywhere. It is surprising to note that the university students fail to understand the meanings of even the commonly used English words like ‘post office’, ‘money’, ‘street’, etc.,. The complete lack of exposure to English of the students makes even more the task difficult to the teachers. Students seem to have no idea of proper sentence structure in English. They do not know the correct spellings and grammatical rules.

As Arabic is a stressed language like English, students use stress in speaking English but stress in the wrong syllables making their English unintelligible. The students seem to be less motivated and uninterested in English language classes. Still as a silver lining in a cloud, the Libyan students have excellent memory, interest in humour, communicative language and stories. The students seem to have no reading habit. This may be due to the absence of news papers, weeklies, monthlies and journals in English.

Foreign Teachers of English in Libya

As a foreign teacher of English, one is teaching English to the first generation learns and also living amidst different social, cultural and climatic conditions. One may feel that different culture and society affect the efficiency of teaching as the researchers like Portes and Rambaut (2001) maintain that home culture and language are associated with higher educational achievement. One need not worry about the socio- cultural difference for effective teaching because a study conducted by the National Literacy panel on Language Minority Children and Youth concluded that there is surprisingly little evidence for the impact of socio cultural variables on literary learning (August and Shanahan 2006). So, an effective teacher can teach effectively to students of any social and cultural back ground.

The Role of Books

There is a general belief that text books are indispensable for teaching English. Contrary to this belief we are teaching English in Libyan universities without a text book. Haeidub Idris, our head of the department of English, Jalo often tells us that an effective and efficient teaching of English can take advantage of combination of methods and approaches to accomplish our goals which the text books do not provide. Teacher himself/ herself has the privilege of acting as the text book. Hence, there is more flexibility in teaching and learning.

Pragmatic Approach

Recent research claims that the use of a single method or approach is not appropriate for good teaching and learning. Such findings propose to base teaching on the combination of diverse methods to achieve the objectives. I always combine different methods or approaches appropriate for effective teaching, which I call the pragmatic approach and find myself successful as a teacher. This practical approach comprises of motivating the students to learn, creating interest in what they are learning, using humour and stories in the class room.

Let us see how these factors followed in this approach are important and how best they can be used.

Motivation and Interest

The most important thing in teaching English is about motivating the students to learn and create an interest in what they are learning. Some students are enthusiastic learners but many depend on the teacher for enthusiasm. For them the interest lies in the teacher, what is being taught and how it is being taught.

Effective learning depends on the teacher's ability to maintain the interest that brought the students to the course in the first place (Erickson, 1998). The main idea of motivation is to capture the students' attention and curiosity and channel their energy towards learning. Intrinsic motivation is motivation form within the students that is of much importance. To boost positive attitude and motivate learning, an environment conducive to learning must be created (Finocchiaro, 1982; Ngeow, 1998). Factors that create conducive learning environment include non-threatening fun environment, providing various types of input which are auditory, visual, sensual, verbal and non-verbal in nature.

Motivation is the backbone of any classroom. When the students are motivated the teacher performs his/her job the best. "Don't give your students fish, but teach them how to fish". This proverb is true in language learning.

But how do we go about teaching English and how do we maintain their interest in language learning? Research has shown that factors such as positive learner and teacher attitudes must be sustained for successful transfer of language learning. Many teachers are interested in teaching the students how to read and write well along with the rules of grammar. Though this approach is useful to some extent, it will not sustain the interest of the students in the long run. Interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence, patience and persistence are major factors of motivation. (Keri Kosach,2006).

Get Them Motivated!

To encourage students to become motivated Keri Kosach (2006) gives the following suggestions to the teachers.

1. Give frequent and early feedback of the student's progress and understanding.
2. Always ensure opportunities for student's success by giving tasks that are not too hard or too easy.
3. Try to help each and every student find the personal meaning and importance in the material.
4. Make students participate actively by asking a lot of questions.
5. Make them work in pairs.

When the class is restless, some students are indifferent and some are not attentive, we know that the students are uninterested and not motivated. A striking feature of the Libyan students is that they are free, frank and fearless.

So, when the teacher asks them the reason for their indifference or lack of interest they would frankly come out with the real cause. Sometimes, the cause may point to the fault in teaching and sometimes to their personal reasons. The teacher should be positive in his/her approach. If the cause is concerned with teaching, the teacher should make adjustments or modification of his/her way of teaching.

If it is concerned with their personal reasons, the teacher should try to help them through suggestions, comfort and counseling. If the teacher cannot do anything in that matter, he/she should at least acknowledge his/her inability in such situations. Once the teacher does this, the teacher would be surprised to note that students show keen interest in learning with rebound vigour.

Humour

Any teacher can use humour as an effective tool in teaching. We should dispel the myth that one must be a comedian to use humour in a language classroom. Classrooms in which laughter is welcome help bring learning to life (Dickinson, 1998). The psychologists Loomax and Moosavi

(1998) and Provine (2000) suggest that the use of humour in the classroom reduces tension, improves classroom climate, increases student teacher rapport and even facilitate learning.

One reason for using humour is that as a human trait it is self-effacing behavior and it can allow the shy or timid students in the class to participate with the group. It is a way of reaching out to those students who are nervous to attempt expressing themselves in their second language (Provine, 2000). Humour decreases anxiety and stress. Hence, it contributes to positive learning and teaching.

Emile Chiasson (2002) has given the following guidelines for using humour in the classroom!

1. Don't try too hard. Let humour arise naturally, encourage it, don't force it.
2. Do what fits your personality.
3. Don't use private humour or humour that leaves people out.
4. Make humour an integral part of your class, rather than something special.
5. Humour may be used to solicit dialogue, conversations and develop vocabulary.
6. The extent to which you use humour will vary on your class. Interpretation, discussion and analysis will vary on the proficiency of your class.

As a teacher, I often use humour and humorous articles in my class. To give a practical example, I mention an imaginary letter written by a mother to her son who is living in his college hostel.

Before using any such thing, I always ask myself "What knowledge do I want the students to demonstrate by using this material?" I never try to deal with multiple aspects at one time. Here you can read the letter below which I use in my semantics class.

A mother's letter to her son

My dear J,

I am in a well here and hoping you are also in a well there. I am writing this letter slowly because I know you cannot read fast.

We changed our house. It is really nice. It even has a washing machine situated right above the toilet. I am not sure it works too well. Last week I put in three shirts, pulled the chain and not seen them still.

The weather here is not bad. It rained twice last week. The first time it rained for three days and second time four days.

The coat you wanted me to send you, your aunt said it would be too heavy to send in the mail with all the metal buttons. So we cut them off and put them in the pocket.

Your father has another job. He has five hundred men under him. He is cutting the grass at the cemetery.

Your sister had a baby, this morning, I have not found out whether it is a girl or boy, so I do not know whether you are aunt or uncle.

Your uncle, fell in the nearby well. Some men tried to pull him out, but he fought them off bravely and drowned. We cremated him and he burned for three days.

There is not much more news. This time nothing much has happened.

With love
Mom.

The students find it interesting. I ask them why this letter is humorous. How does the intended meaning differ from the explicit meaning ? What are the errors in the use of words and reasoning. As an outcome, the students learn the intended objectives with enthusiasm.

Critical thinking

To foster learning a teacher should make the students think critically. Critical thinking is a disciplined manner of thought which assess the validity of things such as statements, news, stories, arguments, research etc. (Richard R. Day, 2003).

Richard R. Day (2003) limits critical thinking to the following :

1. Differentiation between facts and opinions.
2. Examination of assumptions.
3. Flexibility while looking for explanations and solutions for problems.

There is no need for conducting special courses on critical thinking for the students to learn English. A teacher can make the students think critically by using simple techniques like encouraging them not to accept anything for granted, asking questions with multiple answers, creating a strong argument, provoking thought and adopting pair work and group work. These techniques make the students excited and become active learners.

Thinking Hats

Edward de Bono devised *six thinking hats* as a strategy to develop thinking. I read his six hats technique of developing thinking in [http:// wwwfp.education-tas.gov.au/English/sixhats.htm](http://wwwfp.education-tas.gov.au/English/sixhats.htm). The colours help students to visualize six separate modes of thinking. The purpose is to make the students learn to reflect on their thinking and recognise different things required in different

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learning situations. For example, the students are posed with a problem and asked to think of a particular coloured hat. They will start thinking in line with the particular colour:

- White hat - facts and information available.
- Black hat - negative points and difficulties
- Yellow hat - benefits and values
- Red hat - emotions and feelings
- Green hat - imaginative thinking
- Blue hat - the effects of the problem and the need to manage thinking process.

This six hat thinking technique can be effectively used to make the class active.

Stories

Psychologists believe that children need stories, legends and fairy tales when they grow up. Stories are part of their intellectual life. When stories are important for students in learning their mother-tongue, they are equally important in learning English as well. All students, from elementary schools to universities, benefit from the use of stories. Stories are an ideal introduction of the foreign language as they present language in a familiar context to the students. Stories help develop positive attitudes towards the foreign language, culture and language learning (Ellis and Brewster, 2002).

Stories deal with human relationships. Students can interpret them and gain insight in their own thinking. Stories enhance vocabulary competence, critical thinking and gain greater control and confidence in the use of the language. Stories include short stories, fables, fairy tales, folk-tales, legends and myths. In India, a great named Vishnu Sharma taught the foolish princes through animal stories and made them the wisest men.

The teacher can use the stories can be of any country. The culture of that country may not be an obstacle in enjoyment of learning. The case for the use stories is that they are funny, engaging, remind us of ourselves, help us emphasise, inform us, take us on journeys (Spiro, 2006).

The teacher can narrate stories or ask students to read stories by supplying the reading material. Students respond positively. Stories are thought provoking and they provide interest and variety in terms of content, language and themes. After the students complete listening or reading the stories they may asked different questions to kindle their intelligence. They may discuss in groups and come out with answers. By doing so, they develop confidence in speaking the target language. They may be asked to write down about some characters in the story or to write down a new ending to the story. This would help them improve their writing skills. On the whole the students develop all the four skills of English. Stories enable the students to differentiate between varieties of the language- standard and non-standard language. Students can recognise the formal

and informal use of language, register, slang and metaphors used in the stories. Using short stories, novels, and plays helps to sustain the students' interest in language learning (Thirumalai, 2002). Students become fluent speakers as stories evoke an emotional response. For teachers allow to use an acquisition- based methodology by providing optimal input (Ellis and Brewster, 2002).

Conclusion

The pragmatic approach stated here is an easy, effective and efficient method that can be adopted by the teachers of English in the universities of Libya for developing the students' proficiency in English.

As stated earlier, this pragmatic approach is not a single approach or a method but a combination of several approaches or methods. The most important factor in this approach is motivating and creating interest for learning to the students; once interest is created teaching and learning become delightful. This becomes a strong foundation for building this approach with humour, stories and critical thinking. It utilizes the Libyan students' inborn interest for the enrichment of English language skills.

I conclude with the assertion that the pragmatic approach discussed here makes the students improve the skills of the target language by creating a positive environment and becomes a source of joy and enjoyment to students. By adopting this approach, students are made to achieve a high level of proficiency in the four skills of English- listening, speaking, reading and writing by reducing the stress and anxiety of students. Students tend to use English more. I look forward for more research and theoretical development of this approach to provide, better teaching of English to students.

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Behavioural Problems of Secondary School Students – A Pakistani Scene

Nabi Bux Jumani, Ph.D.

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Saeed ul Hasan Chisti, Ph.D.

Abstract

The quality of any personality is based on individual's behavior. One of the aims of education is to develop the personality of students. The present paper reports the findings of a study conducted on examining behavioral problems of students.

The study was initiated through survey method. Population of the study comprised of secondary school teachers and students of grade IX (age groups 14+ years). A representative of 50 students was drawn using random sampling procedure with 20 teachers. Two questionnaires were developed and used for data collection purposes. The results of the study show that students have many problems regarding interaction and their individual differences are not being managed in the classroom situation.

The study concluded that teacher's attitude affect student's performance and personality development. The study recommended that teachers and parent properly attend the students in classroom and home respectively.

Key words: Behavioural problems, secondary school, secondary students

Introduction

Every individual has the right that his physical, social and emotional needs should be satisfied in society as well as in class room environment. The desire to be accepted and protected in childhood is natural. He or she needs help for adjustment. This is his/her right that s/he should be provided with an environment in which his/her natural capabilities flourish so that s/he may become useful member of the society.

Through education individuals' behaviors are shaped. In formal or conventional mode of education, teacher plays a pivotal role in this regard. Moreover, it is again overwhelming at primary and secondary school levels. It is, therefore, necessary that a teacher should know his or her pupils thoroughly as to their abilities, limitations, motives, aspirations, needs and physical development patterns, so that teaching can be made interesting and effective. Teacher should be able to know all such things through the study of educational psychology. It is a fact that without such background a teacher cannot modify the cognitive and effective behaviour patterns of his/her pupils. Such knowledge can contribute to the promotion of learning process and developing students' personalities positively by understanding about individual behaviour.

Literature

According to Skinner (1938), behaviour is the movement of an organism or of its parts in a frame of reference provided by organism by various external objects or fields. It is a continuous process which moves through these developmental stages with time.

- i. Continuous and orderly.
- ii. Results in long lasting changes.
- iii. Results in more advanced superior type of functions.

Every growth is similar but also unique while socializer's reinforcement. Punishment and modeling also share in psycho-social adjustment. Society approves some types of behaviour while it also condemns some other types of behaviour.

Human behaviour remains extremely difficult subject matter (Skinner. 1969) while research has proved that study of abnormal behaviour is much more difficult and it may be due to some disorder of chemical or structural balance of body i.e. bio-chemical Bio-Physical.

Explaining Human Behaviour

Many explanations of behaviour pattern may be found in Sigmund Freud's stage theory, theory of Piaget, Kohlberg and Tureen's theory of mood development. So adaptive and maladaptive behaviour pattern are learned an a result of consecutive events.

Analysis of behaviour is an aspect which ultimately counts in. adjustment. Pupils face specific learning difficulties or present some forms of behavior all problems. Its main aims are to develop the understanding of the teacher so that they are aware of highly specific needs of children and to apply this knowledge in a practical way with in the class room situation.

There are three types of behavior: moral behavior, immoral behavior and unmoral behavior.

The children cannot be expected to know all the mores of the group nor can they be expected to behave in a truly moral way. By the time children reach adolescence, however, the members of the social group expect them to behave in accordance with the mores of the group. When they fail to do so it is generally because they do not want to rather than because of ignorance of group expectations.

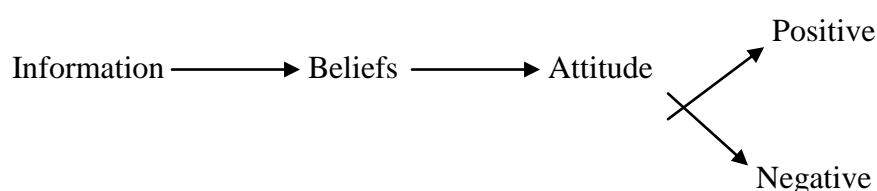
Loneliness

The warmth by the parents has positive effect on children otherwise they feel loneliness in adulthood as Eastwood study presents. Ironically, college students suffer more from loneliness than any other age group. Having loosened the ties with their parents, people of this age are actively seeking intimacy with their peers, especially those of the opposite sex. The idealism of youth, plus the desire for intimacy and a happy marriage, makes them especially sensitive to the discrepancy between their expectation, intimacy and their actual relationships.

Many factors contribute to loneliness. People who have grown up with warm and helpful parents are less likely to report loneliness in adulthood than those who describe their parents as disagreeable and unhelpful. Some of the loneliest people are those whose parents divorced when they were younger than 6 year old (Atwater& Duffy, 1999).

Attitudes

According to Morgan (1994, p. 450), “An attitude is a predisposition to behave in a consistent evaluative manner toward a person, a group of people an object, or a group of objects”. To have a more comprehensive view of attitude, it may be studied in terms of its different aspects, i.e. components and factors, as stated by Ruch (1984, p. 544). Attitude has often been defined by social psychologists in terms of three affective or evaluative feelings about that person or object, and behavior toward that person or object.



It is very much clear from the above discussion that attitude; either defined simply or in terms of its different components, represents individual’s orientation toward or away from an object, person, concept, idea, or situation. In general terms it is positive or negative response made by a person toward an object, person , group of people , idea, concept, or situation. The determination of relationship between attitudes and behavior is difficult because they cannot be measured precisely.

Behaviour and Attitude

Moreover, in some instances, attitude predicts behaviour and at some other time behavior specifies the attitudes. A common thinking that behavior is the reflection of attitudes (Morgan et al 1984, p. 548) but, according to Plotik (1980, p.458) attitudes are slightly related to behavior. He says that although attitudes may generally be used to predict behavior, there are some cases in which these predictions will be wrong.

As an example, most of the smokers have negative attitude toward smoking yet they smoke frequently.

Similarly, many people do not fulfill religious duties although they do have a positive attitude toward their religion. Behavior, according to Papalia & Sally (1978, p. 611) and Wrench & Chris (1973, p. 279), can be best predicted from attitudes when following conditions are fulfilled:

- The person must have relevant attitudes and must know what they are. If he has never thought about his attitude toward something, the attitude will be a less useful predictor of behavior.
- The behavior we are predicting should take place in an environment free from other influences like fear or pressure.
- If attitude are to predict behavior, you must have adequate measures of these attitudes.

Emotions

Research studies indicated that the infant’s response to stimuli designed to arouse emotions that are very diffuse and lacking in organization. Like other aspects of the behaviour of a child soon after birth when a child comes to school, if he falls into the hands of unsympathetic teachers then his earlier attitudes will preserve him from feelings of hostility and self distrust.

On the other hand, he comes with attitudes of hostility and distrust based on hardships earlier in his life. The emotions can also occur as moods that last a long time and affect particular systems in the brain. The literature also identified different factors of behaviour as indicated in Table 1.

Table 1 Factors of behavior

Emotions	Social goal that is at issue	Plan, second moment of emotions
Happiness	Be with others	Co operate, show affection
Sadness	Loss of relationship	Do nothing seek help
Anger	Insult, Loss of respect	Try harder, flight
Fear	Separation, Social rejection	Freeze, Defer to others support, help

During the emotional development stage teacher’s contribution play a vital role to overcome the crises. The research literature identified eight stages of emotional development and Language in India www.languageinindia.com 75

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characterized then by the kinds of psychosocial crises likely to occur in those stages. If each crisis is handled successfully by the teacher, parent, or both, the child is able to move on to the next stage.

For example, the psychosocial crisis in adolescence would involve issues of identity; teachers must be aware of the crises the student is then undergoing and handle it appropriately. Such an approach places the teacher in the position of therapist, in effect, placing greater pressure on the teacher (Arnold & Krasner, 1987, page 133). Corporal punishment by the teacher or parents promotes aggressive attitude as described (Quinn.1995):

Corporal Punishment

Corporal refers to the body, and corporal punishment involves inflicting bodily harm when a person behaves in an undesirable way. A spanking, a whipping with a switch, a slap across the face, and a punch punishment teach their children that physical force leads to control. As a result their children are likely to become hostile and aggressive and use violence to gain control.

Withdrawal of Approval

Parents sometimes reprimand their children for misbehavior by threatening to remove their love from the children. Statements Like. “If you go outside the yard again, I won’t love you anymore” or “I hate you because you just spilled your juice” are examples. If this technique is used persistently, the child will feel that the parents’ love is weak and undependable. The child is given the impression that love and affection have to be earned. As a result the child may become anxious and show such symptoms as nail biting, bed-wetting, or thumb-sucking (Quinn.1995, page 86).

Adolescence is a carefree period and wilderness is very common in this age. It used to be common belief that adolescence was a carefree period, a stage of life when people would “sow their wild oats” before settling down to the demands of adult maturity. What do teenagers themselves believe their chief problems are?

Spirito and associates (1991) asked (9 to 14 years) old to identify the problems they had experienced in the last month. It is interesting to note the changes in the frequency of the various problems types with age. Only (parents/child conflict and boyfriend/girlfriend problems) increase with age. Problems with siblings decline and then increase, parent/parents conflicts and extracurricular activity problems go up, and then decline and the rest decline with age.

Finally, it should be noted that when adolescents do have problems, the till effects percolate throughout society and continue for years after the original problems occur (Dacey, 1997, pp.9-11).

If teenagers are sexually abused they mistrust adults. Teenagers who have been sexually abused often express feelings of not fitting in with their peers. They say that they are different, strange, dirty, and evil. They say that they will never marry or have children. Some also talk intensely about feelings of mistrust and say they can never have faith in an adult.

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Nabi Bux Jumani, Ph.D., Fazalur Rahman, M.Sc., M Ed., M.Phil., Ajmal Chaudry, Ph.D. and Saeed ul Hasan Chisti, Ph.D.

Behavioural Problems of Secondary School Students – A Pakistani Scene

Others feel that they are always wrong and deserving of criticism from adults. Teens and adults who have been sexually abused as children tell me that they felt this way even as young children, but they didn't have the words then to express their feelings (Brooks & Siegel, 1996).

Similarly, Zimbardo & Radl (1981) believed that the pain and pressure of the teenage years are considerably greater for today's young people than they have been for most previous generations. First of all, society is in a state of great transition, there are so many freedoms without attendant responsibilities. The turmoil of adolescence is due to newly attained thinking capacities as well as emotional changes. It was proposed that the super-high degree of self-consciousness that seen in youngsters around their early teen years is a result of the teen-ager having developed an ability to think about what other people may be thinking (Zimbardo & Radl, 1981).

In general, peer ratings of sociability tend to be linked with positive school behavior among children. On the other hand, links were found in the opposite direction within adolescent. High sociability showed significant cross-sectional links with peer ratings of disruptive, aggressive behaviors, suggesting that teenage peer group was somewhat admiring of individuals who had the gumption to buck the system. Similarly, negative prospective links with academic performance were also found. Students who were popular early in the year were likely to show significant declines in grades over time, again suggesting that the peer group disdained what was valued by the establishment (Lerner, Taylor & Von Eye, 2002).

Rao (2004) reported that many studies have stated that poor adjustment was one of the primary causes of poor performance in any educational institution. Some other studies have also identified a close association between adequate adjustment and better academic achievement. He further described that proper adjustments can be developed by the students through direct methods such as:

1. Increasing the trails or improving efforts to solve the problems.
2. Adopting compromising means depending on the complexity of the situation.
3. withdrawal and submissiveness according to the situation and

making proper choices and decisions which suits to his or her talents and through indirect methods of defensive mechanisms such as repression, regression, compensation, rationalization, projection, identification, withdrawal, sympathizes, reversing the motives, fantasy, displacement, sublimation, undoing, and intellectualization (Rao, 2004, pp. 39-40).

Rao further elaborated that as maladjusted students become a major problem or threat to the institution, the students must be made adjusted personalities through proper guidance and counseling.

Objectives of the Study

The objectives of the study were to:

- Examine the nature of students behavior,
- Analyze various behavioral problems of students and

- Strategies adopted by teachers to handle behavioral problems of students

Method of the Study

The study was initiated through survey method. Population of the study comprised of secondary school teachers and students of grade IX (age groups 14+ years). A representative of 50 students was drawn using random sampling procedure with 20 teachers. Two questionnaires were developed, one for students and the other for teachers. Each statement of the questionnaire was checked by using Chi-Square technique and has been shown in the respective tables under the caption of data analysis.

Data Analysis

The data collected from the participants is presented below with statistical treatment. Each statement was checked at level 0.05 for degree of freedom (2). Responses of students are presented in below table 2:

Table 2 **Detail of students' responses**

Statement	Agree	Disagree	Undecided	Chi Square	Table Value of X ²
You like praise	35	10	5	30	5.99
You dislike the punishment of teacher in response to some error in studies.	30	14	6	18	5.99
The kindness and sympathetic behavior of the teacher increase your interest towards studies	45	-	5	72	5.99
Undesirable behavior of fellows hurt you.	22	12	16	3	5.99
You feel difficulties in new environment.	45	5	-	57	5.99
You like discussions in class room.	23	18	9	6	5.99
You react in case of unexpected treatment from your teachers and fellows.	37	10	3	38	5.99

Table 2 indicated that:

- ✓ Respondents like praise.
- ✓ Respondents dislike the punishment of teacher.
- ✓ Sympathetic behavior of the teacher increase interest towards studies.
- ✓ Undesirable behavior of fellows hurt students.
- ✓ Respondents feel difficulties in new environment.
- ✓ Respondents dislike discussions in class room.
- ✓ Respondents react in case of unexpected treatment from teachers and fellows.

Responses of students are presented in below table 3:

Table 3 **Summary of teachers' responses**

	Chi	Table Value of
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Statement	Agree	Disagree	Undecided	Square	X²
Students behave friendly with their fellows.	15	3	2	15	5.99
Students like formal behavior of fellows.	12	4	4	6	5.99
Some students are emotional due to their home environment.	15	5	-	17	5.99
You take special measures to eradicate the emotional problems of students.	15	5	-	17	5.99
Scolding problematic students at their mistake brings positive change in their behavior.	6	8	6	3	5.99
Behavior of any person is the product of learning.	20	-	-	38	5.99
During classroom management/school management the issue of dealing with different behavioral matters is being considered.	18	2	0	28	5.99
During classroom management/school management the issue of dealing with different behavioral matters is considered.	18	2	0	28	5.99

Table 3 revealed that:

- Students behave friendly with their fellows.
- Students like formal behavior of with fellows.
- Some students are emotional due to their home environment.
- Teachers took special measures to eradicate the emotional problems of students.
- Scolding problematic students at their mistake brings positive change in their behavior.
- Teachers considered behavioral matters during classroom management/school management

Findings of the Study

1. Students disliked discussion in class room and behavior of their class fellows.
2. Most of the students expressed their deep concern over punishment of teachers without some reason.
3. Almost all students favored their praise, hurdles in a new environment and kind-hearted behavior of their teachers.
4. Majority of the teachers highlighted the hostile and aggressive behavior and unsatisfactory educational performance of emotionally disturbed students.
5. Home environment is a key factor of either development or destruction.
6. Special attention, friendly behavior, carefully designed set of training and a task oriented learning system for emotionally disturbed students
7. All teachers considered someone's attitude and behavior—an outcome of his learning.

Recommendations

The study recommended that:

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1. Teachers and parents may pay special attention towards abnormal behaviour of students.
2. At school level carefully designed set of training and a task oriented learning system may be provided to manage the behavior of students.
3. A counseling and guidance may be arranged for some targeted students to overcome their problems.
4. Provision of healthy and competitive environment based on extra curriculum activities may be assured at school.
5. A continuous encouragement and appreciation may be helpful to boost up the moral of students.
6. A close coordination may be established among teachers and parents to plan and monitor all the developments regarding students' matters.

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Selection Procedure for English Language Teachers' Professional Development Courses of HEC Pakistan – A Case Study

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Abstract

The study sought to explore selection/nomination procedure for the trainees as well as the resource persons for the teachers' professional development courses of the English Language Teaching Reforms (ELTR) Project of the Higher Education Commission (HEC) of Pakistan.

The researchers administered a questionnaire to 740 trainees and used semi-structured interviews with the 10 trainees and 20 resource persons to evaluate the selection/nomination procedure adopted by the HEC.

The researchers found that the ELTR Project of the HEC could not make merit- and need-based selection/nomination of the trainees. It also exposed the negligence, regarding making merit-based selection of the resource persons, on part of the ELTR Project officials of the HEC.

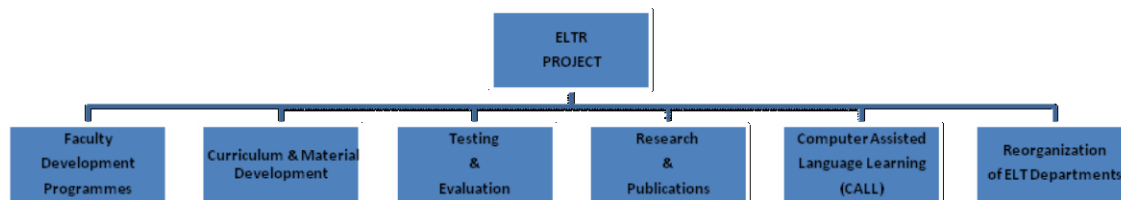
The researchers recommended that in order to make the teachers' professional development courses of the ELTR Project successful, the HEC ought to hold the stake by making fair selections/nominations,

devising a fool-proof mechanism for the follow-up of the trainees and by providing facilities to the trainees for implementation of the training input.

1. Introduction

Higher Education Commission (HEC) of Pakistan launched English Language Teaching Reforms (ELTR) Project to bring qualitative improvement in English Language Teaching (ELT) and to do capacity building for effective and sustainable development of English language teachers in higher education in the country (Khattak et al, 2010). They report that a National Committee on English (NCE) was constituted due to concerns shown by Mansoor (2003) regarding the declining standard of English in Higher Education. The Committee decided to achieve the goals of the ELTR project through six subcommittees. These six subcommittees were:

- Faculty Development Programmes
- Curriculum and Material Development
- Testing and Evaluation
- Research and Publications
- Computer Assisted Language Learning (CALL)
- Reorganization of Departments/Centres of English Language.



Source: ELTR (2007). An Unpublished HEC Report as cited in Khattak et al (2010).

2. Statement of the Problem

According to Edwards (1997), the selection procedures adopted by many training agencies for trainees have developed in a remarkably *ad hoc* fashion. She believes that in order to justify proper planning and professional training, effective and fool-proof trainee selection needs to be done (ibid.).

We do not have sufficient literature written on the subject of trainee teacher selection especially in ELT, and also on the failure of management to recognize that trainee selection is an increasingly important issue. She maintains that it requires trained and experienced staff to carry out the task of trainees' selection effectively (ibid.).

Usually trainees are selected through interviews. As mentioned above that selection criterion for trainees in majority of the cases is not satisfactory, however, this is not true of all training agencies, since some

of these do train their selectors/interviewers. This pleasant aspect of the overall dark and neglected scenario was due to two main reasons: one is that in the fields of business and management, the issue of selection and interviewing has been extensively researched and documented; two is that when looked at more closely, it becomes apparent that the skills required of the good selector/interviewer are mostly akin to those of the good language teacher (ibid.).

Higher Education Commission (HEC) has been conducting professional development courses for English language teachers from postgraduate colleges and universities under the ELTR Project since 2004. It has generally been observed that selection/nomination of the trainees usually affects the success of the teachers' professional development courses. In the present study, the researchers have tried to gauge the selection/nomination standards for the trainees as well as resource persons and their relationship with the overall effectiveness of the said courses.

3. Research Methodology

The researchers employed a questionnaire to the randomly selected 740 out of 1502 trainees of the teachers' professional courses of the ELTR Project asking them how they got selected/nominated; how keen they were to attend; to what extent they felt part of the courses; and finally to what extent the courses would have professionally developed them as teachers. 20 resource persons and 10 volunteer trainees of the courses were interviewed for the purpose to know how the trainees were selected/nominated and how their selection/nomination would have affected the effectiveness of the overall teachers' professional development courses. Chi square test was applied to gauge correlation if there was any between the selection/nomination of the trainees and their ultimate professional development.

4. Data Analysis

Data were analysed both quantitatively and qualitatively. Following is the brief analysis of some of the relevant items of the questionnaire, correlations of the relevant variables using chi-square test and that of questions of the interviews:

Analysis of the Questionnaire

Following is the brief descriptive data analysis of some of the pertinent items of the questionnaire:

Selection/Nomination of the Trainees

Since the main objective of the present study was to probe into the effectiveness of the selection/nomination standards of the ELTR Project of the HEC for the trainees, the first item of the questionnaire thus tried to seek the soundness of the selection/nomination of the trainees done by the ELTR Project team for the teachers' professional development courses. The descriptive analysis of the data got through administration of the questionnaire to the sample trainees clearly suggests that 80.5% of the respondent trainees were not sure of how they had been to the professional development courses.

Only 19.5% of the trainees felt their selection/nomination to be on merit (Table 3.0).

Response	Frequency	Percent
Agree	144	19.5
Undecided	596	80.5
Total	740	100

Table 3.0: Trainees were selected for the course on merit

Keeness of the Trainees

On asking about their feeling keenness or otherwise to measure the pre-course motivation level of the trainees, the descriptive analysis done of the overall data shows that 95.7 % (1.1% SA + 94.6% A) of the consulted trainees were highly keen to attend the respective courses whereas only 4.3% of them were not feeling keenness (Table 3.1).

Response	Frequency	Percent
Strongly Agree	8	1.1
Agree	700	94.6
Disagree	32	4.3
Total	740	100

Table 3.1: Trainees were keen to attend the course

Enjoyed the Courses

Similarly, when the trainees were asked whether they enjoyed the teachers' professional development course(s) to the optimum, 92.4% (0.5% SA + 91.9% A) enjoyed the courses whereas merely 7.6% (1.6% UD + 5.9% D) of the consulted trainees did not express their feeling of agreement with it (Table 3.2).

Response	Frequency	Percent
Strongly Agree	4	0.5

Agree	680	91.9
Undecided	12	1.6
Disagree	44	5.9
Total	740	100

Table 3.2: Trainees enjoyed the course to the optimum

Professional Development of the Trainees

When they were asked to respond to a bit general statement that whether or not the teachers' professional development courses, they have been to, turned them to be far better professionals, still 86.5% of the respondent trainees agreed with it (Table 3.3).

Response	Frequency	Percent
Agree	640	86.5
Undecided	40	5.4
Disagree	60	8.1
Total	740	100

Table 3.3: The Course developed trainees professionally to the optimum

How Effectively the Teachers' Professional Development Courses were Publicized

The respondents were asked to answer to the open ended question how they came to know about the course being offered, the overwhelming majority of 92.4% (64.8% + 27.6%) responded that they either were told by their department or then by their colleague(s), friend(s) etc. 6.5% of the trainees read about the courses in the newspaper and barely 1.1% of the trainees found the courses on HEC website (Table 3.4).

Response	Frequency	Percent
Told by the college/university administration	480	64.8
Told by friend/colleague	204	27.6
Read the advertisement	48	6.5

Through HEC website	8	1.1
Total	740	100

Table 3.4: How did trainees come to know about the course being offered?

Chi Square Data Analysis of the Questionnaire

In this section, we have correlated certain statements of the questionnaire to explore if there is any relation amongst the different variables. This correlation does not mean that variables in one statement of the questionnaire and those in the other are directly correlated or variables in one statement of the questionnaire cause variables in another statement to vary in a particular way. It is simply a statistical relation between these variables and there can be a number of reasons for increase or decrease in the strength of one variable or the other.

Correlation between Selection of the Trainees and their Keeness on the Professional Development Courses:

In order to find out whether there exists certain correlation between any two statements of the administered questionnaire, Chi Square test is generally applied. For example, in the context of the present study, in order to find out whether the statement about the selection or nomination of the trainees has any correlation with the statement of the questionnaire about how keen the trainees were to attend the teachers' professional development courses, the researcher applied the Chi Square test.

If Ho = The two statements whether the trainees were selected on merit and whether they were keen to attend the courses are not dependent upon each other.

Similarly if H1 = The two statements whether the trainees were selected on merit and whether they were keen to attend the courses are dependent upon each other. In other words both these statements are mutually associated and are inter-affective.

Table 3.5: Case Processing Summary of Selection vs. Keeness

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
You were selected for the course on merit *						
You were keen to attend the course	740	100.0%	0	.0%	740	100.0%

Table 3.5 shows that the questionnaire has been distributed among 740 trainees. All the trainees have responded to both the statements in full.

Table 3.6: You were selected for the course on merit * You were keen to attend the course Crosstabulation

		You were keen to attend the course				
		Strongly Agree	Agree	Disagree	Total	
You were selected for the course on merit	Agree	Count	4	140	0	144
		Expected Count	1.6	136.2	6.2	144.0
	Undecided	Count	4	560	32	596
		Expected Count	6.4	563.8	25.8	596.0
Total	Count	8	700	32	740	
	Expected Count	8.0	700.0	32.0	740.0	

Table 3.6 shows the inter-relationship between both the statements. Both the actually Observed and Expected Count (frequency) have been given in the Table.

Table 3.7: Chi-Square Tests of Selection vs. Keenness

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.466 ^a	2	.065
Likelihood Ratio	6.854	2	.032
Linear-by-Linear Association	4.158	1	.041
N of Valid Cases	740		

a 3 cells (50.0%) have expected count less than 5. The minimum expected count is .71.

Table 3.7 shows the value of Pearson chi square got through SPSS analysis. Manually it could also be got by dividing the difference between the observed and expected count over the expected count. The Asymptotic Significance Value was found to be 0.65. As it is greater than 0.05 that is the target value, we can fairly say that there is a strong relationship between the two tested statements. We therefore reject the Null hypothesis H_0 and conclude that both the statements are interdependent. In plain words, it is the selection or nomination of the trainees that

affects the keenness of the trainees on the teachers' professional development courses and vice versa.

Correlation between Selection of the Trainees and their feeling sense of Enjoyment on the Professional Development Courses:

Again, the researcher tried to find out whether or not the selection or nomination of the trainees affect their feeling of the sense of enjoyment or otherwise on the teachers' professional development courses.

If Ho = The two statements whether the trainees were selected on merit and whether they enjoyed or not attending the teachers' professional development courses are not dependent upon each other.

Similarly if H1 = The two statements whether the trainees were selected on merit and whether they enjoyed or not attending the courses are dependent upon each other. In simple sense, both these statements are mutually associated and inter-affective.

Table 3.8: Case Processing Summary of Selection vs. Enjoyment

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
You were selected for the course on merit * You enjoyed the course to the optimum	740	100.0%	0	.0%	740	100.0%

Table 3.8 shows that the questionnaire has been administrated to 740 trainees. All the trainees have responded to both the statements in full.

Table 3.9: You were selected for the course on merit * You enjoyed the course to the optimum Crosstabulation

		You enjoyed the course to the optimum					
		Strongly Agree	Agree	Undecided	Disagree	Total	
You were selected for the course on merit	Agree	Count	0	144	0	0	144
		Expected Count	0.8	132.3	2.3	8.6	144.0
	Undecided	Count	4	536	12	44	596
		Expected Count	3.2	547.7	9.7	35.4	596.0

Total	Count	4	680	12	44	740
	Expected Count	4.0	680.0	12.0	44.0	740.0

Table 3.9 shows the inter-relationship between both the statements. Both the actually Observed and Expected Count (frequency) have been given in the table.

Table 3.10: Chi-Square Tests of Selection vs. Enjoyment

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.657 ^a	3	.199
Likelihood Ratio	8.139	3	.043
Linear-by-Linear Association	3.168	1	.075
N of Valid Cases	740		

a 5 cells (62.5%) have expected count less than 5. The minimum expected count is .35.

Table 3.10 shows the value of Pearson chi square got through SPSS analysis. Manually it could also be got by dividing the difference between the observed and expected count on the expected count. The Asymptotic Significance Value was found to be 0.199. As it is greater than 0.05 that is the target value, we can fairly say that there is a strong relationship between the two tested statements. We therefore reject the Null hypothesis H_0 and conclude that both the statements are interdependent. In plain words, it is the selection or nomination of the trainees that affects the feeling of enjoyment or otherwise on part of the trainees in the teachers' professional development courses and vice versa.

Correlation between Selection of the Trainees and the Course Developed them Professionally to the optimum:

Again, the researcher tried to find out whether or not the selection or nomination of the trainees on merit affects their professional development through the teachers' professional development courses.

If H_0 = The two statements whether the trainees were selected on merit and whether the training course developed them professionally to the optimum are not dependent upon each other.

Similarly if H_1 = The two statements whether the trainees were selected on merit and whether the training course developed them professionally to the optimum are dependent upon each other. In simple sense, both these statements are mutually associated and inter-affective.

Table 3.11: Case Processing Summary of Selection vs. Professional Development

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
You were selected for the course on merit * The Course developed you professionally to the optimum	740	100.0%	0	.0%	740	100.0%

Table 3.11 shows that the questionnaire has been administrated to 740 trainees. All the trainees have responded to both the statements in full.

Table 3.12: You were selected for the course on merit * The Course developed you professionally to the optimum Crosstabulation

		The Course developed you professionally to the optimum				
		Agree	Undecided	Disagree	Total	
You were selected for the course on merit	Agree	Count	144	0	0	144
		Expected Count	124.5	7.8	11.7	144.0
	Undecided	Count	496	40	60	596
		Expected Count	515.5	32.2	48.3	596.0
Total	Count	640	40	60	740	
	Expected Count	640.0	40.0	60.0	740.0	

Table 3.12 shows the inter-relationship between both the statements. Both the actually Observed and Expected Count (frequency) have been given in the table.

Table 3.12: Chi-Square Tests Selection vs. Professional Development

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.290 ^a	2	.026
Likelihood Ratio	12.497	2	.002
Linear-by-Linear Association	6.486	1	.011
N of Valid Cases	740		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.48.

Table 3.12 shows the value of Pearson chi square got through SPSS analysis. Manually it could also be got by dividing the difference between the observed and expected count on the expected count. The Asymptotic Significance Value was found to be 0.026. As it is smaller than 0.05, we can fairly say that there is no relationship between the two tested statements. We therefore accept the Null hypothesis H_0 and conclude that both the statements are independent. In plain words, it is the selection or nomination of the trainees on merit does not affect the professional development of the trainees.

Analysis of the Interviews with the Resource Persons

Following is the detailed interpretation and discussion of the descriptive analysis of the data collected through recording and transcribing the interviews of the resource persons who helped trainee teachers professionally develop under the different sub-committees of the ELTR Project of the Higher Education Commission (HEC) of Pakistan.

The following questions in bold italics were asked in the order presented below:

How did you get associated as a Resource Person with the ELTR Project of the HEC?

Again not to over-emphasize, it being one of the main objectives of the present study to evaluate the selection procedure of the ELTR Project of the HEC for the trainees as well as the resource persons (trainers), we asked the sample interviewee resource persons how they got associated with the ELTR Project as resource persons. The descriptive analysis of the data got through interviewing them clearly suggests that 85% of the resource persons were personally called or requested to be part of the project (Table 3.13).

Response	Frequency	Percent
I was personally called /requested to be part of the project as a Resource Person	17	85.0
Someone gave my name as a Resource Person	3	15.0
Total	20	100.0

Table 3.13: How did you get associated with the ELTR Project of the HEC?

Table 3.13 shows that the ELTR project of the HEC lacks a proper mechanism for selecting resource persons for the teachers’ professional development courses. They are mostly hired through personal contacts. As one of the resource persons criticized the concerned officials and experts as,

“... the committee leaders, the people who are leading these committees, they should have a very clear understanding of... in which direction the journey is going...and they should identify people on the basis of merit and their actual skills and knowledge and not on the basis of availability, not on the basis of ... contacts and networking and ... ease in handling ...having ... own like-minded people there...that should not be the criterion... it should be done on merit...people should be picked on the basis of their particular expertise in an area ...so at this moment the ELTR project is an open secret that we have different people in different sub-committees who have no idea, no experience, no expertise in particular field they are running ...”

How many courses have you conducted as a Resource Person?

We asked the sample interviewee resource persons how many teachers’ professional development courses they had conducted under the ELTR Project. Their responses have been tabulated in terms of number of courses in Table 3.14. The descriptive analysis of the data shows that out of 18 of the resource persons who had delivered teachers’ professional development courses, 11 resource persons were those who had delivered more than three courses each that make them to be almost 60% (Table 3.14).

Response	Frequency	Percent
<i>One</i>	4	20.0
<i>Two</i>	1	5.0
<i>Three</i>	2	10.0
<i>Four</i>	5	25.0
<i>Five</i>	5	25.0
<i>More than five</i>	1	5.0
<i>Not a single one as a Resource Person</i>	2	10.0
<i>Total</i>	20	100.0

Table 3.14: How many courses have you conducted as a Resource Person?

Table 3.14 shows that the majority of the resource persons had conducted more than three courses each. It may indirectly indicate that there is a considerable dearth of resource persons in the ELT milieu of the country on one hand whereas on the other it may expose the ELTR Project selection criterion for the resource persons as they are generally appointed on the basis of their availability and personal contacts and not on the basis of their expertise in the particular area. Furthermore, it indirectly may refer to the need of conducting the master courses for the future resource persons in related fields. As one of the resource persons very rightly asked for the need of training teachers in testing and assessment as she was of the view,

“Pakistan does not have a single testing and assessment expert ... what we need is ... some people ... young people now who can go and get training in assessment, English language teaching assessment and evaluation training, from abroad... because ... we do not have ... ELT degrees in testing and assessment ...”

Are you satisfied with the selection or nomination criterion of the HEC or the respective directorates of education and universities?

We asked the sample interviewee resource persons whether or not they were satisfied with the selection or nomination criterion for the trainees adopted by the HEC or the respective directorates of education and universities. Their responses have been tabulated in terms of their showing affirmation, negation and indifference in Table 3.15 The descriptive analysis of the data shows that 65% i.e. (50% No + 15% Can't say...) of the resource persons were not satisfied with the selection or nomination procedure (Table 3.15).

Response	Frequency	Percent
Yes	7	35.0
No	10	50.0
Can't say anything	3	15.0
Total	20	100.0

Table 3.15: Are you satisfied with the selection or nomination criterion of the HEC or the respective directorates of education and universities?

Table 3.15 shows that the resource persons were not satisfied with the selection or nomination procedure adopted by the ELTR Project for the trainees. Some of their responses are given below:

One of the interviewees said,

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“...as far as the selection of the trainees was concerned we were powerless, we used to send letters at least three weeks before the workshop and then we would send them reminders after 10 days and still we had to go early... a day earlier before the workshop to sit in the offices of the vice chancellors...and since we were conducting the workshop ...would ask them to nominate people, and then people would get nominated, which created a lot of resentment amongst the people ... I think if we wanted 25 people to attend the workshop maybe we would get 5 nominations before time ... which was discouraging.”

An another interviewee criticized the selection / nomination procedure as,

“The system of getting trainees on to the training courses that I experience now or the one that I’d experienced as a tutor before is extremely faulty...it is at last minute ... anyone who can come, anyone who has the time ... it is not properly planned, it is not properly targeted at people ... and, therefore, my last experience was terrible as a resource person on one of the HEC’s ELTR project courses ... it was a Testing course...I was told to do a session on testing listening and speaking skills ... and when I went there I found that 50% of the people sitting in the room were Non-English teachers ... and how’d they come to the course was a mystery and however as a resource person I felt very upset ... and how could I teach testing listening and speaking skills to a Pakistan Studies teacher and a professor sitting in there from Environmental Sciences and when I asked them they said they thought they were going to be taught listening and speaking ...”

She maintained,

“... there is no systematic planning about who the sitting participants should be, it is random ... kaheen se bees loag le kar aney hain, kaheen se bees loag le aayen, kamra bharna hai, karma dikhana hai (You’ve to bring in 20 people from anywhere, just bring in 20 people from anywhere, you’ve to fill in the room, you’ve to show off a filled in room)... HEC has not made any effort to ensure the true selection of the trainees ... as it should be ... bus course karna hai naam ke liyee karo bees pachees participants trained ho gaey ... (a course has to be done for the course sake ... 20, 25 participants have been trained ...).”

The detailed responses quoted above clearly suggest that the HEC had been merely funding teachers’ professional development courses. It had not been taking measures to ensure the meritorious nominations so that exactly targeted and motivated population might have been professionally developed.

5. Findings and Discussion

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To structure the findings and discussion part of the study, we relied on our following two research questions:

- *How effective was the selection/nomination procedure adopted by the HEC under the ELTR Project for the trainees as well as the trainers/resource persons?*

Triangulation of the main research tools i.e. questionnaire, interviews and documents provided useful data vis-à-vis the selection/nomination standards adopted by the HEC for the trainees and the trainers/resource persons.

As per the descriptive analysis of the questionnaire administered to the trainees, it was found that the selection/nomination procedure adopted by the ELTR Project for the trainees was not up to the mark. Similarly, it was found after interviewing the resource persons that most of them (the interviewees) were not happy with the selection/nomination criterion, for the trainees, adopted by the ELTR Project. They believed that most of the nominations/selections of the trainees were not made on merit or need-base. In order to crosscheck the above finding, we interviewed 10 volunteer trainees (05 each from CALL and EAP courses held in Peshawar and Rawalpindi respectively) to have their views on their selection/nomination for the course.

Again, a majority of them during interviews confirmed that they were got nominated/selected for the teachers' professional development course without being aware that a course was on offer. They were neither made to undergo any need-analysis prior to the course nor had they properly applied for it in advance. Not to speak of the trainees, it was found out from the interviews with the resource persons that even most of them too got associated with the ELTR Project through their personal contacts. Besides, The ELTR Project did not have any proper nomination or selection proforma for the trainees. It did have a registration form but that I think was meant for keeping the record of the trainees on one hand and for clearing the audit objection, if any, to pass the budget for the course. So it shows that the Project team was least concerned with the needs of the trainees. Rather they used to welcome whosoever would come to fill the training hall as one of the resource persons also had mentioned it in her interview when she said,

“... there is no systematic planning about who the sitting participants should be, it is random ... kaheen se bees loag le kar aney hain, kaheen se bees loag le aayen, kamra bharna hai, karma dikhana hai (You've to bring in 20 people from anywhere, just bring in 20 people from anywhere, you've to fill in the room, you've to show off a filled in room) ...”

To be more candid, most of the trainees were not sure of their selection/nomination being on merit on one hand, whereas on the other hand it was found that some trainees from non-English disciplines also attended the teachers' professional development courses under the ELTR Project. In short, proper need-analysis before the teachers' professional development courses was

missing. The question arises why the selection/nomination of the trainees was not made purely on merit- or need-basis. One simple reason could be the lack of existing an effective co-ordination between the HEC and educational institutions on one hand, whereas on the other hand similar possible co-ordination gaps between the HEC and respective directorates of Education (that are responsible for making nominations at college level) could have hampered smooth and effective selection/nomination of the trainees. Keeping the theory of Value for Money (VFM) as the purpose of the evaluation of the effectiveness of any Project at forefront, it can be argued that the HEC -- the funding agency must have held the stake of making the selection / nomination of the trainees infallible.

Again, the HEC's selection criterion for the resource persons as mentioned above was faulty. They were mostly hired through personal contacts and more on the basis of their availability than any other possible professional pre-requisite factor. As one of the resource persons criticized the concerned officials and experts as,

“...they should identify people on the basis of merit and their actual skills and knowledge and not on the basis of availability, not on the basis of ... contacts and networking and ... ease in handling ...having ... own like-minded people there...that should not be the criterion...instead it should be done on merit ... people should be picked on the basis of their particular expertise in an area ...”.

However, one basic reason for this happening may be the shortage of competent and expert resource persons in the country. The shortage of resource persons was also found that shows that the majority of the resource persons had conducted more than three courses each. It may indirectly indicate that there is a considerable dearth of resource persons in the ELT milieu of the country on one hand, whereas on the other it may expose the ELTR Project selection criterion for the resource persons as they are generally appointed on the basis of their availability and personal contacts and not on the basis of their expertise in the particular area. Furthermore, it indirectly may refer to the need of conducting the master courses for the future resource persons in related fields. As one of the resource persons very rightly asked for the need of training teachers in testing and assessment in ELT as she was of the view,

“Pakistan does not have a single testing and assessment expert in ELT ... what we need is ... some people... young people now who can go and get training in English language teaching assessment and evaluation from abroad ...”

The analysis of the above findings clearly suggests that the ELTR project of the HEC lacked a proper mechanism for selecting trainees and resource persons for the teachers' professional development courses. The HEC officials during interviews also admitted their lacking a fool-proof selection/nomination process especially for the trainees. It could be summed up that the HEC had been merely funding teachers' professional development courses. It had not been

taking measures to ensure the meritorious nominations so that exactly targeted and motivated population might have been professionally developed.

To Sum Up

To sum up, it can be stated that the HEC's ELTR Project was not adopting any proper selection/nomination procedure for the trainees and resource persons. To get trainees nominated for the courses, the commission would merely ask the host institution to do it on their own. As a result, non-ELT trainees would also come for the courses which would definitely hamper their effectiveness. On the other hand, the ELTR project would hire resource persons on the basis of their availability for the courses. They would take into account their expertise too but the overall selection procedure usually might not be considered fair and transparent as mostly they (the resource persons) would be hired through personal contacts.

Unfortunately, hardly any evaluation study on the teachers' professional programmes has been conducted that may have looked into the selection/nomination criterion adopted by the conducting or funding (responsible) agency. The researchers came across only one research study that was on selection of the trainees for the training courses undertaken by Corony Edwards in 1997. It can, therefore, be strongly recommended that future researchers should think about probing into the selection/nomination standards both for the trainees and resource persons, for these correlate with the outcome of the teachers' professional courses on one hand whereas on the other mostly in our contexts these are generally not found to be fool proof.

- *What significant statistical correlations may exist between trainees' selection/nomination for the courses and their feeling keenness to attend, enjoying the courses and their turning professionally developed?*

To address this question, data collected through the questionnaire were primarily analysed by applying chi-square test to see any possible statistical correlations between the target variables. The personas of teacher trainees, who come to the professional development courses generally, dictate their showing keenness and motivation to attend the professional development courses. It has been generally seen in developing countries like Pakistan that teachers hardly take interest and show keenness in their professional development. They normally come to attend the courses for TA/DA and other fringe benefits. Thus in such contexts, not only are challenges related to merit-based selection/nomination of the trainees for training courses that training agencies generally face, but also lack of fool-proof culture of accountability in educational field generally also aggravate the situation.

In order to find significant statistical correlations between trainees' selection/nomination for the courses and their feeling keenness to attend, enjoying the courses and their turning professionally developed, certain statements of the questionnaire have been correlated through chi-square test using SPSS version 17. In other words, this was mainly done to explore if there was any

correlation amongst the above stated variables of the questionnaire used in the study. However, this correlation does not mean that variables in one statement of the questionnaire and those in the other are directly correlated or variables in one statement of the questionnaire cause variables in another statement to vary in a particular way. It is simply a statistical relation between these variables and there can be a number of reasons for increase or decrease in the strength of one variable or the other.

The application of Chi-square test shows that a strong correlation was found between selection/nomination of the trainees and their keenness on the teachers' professional development courses. Both the variables were found interdependent. In plain words, it was the selection/nomination of the trainees that affected the keenness of the trainees on the teachers' professional development courses and vice versa. Similarly, a strong relationship was also found between selection/nomination of the trainees and their feeling sense of Enjoyment on the teachers' professional development courses. Both the variables were found interdependent. To put it in simple words, it was the selection or nomination of the trainees that affected the feeling of enjoyment or otherwise on part of the trainees in the teachers' professional development courses and vice versa. However, no strong relationship could be found between the selection/nomination of the trainees and that the course developed them professionally to the optimum. Both the statements were found independent. In other words, the selection or nomination of the trainees on merit did not affect the professional development of the trainees.

6. Conclusion

There had been a few loopholes in the overall conduct of the teachers' professional development courses under the ERLTR Project. These are mainly related to the selection/nomination criterion of the ELTR Project team that it had been adopting for the trainees as well as for the resource persons. There was no attention paid to the words *need* and *merit* in the case of the trainees and appropriate academic area, skills and knowledge in the case of the resource persons. Secondly and the most importantly, the trainees were never made accountable to the impact that they had to cast on their post-courses teaching profession. Similarly, the resource persons, too, were not feeling the burden of accountability either.

Both the trainees and the resource persons would have always considered the closing of teachers' professional courses to be the end of their responsibility or duty until and unless they were asked to follow those courses up as well. In the light of the above stated discussion, it is beyond any doubt to assert that the ELTR Project has not been successful in training the target English language teachers according to their academic needs. The teachers' professional development courses, could have been made quite successful and effective if the Project could have held the stake of making possible the entrance of the true and needy English language teachers. At the same time, selection of the resource persons for the courses might have made them far better and effective.

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Cohesion and Coherence in the novel *The Portrait of a Lady* by Henry James

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Abstract

This paper argues that cohesion and coherence in the novel *The Portrait of a Lady*, written by Henry James, highlight how they are stylistically used. Through this paper, we see how Henry James uses coherence between the sentences and how sentences are sequenced and how one thing leads to another implication and so on. In this paper, we deal with syntactic and semantic cohesion in the novel. Examples will clarify how the writer used syntactic and semantic cohesion and coherence in his literary work.

Keywords: cohesion and coherence, syntactic and semantic cohesion, Phonological cohesion, Discourse cohesion, stylistics, discourse analysis and Stylistics Devices (SDs).

Introduction

Cohesion involves formal linguistic links between sections of a text—things which can be listed, pointed at, classified. Coherence is more difficult to define or analyse since it refers to the way we know a text gels together— continuity of theme, cause and effect, and so on. Cohesion is a

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surface feature—we recognise it immediately. Coherence, especially if cohesive features are rare in a text, may only emerge slowly. By delaying our realisation of the coherence of a passage, writers can make that realization, all the more powerful (Wright. L & Hope. J, 1996: 137).

Cohesion is an important concept in discourse analysis. Halliday and Hassan (1976) have discussed in detail lexical cohesion as one of the means of achieving cohesion in a discourse, the other being phonological, syntactic and semantic. Any piece of writing, if it is to make sense at all, uses vocabulary and syntactic structure to bond or connect sentences together. The random selection of sentences does not create a coherent text. To make a text comprehensible, there should be two main ways in which sentences are combined with each other within a text; they are cohesion and coherence. These concepts work together, rather than independently, in helping one to understand the ways in which a text makes sense.

Cohesion was popularized by Halliday and Hassan (1976). It refers to the ways in which phonological, lexical and syntactic features connect within and between sentences in a text. But coherence, as Clark (1996) points out, is more to do with semantic features. It refers to the way in which a text makes a consistent sense to the readers with or without the help of cohesion.

A literary writer helps the readers to read his writing by the use of directive signals to make connection in and between sentences. These include the ways in which sentences are sequenced and how one thing leads to another implication and so on. In a text, the signals act as cohesive ties or devices of cohesion. They hold the writing together not only because of relationships between the ideas or events which are represented through lexis, semantics or syntactic structures, but through connecting forms in the lexis and syntactic structures themselves.

Four Kinds of Cohesion

From the novel of Henry James *The Portrait of a Lady* and based on the approach of Leech, cohesion can be divided into four different kinds:

1. Phonological cohesion
2. Syntactic cohesion
3. Semantic cohesion
4. Discourse cohesion

Here, in this paper, we will deal only with syntactic and semantic cohesion.

Syntactic Cohesion

The structure of a sentence is a unifying relation. The words are combined with one another to form a cohesive relation between them in a sentence. Such relation can be sensible if it creates

connection with other sentences in the same text. If one takes the three stylistic devices (repetition, ellipsis and colloquial construction), we will see that repetition is used to repeat the same phrase or clause in order to reinforce descriptions and emotional effect. But ellipsis helps avoid unnecessary and tedious repetition. In colloquial construction, there are some constructions which bear emotional feelings in the very arrangement of words whether they are stylistically colored or neutral. These have a role to play in the cohesion of a text.

Below are given some examples from ‘The Portrait of a Lady’ that illustrate them.

Repetition

Repetition is one of the syntactic devices which is used to show the state of the mind of the speaker when he or she is under the stress of strong emotion. It tends to give a logical emphasis which is necessary to fix the attention of the reader on the key word of the utterance. Such as:

1. ‘...**Great** responsibilities, **great** opportunities, **great** considerations, **great** power, a natural share in the public affairs of a **great** country....’
(Page no. 64)

In example (1) above, we observe that the syntactic cohesion are represented in the repetition of the word “great”, which has been repeated five times in the text.

2. ‘...Not in the usual sense. It’s **getting-getting-getting** a great deal.
But it’s giving up **other chances.**
‘Other chances for what?’
‘I don’t mean chances to marry.’ Said Isabel, her colour quickly coming back to her... (Page no. 122)

However, in example (2) above, we observe that the syntactic cohesion is represented in the repetition of the words “getting” and “other chances”, which have been repeated three times and twice respectively.

Ellipsis

Ellipsis is a cohesive device involving the absence of an item which the reader or listener has to supply. The cohesive link is set up by the process of referring back to recover the missing item.

Ellipsis can also be used to set up coherent links when the item to be supplied comes from the reader’s general knowledge or common sense, rather than the actual text. It is common in speech as a device for economy, but its use in writing treads a fine line between economy and

incoherence (where too little information undermines understanding) (Wright. L & Hope. J, 1996: 132-133).

In this work the focus will particularly be given to two types of ellipsis; one is noun ellipsis and second one is verb ellipsis as in the below:

Noun Ellipsis

Noun ellipsis refers to the crossing out of a name (noun or pronoun) either it stands as a subject or an object of a sentence. The writer presupposes that what is left out can be apprehended by the reader from the context. For example,

1. 'There's something the matter with us all.'

Isabel came behind these two; **Miss Molyneux**, who decidedly liked **her immensely, had taken her arm**, to walk beside her over the polished floor. (Page: 125)

There is a noun ellipsis in the above example represented in the proper noun "Miss Molyneux" in the clause "had taken her arm, to walk beside her over the polished floor".

2. She knew more **people**, as she told Isabel, than she knew what to do with, **and something was always turning up to be written about**.

(Page: 178)

A noun ellipsis of people has been observed in the following clauses of the example above: "than she knew what to do with (them), and "and something was always turning up to be written about (them)".

Verb Ellipsis

Verb ellipsis means the striking off the verb from the utterance because either it is mentioned before or the reader can infer it from the context. The examples below are samples of verbal ellipsis.

1. 'I can't **escape** unhappiness,' said Isabel. '**In marrying you I shall be trying to.**'

'I don't know whether you'd try to, but you certainly would: that must in candour admit!' he exclaimed with an anxious laugh. (Page: 122)

In the example above, the clause marked bold has no verb after the infinitive marker 'to'. The verb 'escape' should come after 'to'. The verb 'escape' that should come after 'to' is deleted because it is mentioned in the sentence before and the reader can easily understand it.

2. 'Indeed I shan't!' **cried** the Countess. '**Why should I**, of all women, set such a price on a husband?' (Page: 255)

Here, the writer also used the same technique, in the sentence 'why should I,' the verb 'cry' should come after 'I'. The sentence has missed the verb and the verb 'cry' is deleted because it is mentioned in the sentence before and the reader can easily understand it.

Colloquial Construction

There are some constructions which bear emotional feelings in the very arrangement of words whether they are stylistically colored or neutral. These constructions are used in lively colloquial intercourse. Here we show how colloquial construction has been achieved through these two examples, especially in Question form with an exclamatory meaning, expressing amazement, enjoyment, indignation, excitement, etc. For example:

1. '**No, no, you're all wrong,**' said the old man. 'You can't tell what they'll like. They're very inconsistent; that's their principal interest.' (Page: 52)
2. '**Shall I love her or shall I hate her?**' Ralph asked while they moved along the platform. (Page: 75)

Semantic Cohesion

Every text is not only a string of grammatical sentences but it is also unit of a different kind called semantic unit. A group of sentences constructs a text. Being a semantic unit, there should be cohesion between these sentences. That is, the understanding of the semantic unity of the text lies in the cohesion between utterances. In every text this can be noted in the relation that exists between the preceding and following sentences (Halliday and Hasan 1976).

The study of cohesion helps the reader to pick out the patterns of meaning running through the text and arrive at some kind of linguistic account of what the text is about. It makes the reader easily follow the meaning which appears in the text. However, Leech (1970) argues that this kind of meaning is superficial and can be applied to any English text. But the literary text is coherently complex. The reader needs to go beyond the normal meaning to comprehend the

literary meaning. The use of imagery through exploiting unusual collocation may create cohesion within a text.

Semantic features are more to do with coherence than cohesion because they are concerned with the meaning that makes sense to the readers. For example:

Metaphor

Ullmann (1973) elucidates that a metaphor occurs in literary work when two different phenomena (things, events, ideas, and actions) are simultaneously brought to mind by the imposition of some or all of the inherent properties of one object on the other which is by nature deprived from these properties. Galperin (1977) deems this kind of metaphor as a special device. Such an imposition generally results when the creator of the metaphor finds in the two corresponding objects certain features which appear to his eye to have something in common.

The examples below are samples of metaphor,

1. **“The two amused themselves, time and again,** with talking of the attitude of the British public as if the young lady had been in a position to appeal to it; but in fact the British public remained for the present profoundly indifferent to Miss Isabel Archer, whose fortune had dropped her, as her cousin said, into the dullest house in England.” (Page: 52)

In the above example, the phrase *the two amused themselves* is used with *time and again*. For ‘time’ it is alright that it is amused by them but, for ‘again’, it is not like this to be amused by them because any personal noun can be amused by any person but ‘again’ is not a personal noun. Then how can it (*again*) be amused by someone? The novelist uses this device to create a good effect and confusion in the speech. It is a sort of mess for the reader and for the characters also.

2. **‘...It keeps the sounds of the world from reaching the private apartments, and it makes the world think that dancing’s going on with.’**(Page: 54)

Here it is used for the band of music which is an inanimate pronoun, but the novelist uses *band of music* as personification because it produces sound and dancing and makes the room as lively as a human can do. It is a kind of identification between animate and inanimate things. Henry James uses also the word *think* for the *world*. Again he considers *world* as an animate noun instead of its original function as an inanimate. And the dialogue is ended like ‘the world think that dancing’s going on with private apartments’.

Metonymy

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Metonymy is based on a different type of relation between the dictionary meaning and contextual meaning. A relation based not on identification (as in the case of metaphor) but on some kind of association, connecting the concepts, which these meanings represent. Thus, the word 'Crown' may stand for king or queen, 'cup or glass' for drink it contains. Here also the interrelation between the dictionary and contextual meanings should stand out clearly and conspicuously.

Lodge (1977) and Galperin (1977) have the view that metonymy and metaphor differ in the way they are deciphered. In the process of disclosing the implied in a metaphor, one image excludes the other that is the metaphor. In the phrase "The sky lamp of the night", lamp means the moon and though there is a definite interplay of meanings, we perceive only one object, the moon. This is not the case with metonymy. Metonymy, while presenting one object to our mind, does not exclude the other. For example:

1. Ralph had met the frank advances of one of the dogs before the fire that the temperature of **an English August**, in the ancient expanses, had not made impertinence. (Page: 69)

Here, the writer is creating the effect of metonymy to explain the thing more clearly. He is saying ... the temperature of English August in the ancient expanses had not made impertinence. It means there is some characteristic property of English August. He is talking about the temperature, climate and atmosphere of August of London. It has some relation based not on identification but on some kind of association, connecting the concepts, which English August represents.

2. **'When you look at me in a certain way my knees knock together, my faculties desert me;** I'm filled with trepidation and I ask only for strength to execute your commands. You've an address that I've never encountered in any woman.' (Page: 109)

In the above example, 'when you look at me in a certain way my knees knock together, my faculties desert me' means that Stackpole becomes shy, and shyness is a feeling which is abstract in nature, but the writer describes it as some concrete thing. In metonymy, a concrete thing is used instead of an abstract notion. In this case, the thing becomes a symbol of the notion.

Irony

Irony as a stylistic device is based, like the two mentioned above, on the simultaneous realization of two logical meanings: dictionary and contextual. But this very stylistic device differs from others in the sense that the two meanings stand in opposition to each other. Searle (1979: 122) defines irony in the following manner: "Utterance meaning is arrived at by going through sentence meaning and then doubling back to the opposite of sentence meaning". For example,

1. 'What's that?'
'Too many ideas.'
'I warned you she was clever.'
'Fortunately they're very bad ones,' said Osmond.
'Why is that fortunate?'
'Dame, if they must be sacrificed!' (Page: 269)

Henry James uses irony in this example - 'fortunately they're very bad ones.' For the ideas he says they are bad, but, in the same place, he uses *fortunately*. Fortunately is completely opposite of bad. Irony has common features with humour, but they are, in particular sense, different. Humour always causes laughter whereas irony expresses the feeling of irritation, displeasure, pity or regret. The strongly marked intonation is a prerequisite in the word containing the irony.

2. 'You must be very tired,' said Isabel, seating herself, and generously, as she thought, to give him this opportunity.
'No, I'm not at all tired. Did you ever know me to be tired?' (Page: 307)

Here, the writer uses the device irony to make it more clear and humorous at the same time. In this dialogue 'No, I'm not at all tired. Did you ever know me to be tired?' the writer wants to say that Casper Goodwood is not at all tired and he never may be tired by saying 'Did you ever know me to be tired?' By this sentence he expresses that he never gets tired because tiredness is the property of human being and he is superior to humans.

Simile

Simile is one of the stylistic devices used to intensify a certain feature of a phenomenon or thing. Ordinary comparison and simile must not be confused with. Galperin (1977:167) says "... comparison means weighing two objects belonging to one class of things with the purpose of establishing the degree of their sameness or difference". It also takes into consideration all the properties of the two objects, stressing on the one that is compared. On the other hand, to use simile is to characterize one object by bringing it into contact with another object belonging to an entirely different class of things.

Simile, furthermore, excludes all the properties of the two objects except one, which is made common to them. For example, "the girl seems to be as clever as her mother" is ordinary comparison. "girl" and "mother" belong to the same class of objects (human beings), so this is not simile but ordinary comparison. But, in this example:

1. ‘...Then Miss Stackpole and Bantling have gone out to a café to eat an ice – Miss Stackpole delights in an ice. I don’t think they wanted me either. The opera’s very bad: **the women look like laundresses and sing like peacocks. I felt very low.**’ (Page: 281)

In the example above, two similes are used by the writer. Firstly, women looked like laundresses and secondly their singing was compared with the singing of a peacock. Melody of the song of omen and peacock is same. Here the clauses ‘the women look like laundresses’ and ‘sing like peacocks’ belong to heterogeneous classes of objects. The primary feature of women is that they looked like laundresses and the secondary feature was they sing like a peacock

2. **The Countess seemed to her to have no soul; she was like a bright rare shell**, with a polished surface and a remarkably pink lip, in which something would rattle when you shook it. (Page: 424)

Here, we see the simile between a woman (countess) and rare shell. It gives the meaning that she looked like a rare shell.

Cohesion and coherence are the two main features that make a literary text comprehensible. Cohesion refers to the way in which phonological, syntactical aspects within and between sentences function to make a text, while coherence refers to the way a text makes consistent sense to the readers. Henry James uses syntactic cohesion, which is the structure of a sentence, which makes a unifying relation. The words are combined with one another to form a cohesive relation between them in a sentence. He uses also semantic cohesion to help the reader to pick out the patterns of meaning running through the text and arrive at some kinds of linguistic account of what the text is about. It makes the reader easily follow the meaning which appears in the text.

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Mohammad Yahya Bani Salameh, Ph.D. Scholar and A. R. Fatihi, Ph.D.

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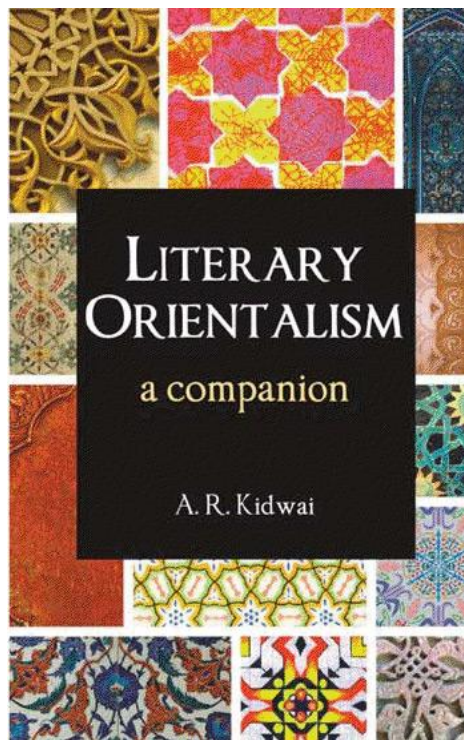
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A Review of A. R. Kidwai 2009:

Literary Orientalism: a companion

by S. Imtiaz Hasnain, Ph.D.



On Defining *Orientalism*

Orientalism, according to Said, is the study of hegemonizing relations between West and East “whose historical and social setting is political and cultural in the most urgent way.” (Said 1983) As a style of thought, based upon an ontological and epistemological distinction between “the Orient” and “the Occident”, it has allowed a whole range of writers to accept

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the basic distinction between East and West “as the starting point for elaborate theories, epics, novels, social descriptions, and political accounts concerning the Orient.” (Said 1979).

What Is Literary Orientalism?

“Literary Orientalism” is a shade that emerges from this all encompassing perspective of Orientalism. It is accommodative because it can easily accommodate poets and writers from Chaucer (1343-1400) to Doris Lessing (1919-).

Despite being fairly accommodative, Literary Orientalism is a fairly unknown field of English studies. Readers are confronted with a host of questions regarding the genesis of the term “Literary Orientalism”, its significance, present status, scope and relevance. Answering these questions is not simple. It poses a formidable challenge and, therefore, demands deft handling. The challenge assumes more significance because it is located in the backdrop of ecumenically accepted much debated term “Orientalism”, which has a historically problematized past and a controversial present.

Prof. Kidwai Meets the Challenge

Prof. Kidwai is, indeed, not shy of facing this challenge. He takes upon himself the task of informing readers about “Literary Orientalism” and he does so in a manner which is both academic and informative. Writing *Literary Orientalism: a companion* makes an attempt towards finding answers to a host of uncomfortable questions by “way of listing and classifying relevant material”, which comprises bibliographic details of more than 300 critical books, 900 articles, conference presentations and 400 dissertations.

This *Companion* is the first of its kind that charts out the genesis of Literary Orientalism and brings into sharper focus the contributions of 45 select British men of letters to this strand of English studies.

The Structure of this Significant Volume

The book is spread into six chapters. Chapter I titled “Samples of Literary Orientalism: Writers, Works and Critical Studies” starts with Joseph Addison (1672-1719) and ends with W. B. Yeats (1865-1939). Chapters II, V, and VI have been titled as “Critical Books on Literary Orientalism”, “Role of the *Arabian Nights* in the Development of Literary Orientalism” and “Role of the Oriental Tales in the Development of Literary Orientalism”, respectively. Inasmuch as Literary Orientalism has gathered wider currency and scholarship, the remaining two chapters provide testimony to this recent spurt and interest in this sub-field and, thus, reflects the increase in the articles and dissertations dealing with Literary Orientalism. Hence, “Articles/Conference Presentations on Literary Orientalism” and “Doctoral Dissertations on Literary Orientalism” form the basis for Chapters III and IV, respectively. Each chapter in the book provides a detailed bibliographical survey, which will, indeed, be of immense help to researchers and scholars. An illuminating and crisp Preface

and a lucid Introduction makes this little-known sub-field of English literature accessible to students.

European Presumption of Oriental Inferiority

European presumption of oriental inferiority is quite known. Macaulay's famous 1835 denigration of literature in Arabic and Sanskrit languages is a confirmation of such attitude.

However, most specific has been the European perception of Islamic Orient which was, as Said has rightly pointed out, "regularly associated in England either with the problems of empire or with the corruption of fancy (Said 1983). Its focus was never on highlighting the prestige of high culture or systematic learning, rather with intrigue and debauch, difference and hostility.

Depiction of the Orient in Western Literary Texts

Writing *Literary Orientalism: a companion* also stands for "the depiction of the Orient/Orientalists in Western literary texts" with the professed aim of treating 'Orient' as referring to "the lands to the east of the Mediterranean and stretching through Asia, mainly Turkey, Arabia, Persia, China, Japan, India and also covering Africa ...[with] strong and unmistakable religious, sociocultural and emotional overtones."

A Subfield of English Studies

Certainly Europeans have a long history of coming to terms with the Orient, and this justifies Kidwai's assertion that "Literary Orientalism as a subfield of English studies had come to the notice of critics and research students much before the publication of Edward Said's *Orientalism*...[and] even these pre-1978 critics seem familiar with the tropes of representation, cross-cultural encounter, empathy and of employing the Oriental setting as a pretext for grappling with or interpreting some wider home."

In fact, one can find the trace of orientalism in philological tradition. The traditional philology was interested in research into ancient writing. As Al-Dabbagh (2010) has rightly observed, the traditional philologists "believe that philological studies, which consisted of the collection of ancient writings and the establishment and interpretation of true texts, appeared both in the West (where they corresponded to the Hellenistic period) and in the East (where they corresponded to the time of the Han Empire).

A Mark of Antiquity

Therefore, in spite of the fact that orientalism, as a term, became widely used only in the nineteenth century, it goes back, in practice, to Antiquity..." But there is more to the phenomenon of orientalism, for it principally deals "not with a correspondence between Orientalism and Orient, but with the internal consistency of Orientalism and its ideas about

the Orient ... despite or beyond any correspondence, or lack thereof, with a 'real' Orientalism." (Said, 1979)

Accommodative and Sympathetic

The Literary Orientalism of the pre-1978 critics is accommodative and equally sympathetic in its portrayal and treatment of cultures of the East discernible in the classics of the English literature and European-authored literary texts, but in dealing with this term in ideological and specific sense the methodological problems that one may encounter in such a broadly construed field as this are or will be difficult to handle.

The Focus of this *Companion*: Islam and Muslims in Western Literary Orientalism

There is definite and unmistakable foregrounding of one religious group in this companion. As Kidwai points out, "This companion focuses on the treatment of only Islam and Muslims in Western literary Orientalism, to the exclusion of other religious, ethnic, linguistic or racial groups in the Orient, who otherwise happen to be equally important."

Notwithstanding the positive side of this focus which Literary orientalism with " religious, sociocultural and emotional overtones" can bring in providing a better human understanding of 'Other' cultures, the religio-cultural determinism may also lead to its being a self-validating and hermetic occlusion.

Also in the exclusivity of the treatment of Islam and Muslims, some prominent members falling in the league of literary orientalists, such as Renan and Louis Massignon, have been inadvertently missed out. Renan's 1883 speech that he gave at the Sorbonne entitled "*L'Islamisme et la science*" is a positively chilling and provocative statement on Islam and Science. Massignon, like Renan, must be seen "within the great structure of French cultural, political, and colonial domination of the Muslim world." But unlike Renan, he had a passion for Islam. To quote Said (1983), "Renan's epistemological attitude toward Islam ... is one of divestiture and judgement, and Massignon's of sympathetic assumption and rapprochement." And both should have found place in the *Companion*.

A Volume of Hard Work and Research Acumen

This volume is, indeed, a volume of hard work and research acumen and will be found very useful in all further research on the ever growing interest in the topic of Orientalism.

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Dravidian Ideologue Kanimozhi and Her Language

A. Boologa Rambai, Ph.D.
M. S. Thirumalai, Ph.D.

Signs for an Exciting Revival of the Dravidian Movement

It appears to us that there is an exciting revival waiting for us insofar as Dravidian ideology is concerned, in the writings and words of Kanimozhi. Her entry into active politics from the position of a deep thinker and writer in Tamil on social and communication issues will certainly revolutionize our own thinking, in addition to the thinking and action modes of her DMK party cadres.

DMK – A Force that Survives and Prospers Against All Odds

For all those who have some sense of history, DMK has proved itself to be a force that would survive and prosper even in times of adversity. Survival of its ideology in relation to language, social reformation, language policy, and Tamils as a distinct linguistic community (“distinct race” is the preferred form of expression in DMK) has been under question, now and then.

Every social institution, language and society, including political parties, is bound to change and we all know it. However, when change for the sake of change takes place, the institution is likely to be weakened. Change for temporary gains and for adopting fashionable trends also will certainly weaken an institution.

Changes in the Ideology and Practices of DMK

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DMK has undergone many changes since the party gave up its demand for Independent Dravidanadam many decades ago, and adopted electoral process as the main path to achieve the goals of its ideology. In all these, Kalaignar Karunanidhi's leadership kept the party intact, despite some devastating splits. Karunanidhi continues to be the chief ideologue of DMK, although DMK has time and again proved its democratic character through its regular party elections and debates on issues in its various committees, etc.

The Role of Charisma

Charisma is an essential feature of DMK and Dravidian Movement. Charisma and ideology seem to go hand in hand in this movement since its inception.

There was a time when Periyar EVR was the unquestioned leader whose pronouncements were accepted unconditionally. His metaphors, anti-Hinduism utterances, his utterances against vedic system, caste divisions, religion in general, citation of stories from mythology, powerful reasoning against superstitions, etc. were couched in very sharp and powerful (and offensive?) language.

Periyar's lieutenant C.N. Annadurai, fondly called Anna later on, had soon developed a charisma that attracted millions of Tamils around the world. His language was friendlier and his rationales more accommodative than his mentor Periyar EVR.

Anna's Unsurpassed Contributions

At the same time, Anna excelled in dealing with linguistic, literary, social, economic, educational and political issues. His Tamil was delivered with such elegance that even his political enemies could not but appreciate Anna's style. Anna became the undisputed leader not only of DMK but of entire Tamil community around the world.

His alliteration became the hallmark of all DMK workers, his examples would be further repeated with additions, etc., throughout Tamilnadu, and wherever Tamil was spoken and used as a language for public performance.

Apart from his much more pervasive charisma, Anna also used the movie medium to the advantage of DMK, a medium detested by Periyar as a social evil.

Sharpness of Wit, Political Acumen, and Indomitable Spirit – Kalaignar Karunanidhi

Kalaignar Karunanidhi continues to be a great disciple of both Periyar and Anna, although the zeal for Periyar's ideology relating to religion, especially, has been almost forgotten in DMK circles.

Kalaingar is blessed with longevity that has really helped DMK in large measure than even the work of Anna for the party.

Kalaingar Karunanidhi shared the agitational political period of DMK as one of the top leaders of DMK along with Anna. More than Anna, Karunanidhi was the field and grassroots level leader and worker for the party. His organizational skills, powerful alliteration, sarcastic descriptions, brevity of language and powerful metaphors, along with his great story telling – a feature of Anna, have kept him as a great ideologue, even when Anna was the supreme leader with unquestionable authority and all consuming charisma.

Contrasting Styles

There is more to write about the contributions of these three great ideologues of the Dravidian Movement.

Periyar shunned day to day politics. He sounded that he would rather have his freedom of thinking and expression than allow himself to be influenced by the compulsions of day to day politics. He was given to swim almost always against the current.

On the other hand, Anna demonstrated that accommodation, both at the grassroots level and at the ideology level, is necessary to take into account the changing circumstances. But his words, negotiations and actions asserted that such accommodation need not necessarily lead to giving up the basic features of the ideology cherished.

Kalaingar Karunanidhi took this stance to a greater level, especially when the very survival of the political organization was in question. And yet Karunanidhi's crusade against superstitions, as followed by Periyar and Anna, are as strong as ever. Such convictions, when stated openly, as done by Karunanidhi almost frequently, could embarrass the party cadres, who, by now, do not seem to be much concerned about such issues.

Masterful Exploitation of the Movie Medium

Both Anna and Kalaingar masterfully exploited the newly emerging powerful medium of movies for the benefit of their ideology through dynamic script writing and great support from artistes such as MGR. They were not on the screen on a regular basis. In other words, their power rested with the words they used and the effective delivery of their words and narration in the hands of leading artistes. This was a great team work, with devotion to ideology to a large extent. However, after the untimely death of Anna, power struggle took a different route. As it is usually the case in history (the effect of internal contradictions), the much preferred medium itself gave birth to a mammoth challenge to Kalaingar Karunanidhi and the DMK. The language and content of the growing opposition to the DMK leadership, in all fairness, continued to be very strong and appealing to the masses. It became clear that script writing alone was not adequate to exercise and continue the leadership roles. However, Kalaingar Karunanidhi was also bestowed with great organizational skills and journalistic excellence, among other talents. Rationalism,

bedrock of the Dravidian Movement, had to depend now, as in its early stages, upon the word of mouth and effective, prolific and powerful writing of articles, etc. This route is rather an inherent trait and is easily used and developed by Kalaignar Karunanidhi.

Survival and further expansion and great success in the midst of adversity is now ensured.

Punch Remarks, Brevity of Expressions

During this period for survival and further progress, Kalaignar Karunanidhi's punch remarks and brevity further developed into an art that none could match. I must emphasize here that Kalaignar Karunanidhi stood firm and did not toe the line of Periyar in characterizing movies as a social evil.

In this and many other features, the ideology adopted by Anna and Karunanidhi were identical and grew stronger. At the same time, Kalaignar Karunanidhi did not abandon Periyar's and Anna's many other social reformation views.

Language Use

Language continued to move in the direction of written Tamil, spoken with clarity from the platform. Ordinary language along with alliteration, sarcasm, satire, humor, double meanings, abundant use of synonyms and antonyms, stories from mythology to explain a point, especially to degrade the opponent, and punch remarks, etc., continue to glow with unmatched delivery through Karunanidhi.

While the opposition or other cheap imitators of this style indulged in long and inelegant sentences, and while their sentences did not end with proper verbs or appropriate adjectives or adverbs, Karunanidhi continues to be the master craftsman, putting all of us into shame for our poor performance in language use!

This is a distinct contribution to Tamil from both Anna and Karunanidhi. Ordinary language is elevated to a higher pedestal.

A New Star in the Horizon – Kanimozhi, the Ideologue



DMK leadership always gave praises to women as pioneers in many fields. They always declared women's welfare as their major economic plan. However, such ideology was developed by men, perhaps in tune with the existing situation in India and Tamilnadu. However, we now have a chance that this position of a self-critiquing ideologue will soon be the privilege of a woman in DMK.

Apart from her poise and young age, Kanimozhi has demonstrated in her writings, speeches and actions that she is taking over the role of the chief custodian of Dravidian Ideology. This seems to be a silent revolution taking place within DMK.

Kanimozhi's First Book

Kanimozhi's first book is titled *paarvaikaL* "Views". This was first published in 1995. This book takes us beyond politics into human values and emphasis on and celebration of Tamil identity, in addition to a variety of other topics.

Here below is a list of short essays presented by Kanimozhi in this short monograph of essays. Note that most of these essays are just two-pages long, packed with great and thoughtful content, common to whatever political spectrum you may belong to from the Left. Actually, there is nothing specific about the Dravidian Ideology in the book, but, in sum, and in the way the notion of class struggle, etc. is conspicuous by its absence, the Dravidian identity is established. There is praise for Periyar and for his thoughts, there is praise for Anna and his leadership. And there is anguish about what the political party in power at that time was doing against common people, etc.:

1. Some angles.

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2. The flying wings of Jonathan.
3. Valleys of Pleasure.
3. Cords of Family Feelings
4. Imitation Dreams.
5. Drinking Acid?
6. Rope Elephants.
7. Worshipful Scepter Bearers.
8. Man who lived his life.
9. Lives Dispensed Cheap.
10. Those who Spread Death Trap for Others.
11. Are Human Lives That Cheap?
12. Why Celebrate Steps of Death?
13. Those Who Choose to Celebrate Garbage, Worthless Things.
14. Are Musical Instruments Obstacles to the Development of Tamil Songs?
15. Should We Tamils be a Loser Race?
16. Human Rights Trampled Under Military Powers.
17. Kinship and Friendship Relations.
18. Let Sita's Daughters Ponder.
19. Thought on Green Environment.
20. Key to Human Love.
21. Difficult to Comprehend Burdens – Tender fruits that never mature!
22. Nelson Mandela and our association
23. Words can kill, haunting.
24. A knife against sharpened intellect?
25. Won't Duty Open Our Eyes?
26. Making business by selling lives.
27. Shall we do a little searching of our souls?
28. Love for an Actor transcending generations – Sivaji Ganesan.
29. Excellence of Indian Muslims vis-à-vis Machinations of Pakistan Government.
30. The First Woman Pilot – Odds against Women in Society.
31. Don't Shut Yourself inside Your Caste Box!
32. Why These Unhygienic Conditions in Cities, breeding plague and other diseases?
33. Statements of Falsehood from Responsible Officials – Destroying our Hope for the Future
34. We get cheated by fake Swamis every day!
35. What Protection Do We Provide Domestic Help?
36. Freebees and Elections in India.
37. Soft and revolutionary Heart of a Great Creative Writer – Letters of Pudumaipithan to his wife.
38. To stop the slow death of Tamil.
39. She is still under bondage – still a bonded labourer.
40. Do not play with life-giving jobs – Give up your medical profession if you are not motivated.

We must confess that the translation of the titles in English as presented here does not reveal the intent of these essays. However, in Tamil, such intent is more or less clear and highlighted.

Love of Humanity, Fight for the Equality of Women, etc.

As we wrote earlier, this book of only 112 pages was published in 1995. There was no notice of her presence in any field at that time. The book also (the first edition that I used for writing this note on Kanimozhi) does not give any details of her background, what she was doing, whether these articles were written specifically for this short book or these were collected from different publications and put together in the form of this book. And yet one clearly feels her love for humanity, her admiration for Tamil and Tamils and their contributions throughout history, her support of Tamil music, admiration and enjoyment of Tamil creative literature, her moral indignation against caste and religious atrocities and divide, her anguish for the liberation of women and her fight against abortion and many other social issues. Issues relating to State Autonomy and social reformation are also dealt with. In other words, this short book covers a wide range of themes and topics with clarity and great insight.

Clear Development of Anger and Attack against Injustice

One thing we clearly notice is the slow growth of anger and authoritative voice through the short essays. In the beginning of the book, essays are more descriptive, with information and excellent description of issues under consideration. More often, one reads her sarcastic tone and critical utterances through choice words, metaphors and phrases. However, straightforward attack and condemnation is not noticed much. As we move from one essay to another, especially the last several essays assume a very strong tone of condemnation of people in power, machinations of authorities who rule the state and nation, and argument in favor of the people who suffer even if it is against established religious orders. We also notice several elements of her thought on the foreign policy and dangers that surround India.

Smooth and Easy Flowing Syntax!

It is, indeed, amazing that such a short book by an author who is young, who practically had not been seen in public so far (thus not subjected to scrutiny that could lead to further improvement), would contain powerful thoughts employing a smooth flowing syntax and idioms and metaphors from ordinary language.

Sentences are short, usually. However, when sentences are long, the phrases used within such sentences are well separated, and the phrasal order closely follows the spoken language word and phrasal order in sentences. This sentence simplicity, coupled with choice ordinary written and spoken language words, makes the reading and the meaning easier to comprehend and follow. Even where there is uLLuRai uvamam, metaphors and sarcasm not explicitly borne by the words and phrases, we are able to catch the intent easily.

A Prophetic Statement

There is an unusual and surprising prophetic writing in one of her essays. Essay 38 on stopping the slow death of Tamil ends with a rhetorical question as to why we should not organize festivals on a large scale every year to celebrate and encourage Tamil activities, Tamil youth, Tamils. Well, this is precisely what Kanimozhi has achieved in the last few years through *Sangamam* celebrations! Indeed, a practicing ideologue! Hopefully other ideas that embrace many other fields will one day become a reality!

Future Is Bright!

In Kanimozhi, the DMK and the Dravidian Movement among the Tamils have got a shining ideologue of clear and positive thinking with adequate force of moral anger for a continuity of their ideology. Her own style of writing and oral expression, not based on Periyar, Anna or Kalaignar Karunanidhi, may carry only subtle expressions and passions, but that is more suitable for future generations who, now with more formal education and skills in communication, may not be swayed by oratory and sharp attacks on institutions, but will be carried by calculated risk-taking in multi-polar politics and world.

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Extensive Reading and Reading Strategies: A Try-Out

J. Samuel Kirubahar, Ph.D.
A. Subashini, M.A., M.Phil.

1. Introduction

English has become essential for every citizen in the global family. In today's world, a youth with a good English education can have a better chance of earning a decent livelihood. English is not only a tool of learning but also a matter of social prestige. As Parasher (1979) suggests, "it is found to be associated with formality and higher domains while the mother tongue is found to be associated with informality and lower domains". This being the situation, the second language learners, associated with informality and lower domains do not find an opportunity to develop their inner ability to process a text at a cognitive level, as they face problems with the subject because they have less chance to develop their skills in learning English even though English is being taught as a subject and part of the curricula.

1.1. Textbooks

The textbooks used in the classroom have literary pieces as staple ingredients, but the teaching of these pieces is often restricted only to surface-level comprehension.

Due to this, the learners lack the motivation to read through the texts and as a result the focus shifts to comprehension without basic understanding of the language. This becomes a serious problem.

1.2. Reading

Reading is a means of language acquisition, of communication, and of sharing information and ideas. It is a complex cognitive process of decoding symbols for the intention of deriving meaning and/or constructing meaning. It is a complex interaction between the text and the reader which can be shaped by the reader's prior knowledge, experiences, attitudes, and language community which is culturally and socially situated.

The reading process requires continuous practice, development and requirement because when reading in an unfamiliar language, even accomplished readers commonly function like novices, exhibiting many of the same problems as unskilled readers (Keiko Koda : 20).

Readers of lower ability tend to see reading as a serious, difficult process, requiring hard work and disciplined effort and students of higher reading ability see reading as a pleasant, imaginative activity. Therefore, it is necessary to find ways of exposing learners to language and enable them to go through some texts, which focus on the use of language in real life situations. This exposure could be given through literature. Extensive reading as a teaching procedure could be administered to encourage and help the learners with their reading during or after class time.

This article surveys extensive reading and tries to establish extensive reading as a language teaching tool as it explores the main issues in extensive reading, including the role of readers and teachers.

2. Reading – Definition

A simple definition of reading is that reading is the construction of meaning from a printed or written message. The construction of meaning involves the readers ability to construct information from the written message with previous knowledge to arrive at a clear or crystal like meaning by understanding. Reading begins with the accurate, swift and automatic visual recognition of vocabulary, independent of the context in which it occurs. This initial process enables the mind to use several simultaneous processes involving reasoning, knowledge of the word, and knowledge of the topic to construct meaning.

Reading is not a passive activity in which readers just move their eyes over the printed page in a linear order. It is interactive in that the reader brings his personal knowledge to the text in front of him. The interactivity is triangular: between the reader, the text and the message. The goal is specific. It involves the engaging of thoughts, facts, viewpoint, bias etc. that the writer has put together on the page in order to arrive at the best personal meaning.

3. Reading Skills

Davis (1968) classifies reading skills under eight heads such as:

1. Recalling word meanings (Prior knowledge of the word and its meaning is necessary.)
2. Drawing inferences about the meaning of a word in context
3. Finding answers to questions answered explicitly or in paraphrase
4. Weaving together ideas in the content
5. Drawing inferences from the content
6. Recognizing a writer's purpose, attitude, tone and mood
7. Identifying a writer's technique
8. Following the structure of a passage

Reading skills enables the readers to convert writing into meaning and achieve the goals of independence, comprehension, and fluency. In reading, independence is the ability to read anything in his/her language without depending on another's help. Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts. Fluency is the ability to read expressively and quickly without any flaw.

4. Process Of Reading

Proper reading is the process of the reading material, that is, the interaction between a reader and the text. During the process of reading, presumably, many things happen. The reader looks into the print and decides what they mean and how they relate to each other. The reader also thinks about what he is reading, how useful, entertaining, boring, the text is. The process is likely to be dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose in reading.

5. Forms of Reading

Reading takes many forms. The various activities that can be labeled reading include, serious academic reading, reading the comics, scanning the list of favourite program, skimming a magazine article for minute details, reading a favourite author's novel, reading aloud to children, glancing at the notes and so on. The activities which go by

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the name of reading can be viewed from a number of different perspectives, including social, cultural, psychological, affective, philosophical, educational, and cognitive.

6. Ways of Reading

In language-teaching terms, there are two kinds of reading such as Intensive Reading and Extensive Reading, and the two techniques or styles of reading are Skimming and Scanning. Eddie Williams and Chris Moran note that these four ways of reading are recognized “on the basis of observable behaviour (notably speed of reading, degree of re-reading and ‘skipping’ of text)” (222)

6.1. Intensive Reading

Intensive reading involves learners reading in detail with specific learning aims and tasks. It is especially important for the first learners of a foreign language. In the words of Guozhang, a famous Chinese Professor of English, Intensive reading enables a student to “lay down a solid foundation in English, from vocabulary to spelling, to punctuation to pronunciation, to grammar to idiomatic ways of saying things in English”. In the process of Intensive reading, a student is helped by his teacher to dig deep into every word in every sentence in every text in the class. Here, the student goes slowly and carefully and no detail is too small for him. A drawback in Intensive Reading is that it can help to lay a solid foundation, but cannot help much to build up a large vocabulary and that can only be done by reading extensively.

6.2. Extensive Reading

Extensive Reading, also known as fast reading, plays two roles: the first one is to acquire a large vocabulary and the other is to develop the ability to think in English. The notion behind Extensive reading is that a lot of reading of interesting material will enhance the comprehension level of the reader and foster his or her language skills.

Extensive reading is sometimes called Free Voluntary Reading in which free reading is done with books and other written material that is not too difficult nor too easy. Altogether, Extensive Reading is used to obtain a general understanding of a subject and includes independent reading of longer texts for pleasure.

6.3. Skimming

Skimming is the most rudimentary type of reading and it is a process of speed reading that involves visually searching the main ideas of a text. Skimming is usually seen more in adults than in children, when they have lots of material to read in a limited

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amount of time. Skimming includes certain strategies such that, some people read the first and last paragraphs using headings and summarize the content, but usually reading the first sentence of each paragraph is useful to seek the specific information of that paragraph. Skimming is done when one reads the newspaper, magazines or travel brochures in which only the information is sought.

6.4. Scanning

Scanning is a technique used to look up key words or ideas. Scanning is the method of reading quickly in order to find the information. It only involves quick movement of the eyes down the page seeking specific words and phrases. Once the document has been scanned, the reader might go back and skim it. Scanning is useful in locating statements, definitions, schedules, meeting plans, a conference guide etc. And for this, the reader need not read each and every word, sentence and paragraph.

7. How to Improve Reading

Being a good reader is equally important for the academic achievement of a learner. The learners should know their best and provide time and attention that will lead them to success in reading. The learners can read aloud the reading material as this would produce significant gains in reading comprehension, vocabulary, and the decoding of words. In due course of time, it will increase their desire to read.

The learners should develop the library habit to enhance their reading ability. They should be instigated to make use of the library and get new reading materials. The reading programs offered by the libraries may further increase the learners' interest in reading.

The learners should come forward to get assistance from the teachers in case of necessity. The teachers should find out the problems faced by the learners and encourage them with a wide variety of reading activities.

Finally, the learners should show their own enthusiasm for reading and they should not be forced to practise the skill.

8. Conventional and Unconventional Reading Material

Reading is a skillful performance and it becomes the central activity of the classroom. Where different reading strategies, such as comprehension skill and study skill, are taught to secure information quickly, the reading material, conventional or unconventional, the 'text' itself, contributes to enable the reader to get at meaning. (L.Baten and A.M. Cornu)

The conventional reading materials that are used by learners outside class are novels, short stories, dramas, poems, diaries, anecdotes, biographies, letters, telegrams, newspapers, magazines, reviews, pamphlets, guidebooks, handbooks, posters, recipes, road signs, pricelists, railway/bus time tables, telephone directories, dictionaries and so on. The list is not exhaustive as in real life situation one reads varieties of conventional texts. The readers read these for pleasure or for information and knowledge.

The unconventional texts include the materials produced by computers which are read everyday by millions of people including airline reservation clerks, stock brokers, newspaper reporters, editors, business executives, secretaries, and others. These people interact directly with the computer, reading on a VDT (Video Display Terminal) instead of ink on paper. Almost every student uses a search engine for desired information to read on the computer screen.

9. Definition of Extensive Reading

Harold Palmer was a pioneer of language teaching in modern times, who first applied the term ‘extensive reading’ in foreign language pedagogy, which is evident in Louis Kelly 25 Centuries of Language Teaching. (1969, p.131) Among the multitude of synonyms which convey similar idea to “abundant reading” used in the landmark 1900 Report of the Committee of Twelve (Modern Language Association of America , 1901), Palmer selected the term “extensive” for his 1917 book *The Scientific Study and Teaching of Languages*. According to Palmer, extensive reading means “rapidly” (1921/1964, p.111) reading “book after book” (1917/1968, p.137)

Extensive reading took on a special sense in the context of language teaching because texts were read for the purpose of language study and also read for ordinary real-world purposes of pleasure and information. Extensive reading is seen as useful to anyone who reads or intends to read a second language. It is clear that Extensive Reading helps learners learn to read in the second language and provides chances that make learners enjoy reading. The more students read, the better they become at it. The students are to be motivated to do the reading. They have to read extensively in order to become fluent readers. In addition, David Eskey states,

Reading ... must be developed, and can only be developed by means of extensive and continual practice. People learn to read, and to read better, by reading. (1986, p.21)

10. Extensive Reading: Approach

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Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of book and other materials that are well within their linguistic competence. Extensive reading, however, is not just a matter of submerging students in print. As Albert Harris and Edward Sipay observe, “It takes superior materials, clever teachers who love to read themselves, time, and effort to develop the reading habit”. (655)

Extensive reading approach aims to get students reading in the second language and liking it. Richards, Platt and Platt, have made this evident in the Longman Dictionary of Language Teaching and Applied Linguistics that Extensive reading is, “intended to develop good reading habits, to build up knowledge of vocabulary and structure and to encourage a liking for reading”. (133). As an approach to learning to read a second language, extensive reading may be done in and out of the classroom. Outside the classroom, the students are encouraged to take home the books and read. In the classroom, silent reading enables students read individually. An extensive reading program consists of the following characteristics which gives way to understand the complexities of extensive reading. They are as follows:

- Students read as much as possible, in and out of the classroom.
- Students have the freedom to select what they want to read and stop reading the material if it fails to interest them.
- To encourage reading a variety of materials on a wide range of topics.
- Inside the class, reading is individual and silent at the student’s own place and outside the class; it is done when and where the student chooses.
- The speed of reading is faster than slower.
- Teachers orient students to the goals, explain the methodology and guide students in getting the most out of the program.
- The teacher, who is an active member of the classroom reading community, acts as a role model for the students and demonstrates what it means to be a reader.

11. Role of the Teachers

Extensive reading belongs to an educational world different from the one that administrators, teachers, and students usually inhabit, because, reading is not confined to the four walls of the classroom. Teachers take the role of active participant and model reader, lending prestige, example, and support to the activity. Being role models also means that teachers participate in the extensive reading program with their students. Bright and McGregor point out in their book *Teaching English as a Second Language* that, “If we expect pupils to read the books in their library, we have an obligation to read them ourselves”. (70)

First of all, a reading teacher has to be a person who personally reads for enjoyment and for learning. As J.A. Bright and G.P. McGregor explain, “The teacher’s own enjoyment of books ... pleasure in sharing it with pupils and daily interest are of the greatest importance.

A teacher who does not read can hardly inspire others to do so” (69). The teacher considers that extensive reading which by nature is pleasurable will be a good balance to the high pressure cramming that characterizes most of the students’ language study. For this, the teacher can replace one of the weekly academic readings from the text book with an extensive reading assignment. If required, the teacher can assist the struggling students by reading aloud certain paragraphs from the book that the student is reading, and then the student can join in. This may help the students get motivation to read and increase their reading fluency. Later, when the student feels comfortable in reading aloud he/she goes back and continues to reread silently.

12. Classroom Activities in Establishing a Reading Community

Classroom activities can further develop extensive reading and help students begin to see reading as a valuable, exciting, pleasurable and worthwhile activity. There are certain class room activities which suit any level of linguistic or reading ability.

12.1. Sustained Silent Reading

Sustained Silent Reading has been viewed by Richard Robinson and Joycelin Hulett as “highly motivational because it encourages reading that is meaningful to the individual as opposed to reading as an academic subject” (106) The students and teacher silently read books or other material of their choice. Everyone in the room reads something different. Silent reading in class can also give teachers a chance to observe individual students reading. They may answer the questions raised by the students and by this the teacher comes to know about the students’ way of reading. The teacher has to see that the time allotted for the silent reading is utilized properly.

12.2. Teachers Read Aloud to Students

Reading aloud can be an initial strategy in promoting extensive reading. It is to introduce students to reading. In any reading program, reading aloud can be a way of introducing learners to genres, authors, and worthwhile books that they may not initially be attracted to. This method may also lead learners to appreciate more difficult reading material. The read-aloud material should be at the same linguistic level of the students. The teacher acts as a role-model for the learners by sharing their love of reading. Whether the material read is a book, an article, a poem, or a

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paragraph, when read aloud the focus is on the meaning and the teacher's appreciation of it, and the message being given to learners' through this is: "Reading is important enough to do and share".

12.3. Repeated Readings

In this process, the learners read the same material for the second time. This becomes effective in building both automaticity and confidence. Learners should be told not to skim but to read for meaning each time they read. This exercise is individualized and non- competitive and the learners are made to read at their own pace.

13. Technological Progress in Extensive Reading

The view towards reading as an art and skill has changed because of advances in computer and communication technology since 1950 and it is now rightly regarded as an active skill involving guessing, predicting, checking and asking oneself questions in order to construct meaning.

As a new technology which is fast changing, it demands a quick and efficient acquisition of new skills with the ability to transfer across tasks, one needs to probe into the media vis-à-vis reading. In recent years, Extensive Reading has begun to add the Internet to its traditional reading material sources, and with this a new version of the Extensive Reading has emerged. Internet gives complete freedom to students to access texts of their choices and submit their works to a website.

14. Merits of Reading Electronic Texts

An advantage of the web project is that it provides opportunities for students and teachers to work together. Learners aid the teacher by finding the materials on the web. The learners also get the chance of learning permanent skills needed in this information age beyond mere language skills. Due to this, the learners develop a positive attitude towards reading online and it appears to be a very promising pedagogical approach that may strengthen learners' learning. The web based Extensive Reading will empower not only students but also teachers themselves in a significant manner.

15. Defects in Reading Electronic Texts

In a society like India, a language teacher may be less advanced in tackling texts in electronic form. This process requires additional skills for which the training opportunities may not be easily available. Non- native English teachers may be pushed to a situation to work in large classes with little or no contact with modern

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educational developments in the field. And when the vast majority of learners of English in the world learn English on the floor, the money spent in developing and / or publishing mechanical / electronic texts is unlikely to reach to most learners. Even if the size and cost of electronic equipment may be decreasing, but it is still a barrier to widespread access. (Arels Journal, 1983)

16. Benefits of Extensive Reading

Extensive reading plays an important role in developing the components which enhance the fluency of second language reading. In a 1991, in TESOL Quarterly paper, William Grabe has discussed some of the benefits of extensive reading. To him, “Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation”. (396) Extensive reading ensures that the students have the best possible chance of developing their knowledge of focusing on the meaning of what they read. In addition, Grabe(1986) asserts that, “the more reading done, of the greatest informational variety and range of purposes, the quicker the reader will achieve ... the capacity for creating, refining and connecting diverse arrays of cognitive schemata” (36).

Extensive reading includes individualized free choice of reading material, which makes it possible for individual students to follow their own interests in reading and it also places great emphasis on positive classroom environment, and on enjoying reading experience. It is indeed the on going experience of extensive second language reading that has (provides) the most potential to establish positive attitudes towards second language reading because the students are not forced to read about topics in which they have no interest. Extensive reading also plays an important role in developing the capacity for critical thinking which is so important for success in higher education.

17. Factors Affecting Extensive Reading

There are certain factors that affect extensive reading, and various reasons have been suggested for it. Some of them are

- Finding time for extensive reading in the already crowded curriculum is a matter of priority.
- The different role of the teacher in extensive reading can be a problem for teachers who are used to traditional roles. This factor becomes a challenge in the Extensive Reading Program.
- The nature of material used in Extensive Reading may be controversial and it is only termed as “light reading”. It is feared that this light reading

may decline the taste and detract the learners from appreciating the classics.

18. Materials Suggested for Extensive Reading

The basic principles that underlie in the successful development of the reading process have been admirably summarized as consisting of a 'lure and a ladder'. In extensive reading, the lure is the interesting and attractive material that helps to hook the students and make them read. The ladder is the wide range of material that allows the students to progress their fluency in reading. However, the choice of the material is so important as stated by Cdin Davis (1995): "The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives rather than for literary merit". (329).

The major categories of material potentially useful for extensive reading are

- Newspapers
- Magazines
- Children's magazines
- Popular and simple literature

18.1. Newspapers

The cheap and widely available newspapers are deemed to be the exquisite resource for intermediate and advanced students, particularly for reading outside the classroom. Brevity of the newspaper articles benefits the less proficient second language readers to read them quickly and successfully. The variety of content in a newspaper provides some excellent reading practice, because different sections encourage reading in different ways. Browsing through a newspaper is also natural practice in skimming and scanning. T.V. listings, sports results, horoscopes and weather forecasts are an incitement to scanning. On the other hand, articles and captions, invite closer and more careful reading for as long as they hold the reader's interest. Extensive reading ideally includes the reading of various materials for different purposes to practice appropriate choice of reading style.

18.2. Magazines

The weekly and monthly magazines are usually colourful and attractive, and their visual emphasis can help readers understand the content as they are browsed rather than read from cover to cover. Unlike newspapers, which have a variety of content, magazines usually focus on one topic and as a result comparatively few people may be interested in a particular magazine alone. To meet the needs of the different

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members of a second language reading class, a variety of magazines are to be supplied by certain organizations and local distributors. Students can be encouraged to buy second language magazines in their own area of interest, and these magazines could be shared among themselves to be read and by this the class begins to take on the feeling of a reading community.

18.3. Children's Magazines

Children's magazines are written for children of various ages, some of which are suitable for less proficient second language learners. These magazines have many illustrations that help reading comprehension. The activities and language games also help the second language learners to improve their language with interest. The stories in the children's magazines are simple and designed in such a way that the learner could read it aloud. This category is generally suitable for those who have an intermediate fluency.

18.4. Simple and Familiar Literary Works

The simple and familiar literary works which are short and straightforward in content and language are accessible to intermediate and advanced-level learners. The familiar content tends to create an interest among readers. In short, the simple literary works can be a precious and most adored resource in an extensive reading library.

Apart from these reading materials, the teachers can also help students write their own material for their classmates to read, as Edward Dwyer and Evelyn Dwyer state: "Teachers must create within each classroom a positive atmosphere, a way of life conducive to promoting reading through positive affect" (72).

19. Aim or Goal of an Extensive Reading Program

Possible goals have been framed for the extensive reading program. The framed goals for the students are

- To create a positive attitude toward reading in the second language.
- To develop confidence in their reading.
- To increase their word recognition ability.
- To become familiar with unknown or difficult words.
- To read at an appropriate rate for their purpose in reading.

20. The Sample

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As a sample for this study, the researchers have selected the first year B.A (English) students of Virudhunagar Hindu Nadars' Senthikumara Nadar College, Virudhunagar, TamilNadu, India. They are identified randomly.

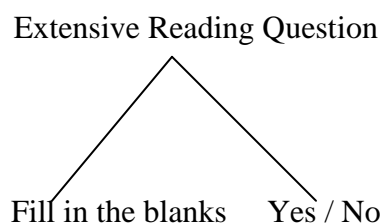
The purpose of selecting this group of learners is to make them aware of the process of extensive reading and enhance their vocabulary and develop their ability to think in English. Before giving the instructions, in a pre-reading stage the learners are encouraged to take interest in the sessions. The exercises chosen are based on different areas- a prose piece, a poem, and an one-act play. Different reading techniques are used in the reading program. After the reading session, the students' performance in reading is evaluated with a questionnaire.

21. Activity

The reading materials are selected carefully keeping in mind the background and capacity of the learners. A simple prose piece, poem and an one-act play are selected because the learners have to cope up with the different reading levels.

1. The first level: Activate the pre-knowledge, skim the text, and build necessary information and accomplish the task.
2. The second level: Reading involves linguistic interaction with the reading material in a dilated speech situation. This co-operation is not only based on a shared goal but also on passing psychological knowledge from one generation to the next and it enables the reader to think about what the author's goal is and how it is related to one's personal goal in the reading of the text.
3. The third level: To secure comprehension of the text, for this is the characteristic task in the pursuit of reading.

Reading activity among students is to be assessed in terms of two types of questions given under in a diagram



“Fill in the blanks” is used to assess whether they retain the text they have read at a reading session. It is to their memory. However, yes /no model is also used fearing that the trained-readers may find it difficult to answer the questions.

22. Activity - I

The approach of reading a prose essay may enable to discover the needs and interests of the learners. It helps them to get into the moods, tastes, and feelings of other persons besides themselves.

Prose Piece

Arguing

-Robert Lynd

If there is one thing for which I honour the human race more than for another, it is the way in which it goes on arguing. A visitor from another planet, landing on earth, would be amazed at the extent to which controversy flourishes everywhere except in those ultra-modern countries in which it is forbidden. He would say to himself: 'Why do these people argue so hotly? Those who argue were not converted to their beliefs by reason, so why should they hope to convert others by arguments that would not have convinced themselves? The human being seems to be a person who jumps mystically to conclusions, yet who never loses hope of being able to reason others into the same conclusions. The fact that, in spite of the obvious truth of this, men go on arguing, is a proof of the unquenchable optimism of the human race.

Consider for a moment. You who are middle-aged must have taken part in thousands of arguments. You argued in the nursery and you won, though your nursery did not admit it. You argued with uncles and aunts, with great-uncles and great-aunts, and thrashed them all without making the slightest impression on them. You argued triumphantly at school without ever converting a school fellow. Later, your college rang with your incontrovertible statements on matters religious, political, literary, and metaphysical; and not a single contemporary of the opposite opinion even knew that you had won. In the wide world you continued to fight for the truth like a skilled fencer—in your and other people's homes, in offices, in restaurants, in the streets, perhaps in public – houses. You have been arguing, say for forty years, and how many converts have you made? You will be lucky, I think, if you can name three.

I do not mean to make the absurd suggestion that people never change their opinions. I doubt, however, whether they often change them in consequence of an argument. I myself became a Socialist in my teens, but I was no more reasoned into it than into smoking. The thing simply happened without my knowing how or why it had happened. Yet no sooner was I mystically converted to a belief in Socialism than I began to badger all my friends and acquaintances with arguments that, sound as they were, I should have laughed at a month or two before. In vain did they try not to listen or to turn the subject. To me they were brands to be plucked from the burning by controversy. I plucked my hardest, but how merrily they all continued to burn!

My conversion to Nationalism was more rational, but even so, it was not the result of other people's arguments. I had come to England from the north of Ireland,

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believing in my simplicity that the English spent their days and nights thinking out plans for the welfare of Ireland- for improving the land system and the education system, and for draining the regions of the Bann and the Barrow. To my surprise, I found that the English were a very practical people who had enough problems of their own to solve without spending sleepless nights over the drainage of the Bann.

Most of them seemed to look on the Irish as a pampered people living largely at the expense of the English tax-payer. Finding that they regarded Ireland mainly as a nuisance, I concluded in the course of a few months that it would be better for the country to be governed by people who were, at least, interested in it. That, however, was the beginning, not the end of my conversion. The conversion became complete only on the day on which I went to see Synge's Riders to the Sea at the Royalty Theatre. That, again, was a mystical experience, but none the less, I immediately set out to try to convert everybody I knew to my opinion by process of argument. My arguments, I may say without vanity, were so convincing that they would have got through the hide of a pachyderm, but they never got through the hides of my friends. The human being is all but argument-proof.

This is obvious if you consider the results of all the public debates that have been held since the beginning of time. Take, for example, the debates in the House of Commons. Were Disraeli's supporters ever known to throw in the towel because Gladstone had felled him with an unanswerable argument? What would Mr. Baldwin's followers think, except that he was mad, if he suddenly got up and announced that Mr. Atlee had defeated him in argument and that henceforth he would take his place as a private soldier in the ranks of the Labour Party? Ever since the days of Demosthenes and Aeschines, it has been taken for granted that no eminent man is ever converted by an opponent by process of debate. Even in those old-fashioned debates which used to be held between humble Atheists and humble Christians, the leading Christian and the leading Atheist always went home with their opinions unchanged. In view of this, I have sometimes wondered whether it would not be a good thing to have referees at debates, as at football matches and at boxing matches, who would decide when one side had scored or when one of the opponents had received a knock-out blow. At present, each side is left to believe that it has scored a smashing victory. I should like to see the loser, not only publicly declared to be the loser, but compelled to go over to the other side.

It may be urged, however, that public debates achieve their object, not by the conversion of the leaders on either side, but by the conversion of their more open-minded followers. Among people of real convictions, these open-minded followers are known as wobblers; and a wobbler who has yielded to argument is known to the party he has left as a turn-coat. How suspicious people are of a politician who has listened to reason and so deserted their party for another! Yet, if we believe in controversy, we should honour the wobbler and the turncoat above all others. These are the men who put reason above prejudice, and have the honesty to admit that they have been beaten by arguments better than their own. They are men who are not

afraid of their past, and are glad to feel that what they say in 1936 is different from the nonsense they talked in 1913. Their opponents do not feel like this, however. They say, 'Just for a handful of silver he left us,' or something of that kind. They say it sometimes with truth, but, whether it is true or not, they say it.

Considering the number of wobblers there are in the world, it is perhaps not surprising that we go on arguing as we do in parliaments and on platforms. A large audience will probably contain at least one or two reasonable men. What particularly astonishes me, however, is that we go on arguing just as hotly in private life-arguing with people who have not the remotest resemblance to reasonable men-people who would not show the faintest sign of wobbling even if Socrates and St. Thomas Aquinas made a combined and overwhelming assault on them. Again and again I find myself arguing passionately with men who are not open to argument and whom I know I could no more convert by arguments than I could turn a stone into butter. They are men, I tell myself, so steeped in illusion that they can believe almost anything so long as it is not quite true. Yet I go on trying, vainly, to outshout them, and to blow down the fiat of illusion with a mighty wind of argument. In cold blood I realize that this is foolish-that, for all the effect my argument produced, I might as well be the street-evangelist whom I once saw preaching salvation with no audience but a lamp-post.

No doubt they feel much the same about me. I, too, am not exactly open to argument-at least, not to the only sort of arguments other people seem to be able to think of. Yet who that is of an argumentative disposition has ever given up hope? To the genuinely argumentative man every other human being remains a potential convert while alive. I have known enthusiastic youths who would spend a whole evening trying to convert an octogenarian miser to the moral beauty of Socialism. I have heard a Free Trader in a public-house fanatically expounding the case for Free Trade to a tipsy book-maker who could scarcely pronounce the word 'whisky'. We are all born canvassers for our causes, and are all the more deserving of admiration because we go on canvassing without ever turning a vote.

Is controversy entirely useless, then? I do not think so. For one thing, it clears the controversialist's mind and so enables him gradually to become a more lucid exponent of his creed. For another thing, it keeps ideas in the air; and it is by these ideas, not by immediate arguments that men in the end are mystically converted, or, if you prefer the word, infected. Finally, controversy is a very good sport. It is because it is a good sport that I wish a referee had been present in my house on Sunday night to decide who won in the great welter-weight argument between Paddy Freeman and Al Communismo.

23. Activity-II

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Reading of poetry will open unexpected windows of delight for the learners. The learner understands the words, phrases, and figures of speech in order to grasp the full significance of what he reads. After reading the poem aloud, the teacher leads the class to suggest the mood of the author and arrive at the message delivered. The learners are made to read poetry in the light of their own experiences, visualize, emotionally, respond to, and consequently get pleasure from it. To know about the construction of poetry is also a satisfying experience to the learners.

Daffodils

-William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.
The waves beside them danced, but they
Outdid the sparkling waves in glee:
A poet could not but be gay
In such a jocund company!
I gazed – and gazed – but little thought
What wealth the show to me had brought.
For oft when on my couch I lie
In vacant or in Pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills.
And dances with the daffodils.

24. Activity - III

The habit of reading dramatic literature will help the learner grow up mentally, emotionally, and spiritually. No literature programme is well balanced unless it
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contains drama in every grade, leading consistently from the simple to the more complex. The careful reading of stage directions and descriptions will help the reader to piece the story together.

A Miracle of St. Antony
- Maurice Maeterlinck
Summary of the one-act play

Maurice Maeterlinck was a poet, playwright and essayist. The main themes in his work are death and the meaning of life. This play is about St. Antony and the miracle that he has assumed to have played on Miss. Hortensia.

The play opens with the entry of St. Antony at Miss. Hortensia's house. Virginia, the old drudge of the house comes to know that he was from Padua and has come to restore the dead lady, Miss. Hortensia to life. She considers St. Antony to be a holy man and falls on her knees and begins to pray rapidly. Virginia gives details about the dead lady that she was just seventy-seven, and has left two millions behind her and that amount was shared by her two nephews Mr. Gustavus and Mr. Achilles, their children, the pastor, the sacristan, the sexton, the vicar, and all her domestics. According to that Virginia gets 3,300 francs, which is a handsome sum.

Virginia leads St. Antony to the parlor where the corpse of Miss. Hortensia was laid. Her relatives who were all rich people stood around the corpse. They were all involved in the mourning ceremony. St. Antony tells Gustavus that he has come to revive their dead aunt to life. Gustavus and Achilles consider St. Antony to be a drunkard and force him out of the house with the help of Joseph. But St. Antony was not prepared to leave the room without completing his work. Everyone makes a try in sending St. Antony out of the house but could not. Finally the doctor takes the responsibility of giving a chance to St. Antony and see what he does.

They all move near the corpse of Miss. Hortensia. Suddenly St. Antony raises his voice in a commanding tone and asks Miss. Hortensia to rise up. To everyone's surprise Miss. Hortensia rises and sits up. They believed that St. Antony has really performed a miracle, and as a sign of gratitude Gustavus and Achilles wanted to do something for St. Antony. But Miss. Hortensia who sees St. Antony with his bare foot inside her house starts shouting at him. Immediately St. Antony raises his voice and asks her to keep silent. Gustavus enquires St. Antony why his aunt could not speak. St. Antony tells that he has made her dumb fearing that she may reveal the secrets of the world of the dead.

The whole family's anger turns against St. Antony and they call for the police. Two officers and a police sergeant enter the house to arrest St. Antony. Finally the Police Lieutenant, Mitou comes in and reveals the truth about St. Antony that he

has some mental disorder and has escaped from the hospital. He turns out and plays the same pranks, heals the sick, steals the doctor's work and all without a license. They take St. Antony with them. Virginia who still believes him to be a holy man goes along with him. And Miss. Hortensia really dies only at the end.

25. QUESTIONS AND ANALYSIS

S.No	PROSE	RIGHT/WRONG
1	A visitor from another planet is amazed on seeing the _____ on earth.	18/2
2	Argument flourishes everywhere except in those _____ countries.	20/0
3	Lynd became a _____ in his teens.	20/0
4	Lynd came to England from _____.	20/0
5	The Bann and the Barrow are the _____ in North Ireland.	19/1
6	A schoolboy argues with his classmates and converts them. Yes /No	19/1
7	Arguing is compared to the skillful fighting with a sword. Yes /No	18/2
8	Synge's 'Riders to the sea' did not create any change in Lynd. Yes /No	17/3
9	Argument creates an intellectual climate. Yes /No	19/1
10	The youths converted the miser to a Socialist. Yes /No	17/3
11	A street evangelist is one who preaches ordinary people in _____.	16/4
12		18/2

13	Socrates is an ancient Greek _____.	15/5
14	Wobblers are people who are _____ in their view.	20/0
15	Lynd blindly believed that the _____ government would support Ireland. The English people were too _____.	14/6

S.No	POETRY	RIGHT/WRONG
1	The poet caught sight of the daffodils on a _____ morning.	20/0
2		19/1
3	The statement "I wandered lonely as a cloud" is a figure of speech known as _____.	19/1
4	The poet saw a crowd of _____.	18/2
5	The daffodils were seen beside the lake and beneath the _____.	18/2
6	The daffodils danced along with the _____.	20/0
7	The poet was not happy to see the daffodils. Yes / No	18/2
8	Daffodils are trumpet shaped yellow flowers that grow wild in English Woods. Yes / No	16/4
9	The daffodils were lit up in the sun and danced in the wind. Yes / No	20/0
10	The memory did not bring back the beautiful scene of daffodils to the poet. Yes / No	16/4

11	Unforgettable mind pictures give us joy when we are alone and at leisure. Yes / No	17/3
12	The term 'jocund' means _____.	20/0
13	The daffodils were continuous as the _____ that shine.	15/5
14	The term 'inward eye' is _____.	19/1
15	The term 'pensive' means _____.	16/4
	The meaning of the word 'solitude' is _____.	

S.No	ONE-ACT PLAY	RIGHT/WRONG
1	The name of the old drudge is _____.	19/1
2		20/0
3		
4	St. Antony was from _____.	20/0
5	St. Antony had come to restore _____ to life.	20/0
6	The age of the dead lady was _____.	18/2
7	Virginia spent every penny of her earning for her sick _____.	19/1
8	The relatives of the dead lady were all poor people. Yes / No	20/0
9	The dead lady left a sum of two millions behind her. Yes / No	18/2
10	Miss. Hortensia was made deaf by St.Antony. Yes / No	17/3
	St. Antony was finally arrested by the officers.	

	Yes / No	15/5
11	Did St.Antony really restore the dead lady? Yes / No	19/1
12	Miss.Hortensia left _____ francs for Virginia.	15/5
13	The place Padua is in _____.	17/3
14	_____ revealed the truth about St.Antony in the end.	15/5
15	_____ still believed that St. Antony has done a miracle. The word 'queer' means_____.	19/1

26. Findings

The selection of the reading material is made according to the learners' capacity and interest level. The chosen material is of simple language. There are no complex events or incidents that may hamper the learners' interest. The questions are devised in such a way that the learners not only process the text but also motivated in further reading.

Readers have been given the objectives of extensive reading and their subsequent performance is inspected. The content of the questions is varied according to whether they are higher or lower-level in terms of the information-processing required. At the processing level, differences in reading and directions present challenges for the readers. The researchers are very particular in testing the learners' previous knowledge, understanding level, thinking capacity, memory level and their capability to interpret the intricate mood of the writer.

From the study, it is understood that the learners are excellent in answering the direct questions, which are set in such a way that they just to recall from memory what they have read from the reading material. The learners are also competent in responding the questions that stimulate their previous knowledge because pre-knowledge elements depend on the interest of the learners. The Yes/No format questions enable them to think and find what is right and what is wrong. Mostly, by choosing the correct answer the learners prove that they are good at comprehending the

information. Few learners have found difficulty in interpreting the mood of the writer and certain others find difficulty in grasping the meaning of certain obscure words.

This study shows that the readers not only have knowledge, but also, they have abilities: abilities not only to learn new knowledge but also abilities to process information. The learners become better and more confident readers. By this, they can write better, listen better and speak better. Their vocabulary will also be enriched and in addition, they will develop positive attitudes toward reading.

The students become effective, efficient and independent second language readers through extensive reading with the encouragement of the teacher, cutting across all the differences in cultural background, and purpose of study. There are some significant findings which are noticed during the research.

- The chosen texts enable the learners to develop confidence to read new and unfamiliar material. This allows the learners to become familiar with the language usage and text structure.
- The learners who lack the motivation to read began to show confidence and likeness in reading the second language materials.
- Regardless of proficiency and grade level, the learners are able to capture some meaning from the texts.
- Due to the nature of the texts, the learners actively involve in the reading process.

The researchers would also like to put forward some suggestions for teachers and researchers.

27. Suggestions

- Pre – reading session is essential for extensive reading.
- The teacher should assist the learners in selecting appropriate reading material of interest to them.
- In the session involving reading, a teacher has to see to it that each and every student participates in reading.
- Sustained Silent Reading should be encouraged to develop automaticity, confidence and enjoyment.
- Students should be encouraged to read longer texts, rather than short snippets.
- Background knowledge should be recognized as influencing all comprehension.

- A researcher could include more interesting tasks so that the learners can enjoy reading.
- Language games could be made a part of the reading process.
- Learners can be encouraged to borrow books to read at home.

28. Conclusion

Reading is no longer viewed as a passive activity in which the reader strives to find all and only what the writer has written. It is a process of mind engagement which results in gaining knowledge of language and comprehension at various levels; from a surface-level understanding of stated facts to opinions, preferences to prejudices, beliefs to biases. A successful and effective extensive reading program does not just happen but it needs guidance, counseling, and the creation of activities to encourage and allow students to read as much as possible and require careful thought and preparation.

New ways of reading have to be searched. New developments in teaching and learning should be made to create effective reading in the classroom. At the same time, empirical studies are also needed in transfer of traditional reading skills to novel, electronic – based reading skills to cope up with the changes of modern communication technology.

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APPENDIX QUESTIONNAIRE

This Questionnaire is circulated among the first year English students to know the validity of the tool used in preparing a research paper under the caption

Arguing

1. A visitor from another planet is amazed on seeing the _____ on earth.
a. nature b. development c. controversy d. people
2. Argument flourishes everywhere except in those _____ countries.
a. backward b. modern c. ultra-modern d. developing
3. Lynd became a _____ in his teens.
a. Communist b. Socialist c. Marxist d. Educationalist
4. Lynd came to England from _____.
A. Netherland b. Finland c. Ireland d. Switzerland
5. The Bann and the Barrow are the _____ in North Ireland.
a. mountains b. rivers c. areas d. dams
6. A schoolboy argues with his classmates and converts them. Yes /No
7. Arguing is compared to the skillful fighting with a sword. Yes /No
8. Synge's 'Riders to the sea' did not create any change in Lynd. Yes /No
9. Argument creates an intellectual climate. Yes /No
10. The youths converted the miser to a Socialist. Yes /No
11. A street evangelist is one who preaches ordinary people in _____.
12. Socrates is an ancient Greek _____.

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13. Wobblers are people who are _____ in their view.
14. Lynd blindly believed that the _____ government would support Ireland.
15. The English people were too _____.

Daffodils

1. The poet caught sight of the daffodils on a _____ morning.
a. Summer b. Spring c. Autumn d. Winter
2. The statement “I wandered lonely as a cloud” is a figure of speech known as _____.
a. Metaphor b. Simile c. Irony d. Personification
3. The poet saw a crowd of _____.
a. trees b. birds c. daffodils d. clouds
4. The daffodils were seen beside the lake and beneath the _____.
a. mountain b. sky c. sun d. trees
5. The daffodils danced along with the _____.
a. birds b. waves c. bees d. clouds
6. The poet was not happy to see the daffodils. Yes / No
7. Daffodils are trumpet shaped yellow flowers that grow wild in English Woods.
Yes / No
8. The daffodils were lit up in the sun and danced in the wind. Yes / No
9. The memory did not bring back the beautiful scene of daffodils to the poet.
Yes / No
10. Unforgettable mind pictures give us joy when we are alone and at leisure.
Yes / No
11. The term ‘jocund’ means _____.
12. The daffodils were continuous as the _____ that shine.

13. The term 'inward eye' is _____.
14. The term 'pensive' means _____.
15. The meaning of the word 'solitude' is _____.

A Miracle of Saint Antony

1. The name of the old drudge is _____.
a. Ferdina b. Virginia c. Debora d. Catherina
2. St. Antony was from _____.
a. Greece b. Israel c. Padua d. Jerusalem
3. St. Antony had come to restore _____ to life.
a. Miss. Jaculin b. Miss. Delshia c. Miss. Delighta d. Miss. Hortensia
4. The age of the dead lady was _____.
a. Fifty-seven b. Sixty-seven c. Seventy-seven d. Eighty-seven
5. Virginia spent every penny of her earning for her sick _____.
a. brother b. mother c. father d. sister
6. The relatives of the dead lady were all poor people.
Yes / No
7. The dead lady left a sum of two millions behind her.
Yes / No
8. Miss. Hortensia was made deaf by St. Antony.
Yes / No
9. St. Antony was finally arrested by the officers.
Yes / No
10. Did St. Antony really restore the dead lady?
Yes / No
11. Miss. Hortensia left _____ francs for Virginia.
12. The place Padua is in _____.

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13. _____ revealed the truth about St. Antony in the end.
14. _____ still believed that St. Antony has done a miracle.
15. The word 'queer' means _____.
-
-

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Trends in Language Shift and Maintenance in the Eranad Dialect of Malayalam

Saidalavi C., M.A. (Sociology), M.A. (Malayalam), M.A. (English)

On Defining Linguistic Identity

Identity refers to an individual's subjective feeling of belonging to a particular group. Language is of central importance to identity because through language we negotiate and share our identity with others. Multi-ethnic features of India deepen linguistic diversity with hundreds of regional dialects within the same language. These dialects reflect the everyday experience of individuals living in different parts of the country and strongly shape their cultural identity.

In a highly stratified society each stratum holds unique identity which is manifested in the speech behavior of the group. The awareness of the social, cultural and ethnic peculiarities among the members of the group can be termed as identity consciousness. The formation of the identity is found to be influenced by diverse social variables. These social factors undergoes tremendous changes in the contemporary social situations marked by urbanization, technological changes, industrialization, globalization etc,. The changes occurred in the social factors causes changes in the social variables that determine the identity.

Analysis of Identity

In linguistics, the identity is analyzed in terms of the linguistic data obtained from the specific linguistic group. It is determined according to the attitude of the group towards Language in India www.languageinindia.com

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own language and the contact language, if the speech community is situated in a bi or multi lingual region. The concept of language attitude helps to analyze language use and change on a macro social level. (Landry and Allard, 1994:15) It comprises socio structural factors to explain the language maintenance and shift within the community. Therefore, while finding out the degree of identity, the determination of language attitude and the study on the factors influencing the language shift and language maintenance is very important.

Language Shift and Language Maintenance

According to Hoffman (1991:186), “when a community does not maintain its language, but gradually adopts another one, we talk about language shift while ‘language maintenance refers to a situation where members of a community try to keep the language they have always used’”. Hoffman also observed that under certain cultural, social and political conditions, a community might opt to change one set of linguistic tools for another.

One of the important factors that impact on shift and maintenance of language is attitude (Gardner, 1985, Holmes and Harlow, 1991). Attitude refers to “a hypothetical construct used to explain the direction and persistence of human behavior” (Baker, 1992:10). So, it represents internal thoughts, feelings and tendencies in behavior across a variety of contexts.

The Research Problem

The present study tries to explore the changing trends of Eranad dialect of Malayalam in terms of their language attitude. The research problem is, to investigate whether there is any language shift or language maintenance among the Mappilas using Eranad dialect of Malayalam and if so, what role attitude plays in the shift and maintenance of their language.

Hypothesis

- If the speech community shows great interest in the application of their own language in day today life, they give priority to language maintenance and if they prefer contact language or other forms of dialect in day to day life, there is possibility for language shift.
- Language maintenance is the sign of preserving the ethnic and cultural identity and language shift gives the sign of shifting tendency by replacing the ethnic features to a new culture.

Methodology

The methods common to ethno linguistics and sociolinguistics—interview (both structure and unstructured) and observation (both participant and no-participant) -- are used in the present study.

To find out the language attitude Primary data are collected by structured questions from the representative sample of the respondents based on the social variables like age, sex, education, social status etc. The questions are directly distributed among the respondents. However in the case of older generation and illiterates the investigator asked questions and explains it, if necessary and collects the answers simultaneously.

The Dialect under Study

The dialect area lies in the Eranad Taluk of Malappuram district of Kerala. A detailed descriptive study on Ernad dialect of Malayalam had been made by Dr G K Panicker in 1973 in his “A description of Ernad Dialect of Malayalam”. The present study made use of the linguistic data available in the work of Dr. Panicker for the comparison of the data collected under this study with an aim to determine the trends language shift or language maintenance.

The important characteristics of Eranad Dialect of Malayalam noted by Dr G. K. Panicker are as follows:

1. The absence of the palatal retroflex lateral ɮ and the retroflex and palatal fricatives ʃ and ʃs .
2. The absence of aspirated stops.
3. The presence of labiodental fricative f and the dental lateral L .
4. –in- as the present tense marker. The southern dialects have un-
5. High frequency of the verbal noun markers –al. In this dialect it can occur with all verb stems. Some of the dialects have almost lost this verbal noun marker.
6. The verbal participle forms with aaRu (kannanRu, pokaRu etc) are absent
7. the occurrence of –a as an accusative case marker.
8. Corresponding to the genitive case markers ute and Re, this dialect has a and Ra
9. The absence of the instrumental case suffix aat
10. the appellative category of this dialect is quite limited.
11. The occurrences of a large number of fused phrase units
12. the absence of passive constructions
13. The differences in lexical items.

Arabic loan words are more in this dialect than in other dialects. This dialect too has a good number of Sanskrit loan words, but to a lesser extent when compared to the dialects of the forward Hindus. Barring a very few instances all loan words from non- Sanskrit sources are nouns. Sanskrit loan words too are mainly nouns. However, many of these

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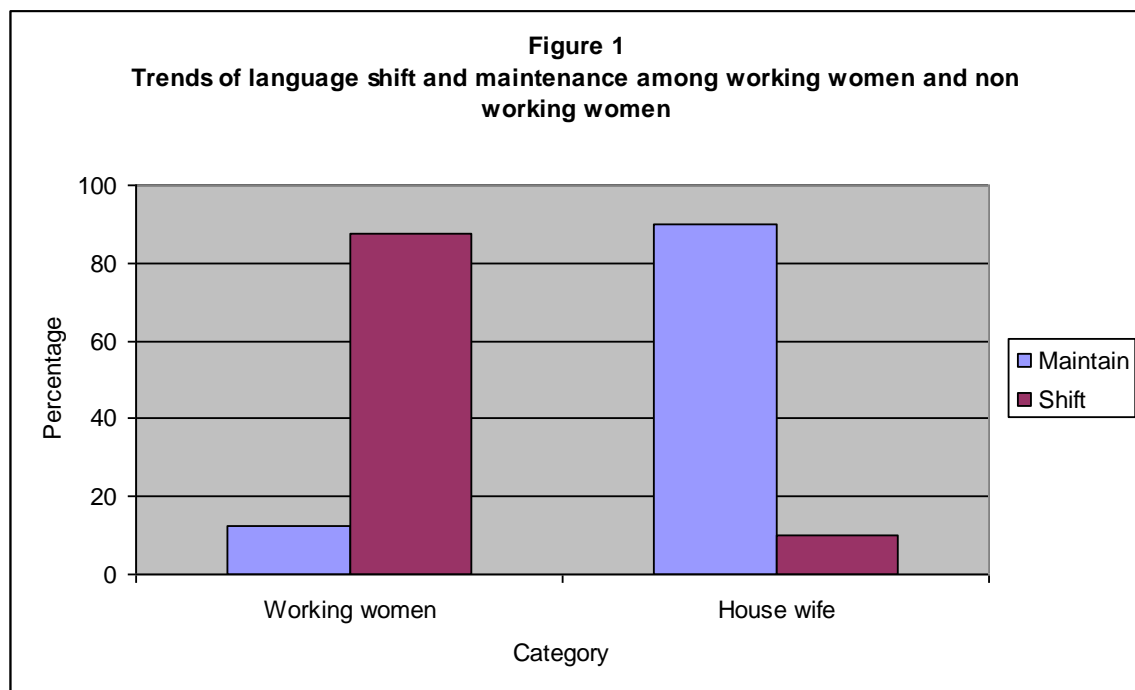
Sanskrit nouns have been verbalized and both noun and verb forms are in usage. The area of pronouns also shows wider difference (Panicker 1973:21).

Evaluation of Language Attitude Among Mappilas

Using a questionnaire the present study tried to assess the language attitude of the Mappilas towards their own dialect and other dialects that they come in to contact. The questionnaire was based on three sociolinguistic variables such as gender, age and education. The age is grouped into 0-25, 25-50, 50 and above. Education is sub grouped into literate, illiterate, matriculated and graduated. Based on these social variables data are collected from 72 respondents from Kondotty village panchayath on the basis of random sampling method.

Language Shift and Gender

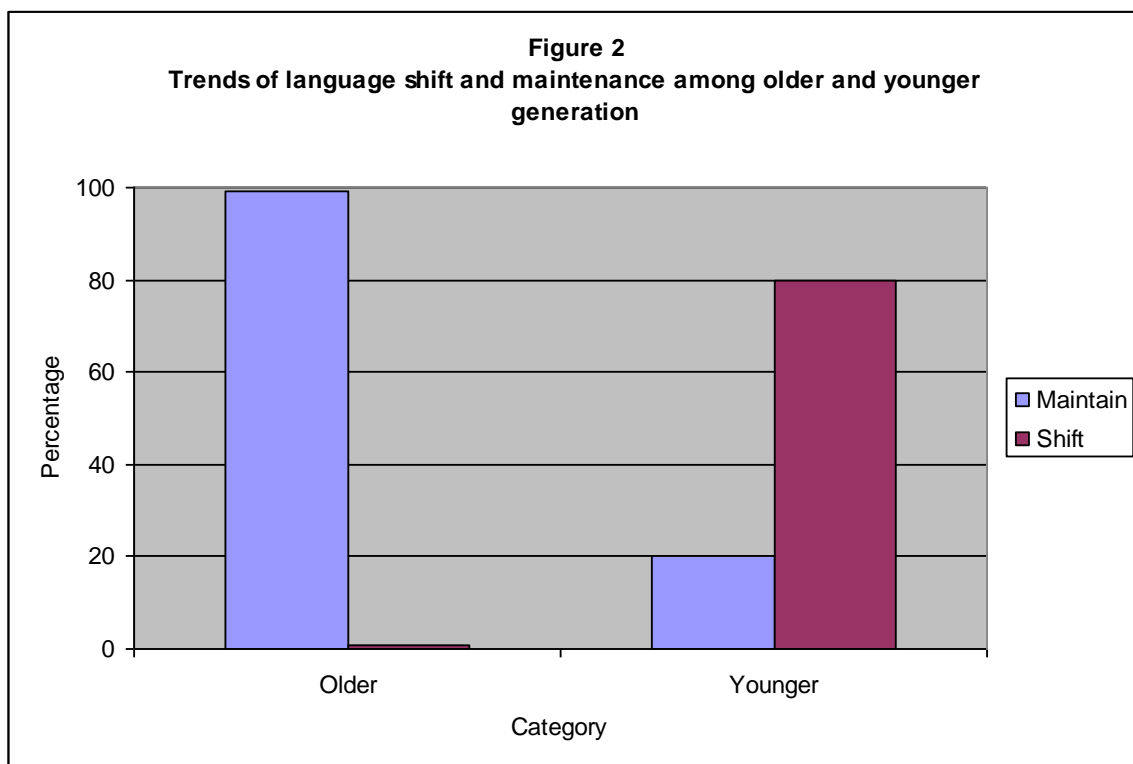
The data collected from highly informal situations in family atmosphere, festivals and marriage gatherings, informal conversations among peer groups etc shows that men tend to have more orientation towards the standard Malayalam language than women. It is noted that women still retain several features of Eranad dialect of Malayalam. However, the working women who have daily interaction with those who use the standard Malayalam have very little affinity with the Eranad dialect of Malayalam. It affirms the fact that the contact with the wider society is one of the important factors for language shift.



The figure 1 shows that the women maintain the features of Eranad dialect than men. But the working and graduated women shows the tendency to shift from Eranad dialect. The study affirms the sociolinguistic concept that the women shows more orientation toward own dialect, for they are compelled to spend more time in home owing to lack of opportunity to come in to contact with main stream society.

In the detailed examination of the questionnaire it is also noted that the women belong to aged group show more orientation towards own dialect than the women belong to younger generation.

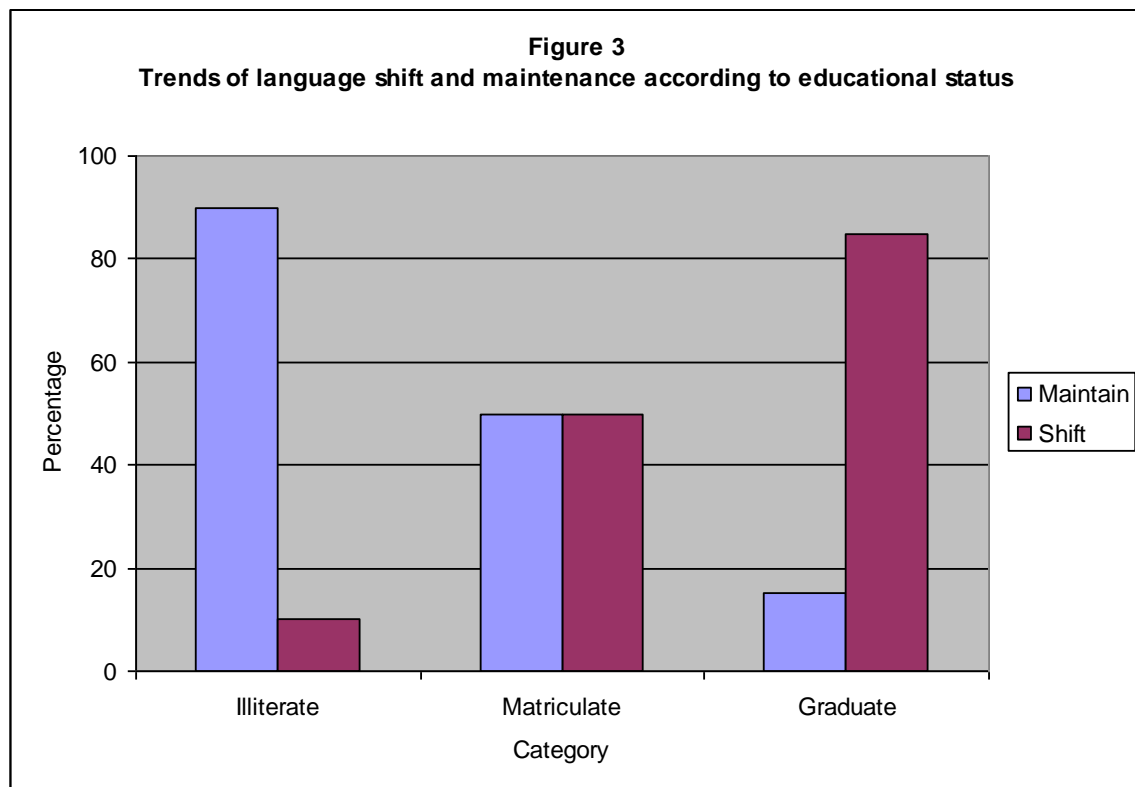
Language and Age



The figure 2 clearly shows that the older generation has a tendency to retain and use their traditional dialect features. The younger generation shows less interest in retaining and using all the features of the dialect. The graph shows that when the age is decreased the orientation towards other dialect of Malayalam is increased. The reason for this tendency is the increasing opportunity to interact with wider and mainstream society and also as a result of rapid educational progress.

Language and Education

The 1961 Census report shows that Eranad has 35.82%. According to 2001 census, the Malappuram District which includes the Eranad has 80% literacy. The number of educational institutions is also increased considerably. It is interesting to examine whether there is any correlation between educational status and language attitude. The figure 3 affirms the fact that the progress in education and the maintenance of the dialect features are negatively correlated. The attitude further varies according to the individuals' progress in higher education. 90% of graduated respondents of the sample shows little interest towards own dialect.



Language Use in the Home Domain

One of the foremost questions of this study was whether there is any difference in the dialect use in the home domain and outside home. The observations and survey clearly proves that majority of the respondents use most of the dialect features in home environment and other highly informal contexts with it spontaneity. During the study some highly educated respondents revealed that using the language other than the local dialect in home domain is mocked at by older generation and relatives with less education.

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Interactional Patterns and Language Use Outside Home

This paper also focused on interactional pattern outside the family domain. Language use outside home was divided into two sub-domains: first, language used in informal situations, such as shops, markets etc, where language is relatively informal. Language use in formal situations, such as in banks or at hospitals were also observed. Even though there is conscious tendency to move away from the dialect features in the language use outside home, the traditional dialect features are unveiled spontaneously in the informal situations such as shops, markets, etc. The language use in formal situations such as bank or at hospitals are more conscious and with little use of dialect features.

Conclusion

There is a general tendency towards language shift among the Mappilas using Eranad dialect of Malayalam. It is apparent more among younger generation. However, such an attitude is clearly manifested among men than women. The highly educated members of the community shows growing tendency to shift from Eranad dialect of Malayalam in both formal and informal situations. It is also noted that the community maintains the dialect features in home domain, but such maintenance are rather spontaneous than purposeful. In the situations outside home domains members consciously shift from the dialect features, but traditional dialect features are frequently unveiled in the informal situations in shops, market etc.

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Trends in Language Shift and Maintenance in the Eranad Dialect of Malayalam

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Interdependence of Law and Literature in Shakespeare's and Charles Dickens's Writings – A Reflection

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Abstract

As several legal scholars have observed, law is a profession of words. It is also a discipline or practice, like religion, in which stories play a critical role.

Shakespeare's controversial tale of Jewish money lender, *The Merchant of Venice*, examines themes of justice, the bias of legal systems, and legalese. Charles Dickens gives a vivid portrayal of the endless machinations, lethal manoeuvrings, and strangling bureaucracy of the legal system of mid-19th-century.

Britain did much to enlighten the general public, and was a vehicle for dissemination of Dickens's own views regarding, particularly, the injustice of chronic exploitation of the poor forced by circumstances to "go to Law". Bleak House elaborated expansive critiques of the Victorian institutional apparatus; the interminable law suits of the court of Chancery that destroyed people's lives in Bleak House. The legal system is described like the plague, as pervasive like the fog that opens the narrative which smothers everyone. It could be seen in the very opening of Bleak House, while using a highly metaphorical, almost apocalyptic language, in describing the then Chancery and foggy streets of London.

In this paper the reflections are confined only to William Shakespeare's *The Merchant of Venice* and Charles Dickens' *The Bleak House*.

Key Words

Court of Chancery, bureaucracy, lethal, anti-Semitism.

Introduction

As the author of *Law and Literature: A Misunderstood Relationship*, Richard Posner is highly critical of the law and literature he writes so.

Although the writers we value have often put law into their writings, it does not follow that those writings are about law in any interesting way that a lawyer might be able to elucidate.

He further writes,

Law is subject matter rather than technique, and that legal method is the method of choice in legal realms, not a literary one. Combining literature's ability to provide unique insight into the human condition through text with the legal framework that regulates those human experiences in reality gives a democratic judiciary new and dynamic approach to reaching the aims of providing a just and moral society ...

Discussion

A noted barrister and Member of Parliament, Greenwood claimed that Shakespeare's plays and poems "*supply ample evidence that their author ... had a very extensive and accurate knowledge of law.*"

In contrast to his denoted tragedies and histories, what Shakespeare has labelled as comedy obliges us to take the dramatist at his word, and to do so in the usage of his time. It is observed that there is a rising tide on the subjects of anti-Semitism, due process, perversion of the law, even homophobia, as integral aspects of *The Merchant of Venice*, accompanied by a galaxy of contemporary legal, social and political concerns. He would hardly be the first artist to alter his views, develop his craft, and change with the times. Of the greatest of literary geniuses, we should expect no less.

The history of scholarship on the way Shakespeare employs legal terminology and concepts is complex, controversial, and closely tied to the authorship.

It is important to note that Shakespeare's Shylock flies in the face of prevailing practice. Shakespeare assigns him socially redeeming speeches and eloquent appeals to fairness. Predictably, however, he becomes the usual butt of humour, and, predictably, Elizabethan audiences laughed at the denouement of the trial scene.

Venice was known as a great sea power, as an economic giant, as well as for a democratic milieu. Yet in this republic were many foreigners who did not enjoy the rights of Venetian citizens. Shakespeare knew this. Shylock could run his business and live in Venice, but not as a citizen. Othello could live in Venice; even marry into a leading family and command an army, but not as a citizen. Strangely, Shakespeare appears unaware of the ghetto, the usual residence throughout Europe for Jews, no less so in Venice, in London, in Paris, in Rome or in Jerusalem.

It may be safely assumed that Shylock, as an outsider, knew all the laws that applied to him, as Jew, as businessman, as banker, anyway in which he might be at risk, whether the penalty be civil or criminal. Where Portia, or any administrative law Judge, gives Shylock the maximum sentence, one can think that today's audience may find her a bit draconian, but according to the existing conditions of late 16th century Venice, she administered "cruel and unusual punishment". Justice was the rule: Shylock gets a criminal sentence in a presumably civil court; Othello is arranged for a crime against a civilian in a court martial. In fact, the most powerful representative of the Venetian government, the Duke himself, ultimately pronounces the foregone result of Shylock's conversion with a chilling Vaticanese before the trial has even begun: "We all expect a gentle answer, Jew (IV, i, 35).

Skeptics of the traditional view like George Greenwood and Mark Twain have insisted, on the contrary, that Shakespeare's legal knowledge is acutely honed and precise -- and that it indicates a mind well-trained and practiced in the idioms and conceptual habits characteristic of lawyers and judges.

Charles Dickens and Law

Coming to the next phase regarding Charles Dickens, for most reader-scholars, the central concern of *Bleak House* is its reverting and insisting indictment of the English Chancery Court system.

Chancery or equity courts were the second half of the system of English Justice, existing side-by-side with law courts. By the mid nineteenth century, English law reformers had long criticized and mocked the delays of Chancery litigation, and Dickens found the subject a tempting target.

Dickens claimed in the preface to the volume edition of the *Bleak House* that he had "purposely dwelt upon the romantic side of familiar things". The fame and critical success of *Bleak House* have led many readers and scholars to apply its indictment of Chancery to the entire legal system, and, indeed, it is the greatest indictment of law, lawyers and the legal system in the English language.

Scholars, such as the English legal historian Sir William Holdsworth, in his 1928 series of lectures *Charles Dickens as a Legal Historian*, published by Yale University Press, have made a plausible case for treating Dickens's novels, and *Bleak House* in particular, as primary source illuminating the history of English Law.

The Plot

The plot concerns a long- running legal dispute (Jarndyce and Jarndyce) which has far-reaching consequences for all involved and involves a Convoluted Will, monies and land surrounding the Manor of Marr in South Yorkshire. Dickens's assault on the flaws of the British Judiciary system is often thought of as having helped to set the stage for its eventual reform in the 1870s. In fact, Dickens was writing just as chancery was reforming itself, with the six clerks and masters mentioned in chapter one abolished in 1842 and 1852 respectively: the need for further reform was being widely debated. This raises the point as to when *Bleak House* is actually set.

The Memorable characters include the menacing lawyer Tulkinghorn, the Deadlock family lawyer. A scheming, manipulative monster of a man, He learns of Lady Deadlock's past and tries to control her conduct, to preserve the reputation and good name of Sir Leister. He is murdered, so the last part of the book turns into an investigation, as several characters have good reason to want Tulkinghorn dead. When the instalment of *Bleak House* containing Krook's demise appeared, the literary critic George Henry Lewes criticized Dickens, saying that he had perpetuated a vulgar and unscientific superstition. Dickens vigorously defended the reality of spontaneous human combustion and cited many documented cases, such as those of Mme. Millet of Rheims and of the countess di Bandi, as well as his own memories of Coroners' inquests that he had attended when he had been a journalist /reporter.

In the preface of the book edition of *Bleak House*, Dickens wrote: 'I shall not abandon the facts until there shall have been a considerable spontaneous combustion of the testimony on which human occurrences are usually received'. The exceptional popularity of Dickens' novels, even those with socially oppositional themes like '*Bleak House*' (1853), under scored not only his almost preternatural ability to create compelling storylines and unforgettable characters, but also insured that the Victorian public confronted issues of social justice that had commonly been ignored .

Conclusions

The law in literature is specifically concerned with the way in which legal situations are presented in literature. Generally, they place a high value on the 'independent' view from which literary writers are able to see the law. The fictional situations presented in literature, the researchers assert, can tell a great deal about political and social situations, and the individuals that often find themselves before the court.

In its early stages, the law and literature movement focused strictly on the law in literature theory; John Wigmore and Benjamin Cardozo thus acknowledged “novelists and poets” as the principal teachers of law in the first half of the 20th century. Robert Weisberg believes that the law in literature offers fertile possibilities. Following the lead of Jams Boyd White, he sees an intrinsic value in the use of literature as a means of discussing legal topics. Unlike White, who places value on literature for its ability to stimulate critical thought and theory , Weisberg believes that literature should be valued for its ability to cause one to relate to others, and for the political and social contexts that novels, particularly those dealing with the law, grapple with.

Law and Literature is believed to have originally begun as a subcategory of jurisprudence. The movement encompasses the complementary ideas of law in Literature and law as literature. It is necessary, in practical thought and discussion about the use of legal rhetoric, to understand text’s role in defining human experiences.

Through the application of literary standards to legal documents it becomes easier to accommodate special cases and to shrink despotism and oppressive movements, since the human element becomes reunited with the mechanism by which we regulate our lives.

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The Interaction between Bilingualism, Educational and Social Factors and Foreign Language Learning in Iran

Mojtaba Maghsoudi, Ph.D.

Abstract

The main concern of the present study was to probe the probable differences between Iranian bilingual/monolingual learners of English regarding their syntactic knowledge. It was an attempt to investigate whether bilingual and monolingual learners of English differ significantly in learning embedded question, preposition stranding and pied piping knowledge. To carry out this study, a total of 399 male and female subjects at seven pre-university centers in Arak were randomly selected from among two groups of Turkish-Persian bilinguals and Persian monolinguals. A general English proficiency test, a questionnaire, and a syntactic structure test were administered to both groups. Statistical analyses including ANOVA, t-test, post-hoc Scheffe test, and descriptive statistics revealed the following outcomes:

1. Monolingual and bilingual learners did not differ in acquiring syntactic structure.
2. No significant difference was observed between gender of monolinguals and bilinguals' performances in acquiring syntactic structure.
3. Learners whose parents are in low educational level had significantly lower scores in syntactic structure compared to learners whose parents are in high educational level.

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4. Monolingual participants surpassed bilingual participants in general English proficiency.
5. Learners with high SES had significantly higher scores in general English proficiency than learners from low SES.

Key words: General English proficiency, Socio-economic status, bilingualism, gender and third language learning.

1. Introduction

We all know that language is a source of communication. Whether this language refers to Russian, English, Swedish or Sign Language is irrelevant, the importance is that we have some sorts of sources for human interaction. Knowing many different languages provides us with enormous possibilities in our contact and understanding of other people living in other parts of the world. We may actually draw a conclusion already that knowing many languages is an asset for communication.

This brings us to an important topic, namely, bilingualism which will be studied on closer examination in this paper. There are and has always been a great interest among linguists and psychologists to study bilingualism and how it affects people. There are plenty of theories about bilinguals, and children's psychologists have not always drawn the right conclusions due to results from early studies on bilingualism.

Results from some studies show that children were negatively affected by bilingualism. It claimed that it confused the child (Fromkin et al 2003). Nowadays, the majority of children's psychologists are in favor of bilingualism and see it as an advantage rather than a disadvantage. This paper will examine whether being bilingual may help a person in their additional language acquisition?

All of us know what language is, just like we know the palm of our hands. We all acquired a language early in life. There is no human being, ordinarily speaking, who does not “have” a language of his or her own. There are societies, which do not have a written language, but there is no society, which does not have a spoken language.

The word language is often used to refer to several kinds of human activity, such as the language of music, language of circus, and so on. However, in its ordinary sense, it primarily focuses on the oral and written medium that we use to communicate with one another. We use it especially to refer to human language and thus we tend to distinguish between language and other forms of communication.

1.1. What is Bilingualism?

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Bilingualism is a difficult concept to define, since many theories vary with respect to how much exposure a person needs to become native in a language. There is no general agreement among child language researchers about the 'normal' course of development among monolingual, nor among bilingual children. It is not possible to define the concept of complete acquisition, since it is difficult to define a person's control over a language.

Myers-Scotton (2006) believes bilingualism is the ability to use two or more languages sufficiently to carry on a limited casual conversation, but we cannot set specific limits on proficiency or how much the speaker in question is speaking or demonstrating comprehension of another speaker.

It is important to note that no universally accepted definition of bilingualism currently exists, although numerous definitions have been proposed in the literature. It is clear that the term "bilingualism" is interpreted and defined differently by different people. Baetens-Beardsmore (1999) suggests that rather than attempting to explain a strict definition of bilingualism, topologies or descriptive labels is used.

The following topologies are examples of those documented in the literature and may be useful as the clinician begins to interact with the bilingual patient:

- (a) *Ambilingualism*: equal ability is exhibited in both languages in all domains of activity no influence of one language on the other is noted;
- (b) *Equilingualism*: roughly equivalent ability in both languages is demonstrated, by monolingual norms of reference the equilingual is clearly distinct from monolingual speakers.
- (c) *Functional Bilingualism*: ability to accomplish a restricted set of activities in a second language.
- (d) *Receptive/Passive Bilingualism*: ability to comprehend (in either its spoken or written form, or both) a second language.
- (e) *Productive/Active Bilingualism*: ability to speak and/or write a second language in addition to understanding that language.
- (f) *Natural/Primary Bilingualism*: the acquisition of a second language in the absence of systematic instruction or specific training.
- (g) *Academic/Secondary Bilingualism*: the acquisition of a second language via formal instruction; and (h) *Incipient Bilingualism*: initial unraveling of the patterns of a second language, either at the decoding and encoding level.

1.2. Language and Social Class

Families differ in social prestige, wealth and education. Since language is learned in social interaction, there is variation in child language that correlates with social class. A classic example of this is the study of New York city speech by Labov (1970). He found that different pronunciations of speakers fall into a pattern reflecting social-class differences. The lower the position and state of people in the social-class hierarchy, the smaller the chance that they use standard language forms. In this context it was investigated to what extent the language of children revealed a similar pattern of social stratification. Claims have been made that children from low socioeconomic backgrounds lag behind in language acquisition.

According to Coulmas, (1997) middle-class children develop an exploratory and explicit use of language, whereas lower-class children develop a more expressive and implicit language use. Lower working-class children's speech was characterized by such features as short utterances of little syntactic complexity and frequent use of pronouns instead of nouns. Labov (1970) claims that although there are clear differences in the form and values associated with language use in different social classes, the speech of middle-class children is not superior to that of lower-class children and children of different social classes are equally proficient in language skills.

The social class is not an impossible barrier to access the benefits of bilingualism. Oller et al. (1998, p. 96) arrive at the same conclusion and state, "all the social, political and economic advantages of bilingualism are available to the children." Nonetheless, the penalty of poverty is in the time it takes for advances to occur. Children from more disadvantages backgrounds progress more slowly and more effortfully. This was demonstrated as well in a study by Hakuta, Butler, and Witt (2000) described: Classifying children by socioeconomic status (SES) in two school districts showed large effects of poverty and parental level of education on children's progress in mastering both oral and academic uses of English.

1.3. Language Proficiency and its Impact on an Additional Language Acquisition

Before engaging in a discussion of what it means to be limited English proficient, it is first necessary to understand what language proficiency includes. Unfortunately, it is at this point in the assessment of language proficiency that a lack of consensus begins. Language researchers openly acknowledge this dilemma.

Cummins (1984), for example, states that the nature of language proficiency has been understood by some researchers as consisting of some separate language components and by others as consisting of only one global factor. Valdes and Figueroa (1994) indicate that: What it means to know a language goes beyond simplistic views of good pronunciation, 'correct' grammar, and even mastery of rules of politeness. Knowing a

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language and knowing how to use a language involves a mastery and control of a large number of interdependent components and elements that interact with one another and that are affected by the nature of the situation in which communication takes place.

According to Stern (1983), proficiency can be looked at as a goal and thus be defined in terms of objectives or standards. These can then serve as criteria by which to assess proficiency as an empirical fact, that is, the actual performance of given individual learners or groups of learners. He states that proficiency ranges from zero to native-like proficiency. The zero is not absolute because the second language learner as speaker of at least one other language, his first language, knows language and how it functions. Complete competence is hardly ever reached by second language learners.

Bachman (1990) defines language proficiency as the language ability or ability in language use. Oller (1983) states that language proficiency is not a single unitary ability, but that it consists of several distinct but related constructs in addition to a general construct of language proficiency.

What does it mean to be limited English proficient? Not surprisingly, there is also no common operational definition used by all states to define what it means to be limited English proficient (Rivera, 1995). However, a limited English proficient (LEP) student is a student whose native language is a language other than English and comes from an environment where a language other than English is dominant; or who is a native resident of the remote areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency; and who has sufficient difficulty speaking, reading, writing, or understanding the English language.

According to *Bialystok* (2006):

First, for general language proficiency, bilingual children tend to have a smaller vocabulary in each language than monolingual children in their language. Nonetheless, their understanding of linguistic structure, called metalinguistic awareness, is at least as good as and often better than that of comparable monolinguals.

Second, the acquisition of literacy skills in these children depends on the relationship between the two languages and the level of proficiency in the second language. Specifically, children learning to read in two languages that share a writing system (e.g. English and French) show accelerated progress in learning to read; children whose two languages are written in different systems (e.g. English and Farsi) show no special advantage, but neither do they demonstrate any deficit relative to monolinguals. The benefit of learning to read in two languages, however, requires that children be bilingual and not second-language learners whose competence in one of the languages is weak.

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Third, bilingual children between four and eight years old demonstrate a large advantage over comparable monolinguals in solving problems that require controlling attention to specific aspects of a display and inhibiting attention to misleading aspects that are salient but associated with an incorrect response. This advantage is not confined to language processing, but includes a variety of non-verbal tasks that require controlled attention and selectivity in such problems as forming conceptual categories, seeing alternative images in ambiguous figures, and understanding the difference between the appearance and functional reality of a misleading object.

1.4. Hypotheses

H1: There will be a significant difference between monolingual and bilingual learners in syntactic structure scores.

H2: Gender of mono/bilingual learners has impact on their performance in acquiring syntactic structure.

H3: Parents with different educational qualifications impact significantly their children's scores on syntactic structure.

H4: Monolingual and bilingual learners differ significantly in their performance on general English proficiency test.

H5: Learners with different SES differ significantly in their performance on general English proficiency test.

2. Methodology

2.1. Subjects

Based on consensus among researchers regarding, the larger the size of the sample, the greater its precision or reliability, the present researcher invited 399 pre-university students both male and female with the age range of 17 to 19 at 7 pre-university centers from different districts of Arak (one of the industrial cities of Iran) to participate in present study. The investigator had to exclude 11 participants from this study because they were not involved in this range of age and the remainders (N=388) were categorized through a background questionnaire as follows:

- 89 Turkish / Persian female bilinguals
- 101 Persian female monolinguals
- 93 Turkish / Persian male bilinguals
- 105 Persian male monolinguals

All the participants were from the families who had taken residence in Arak more than 5 years. Some of them had acquired both languages (Persian and Turkish) simultaneously at home whereas some others had learned their second language, Persian, at later age in their schooling years.

The researcher elicited some demographic information about the participants through a background questionnaire in order to match them as closely as possible for socioeconomic status to minimize the effect of social class. Accordingly the participants were classified as middle class.

2.2. Instruments

The following instruments have been used in this paper:

1. A background questionnaire:

In order to elicit information about participants, a background questionnaire was developed by the investigator. It covered issues such as the subjects' age, gender, linguality status, number of members in each family, the subjects' parents' socio-educational status, occupations, monthly income, their levels of education and duration of their residency in Arak.

No standard instrument for determining SES (socio-economic status) in Iran was available, so after consultation with a sociologist, subjects were categorized into three classes, upper, middle and lower, based on a set of socially made indices of the type commonly used in social science research. This comprised issues as, subjects' parents' socio-educational background, occupation, their monthly income and finally the number of members in a family.

These characteristics have been elicited in order to determine the social position of the students in that particular society, because according to Michell Maiese (2004), social position is the position of an individual in a given society and culture. That is, these features can be at play in determining one's social status. Accordingly, from SES point of view the participants were classified as:

-High

-Middle

-Low

To have homogeneous participants and to prevent the effect of some interval variables such as social class just those who have been categorized as middle class have been invited to participate in the present research.

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2. *General English Proficiency Test:*

English Nelson test, (series 400 B) was utilized as the pedestal for assessing the participants' level of proficiency in English. This test comprised 50 multiple-choice vocabulary, grammar, and reading comprehension items.

The investigator piloted the test with 15 students with the same level and similar characteristics to those of participants of this study and then it was correlated with an Achievement Test developed by the Ministry of Education for pre-university centers. The correlation coefficient calculated between these two (Achievement Test and General English Proficiency Test) appeared to be .67. Hence, the General English Proficiency Test was found to be appropriate for the participants performing level.

For ensuring the participants homogeneity, having administrated General English Proficiency Test, the investigator included those students in this project who scored between one standard deviation below and above the mean score.

It is worth noting here that the reliability of General English Proficiency Test estimated by KR-21 (Kudar Richarson) formula appeared to be .63.

3. *The Grammatical Judgment Test:*

The Grammatical Judgment Test (GJT) is one of the most widespread data-collection methods that researchers use to test their theoretical claims. In these tasks, speakers of a language are presented with a set of stimuli to which they must react. The elicited responses are usually in the form of assessments, wherein speakers determine whether and / or the extent to which a particular stimulus is correct in a given language.

In order to examine the participants' syntactic structure and to find out the probable differences in their performances in this area a Grammatical Judgment Test was developed by the current investigator. The test was found on two of the grammatical points covered in English textbook designed for pre-university level. One grammatical point is related to what Radford (2004) calls *Preposition Stranding and Pied piping*, and the other grammatical point is related to what Adger et al., (2001) calls *Embedded knowledge*.

2.3. Procedure

In the process of carrying out the study, the investigator took the following procedures to achieve the objectives of the current study. All the procedures including the development of the background questionnaire, grammatical judgment test, general English proficiency test and their administration are explained in details below:

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At the first step of the research, the investigator developed *a background questionnaire* in order to elicit some personal information about participants such as: their bi / monolinguality status, gender, age, educational qualification of parents, parents' monthly income and the number of members in their family.

In order to prevent any possible misunderstanding or confusion on the part of the participants and to ensure maximum understanding, the background questionnaire was developed in English along with its translation in Persian. After doing the sampling procedure and choosing subjects randomly 388 students (89 female bilinguals, 101 female monolinguals, 93 male bilinguals and 105 male monolinguals) were initially requested to participate in this study. Then testing was conducted in the respective schools by the investigator with the help of the school staffs. The conditions for testing were strictly followed as far as possible. The administration of the tests has been completed in two phases:

Phase 1: The background questionnaire and General English Proficiency Test (GEPT) in 55 minutes (the first 15 minutes was allotted to fill up the background questionnaire and the rest was allotted to GEPT); and

Phase 2: Grammatical Judgment Test (GJT) in 25 minutes.

Subjects' scores based on General English Proficiency and Grammatical Judgment Tests range from 0 to 50 and 0 to 30 respectively. It is important to mention that prior to the administration of the General English Proficiency Test it was piloted with 15 students of the same grade with similar characteristics to those of subjects of this study and it was found to be appropriate for the subjects' proficiency level in that particular given time. That is, the reliability of General English Proficiency Test estimated by KR-21 (Kudar Richarson) formula appeared to be .63, which was appropriate enough to go on.

After collecting the background questionnaires, the General English Proficiency Test was conducted and before the start of this test, the investigator cleared the participants' doubts. The way of answering the question was made clear to the participants and in case of any difficulty they were encouraged to ask questions and they were provided with help. The investigator did the best endeavor to draw the participants' attention to take part in the research stage by giving them necessary information about the nature and purpose of the research.

In the present study the most endeavor was done to ensure the students that their responses will be kept full secrecy and also will not be used for performance evaluation. After collecting the papers of General English Proficiency Test and background questionnaire, those students who had done haphazardly were discarded. Then on the basis of scores, which they received in GEPT, those subjects whose scores fell between 1 standard deviation above and below the mean score were selected to participate in the

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next stage of the project. The reason behind selecting just this group was to include those who were proficient enough to participate in the next stage, which was the vital stage of the study and also to ensure of the homogeneity of the students in terms of English language proficiency. Therefore, these numbers of subjects were students with average knowledge in general English proficiency.

Accordingly the investigator had to exclude 85 participants from this study, therefore, the number of all participants who were allowed to enter the next stage was 303 (64 female bilinguals, 73 female monolinguals, 77 male bilinguals and 89 male monolinguals)

The next stage was to administrate the Grammatical Judgment Test. This test comprised 30 multiple-choice items containing 15 items on the basis of Preposition Stranding and Pied Piping (7 out of 15 items observed in interrogatives and the other 8 items observed in relative clause) and 15 items on the basis of Embedded Questions (7 out of 15 items were in interrogative forms and the rest were in declarative forms).

Before administrating this test the investigator made strong effort to ensure of the reliability of the test. The following table provides KR-21 formula (one of the reliability measurements) for Grammatical Judgment Test, that is, Embedded Questions (EQ); preposition stranding (PS) and pied-piping (PiP) and also. SPSS for Windows (version 14-evaluation version) has been employed for calculation of reliability coefficients for Embedded Questions, Preposition Stranding and Pied-Piping and total questions.

Questions	Reliability coefficient
EQ	.6817
PS & PiP	.6431
Total	.6551

It is evident that KR-21 formula obtained for embedded questions, preposition stranding and pied piping and also total questions ranged from .6431 to .6871, which are highly significant. We can definitely say that instruments used in this study are highly consistent. Having ensured of the reliability of the Grammatical Judgment Test, the investigator administrated the test and had to discard 79 subjects' result from data analysis because they had skipped answering most of the questions thoroughly.

The result of remaining, 224 subjects, (49 female bilinguals, 61 female monolinguals, 54 male bilinguals and 60 male monolinguals) were tabulated and codified for the computer analysis.

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3. Results and Discussion

3.1. Comparison between Monolinguals and Bilinguals in Syntactic Structure

H1: *There will be a significant difference between monolingual and bilingual learners in acquiring syntactic structure.*

Table 1
Descriptive statistics for bilingual and monolingual learners in syntactic structure with the results of independent samples't- test

Questions	Type	Mean	Std. Deviation	't' value	P value
EQ	Bilingual	4.8846	2.4188	.650	.516 (NS)
	Monolingual	5.1443	2.7810		
PiP and PS	Bilingual	3.0577	1.5938	.262	.793 (NS)
	Monolingual	3.1443	1.6535		
Total	Bilingual	6.8077	3.8035	.590	.556 (NS)
	Monolingual	7.0581	4.0175		

Note: NS-Non-significant EQ- Embedded Questions PiP-Pied piping
 PS-Preposition stranding

As shown in table 1, there is a difference between the bilinguals and monolinguals mean scores on 'EQ' and 'PiP and PS' (6.80 and 7.05 respectively). However, the difference is not statistically meaningful. That is, even though the mean scores of monolinguals on these structural areas were higher than that of bilinguals, indicating that monolinguals outperformed the bilinguals on this structural knowledge. The result of this hypothesis is to some extent a support for Keshavarz et al.'s study (2006). They attempted to investigate whether bilingual and monolingual learners of English differ significantly in learning lexical and syntactic knowledge.

The study aimed further at examining whether bilinguality was an enhancement to learning a third language or a hindrance to it. To carry out this study, they have selected subjects from among two groups of Turkish-Persian bilinguals and Persian monolinguals. Statistical analyses revealed that monolinguals outperformed bilinguals in areas, vocabulary and syntax.

By referring to table 1 and considering the mean scores of bilinguals and monolinguals (6.8077 and 7.0581 respectively) on 'embedded questions' and 'pied piping and preposition stranded', it is obvious that the difference was so small that it could be neglected. In other words, monolingual and bilingual did not differ significantly in mean scores on embedded question, preposition stranding and pied piping as well as in total scores. The obtained t values for embedded ($t = .650$; $P < .516$), stranded and pied piping

($t = .262$; $P < .793$) and total scores ($t = .590$; $P < .556$) were all found to be statistically non-significant. In a short term, monolingual and bilingual learners had statistically equal scores in embedded, stranded and pied piping and also total scores. H1 is rejected, as there were no significant differences among monolinguals and bilinguals in embedded question, preposition stranding and pied piping scores including total scores.

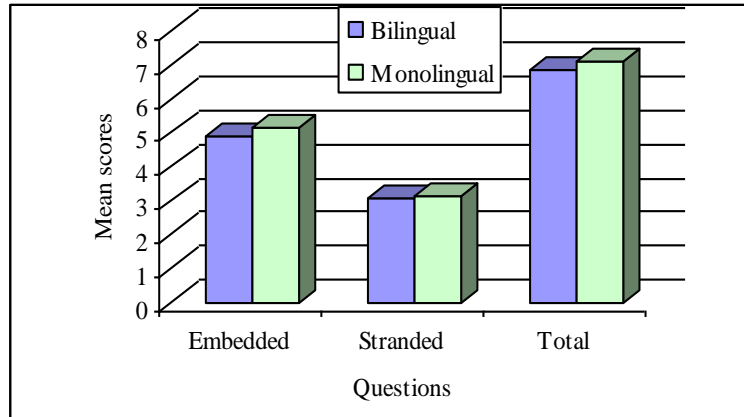
Most of the earlier studies suggested that bilingualism was associated with negative consequences (see, for example, Anastasi & Cordova, 1953; Darcy, 1953; Printer & Keller, 1922; Saer, 1923). These studies supported the idea that bilingual children suffered from academic retardation, had a lower IQ and were socially maladjusted as compared with monolingual children.

The finding of this study however didn't present evidence of language transfer because neither Persian nor Turkish permits *preposition stranding*. This is a crucial factor for arguing that learners in both groups (monolinguals versus bilinguals) had an equal chance to acquire the target construction (Preposition stranding). This requirement pre-supposed that learners in neither group have yet had experience in setting the relevant parameter at the value. On the other hand both languages, Turkish and Persian, permit *pied-piping* and *embedded knowledge*. This has affected the result as a consequence of transferring.

Therefore, both bilinguals and monolinguals in this regard had sufficient experience about them, and the learners' rate of acquisition of these two syntactic structures is presumed to be enhanced hence, in this particular case similar findings are reported among bilinguals and monolinguals. That is, both groups, bilinguals versus monolinguals, indicated nearly the same rate of acquiring these target constructions in English as a foreign language. Finally it can be concluded that bilinguals and monolinguals performed more or less equally on these domains (6.80 vs. 7.05 respectively) with no significant difference.

Figure 1

Mean scores for bilingual and monolingual learners in embedded and stranded and pied piping



Another reason behind such an unexpected finding may be that Turkish / Persian bilinguals had acquired their L1 (Turkish) only orally in a naturalistic setting. They did not receive schooling in Turkish and their vehicular language was Persian, which is the language of instruction and the official language of the majority linguistic group. So it can be argued that Persian is the more dominant language among the bilingual learners of English. Therefore, receiving no-academic instruction on L1 (in this case Turkish) may have hindered learning an additional language. Consequently, as mentioned above the bilingual learners did not perform as well as monolingual learners did in syntactic structure but the difference was statistically too negligible to be considered.

3.2. Comparison between Gender of Monolinguals and Bilinguals in Syntactic Structure

H2: *Gender of monolingual and bilingual learners has impact on their performance in acquiring Syntactic Structures.*

Table 2

Descriptive statistics for male and female bilingual and monolingual learners in embedded knowledge and preposition stranding and pied piping

Linguality	Type	Mean	Std. Deviation
Monolingual	Male	8.23	3.37
	Female	7.60	3.11
	Total	7.94	3.25
Bilingual	Male	7.96	3.21
	Female	8.68	3.78
	Total	8.29	3.49

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Total	Male	8.05	3.26
	Female	8.31	3.59
	Total	8.17	3.41

Table 3

Results of Two-way ANOVA for scores for male and female mono and bilingual learners in embedded knowledge and preposition stranding and pied piping.

Source of variation	Sum of Squares	df	Mean Square	F	Sig. (P value)
Questions	11.126	1	11.126	.960	.328 (NS)
Linguality	.137	1	.137	.012	.913 (NS)
Questions * Linguality	30.811	1	30.811	2.660	.104 (NS)

As it is indicated in table 2 and 3, no significant difference was observed between monolinguals and bilinguals' *syntactic structure* mean scores as the obtained F value of .960 was failed to reach the significance level criterion ($P < .328$). From the mean values it is evident that scores of monolingual and bilingual learners were statistically similar (means 7.94 and 8.29 respectively). Gender wise comparison also revealed a difference between male (mean 8.05) and female learners (mean 8.31).

However, this difference was so negligible that it could be neglected and regarded as non-significant. Along the same line, two-way ANOVA was conducted to compare male and female bilingual EFL learners' mean scores on *syntactic structure*. As tables 2 and 3 display the interaction effect between linguality and gender was found to be non-significant ($F = 2.66$; $P < .104$) indicating that pattern of scoring was the same for male and female learners irrespective of their linguality background. Therefore, H2 is rejected as there was no significant difference between male and female learners in their total scores (embedded knowledge and preposition stranding and pied piping).

3.3. Comparison among Students with Different Educational Levels of Parents on Syntactic Structure

H3: *Parents with different educational qualifications impact significantly their children's scores on syntactic structure (embedded knowledge and preposition stranding and pied piping).*

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Table 4

Mean scores on syntactic structure test for learners with different educational qualifications of parents with results of ANOVA and Scheffe's post hoc test

Educational qualification of parents	Mean	Std. Deviation	'F' value	P value
Illiterate	7.7333 ^{ab}	2.2733	5.898	.000 (HS)
Primary	7.0964 ^a	3.2558		
Junior	7.6724 ^{ab}	3.0972		
Higher	8.7500 ^{ab}	3.4224		
Graduate	9.2833 ^b	3.6177		
Post graduate	12.3333 ^c	4.2740		
Total	8.1705	3.4082		

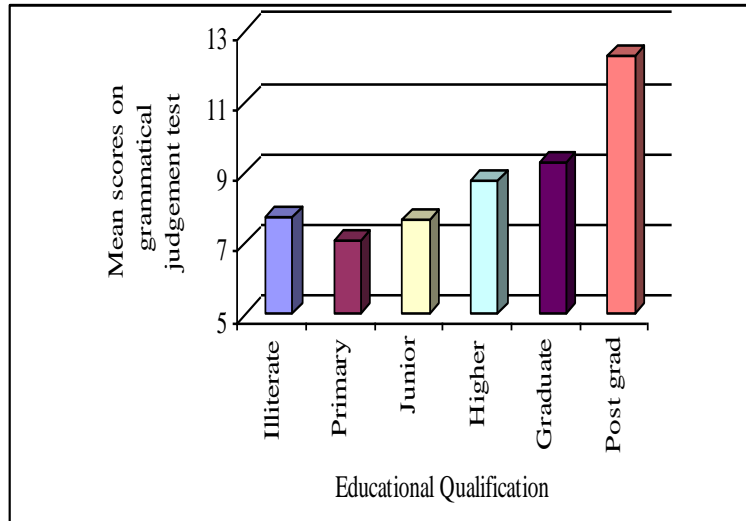
Note: HS- Highly significant

The means with different superscripts are significantly different from each other as indicated by Scheffe's Post hoc test ($\alpha = .05$).

One-way ANOVA was employed and it revealed a significant difference among learners with different educational qualifications of parents in their mean scores on *syntactic structure* test. ($F=5.898$; $P < .000$). The mean scores clearly indicated that learners whose parents are in low educational level had significantly lower scores compared to learners whose parents are in high educational level. Therefore, in this stage to confirm this finding Scheffe test was used because according to Girden (1992), the Scheffe test is used with ANOVA (Analysis of Variance) to determine which variable(s) among several independent variables is statistically the most different. Therefore, H3 is accepted as F test revealed a significant difference.

Figure 2

Mean scores on syntactic structure test for learners with different educational qualifications of parents



The result of this hypothesis can be a support for what Drazen (1992) has declared. According to Drazen (ibid), in a study measuring student achievement and its relationship to family socioeconomic standing, the level of a parent's education is a factor that directly affects student achievement. This longitudinal study was conducted in 1972 with 19,000 students and again in 1988 with 25,000 students, in the areas of language achievement. These studies have shown that 75% of the time, level of parent education was the number one factor related to the performance of their children in the areas of language achievement.

Heller and Fantuzzo (1993) indicate a high correlation between the level of parent education and the academic achievement of their children in school. They feel children and schools will benefit by providing parents with programs promoting parent education and awareness. Among parents, already at a disadvantage because of the language barrier, can benefit the most by teaching them how to become more involved in their child's education.

3.4. The Effect of Demographic Variables on GEPT

H4: *Monolingual and bilingual learners differ significantly in their performance on general English proficiency test.*

Table 4

Mean proficiency scores of mono and bilingual learners along with results of Independent samples't' test

Linguality	Mean	Std. Deviation	't' value	P value
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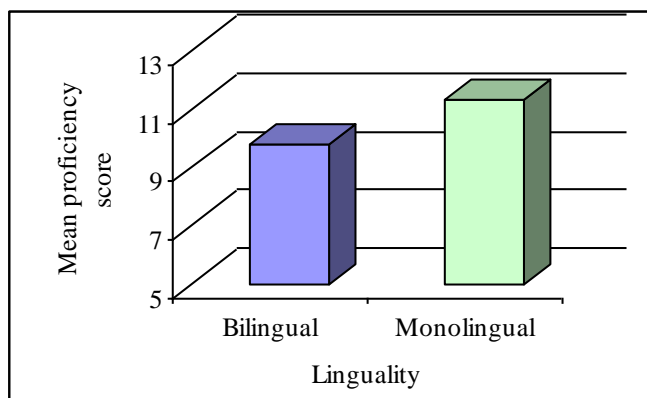
Bilingual	9.79	3.15	3.436	.001 (S)
Monolingual	11.30	3.88		

S-significant

H4 is accepted because as it is clear from table 4 monolinguals scored significantly higher than bilinguals in general English proficiency (means 11.30 and 9.79 respectively). 'T' value of 3.436 was found to be significant at .001 level.

Figure 2

Mean proficiency scores of monolingual and bilingual learners



One probable reason for such an unexpected finding of this investigation may be due to the fact that Persian and English belong to the Indo-European family of language whereas, Turkish belongs to Altaic family of language (As Starostin, 2005 believes: *Altaic* is a proposed language family that includes 66 languages spoken by about 348 million people, mostly in and around Central Asia and northeast Asia). Thus it can be concluded that there is a relationship between the structural knowledge of those languages, which belong to the same language family.

The superiority of monolinguals over bilinguals may be due to the transfer and overgeneralization strategies. Indeed, Turkish / Persian bilingual learners of English possess a positive knowledge of the grammatical structure and vocabulary achievement of their L1 (Turkish) when they begin schooling in Persian, the consciously internalizing the grammatical and vocabulary pattern of Persian may be transferred to the new linguistic system, English in this regard.

3.5. Comparison among Students with Different SES on General English Proficiency Test

H5: Learners with different SES differ significantly in their performance on general English proficiency test.

Table 5

Mean proficiency scores for learners with different SES with results of ANOVA and Scheffe's post hoc test

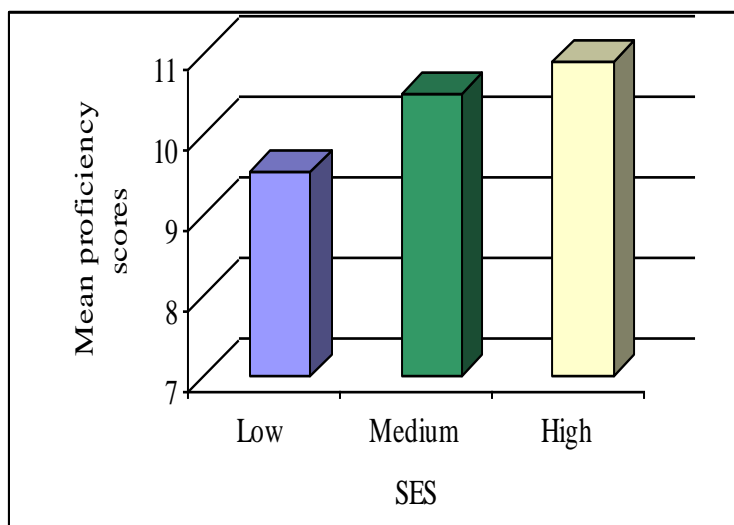
SES	Mean	Std. Deviation	'F' value	P value
Low	9.52 ^a	3.58	4.489	.012 (S)
Medium	10.50 ^b	3.55		
High	10.88 ^b	4.16		
Total	10.29	3.81		

Note: The means with different superscripts are significantly different from each other as indicated by Scheffe's Post hoc test (alpha=. 05).

One-way ANOVA revealed a significant difference among learners with different SES in their mean proficiency scores (F=4.489; P<. 012). The mean scores clearly indicated that learners with low SES had less proficiency scores (mean 9.52) compared to learners with medium and high SES (means 10.50 and 10.88 respectively). Further, Scheffe's test also indicated that learners with medium and high SES did not differ significantly in their proficiency scores, but they had significantly higher scores than learners from low SES. H5 is accepted as students from different SES differed significantly in their mean scores.

Figure 3

Mean proficiency scores for learners with different SES



According to Schofield, and Mamuna, (2003) economic dimension plays a crucial role in almost all aspects of life. With respect to children learning English, upper class parents have vastly more resources to devote, in terms of paying for schooling in different schools buying English books, enrolling their children in English institutes and other resources (e.g. satellite, educational video tapes, etc.) for home use, and travel to English speaking countries.

Above all, mostly upper class parents speak English at home and with friends in certain circumstances, and often at work, since the more prestigious jobs often involve the use of English, so for their children this is English as a second or foreign language environment, with plenty of exposure to the target language outside the instructional setting of school. At the other end of the spectrum, lower class parents have no money for any special support in English, may only be semi-literate, and do not themselves know English, their children encounter English only as a subject in school (i.e. a foreign language), and may have to do forms of work out of school that limit the time they can spend on their children's homework and etc.

For these reasons one would expect a strong relationship between SES and English language proficiency achieved by a child in his/her late teens. Second as Wen and Johnson (1997) and Ellis (1994) point out, SES, like sex, is a variable whose effects are unlikely to be direct.

One does not generally imagine that a learner's biological sex has any direct influence on their language learning: rather any effect is via various mediating concomitants of that sex differential attitudes, interests, opportunities etc., largely dictated by society - which we often sum up in the term 'gender'. Similarly we would not probably imagine any effect

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of SES as arising directly from that class categorization itself, but from some concomitants of SES in terms of opportunities, attitudes and so forth.

4. Conclusion and Implications

To carry out this study, an ex post facto design was employed. A total of 399 male and female subjects at seven pre-university centers in Arak, Iran were randomly selected from among two groups of Turkish-Persian bilinguals and Persian monolinguals. A general English proficiency test, a background, and a syntactic structure test were administered to both groups. Statistical analyses including ANOVA, t-test, post-hoc Scheffe test, and descriptive statistics revealed that there were sometime significant and sometime non-significant differences in the performance of the two learner groups, i.e. monolingual and bilingual participants.

The results and findings of the statistical analyses may be summarized as follows:

1) The first hypothesis was rejected, indicating that monolingual and bilingual learners did not differ in acquiring syntactic structure.

It is often believed that early exposure to two languages, either simultaneously or sequentially, is detrimental to language acquisition. This belief rests on an implicit assumption that learning more than one language in early childhood necessarily produces on one hand, confusion and interference between the languages and on the other hand, hindrance to learning a third language.

This hypothesis is in line with results of studies by some scholars who conducted experiments with more controlled variables. The findings of some of these studies led to a neutral attitude toward bilingualism. In their studies, Barik and Swain (1978) and Lambert and Tucker (1972) found no significant difference between monolinguals and bilinguals in terms of their intelligence, mental development and school achievements.

More recently, Nayak *et al.* (1990), comparing the acquisition of an artificial grammar by monolingual, bilingual and multilingual students, reported that although the multilinguals indicated superior performance under certain conditions, they generally revealed 'no clear evidence that they were superior in language learning abilities' (1990: 221).

2) The second hypothesis was rejected, showing that no significant difference was observed between gender of monolinguals and bilinguals' performances in acquiring syntactic structure.

This hypothesis supports the findings of Talebi et al, (2007). They concluded that male and female learners have to some degree similar performance in reading comprehension and syntactic structure of an additional language. That is, the interaction effect between

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bilinguality and gender is found to be non-significant. Indicating that the pattern of reading comprehension scores are similar for male and female students irrespective of the linguality background they have.

3 The third hypothesis was not rejected indicating that learners whose parents are in low educational level had significantly lower scores in syntactic structure compared to learners whose parents are in high educational level.

This hypothesis supports the findings of other researchers as: Bee et al, (1982); Haveman & Wolfe, (1995). In their words positive correlations between mothers' educational attainment and children's well-being, and particularly school outcomes and cognitive development, are among the most replicated results from developmental studies. The processes by which maternal education affects children's development may be both direct and indirect. Direct effects may consist of enrichments to the child's home learning environment and mother-child interactions (Richman, Miller & Levine, 1992). Maternal education may also benefit children indirectly by increasing maternal earnings and family income.

An article written by Fehrmann, Keith, and Reimers (1987) from the University of Iowa discussed how parent involvement is a crucial influence on the academic achievement of students. They view parent involvement in many different aspects: 1) expectations of school performance, 2) encouragement of school work, 3) direct reinforcement in improvement of grades, and 4) monitoring activities and educational progress. For example, the authors suggest that even though a parent may not be able to help their child with math they can still be involved by monitoring the amount of TV children watch, how much time they spend interacting with friends, and how much they read each night. Even though parents may not be able to directly assist their children with homework, they can still be involved by instilling studying habits that promote greater academic achievement.

4) The fourth hypothesis was rejected, meaning that monolingual participants, unexpectedly, surpassed bilingual participants in general English proficiency.

Perhaps the most essential reason behind such an unexpected finding is the *developmental interdependency hypothesis*. According to this hypothesis bilingual participants have not acquired literacy skills of reading and writing in their L1, therefore, they suffer from “age appropriate” skills in L2. Hence, they cannot cope with monolingual participants. According to this hypothesis there is a direct relationship between a child’s competence in L1 and L2. If the first language is poorly developed for various reasons, then exposure to L2 impedes a child’s competence in his continued development in L1, which itself has a detrimental effect on the child’s progress in L2 or L3.

The *developmental interdependency hypothesis* predicts that well developed skills in one language will favor the acquisition of good skills in the other; on the contrary, poor skills in one language will impede the establishment of ability in the second. However, it was strongly emphasized that language minority students' educational deficits were a function of inappropriate treatment by the school and that their basic cognitive abilities and command of the linguistic system of their L1 were in no sense deficient.

This hypothesis also supports Bialystok's finding (2006) in which data analysis indicated that bilingual children tend to have a smaller vocabulary in each language than monolingual children in their language and also their understanding of linguistic structure, called metalinguistic awareness, is not so good as that of comparable monolinguals.

5) The fifth hypothesis was not rejected; indicating that learners with medium and high SES had significantly higher scores in general English proficiency than learners from low SES. The following researchers support this hypothesis:

Kalmijn's (1994) analyses show that children with parents with high social-economic status have better chances to achieve well in education because these parents firstly earn high income and are afford to pay for anything needed better schooling and secondly they have high expectations of their children.

Parents with more education and high SES appear to possess more formal knowledge about child development norms and theories and about optimal childrearing practices (Conrad, Gross, Fogg, & Ruchala, 1992; MacPhee, 1981; Palacios, 1990; Parks & Smeriglio, 1986).

Lower-educated mothers are likely to have been poorer students themselves, and they refer to books or other written materials less readily as sources of information about child development and childrearing, whereas middle-SES women report that reading material is their primary source of information (Young, 1991).

Middle-SES, more than lower-SES, parents also seek out and absorb expert advice about child development. Parents in higher socioeconomic strata change more flexibly and more rapidly in response to theory changes in parenting and development than parents in lower socioeconomic strata. Higher education is associated with more stimulating home learning environments (Parcel & Menaghan, 1994).

4.1. Implications

As it was indicated earlier, bilingualism has a charismatic impact on third language achievement when the first two languages are taught formally, on the other hand it was revealed in the present study that there is no significant difference between monolinguals

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and their peers, bilinguals who have acquired their first languages (in this case Turkish) informally, in learning third language. Therefore, it is suggested that Turkish should also be introduced in formal education in Iran in order to make the learners aware of the differences and similarities between their first and target language and also providing them with the linguistic knowledge of their first language.

One pedagogical and policy implication is that in order to help the bilinguals to learn English, they should be encouraged by educators to develop their linguistic capacities and keep informing and advising the parents with the charismatic impact of bilingualism on additional language acquisition if the first two languages are acquired academically, therefore, it may enable them to promote the first language at home.

The implications for schooling are more complex. Children's success in school is strongly dependent on their proficiency in the language of instruction. Children must be skilled in the forms and meanings of the school language and be competent readers of that language. The evidence for that bilingual children are not cognitively handicapped, indicates an important role for schools in providing a means for these children to build up their language skills in the school language so that they can be full participants in the classroom and harvest the most positive benefit from their educational experience.

Therefore, the level of learners' L1 is very important for the further language learning process. Clearly, the more aware learners are of the similarities and differences between their mother tongue and the target language, the easier they will find it to adopt effective learning and production strategies. In order for the pupils to achieve the best results, on one hand, it seems that it is very important for language teachers to be aware of the learners' linguistic starting point in order to give them the best instruction, on the other hand it is essential for language learners to be familiarized with the strategies and linguistic knowledge of their own first language in order to compare and contrast it with target language while they are acquiring an additional or target language. Because as it was mentioned elsewhere in the current paper it is believed that learner's awareness of similarities and differences between their mother tongue and additional language will pave the way for effective learning.

Considering the findings of this paper, we can propose that educational policy makers should be sensitized to the double problems of the bilingual learners of English. As it is known, language skills are well instructed in L1. Since the minority language students in Iran do not receive literacy in their L1, they suffer from what Cummins (1976) calls age-appropriate skills. Hence, they might fall behind their monolingual peers in learning a subsequent language, as the results of the present study indicated. Educational policy makers can design some bilingual education programs for bilingual students especially in elementary level to help these learners to overcome their language barriers. Some extra-curriculum EFL classes for bilingual learners might be fruitful.

According to what was said so far, it is believed that there is a pressing need for a fresh approach to foreign language teaching in Iran. It is noteworthy to repeat that awareness and an understanding of bilingualism are crucial to any curriculum for foreign language teaching.

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Code Switching in Kailasam's Play – *Poli Kitty*

B. A. Mahalakshmi Prasad, M.A.



T. P. Kailasam

Code Switching in Writing

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The study of the phenomenon of Code Switching in writing is in its infancy. Grosjean (1982) notes that “code switching is a very common phenomenon and writers reflect this in their work.” McClure (2001), in her investigation of Assyrian English code switching in writing and in speech, noticed that oral Code Switching has wider range and function in speech and that code switching patterns differ in genre of written text. McClure (2001) reiterates that although creative writing portrays similarities and differences found between speech and writing, the phenomenon of code switching in writing has not received much attention by scholars.

Scholars have exhaustively studied the plays of T. P. Kailasam (1884-1946), a modern playwright in Kannada, a Dravidian language spoken mainly in the states of Karnataka, Tamilnadu, Andhra Pradesh and larger cities in India, from various literary perspectives. However, there has been scant research on the phenomenon of code switching and Code mixing in Kailasam’s plays.

This paper looks at the plays of the Kannada playwright Kailasam who, in his plays, profusely employed code switching in the dialogues in order to effectively deliver the punch line. The paper will look at the play “Poly Kitty” by Kailasam in the framework of Austin’s (1962) “performative utterances”.

Introduction

“All the world's a stage, And all the men and women merely players:
They have their exits and their entrances”- Shakespeare, *As you Like It*.

These are lines of eternal truth made by the very famous playwright and dramatist Shakespeare. As actors, we deliver our dialogues according to situations while at the same time send a meta message about who we are, what we are, what we think and what we want. The use of language has reached great heights and we consciously or unconsciously employ techniques like body language, gesture, tones, etc., to make our speech effective.

In the written form of play, however, there exists a great difficulty to present the subtle nuances of communication that are found in speech. In plays, the playwright, among other techniques, employs the phenomenon of code switching to make the reader aware of the Meta-message.

Meta-message is a second message, encoded and super-imposed upon the basic message, which indicates how we want someone to take the basic message

Languages in Contact and Code Switching

Languages in contact influence one another leading to bi/multi lingual phenomenon such as borrowing, code switching, interference and transfer. Code-switching can be described as a

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means of communication which involves a speaker alternating between one language and another in communicating events. In other words, the process describes someone who code-switches using two languages (interlingual) or dialects (intralingual) interchangeably in a single communication (Milroy and Muysken 1995:7).

The term 'code' refers to speech varieties or dialects in a language or even languages, which are studied in a social context. Code switching can be described as a method/means of communication where the speaker varies between one language and the other in the dyad. Scholars have studied the phenomenon of code switching in varied situations. Grosjean (1982) defines code switching as "the alternate use of two or more languages in the same utterance or conversation".

According to Grosjean (1982) code switching can occur at the single word, phrase or at sentence level. Gumperz (1982) defines *conversational code-switching* as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". Gumperz (1982) observes that in "code switching, the speakers communicate fluently with each other maintaining an even flow of talk that has no hesitation pauses, changes in sentence rhythm, pitch level or intonation".

Heller (1988) defines code switching as "the use of more than one language in the course of a single communicative episode". Myers-Scotton (1998) highlights the aspect of language proficiency in her definition of code switching and defines code switching as a phenomenon which the speakers indulge in "when the speakers are sufficiently bilingual to produce monolingual utterances in either of the languages, although they may well speak one language better than the other".

The above definitions can be applied appropriately to Kailasam's plays are, indeed, an artistic representation of interpersonal communication.



The present study looks at the phenomenon of code switching in one of Kailasam's plays.

The phenomenon of code switching will be categorized according to the categories made by Blom and Gumperz (1972). According to Blom and Gumperz (1972), "situational code switching assumes a direct relationship between language and the social situation" and metaphorical code switching is "where the switch relates to particular kinds of topics or subject matters rather than to change in social situation".

Gumperz (1982) later developed the notion of conversational code switching to account for switching in a dyad where the participants "are unaware of the codes they were using at certain time in their conversation". Auer (1998) concurs with Gumperz's (1982) notion of conversational code switching by studying the code switching phenomenon in spoken language and concluded that the two prevailing methods of language analysis (grammatical/syntactic and pragmatic/discourse) is insufficient and therefore conversational structures have to be considered to account for the diversity in language contact phenomenon.

Poplack ([1979/1980] 2000) divides code-switches into three categories, based on the position of the code-switches in a sentence and proficiency in language required by the speakers to code switching.

Tag-like switches are made when "the speaker makes an utterance which is mainly in one language, except for a tag in another language and suggests that tag-like switches can be produced in L2 even when the speaker only has a limited knowledge of that language". Tags, interjections and idiomatic expressions, represent the lowest category according to Poplack's scale.

Extra-sentential switches are made when “switches occur between “full sentences or larger segments.’ In this type of switching, the switch occurs within a sentence or a clause. These switches demand a higher competence in L2 than tag-like switching”.

Intra-sentential switching “demands an even higher level of competence in both languages as compared to tag-like switching or extra-sentential switching”. *Intra-sentential switching* represents the final category of Poplack’s scale.

The concept of Nonce borrowing was defined by Grosjean (1982) states that “code switching can be of any length, a word, a phrase, a sentence and is a complete shift to the other language, where as borrowing is a word or short expression that is adapted phonologically or morphologically to the language being spoken”.

Gumperz (1982) defines “the introduction of switched words or short, idiomatic phrases from one variety into the other that are incorporated into the grammatical system of the borrowing language and are treated as part of its lexicon, take on morphological characteristics and enter into its syntactic structures”.

Poplack (1979, 1980, 2000) define Code Switching “as alternation of two languages within a single discourse, sentence or constituent and borrowings is an item from one language that has been phonologically, morphologically and syntactically integrated to fit into another language”

In this paper, anything ranging from single word switches to entire turn will be regarded as code switching and words that are phonologically and morphologically adopted will be categorized as a hybrid words and not treated as merely borrowed words due to their function.

A Brief Introduction to Kailasam

Kailasam, or Thyagaraja Paramasiva Kailasam (1884-1946), was a playwright and a prominent writer of Kannada literature. His contribution to Kannada theatre, and especially comedy, earned him the title Prahasana Prapitamaha, "the father of humorous plays". His plays mainly focused on social problems like the dowry system, religious persecution, woes in the extended family system and exploitation of women.

Kailasam’s language was poetical even as it was satirical and sarcastic. Kailasam used words from Sanskrit and other Indian languages to convey the required shades of meaning by his characters in his plays e.g. ‘Guruji’, ‘brahmacharya’, ‘pariksha’, ‘sabha’, ‘khadga’, ‘nishada’, etc..

Kailasam’s draws a rhetoric distinction between real life and stage, saying that in real world there is no sidewing for characters to retire when they fail to perform. If characters fail to

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perform, they only perish! Kailasam used household names like Pathu, Sathu, Kitty, Subbu, aholbaba, etc., and used the contracted forms of expressions and hybridized forms of Kannada and English. For example, Namma Clubeu ‘our club’ to appeal to the audience and to strike a note of familiarity among the audience while subtly trying to uplift the society like the cause of widows as the widows were ill-treated in the society.

The paper looks at the phenomenon of code switching in a play of Kailassam, ‘Poli Kitty,’ considered as one of his best works.

Some Sample of Code Switching

The protagonist Kitty in the play is a boy from an orthodox Brahmin family who was studying in the sixth form (11th grade). Due to financial circumstances, he had to discontinue his schooling. His favorite past time is wrestling and spends a lot of time at the wrestling pitch and comes in contact with other wrestlers who speak Urdu and Hindi. Code switching for Kitty is an unconscious behaviour and he freely code switches between Kannada, Hindi, Urdu and English. Kitty also shows a penchant for creating words using two or more languages like Laptology = Lapta (‘To steal,’ from Kannada) and Ology (‘To study’ from English), Baccatana= Bacca (‘child’ from Hindi) and Tana(‘resembling’ in Kannada).

Functions of Code Switching

Kitty speaks the standard language with elders, as a mark of respect. He code switches with aplomb to express anger, frustration, and helplessness. This code-switching phenomenon serves a two-fold purpose of making the reader laugh while also conveying an implicit satirical message to the readers. As Judith Butler (1997) says, words have the power to ‘do things’. In this play, Kitty code switches to create a feeling of aversion towards the upper class.

In the play, Kitty is asked to write a composition by the school inspector who has chastised the English master before the class. Kitty, to express his anger, writes a composition, which is an excellent example of the wit, satire and the phenomenon of code switching utilized with expertise to convey Kitty’s Frustration, anger and helplessness at the situation.

Some Examples

Kitty: ‘Write a composition’anthlo yenuo modalu hakonda taskara! Achari ! ‘the dog is a noble animaloo and man who loves dogoo is a noble manoo! ‘adu (A)! innu (B) ‘ Give example, nimma lifeninda antha’;(from your life).....

Kitty’s answer to the question:

Quoschn A: Dog is noble animal, man who loves dog is nobleman

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Answer

(a) Dog=2/s

1st/dog = Country (kantri)

2nd/dog = Caste (jaati)

1st/dog's house = street

Therefore, Country dog's food = yanjalu but yanjalu is in tippe gundis

Therefore, 1st/kantri dog's house is street

2nd/dog is jaati

2nd dog's house is bungalay

Therefore, bungalaywalas are afraid of robbers: again therefore bungalaywalas are doddamanushyarjaati!

Therefore keep money and jewels extra!

But 2nd /dog also wants food.

Therefore money having doddamanushyasg give food for

2nd/dog with flesh to make atron ng bite

1st /dog, robber and badamanushyasg

but flesh market's master is Kasaba;

(k= kataka, saba= sabi=mussalman-Gandhi brother)

Therefore wanted é wanted u:, food for 2nd dogs for strong teeth, (b) egsample from life!

I day I walk up road of big-wigs pet (doddamanushyara pété full of Bangalows =banglégalu

I bungalow with name "sukha nivasa" on gate door pillar = joyful living place. This out side bungalow.

Therefore inside all bungalows quarrels etc.

Therefore doddamanushyarsg get much pay excetra and buy many foods and grow fat.

Their quarrels is all empty fat = bari kobbu. Bungalay walas being all fat , (no muscle), always afraid of people, keep dogs.

When I was before sukhanivasa bungalow, a big black dog came and made noise.

Dog's noise = bark =bogalu

This dog which us noble animal, jumped on my legs and became hungry, took one quarter sé:ru from my leg.

Four paavsg = I sé:ru

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Therefore 1 quarter sé:ru = 1 paav ans

Therefore to stop giving more meals to dog. I took a heavy stone in hand, I pincer weight
5 sé:rs = I pincer Ans.

I pressed pincer stone on noble animals' head strongly. Noble animal stopped meals with my leg
and made crying noise = goolu. hearing noble animal's crying noise the doddamanushya of the
bungalow came out and sent javaan = working man, in car for doctor.

Therefore doddamanushya also noble man.

Doctor came and dodda manushya said "see boy's leg"!

Doctor saw dodda manushya asked "This boy got any disease?" dog noble animal, price is 200
rupees. Please also see if dog's teeth are broken, "that boy's leg is very strong"

In the above example the owner of the dog uses English language

This is example from life for Dog is noble animal.

Example 2

- Lo yen hennigs
- Chamdana yagarsi avanu ninna charandi yalli sulaiso maat yettidane
- "he I speaking of skinning you alive and putting you sleep in a gutter"
- Gatra hegiddarunuve dillu narmi narmi anta tildidde
- I always thought that The heart is soft despite the physical attributes
- "Nimma mommaganige khilasi andre tinsodu alveno
- Nimm tabiyat taklifu
- Nanna coatoo, open collar na pin haki close colaru
- 100 loafes of breaddu at one anna eachu

Analysis and Discussion

Kitty- "Write a composition" anthlo yenuo modalu hakonda taskara! Achari ! "the dog is a
noble animaloo and man who loves dogoo is a noble manoo! "adu (A)! innu (B) " Give example,
nimma lifeninda antha"; (from your life)

Life ninda is a word created by affixing (inda) the instrumental marker to English word Life

Kailasam makes an excellent use of English and Kannada languages to bring out the naturalistic
expression of Kitty "the dog is a noble animaloo (nativisation and the use of long u: to stress)
and man who loves dogoo (nativisation and the use of long u: to stress) is a noble manoo
(nativisation and the use of long u: to stress)! "adu."

Quoschn A: Dog is noble animal, man who loves dog is nobleman

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Kailasam uses the nativised form of pronunciation of the word *question* to quoscen to bring out the class difference between the upper class and the lower class.

Therefore, Country dog's food = yanjalu but yanjalu is in tippe gundis

Kailasam uses the English form of plural i.e the usage of bound morpheme "S" to Kannada tippegundi (dustbin) to make it an anglicized word as tippegundis.

2nd dog's house is bungalay, the local Kannada language influenced pronunciation of the word *bungalow*.

Therefore, bungalaywalas are afraid of robbers: again therefore bungalaywalas are doddamanushyarjaati!

Bungalay walas is a mix of English and Hindi and creates a sarcastic term bungalay walas. but flesh market's master is Kasaba; (Kasaba here is a hybrid of two words in Kannada (k= kataka[butcher], saba= sabi=mussalman-Gandhi brother).

Nativisation of words refer to and is concurrent to the studies conducted by Grosjean (1982), Gumperz (1982) and (Poplack 1979, 1980 and 2000) who propound that a borrowed word is a phenomenon where the word is incorporated into the grammar of the borrowing language.

Eg. 100 loafes of **breaddu** at one anna **eachu**.

Nimma mommmaganige **khilasi** andre tinsodu alveno

Nimm tabiyat **taklifu**

Nanna **coatoo**, open collar na pin haki close **collaru**

In the above examples, words borrowed from English and Hindi are nativised by the author to make the dialogue more realistic and naturalistic.

Butler (1997) notes that the ability of words to "do things" makes hate speech possible but also states that, at the same time, such speech is dependent on its specific embodied context. Kailasam's code switching between English and other languages empowers the words to make things happen. As we read Kitty's answer, the term – bari kobbu or 'empty fat' conveys the meta message that the upper class people that Kitty comes across are empty implying that they have no values and are quite fat due to good living.

Lo yen hennigs

Chamdana yagarsi avanu ninna charandi yalli sulaiso maat yettidane

" he I sspeaking of skinng you alive and putting you sleep in a gutter"

Gatra hegiddarunuve dillu narmi narmi anta tildidde

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I always thought that the heart is soft despite the physical attributes

Illocutionary Act

Kailasam has nativised the word Dil (Hindi) to Kannada as Dillu and the use of the word narmi meaning soft/tender is said in Hindi, a language that is not Kitty's mother tongue, conveying the thought that the concept of tenderness is something alien to him.

This feature is concurrent to Austin's (1962) illocutionary act concept where the word that varies with the context in which it is uttered implies that it is impossible to adequately define the performative meanings of words, including hate, abstractly. In this sentence, sulaiso – a hybrid of Hindi and Kannada words sulana and irisu is used.

The relevance and import of this sentence exists only, if this sentence is taken in the context of Kitty's poverty and his aspirations for a better life.

Summary

This paper looks at Kailasam's use of language in his play *Poly Kitty*. Language is used by Kailasam to critique the society while trying to evoke humor in the audience. This use illustrates Austin's (1962) illocutionary act concept, which iterates that words and their meanings vary with contexts in which these are used, and therefore impossible to define the meanings of words abstractly.

The paper observes that Kailasam created hybrid words such as Laptology to bring out the nuances of character's anguish and aspirations, thus making the character more real. The paper also observes that Kailasam code switched at the word level, phrase level and syntactic level. Kailasam employs the contextualization cues (Gumperz 1982) as a metacommunicative device to make the character and his condition more realistic to the audience while marking the sociological boundaries. The above study clearly marks the case that code switching is a powerful tool employed by the playwright to bring out the subtle nuances of the character while placing them amongst the audience.

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Morph-Synthesizer for Oriya Language A Computational Approach

Rudranarayan Mohapatra, M.A., M.Phil., Ph.D

Lipi Hembram, M.A., M.Phil., Ph.D.

Abstract

Dealing with agglutinative languages like Oriya, Morph-Synthesizer plays a vital role for machine translation system in order to increase the output accuracy level. To build a morph-synthesizer for a language, it is necessary to take care of the morphological peculiarities of the language, specifically in Machine Translation (MT). In this paper, we describe our work on rule-based Oriya morph-synthesizer. Here we have concentrated only on the synthesis of the Nouns. Noun synthesis in Oriya depends upon the feature (animacy and honorific) and demands the semantic account and behaviors of the noun-endings.

Key Words: Morpheme, Post positions, PP Decision Maker (PPDMP), gender, Number, person, Animacy

1. Introduction

The present work aims to build a computational model for the analysis and generation of morphological-synthesizer in Oriya language, the language being one of the official languages of the state of Orissa, situated in the eastern part of India. It belongs to Eastern Indo-Aryan group. Some peculiarities of this language - the usages of classifiers, feature base agreement, and semantic contextual agreement, etc., make it morphologically complex and, thus, a challenge in

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NLG. Generation of syntactically and semantically correct sentences needs appropriate choice among different forms of words. In this paper, we discuss the features of morph-synthesizer in Oriya language, specially focusing on nominal synthesizer. Through its implementable algorithm, a suitable conclusion is drawn.

2. Oriya Language and Morpheme

In Oriya language, a morpheme termed as the smallest unit in the language that carries and conveys a unique meaning and is grammatically appropriate. A morpheme in Oriya is the most minuscule meaningful constituent which combines and synthesizes the phonemes into a meaningful expression through its form and structure. Thus, in essence, the morpheme is a structural combination of phonemes in Oriya. In other words, in Oriya language, the morpheme is a combination of sounds that possess and convey a meaning. However, a morpheme is not necessarily a meaningful word in Oriya. Morphemes are the smallest units of sentence analysis and include root words, prefixes, suffixes, and verb endings. So in Oriya, every morpheme is either a base or an affix prefix or a suffix. For example, ‘apraakrutikataaru’ has four morphemes as ‘a-praakrutika-taa-ru’.

Again the major morphological contents in Oriya language are Pronoun Morphology, Inflectional Morphology and Derivational Morphology on which our Morphological synthesizer has been built up (Mohapatra Pandit N. and Dash S., 2000, *Sarbasara Byakarana*, New Students Store, Cuttack, Orissa, India). Taking the above content with a hybrid combination of syntax and semantic features the synthesizer exercise is here being tried out.

3. Morph-Synthesizer in Oriya language:

In Oriya, this choice for a Nominal form depends mainly upon the feature of a noun, ending of a noun and its subject or object position. Especially the Gender value in Oriya for Morph analyzer or synthesizer is very less in comparison to grammatical number (singular or plural) and honorific marker. With this GNP feature the post positional case marker looking to the involvement of state/event/action are also played a significant role for a proper Nominal form synthesis. For verbs, TAM (tense, aspect, modality), person and verb-root information play a major role.

Nominal form Synthesis can be further classified as Post-position synthesis (e.g. bapa-nkara `of father’ vs. bahi-ra `of the book’) and Classifier synthesis in Oriya depends upon two aspects. One is honorific or personification marker and another depends upon number. In the case of honorific (pila-mane `children’) it requires agreement to synthesize. Bahi-guDika `books’) does not need this. Classifier synthesis is again subject to plurality (baLaka-Ti `the boy’ vs. chhabi-gudika `pictures’).

Verbs also show two types of synthesis depending upon the verb root of active and passive cases. An active verb root takes another form when it is changed into passive (khaIba-khuAiba ‘eat’), adding tense and person feature (kha-Ichi `1st P/3rd P-pres & Singular’ vs. khaUchhanti `2nd P-Hon-pres’ or 3rd P-pres). It is found in Oriya that verb synthesis depends not only on person and

tense information but also on the verb root ending. Verb root ending is another specific feature of Oriya which gives the language a proper agreement shape.

3.1 Nominal-Synthesis in Oriya

Oriya is a syntactically head-final and morphologically agglutinative language. It has natural gender (as opposed to grammatical gender). That is, gender is dictated by semantic rather than formal characteristics of words. Gender is not specified in the agreement features, nor does it affect other grammatical categories like pronoun or verb.

To handle the synthesis of constructions in Oriya, the nouns and the inter-relationships of the verbal and the nominal forms are followed after karaka formalism in a defined context. The morphological rules written for the synthesizer can be seen through the synthesized output.

The input is always a lexical string that is concatenated or synthesized with suffix endings. The grammatical tradition in Oriya follows the demand and merit (i.e., aakaanksha and yogyataa) tradition. Verbs in the language demand the karaka identities and the subject and object parts fulfill the demands according to the yogyataa or level of agreement. And, in a defined context, nouns demand post-position on a semantic account. So, the morph-synthesis in Oriya language not only depends on the feature-based agreement but also it depends on the whole subject or sentence semantic expression. In the flow of text, a noun having animate and non-honorific categories with honorific plural marker, takes the identity of animate and gets honored. So, the nouns like ‘Saanga (friend), gay (cow) take both the plural form as ‘SAngamAne’ or SaangaguDika / gaaiguDika or gaaimAne.

In this paper, we would explain the Noun synthesis in two sections: post-positional synthesis and classifier synthesis. As shown in figure 1, Noun synthesis in Oriya is of two types. We discuss Post-position synthesis below.

3.1.1 Post-position Synthesis in Oriya Language

Oriya has mainly two types of post-positions as opposed to the preposition of English, named as bound post-positions and free post-positions. Bound post-positions do not stand alone and they have agreement with noun by morph synthesizer rules like addition, deletion, insertion, etc., whereas free post-positional markers stand alone irrespective of the condition.

In Oriya, the post positions start from a ‘maatras’ (half-vowel) to the post-positional word. This makes the synthesis more complex and four-eyed in nature. It is sometimes only a suffix (e.g. ‘e-maatras’ as Lok-e (peoples), sometimes a combination of a suffix and a post-positional word (e.g. pila-nka-madhyae “among the children”. Again Oriya Nominal post-positional markers generally follow Paninian case marker principles.

We have listed the Post positions of Oriya and their equivalents in English. Table 1 gives the some Oriya post-positions and their English equivalents.

Post positional Marker	Singular	Honorific (Singular/ Plural)	Equivalent English frequent Prepositions
Nominative	Ø, Ti, Taa,	-e	Ø
Accusative	ku	nku, maananku	to
Instrumental	re, dwara, dei	nkaje, maananka-dwara, nka-dei,	by, with
Dative	ku	nku, maananku	to
Ablative	ru, Thaar, Thun,	maanankaru, maanankaThaar, Maanankathum	from
Genitive	ra	nkara, maanankara	of
Locative	re, Thaa, Thin	maanankare, maananka-Thaa, Maanankathim	at, in, on

Algorithm

To do the morph synthesis effectively, especially in Nominal Morph-synthesis, we have considered the Noun phrase with its adjacent Post-positional class for simpler, machine learning based Synthesizer.

The three key issues in Noun Morph-synthesis are:

1. Choice of Appropriate suffixes,
2. Ordering of the suffixes, and
3. Surface level changes in the boundary at the time of affixation.

The details of the Nominal morph-synthesizing are given in diagram No 1.1.

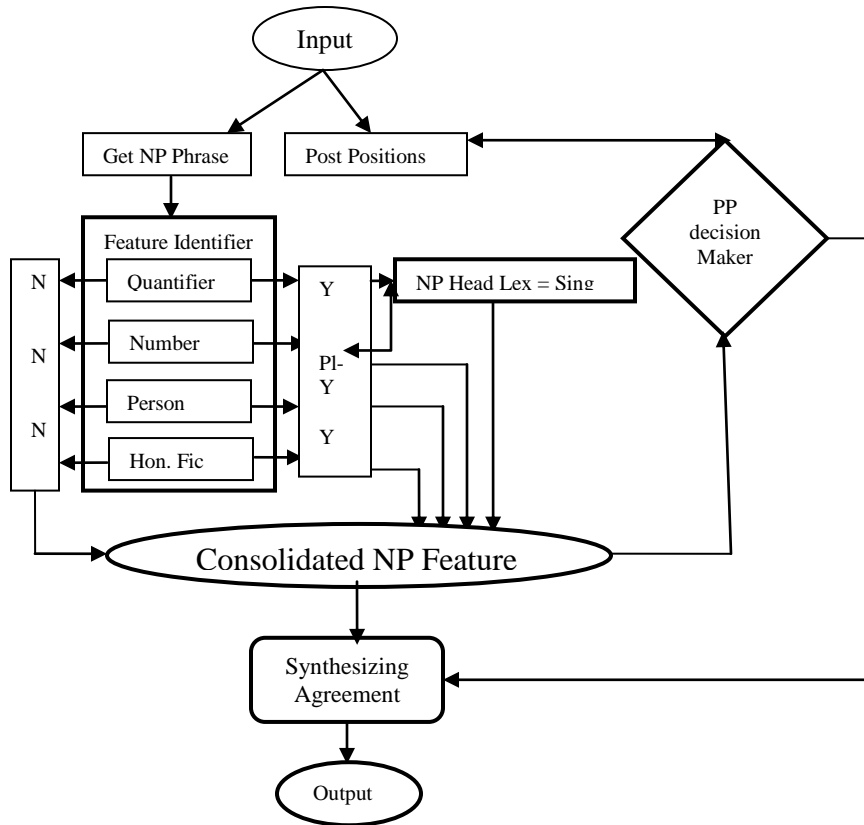
According to this, we have considered the Noun Phrase 'Nx' and adjacent avail Postpositions is 'Px' as the input. Where $N_x = \{w_0, w_1, w_2, \dots, w_n\}$ and $P_x = \{p_1, p_2, p_3, \dots, p_n\}$

After input in N_x & P_x , the N_x part will enter our feature identifier module to get the individual features of w_0 to w_n where every token i.e. w_0 to w_n are the set of nouns or adjectives in the set. N_x and w_n would be the head word.

In feature identifier at present, we have considered a minimal feature at an initial level and set for every possible feature true as value '0' and false as '1'. If any set of N_x has the bullion value set '0' for the feature Quantifier, then the w_n would consider its singular lexeme form, irrespective of the plural features.

Again if the features are not available for an unknown lexeme, then we consider its ending to get shallow feature information to smooth the process ahead. Then the Consolidated NP feature module will finalize the Noun lexicons and the consolidated feature of the N_x and the output of this module would be supplied to the 'PP Decision Maker (PPDMP)' to gain the decisive Post

positions. ‘PP Decision Maker’ will make coordination with possible postpositions and the decisive post-positions will be sent to the Synthesizing Agreement. The synthesizing agreement with its internal rules makes an agreement with the Nx outcome from Consolidated NP feature to get the final synthesized output.



Nominal Synthesizer Diagram 1.1

The Synthesizer agreement will work in the principle of Finite State Automata. Finite State Automaton (FSA) is a set of principles that receives a string of symbols as input, reads the string one symbol at a time from left to right, and after reading the last symbol halts and indicates either acceptance or rejection of the input. The automaton performs computation by reacting on a class of inputs. The concept of a state is the central notion of an automaton. A state of an automaton is analogous to the arrangement of bits in the memory banks and registers of an actual computer. Here, we consider a state as a characteristic of an automaton which changes during the course of a computation and serves to determine the relationship between inputs and outputs.

By this $NP = \{\{\acute{a} - *x\} + *z + p\}$,
Where,

- \acute{a} = Aailed Noun form,
- $*x$ = possible deletion of morpheme in conditional environment
- z^* = possible addition of morpheme in conditional environment
- p = decisive post position.

The rules are implemented by seeing the exact features positions and numbers. Certain constraints are also added to these rules. For example, in a set of input we get (keteka pilaamaane + ku). Here 'keteka' is a quantifier used to modify the head word 'pilaamaane' whose set of features are: Noun, 3rd third person, plural, honorific, Neuter gender. So, irrespective of plural feature we consider the lexeme of 'pilaamaane' as 'pilaa' only as its singular base form. And taking the agreement principles, 'pilaa + ku' will call an extra addition of morpheme, i.e., 'ᳵ' and make the final synthesized output as: keteka pilaanku.

Hence, the proposed Oriya morphological synthesizer not only covers the syntactic and semantic aspects including case-ending, noun-class and noun-ending but also the socio-linguistic parameter in its matrix. Except this, the whole thought boundary subject and Verb agreement, etc., play important roles in increasing the Nominal morph-synthesizer accuracy which continue to under our observation and consideration for further improvement.

The application of this synthesizer in a real MT system has enhanced the accuracy of the generation noticeably. We will also observe by taking text from daily news papers. The operation shows that more than 50% of nominal synthesizer would be handled effectively by this method without the micro level higher order semantic and pragmatic features.

4. Conclusion

In this paper we have tried to describe analysis of Oriya morphological features to develop a Morph-synthesizer for Oriya language. We identified that some voluntary particles in the context of subject and object, and other classifiers have also played a significant role and have been exceptionally handled by sophisticated morpho-syntactic analysis. This process will open a new door in the area of Natural language Generation especially in Oriya language and would increase the output accuracy level of the concerned language.

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Question Formation in Pahari

Qudsia Ishaq, Haroon-ur-Rashid & Nadeem Bukhari

Abstract

The focus of this paper is to justify the approach that is adopted here for the analysis of wh-questions in Pahari, a member of the wh-in-situ family. Following Aoun and Li (1993) and Cheng (1997), we argue that Pahari exhibits no obligatory movement because, unlike English, it is equipped with two additional factors: question particles and K-words functioning as both interrogatives and indefinites.

Introduction to Pahari

Pahari is an Indo-Aryan language mainly spoken in the mountainous areas of Kashmir and some northern areas of Pakistan (Masica 1991). Being the native speakers of the Rawalakoti dialect of Pahari, we are focusing on the same dialect which is distinct from other dialects of the same language. It exhibits SOV word order which it shares with its sister languages like Urdu, Punjabi and Hindko. It also shows the same verb agreement phenomenon those other languages of the region exhibit. It means that the verb agrees with either the subject or the object in number person and gender. This is illustrated in the examples below:

- (1) a. budda ka kapna da
 old man-M.NOM grass-M cut-PRES-M be-PRES

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Question Formation in Pahari

‘The old man cuts grass.’

- b. buddi ka kapni di
 old woman-F-NOM grass-M cut-PRES-M be-PRES
 ‘The old woman cuts grass.’
- c. buddey ka kapne de
 old men-M.NOM grass-M cut-PRES-M be-PRES
 ‘The old men cut grass.’

(1) shows that the verb *kap* ‘cut’ agrees in gender and number with the subject as it does not bear any case marker. In (1a), the verb as well as the light verb agree with the subject that exhibits singular-masculine features and ends up with the *-a* marker that stands for the masculine in Pahari spoken in the region of Rawalakot.

Similarly, in (1b), the verb carries the feminine marker *-i* that agrees with the subject of the sentence (which is also feminine) for the reason that the subject does not have any case marker. The sentence also shows that the object of the sentence is masculine but does not come in agreement with the verb. It justifies the fact that in South Asian languages the verb agrees with the highest nominative argument. (1c) also justifies the phenomenon as the verb agrees with the subject that is plural in number.

Like other languages of the region, if any argument does not bear any case marker, it is assigned the nominative case, it means that more than one argument in a structure may have nominative case and the verb agrees with it.

Like Urdu (Butt 1994), Punjabi (Akhtar 2000) and Gojri (Bukhari 2009), Pahari is also a split ergative language. However, it does not restrict to Past/ Perfective aspect. Ergativity in Pahari dialect spoken in Rawalakot can also be marked on some phonological grounds.

For example, if the subject ends with a consonant, it shows ergativity otherwise it won’t. Similarly, in this dialect, ergative marker displays variation depending upon the number of the argument. This is a very different phenomenon that we don’t see in other sister languages of the region. This discussion is beyond the scope of this paper, therefore it will be discussed in future work. A general illustration of ergativity is shown in the examples below:

- (2) a. naeem-e nai gaddi endi
 naeem-M-ERG new car-F-NOM buy-PERF-F
 ‘Naeem bought a new car.’
- b. komal-a seib khai shorya
 komal-F-ERG apple-M.NOM eat leave-PERF-M

Komal has eaten an apple.’

In (2), the subject carries the ergative case marker *-e* and for this reason the verb does not agree with the subject. In (2a) the subject is masculine while the verb agrees with the object *gaddi* ‘car’ which is feminine as indicated by the marker *-i*. Similarly, in (2)b, the light verb *shorya* ‘leave’ does not agree with the subject *komal* which is feminine while the verb agrees with *seib* ‘apple’ that is masculine and therefore agrees with the verb. The agreement with the subject in (2) is blocked because the subject is in the ergative case. Instead, the verb in (2) agrees with the objects which bear nominative case and is the only option for agreement in Pahari. Urdu, Punjabi and Gojri also exhibit the same features.

If both the subject and the object bear case markers, the verb will agree neither with the subject nor the object and will bear the default case maker *-a*. The following example exhibits the phenomenon:

- (3) a. sadaf-a kuki-kya dokha ditta
 sadaf.F.ERG kuki-F.ACC deciet give-PERF.DEFAULT
 ‘Sadaf has cheated Kuki.’
- b. jangt-ein kuryein-kya dokha ditta
 boy-M.P.ERG girl-F.P.ACC deceit give-PERF.DEFAULT
 ‘Boys have cheated the girls.’

In (3) above, the verb does not agree with either the subject or the object because they are both case marked. Therefore, the verb carries the default case marker *-a* in (3a) and (3b) respectively. In the next section, first we will introduce the kinds of questions found in Pahari, and then we will highlight some common and distinctive features which it shares with other languages of the world.

Introduction to Question Formation in Pahari

There are two types of interrogatives sentences in Pahari as is found in other languages of the region: (i) yes-no questions and (ii) group K questions. Yes-no question are generally asked by dropping the operator *kya* ‘what’ sentence initially in a declarative sentence which is a common phenomenon in other languages of the region. Instead, this type of question is asked by stressing the verb or the light verb what so ever comes last in the structure. See the following example:

4. a. ej emtar da
 today sunday is
 ‘Is it Sunday today?’

- b. us ka kapyā
 he grass cut-PST
 ‘Did he cut grass?’

In other languages of the region, when a sentence contains the question marker *kya*, the verb is either in low pitch or neutral, but when the question marker *kya* ‘what’ is absent the verb has obligatorily carry the high pitch. This phenomenon can also be seen in other well known languages of the world like English, Turkish, etc.

On the other hand, as mentioned above, the question can also be formed in Pahari by adding the tag *na* at the end of a declarative sentence. There are generally two functions of questions formed with *na*, firstly to prompt the hearer for a reply and secondly to make the request more insistent (Schmidt 1999). The following illustrates:

5. a. ej emtar da na
 today sunday is tag
 ‘Is it Sunday today, isn’t it?’
- b. us ka kapyā na
 he grass cut-PST tag
 ‘Did he cut grass, didn’t he?’

Corresponding to English wh- words, Pahari has what is generally referred to as K-words because they begin with a K- phoneme. These K-words are question operators, just like English who, whose, whom, how, why words. These include *keā* (what), *keb* (when), *kana* (where), *kiyan* (why), *kun* (who), *kuyan* (how), ‘etc. Their main function is to replace an argument of the verb and simultaneously form the question.

Phenomenon of Question Formation in Other Languages

All languages display certain grammatical patterns which make their users construct constituent (wh) questions. Cross-linguistically, these languages employ different strategies in terms of question formation. English, for instance, is a language that exhibits wh-movement. On the other hand, Pahari is a wh-in-situ language.

However, overlapping seems to be always there, as not all wh-movement languages behave in the same way and neither do all wh-in-situ languages. For instance, although English, Polish and Standard Arabic are all wh-moving, they are not identical as far as the overall questioning system is concerned. English and Polish allow multiple wh-questions. Standard Arabic, on the other hand, simply does not. Though English and Polish have initially been grouped together, they differ in certain ways. In Polish all wh-words are fronted (Poole 2002), while only one wh-word is fronted in English and the others have to remain in situ.

Some languages, such as Malay exhibit yet another way i.e., partial movement (Cole and Hermon 1998). More interestingly, all three types compatibly coexist in Malay. All it suggests that we have a variety of *wh*-movement which apparently seem to have something in common. However, a close study shows that the same languages tend to diverge in this respect. It seems the same in *wh*-in-situ languages. For instance, Hindi, Japanese, Chinese, and Pahari are ultimately not identical in terms of the mechanism of constituent questions. Consequently, the study of *wh*-in-situ languages displays a variety for their inherent characteristics.

English and *wh*-movement:

In English *wh*-words are said to be moved from their original position (extraction site) to the beginning of the sentence (landing site). Consider (1) below:

6. a. Who are you inviting today?
 b. You are inviting who today? (echo question)

(6a) clearly shows that *who*, functioning as an object in (6b), has been preposed and has occupied the specifier position in the CP (Spec-CP) leaving behind a trace in the position out of which it moves. Radford (1997) argues in favour of trace assumption in two ways: *wanna*-contraction and *have*-cliticization (which is not in the scope of this paper).

Here arises a question why *wh*-operators move to Spec-CP in forming constituent questions. Lasnik's (1995) principle of Enlightened Self-Interest answers this question straight-forwardly. It states that it is the need for feature checking carried by constituents that motivates movement. It means that the head COMP of CP is supposed to carry an interrogative specifier-feature (*wh*); the *wh*-operator, too, carries an interrogative head-feature (*wh*). As a result the *wh*-operator is moved to Spec-CP to check and erase the interrogative specifier-feature displayed by COMP.

This phenomenon of feature checking leads to a fact that only one *wh*-operator is moved in those structures which have more than one *wh*-operator such as (7) below:

7. a. Who_i did you think t_i would say it?
 b. What_i did you think John would say t_i?
 c. Who_i did you think t_i would say what?
 d. *What_i did you think who would say t_i?
 e. * Who_i what_i did you think t_i would say t_i?
 f. * What_i who_i did you think t_i would say it t_i?

(7a-c) are well formed sentences because they don't violate any principle which may result in any ungrammaticality of the structure. However, (7d) is ungrammatical despite

the fact that only one single wh-operator *what* moves. This is because of the Minimal link Condition (MLC) which, for economy considerations, favours the shortest possible movement (movement of *Who*).

The ill-formedness of (7e) is attributed to the fact that the (wh) specifier-feature of COMP is erased once it has been checked by the moved wh-operator, *who*; and therefore there is no need for *what*-movement. (7f), on the other hand, seems to violate both principles, as it exhibits double wh-fronting and long movement.

However, the following constructions shown in (8) represent a different structure than those given in (7):

8. a. [Which topic]_i did you choose t_i?
 b. *Which_i did you choose t_i topic?

In (8a) the whole DP, *which topic*, is moved to the front. It seems that the moved wh-operator, which has pied-piped its complement, *topic*, moved along with it. On the other hand, the ungrammaticality of (8b) is the result of the violation of the Chain Uniformity Principle (Radford 1997) that states that “A chain must be uniform with regard to phrase structure status.” In (8b) the chain *which-trace* is nonuniform, as the head of the chain, *which*, is a maximal projection, while its foot, *trace*, is not.

K-words in Pahari

There are eight wh-words (henceforth K-words) in Pahari. Their function can vary as shown in (9) below:

9. a. tus keh kerny deya?
 you-ACC what do PROG
 What are you doing?
- b. shahida mikya tang kiyan kerni di?
 Shahida-NOM me-ACC tease why do PROG
 Why is Shahida teasing me?
- c. tus kana aany diya?
 you-NOM where come PROG
 Where are you coming from?
- d. oo kedun eisi?
 he-NOM when come-FUT
 When will he come?

- e. tus kus-kea e dia?
 You-NOM who-ACC live PROG
 Whom iare you inviting?
- f. ithei kon reina da?
 here who live PROG
 Who is living here?

It can be seen in the above examples that K-words (wh-words) in Pahari questions canonically precede the verb. A K-word stays where it is base-generated that means it remain in situ. This can be demonstrated in (10) which is a potential answer to (9f):

10. ithei komal reini di.
 here komal live PROG
 Komal is living here.

In multiple wh-questions, too, wh-words stay in situ. This can be shown in the following question-answer pair given as (11):

11. a. koni kus-kia keh ditta?
 who-NOM who-ACC what give-PST
 Who gave what to whom?
- b. kudsia komal-kia xat ditta.
 kudsia-NOM komal-ACC letter give-PST
 Kudsia gave a letter to Komal.

More interestingly, sometimes K-words in Pahari can be interpreted in two ways that means they can create ambiguity:

12. jewaab kus pata da ?/.
 Answer-ACC who-NOM know PST
- a. Who knows the answer?
 b. No one would know the answer.

Unlike (9e), kus in (12) could be interpreted as either an interrogative or the negative quantifier. It will be argued that a wh-word in Pahari is a variable and interpreted in accordance with the operator(s) that binds it. We will employ this notion of operator binding to account for the wh-in-situ nature of Pahari. First, we consider some proposals developed in the analysis of wh-in-situ languages.

K-words in-situ in Pahari

This section highlights the fact that K-words in Pahari need not raise to Spec-CP position because of their characteristic: they have no inherent interrogative force. Rather, they are variables that, when bound by different operators, receive different readings. To illustrate this phenomenon, we will discuss two cases where the K-words might receive a non-interrogative interpretation.

Generic affirmative constructions

Consider the examples below:

13. kudsia kus-ser yakiin kerni di?/
 kudsia-NOM who-DAT believe do HAB
 i) who does Kudsia believe?
 ii) Kudsia believes no one.

As can be noticed, (13) displays ambiguity between two readings of K-word: an interrogative and negative quantifier. This should clearly indicate that wh-words in Pahari have no inherent interrogative force and that their interpretation is dependant on the presence of other elements in the structure.

Generic negative constructions

Cheng (1997) argues that negation in Chinese constituent questions yields ambiguity. The same, we suggest, is valid in Pahari. Consider (14) below:

14. Ahmed kus-ser yakiin na kerny da?/.
 Ahmed-NOM who-DAT believe neg do PRES
 (i) Who does not Ahmed believe?
 (ii) Ahmed believes everyone.

As can be seen, when a wh-question in Pahari is negated, the structure receives either an interrogative or non-interrogative reading.

Conclusion

This paper has come up with a result that a K-word in Pahari has no inherent interrogative force by itself. However, interrogative sentences can also be generated with tonal effects upon the verb segments. This can especially be seen in yes-no questions. Although the paper does not present a comprehensive discussion of the characteristics of constituent of questions in Pahari, it highlights the approach of studying K-words in Pahari. This is in consistence with the previous generalization made by Cole & Hermon

(1998) about wh-in-situ languages. However, this short paper leaves a room for the researchers who are interested in this aspect of language for detailed analysis.

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Question Formation in Pahari

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Language in Politics of Recognition: A Case of the Nepali Language in the Creation of Political Identity of the Nepalis in Darjeeling

Alina Pradhan, Ph.D.

Nepalis of Darjeeling

Situated in the eastern side of the Himalayas, Darjeeling offers a panoramic view. Tiny it is, but it offers a rich mosaic of people, having different languages, cultures and traditions. It has undergone various changes from being a part of Sikkim earlier to have been given to British India in 1835 to being integrated as a part of Bengal. The people residing here, majority being the Nepalis, have always felt different from Bengal culturally, traditionally, physically and geographically. They have always craved for their own identity and to be known as the Nepalis of Darjeeling, having Indian citizenship and also want to distinguish themselves from the Nepalese of Nepal and also the Bengalis, the majority linguistic group of Bengal.

On Defining Identity vis-à-vis Language, etc.

Before going further, it is necessary to know the meaning of identity. The term *identity* means a state of being identical. Freud defines *identity* as the expression of emotional ties with another person or group. In a sociological sense, a person's identity is always with reference to a social group with which she identifies herself.

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Language in Politics of Recognition: A Case of the Nepali Language in the Creation of Political Identity of the Nepalis in Darjeeling

Identity of a group as such has no meaning. It is only with respect to some other groups that a particular group distinguishes itself and thereby asserts its own identity.

This process can be stimulated by social, economic and political situations. If we see identity in terms of ethnic identity, it is this that provides an individual or group a requisite base for interaction through identification. People tend to identify themselves by the ethnic group to which they belong, rather than by the place from where they come.

Taking this into consideration, people from the same linguistic group have a particular way of identifying themselves with their language rather than region, and speakers of different languages are called outsiders. Language is more important in India being a federation and has different dominant linguistic groups or various marginalized linguistic minority groups. But 'language is not only a symbol to unite groups, but its effective use or abuse can catapult an ethnic movement.'

Language provides a strong bond of unity among its speakers and marks off one speech community from another. It not only is a means of communication but often language can be used as a strong weapon in the achievement of political power.

A situation of conflict may take place between two different language speaking groups and it is mainly because of the insecurity or fear of losing one's linguistic and cultural identity that conflicts take place. In India, various linguistic groups have put forth various demands based on language or ethno-linguistic upheavals, asking for linguistic re-organization of states. For some people, there is an apprehension that their cultural heritage would be lost, once another language becomes official.

Importance of Language Identity

Ethnic movements or leadership in India deploy linguistic ethnicity as one of the first strategies in their competition for greater access to power and resources. Therefore, it can be said that language has assumed a very important place in today's political situation and is one of the most important marks of identification. Language demands in modern India have been expressed in various levels from demands to replace the colonial language (under the British colonial rule) to replacement of Hindi as the chief official/national language. Demands also aim at making the regional languages as media of instruction and governance as well media for judicial proceedings, etc.

At the regional level, a very important feature of language demands is the reservation of employment opportunities for the 'sons of the soil'. This demand was equally important in those areas where immigrants from the regions were employed in the upper sections of the job structure. In the beginning of the 20th Century, various organizations were formed, social, economic and political, to promote the interests of the communities.

Language demands in independent India were concerned with various issues like Official language of the Central Government, the re-organization of the states of the federation along linguistic lines, Official language of the states of the federation and language of the states of the federation and language policies relating to education, public employment and general communication.

Constitutional Provisions and the Linguistic Re-organisation of States In India

If we look into the provisions regarding the language issue in the Constitution, Part XVII entitled 'Official Languages' under Articles 343 to 351 deal with it. Chapter I- Language of the Union (Articles 343, 344), Articles 343 recognizes Hindi as the Official Language of the Union, Clause 2 of the same article states that English shall continue to be used for such purposes as may be specified by law up to 1965. Chapter II – Regional Languages (Articles 341-347), Chapter III Language of the Supreme Court and High Court- Special Directives (Articles 350-351). To Article 344(I) and 351, the VIII th Schedule has been added. Originally there were only 14 languages in the VIIIth Schedule, namely, Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayam, Marathi, Oriya, Punjabi, Sanskrit, Tamil, Telegu and Urdu. Sindhi was added in 1967, Nepali, Konkani and Manipuri were added in 1992 taking the number to 18. Moreover Article 350 A lays down that it is the responsibility of the Centre to safeguard the cultural interests of the minorities and to see that they have adequate facilities for receiving at least the primary education in their mother tongue. Articles 29 and 30 also confer broader rights upon linguistic minorities to preserve their distinct language, script and culture (Article 29) and to establish and administer educational institutions of their choices (Article 30).

If we examine the case of India, the Indian states were not pre-existing autonomous units brought together after 1947. In fact the demand for linguistic re-organization was made even before India achieved independence.

Bal Gangadhar Tilak had written on 17th November 1891 in Kesari, 'that if the present administrative units, created on linguistic bases each of them will be to some degree, homogenous and will facilitate the development of the people and the language of the respective languages.' (Robert. D. King, *Nehru and the Language Politics of India*, Oxford University Press, Delhi, 1988, pp.10).

H. H. Rishley had laid down that language should be the criteria for territorial redistribution. The Simon Commission also had not accepted language as the only criteria for redrawing the provincial boundaries. However later, the JPV Committee, appointed by the Congress in 1948, (consisting of Jawaharlal Nehru, Pattabhi Sitaramayya and Sardar Patel), soon realized the importance of linguistic states and delay in this regard would harm the unity and integrity of the country. The Telugu speaking people wanted a separate state, different from the Tamils. After a great deal of violence, the state of Andhra was created in October, 1953. It was after this that the States Re-organization Commission was formed in 1956 to create states on linguistic basis.

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(Some references in Language in India www.languageinindia.com relating to the evolution of re-organization of Indian provinces into linguistically re-organized states and on the evolution of language policy within the Indian National Congress are as follows:

<http://www.languageinindia.com/dec2005/languagepolicy1936-1.html>,

<http://www.languageinindia.com/oct2004/languagepolicyearlycongress1.html>,

<http://www.languageinindia.com/july2005/prepartitionlanguagepolicy1.html>,

<http://www.languageinindia.com/april2005/earlygandhi1.html>,

<http://www.languageinindia.com/may2005/motilalnehrureport1.html>,

<http://www.languageinindia.com/jan2006/constituentassembly1.html>,

<http://www.languageinindia.com/dec2002/karnatakaeducationpolicy.html>,

<http://www.languageinindia.com/feb2005/lingreorganization1.html>

<http://www.languageinindia.com/april2006/constituentassemblylastdays.html>)

Soon the bi-lingual state of Bombay was split into Gujarat and Maharashtra in 1960. Punjab was divided into two, Punjabi speaking state of Punjab and Hindi speaking state of Haryana in 1966. Various other linguistic states have been created from 1956 till today.

In Dravidian India, we have Andhra Pradesh (Telugu), Kerala (Malayam language), Karnataka (Kannada language) and Tamil Nadu (Tamil). There are Madhya Pradesh (Hindi language), Rajasthan (Hindi, Rajasthani language), Uttar Pradesh (Hindi language), Bihar (Hindi), West Bengal (Bengali), Assam (Assamese) and Orissa (Oriya).

Taking all these into consideration, this paper will see how the Nepalis of Darjeeling have made Nepali language as one of the main issues in their quest for identity.

The Growing Importance of Nepalis and the Nepali Language in Darjeeling

It is believed that the Lepchas were the original inhabitants of this place, i.e., the Darjeeling Hills and Sikkim. A large influx of Nepalis came into the Darjeeling area, mainly with the encouragement of the Britishers. Moreover the Britishers had seen the martial characteristics in the Gorkhas. The Nepalis had to live side by side with the indigenous Lepchas and Bhutias. The Nepalis were efficient agriculturists and it was they who introduced the terraced cultivation in the Darjeeling Hills. The Lepchas practiced Jhum or slash and burn cultivation, fishing and hunting. The Bhutias were mostly traders and herders.

Regarding religion, majority of the Nepalis were Hindus. Although amongst them are the Rais and Limbus, who practiced shamanism, akin to Bon religion, which was a pre-Lamaist religion in Tibet. There are also Buddhists amongst the Nepalis like the Sherpas, the Tamangs and also some Newars (who are divided into Buddhamargis and Shivamargis). The Bhutias are followers of Lamaist Buddhism. Lepchas were initially animists but, later on, many of them converted to

Lamaist Buddhism. A vast majority of them also converted to the Christian faith under the influence of the Christian missionaries.

In spite of their differences in culture, tradition, economy and values, all the hill communities comprising the Lepchas, Bhutias and Nepalis started living together in harmony and co-operation. Different Nepali communities became bi-lingual, speaking their own mother tongue as well as Nepali language, which became the link language. However today, many know only the Indo-Aryan language, i.e. the Nepali language.

Amongst the Lepchas living in the urban areas, a large number of them are fluent in the Nepali language. Few know their Lepcha language and the rest know just a few words. Amongst the Tibetans, even though they know Nepali, they are encouraged to speak the Tibetan language.

The Origin, Growth and Development of the Nepali Language and Literature

Nepali was known by different nomenclatures, Khas Kura, Parbatya, Pahari and Gorkhali. It is said that it was known as Khas Kura because it was the language of the Khasas, a warrior race, who were of Aryan descent. Perhaps it was during the earliest centuries of the Christian era, that these people made their entry into central Nepal, where the Magars and Gurungs lived. The Khasas also spread to the Kirati and Limbuan territories in the East of Nepal. The close proximity of various tribes resulted in the absorption of Khasa language, an Indo-Aryan language, having its origins in Sanskrit, by the Tibeto-Burman tribes, as the various dialects were unintelligible to each other.

The consolidation of the Kingdom of Nepal, under the Gorkha King, Prithivi Narayan Shah, also resulted in the adoption of the Khas language but it was known as the Gorkha language. In Darjeeling, even though education was not initially given in the Nepali language, the people had already developed social consciousness. This was especially because of the impact of the Nepali language, which had developed into a 'Jatiya Bhasa'. The Nepali culture was made rich by its long tradition of oral folklore, in which were depicted the various feelings of man, their hopes, aspirations and disillusionment. But the growth of nationalist sentiments amongst them was first manifested to loyalty to the Nepali language. This, in turn, produced a whole lot of Nepali writers. They wanted to improve the quality of the language, to produce a body of literature and to give it a status on par with other literary languages of India.

Many people of Nepali origin under the influence of the Christian missionaries converted to Christianity and received a fair deal of education. Names of Ganga Prasad Pradhan, Bhimdal Dewan and Sukhman Limbu can be mentioned.

Leaders among Writers

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Amongst many who have contributed to the growth of Nepali language and literature, Ganga Prasad Pradhan's name comes first in this regard. For primary schools, he published the first and second books and other short story books. He was the first Nepali preacher and he worked ardently with Macfarlane in 1875, with Turnbull from 1879-1898 and R. Kilgour from 1905-1914, in translating the Bible into Nepali. He also started his own printing press mainly for the publication of Christian literature. He also started his own journal, 'Gorkha Khabar Khagat, 1901- 1932. His efforts were 'laudable as he put the Bible and other Christian literature into their own hands in their own language, by linking the many small congregations through the Gorkha newspaper and magazines, by strengthening their identity as a community.' (Cindy Perry, *A Biographical History of the Church in Nepal*, Nepal Church History Project, Kathmandu, Nepal, 1990, pp.26).

A great deal of work in the Nepali language was contributed by foreign authors. J. A. Ayton published *A Grammar of Nepalese Language* (1820) from Fort William, Calcutta. In 1887, A. Turnbull published *Nepali Grammar, Manual of Khas Gorkhali or Parbatiya* by Major A.G. F. Brown, G.A. Grierson's research book, *Linguistic Survey of India*, Volume IX Part IV was published in 1916. R.L. Turner's *A Comparative and Ethnological Dictionary of Nepali Language* (1931) is also worth mentioning. Another work, *Grammar of the Nepali Language* by Major W.R.J. Hughes appeared in 1947.

Paras Mani Pradhan (1898-1986) was the first among the Nepalis to write about Nepali Grammar. He had started Chandrika (magazine) from Kurseong (1917-1918). Some of his works include, *Nepali Hamro Matri Bhasa* (1953), *Nepali Muhawara* (1954), *Nepali Rachana Bharati* (1956), *Nepali Byakran Ko Choto Itihas* (1968), *Nepali Bhasa ko Utpati Ra Bikash* (1961), *English- Nepali*, *Nepali - English Dictionary* and many others. He had indeed played a very important role for the standardization of the Nepali language and contributed greatly for official recognition of the Nepali language.

It was mainly through the efforts of the trio, namely, Suryubikram Gywali, Dharnidhar Koirala and Paras Mani Pradhan or 'Su-Dha-Pa,' the formation of the Nepali Sahitya Sammelan on May 25th, 1924 was made possible. Its sole aim was to promote the Nepali language and literature.

In 1932, the intellectuals began publishing the Nepali Sahitya Sammelan Patrika monthly, which functions till today under the name *Diyalo*. Other literary associations Apatan Sahitya Parishad, Sahityakar Samparka Samiti, Yuva Pustakalya in Sikkim, and Nepali Sahitya Parishad in Manipur, all have contributed a great deal to the growth of Nepali literature. Christian Missionaries have also contributed their share in the development of Nepali language in the hills. The Serampore Missionaries published the *Nepali Bible* in 1882. Rev. William Carey, the first Missionary of Serampore along with Rev. Joshua Marshman and W. Ward gave a detailed report of the languages in India in 1816 and mentions thirty-two languages, of which Nepali is one. Though one of their intentions was to spread the Christian religion, they have

played a vital role in the spreading of education and igniting the ethno-linguistic identity of the Nepalis.

There were other magazines and journals too. There was *Gorkha Sathi* (1907) from Calcutta, *Chandrika* from Kurseong (1917-1918), *Chandra* (1914) and *Gorkhali* (1916-1917) from Benares. From Kalimpong there was *Adarsha* (1930), *Nebula* (1935-1936) (mainly to foster unity among the Nepalis, Bhutias and Lepchas) and *Gorkha* (1945-1955). From Darjeeling, *Nepali Sahitya Sammelan Patrika* (1932-1937), *Khoji* (1940), *Sathi* (1949?), *Bharati* (1948-1958) were there. In Dehradun, Thakur Chandan Singh had established the Gorkha League in 1921. *Gorkha Samsar* (1926) and *Tarun Gorkha* were published from here which mainly sought to bring social reforms. The All India Gorkha League had been established in 1943. The publication of *Gorkha* (1945), the mouth piece of AIGL added a definite flavor to Nepali literature.

The Nepali Linguistic Movement

The medium of instruction determines which group can get access to the best jobs even as the choice can also give them a sense of security. So also the Nepalis living in the Darjeeling hills wanted Nepali to be the medium of instruction in the hill schools. It was already accepted by the Calcutta University that Nepali could be used in Matric, IA and BA Examinations on 24th July, 1918. Since Matric exam could be written in Nepali, it was necessary that Primary education be taught in Nepali. However, there was a group of people who were against Nepali being used as a medium of instruction. Among them were the Bhutias, represented by S. W. Ladenla and the Lepchas represented by Dr. Yen Singh Sitling and the Hindi people represented by Mathura Prasad Babu. The other ethnic groups like Lepchas and Bhutias felt insecure because of the numerical superiority of the Nepalis. But none the less in 1957, the demand to make Nepali as the medium of instruction till the Matriculation stage in the Darjeeling District primary schools was accepted.

Demand for Making Nepali as the Official Language in Darjeeling

The demand to make Nepali as the official language in Darjeeling was only natural because it would open up more economic and educational opportunities for the Nepalis. The movement became more intense after the Indian Independence, probably because they wanted to establish their strong identity as Indians. It was mainly to protect the interests of the relatively large minority groups in such states, that the States Re-organisation Commission (1955) recommended that “only states in which the speakers of one language formed about 70% or more of the total population should be considered as unilingual states, with that language superseding the official state language.” (*Report of the SRC, 1955, Manager of Publications, Delhi, pp.212*). This further boosted the aspirations of the Nepalis. However, there was opposition from the ruling Congress State Government, saying that, in 1967, Nepalis formed only about 19.98% in the hill districts and only 25.32% in the hill areas of Darjeeling excluding Siliguri and therefore did not conform

to the required percentage as laid by the SRC. On the contrary in 1941, the Nepali speakers comprised 67.6% of the population, numbering about 2,54,708. When we look into the Nepali population, it is a heterogeneous group comprising of different categories like the Newars, Rais, Limbus, Tamangs and others. They have their own mother tongues but they all speak the Nepali language, which has become the lingua franca of the region. They altogether constitute 85% of the total population.

There was pressure from all sides on the Bengal Government. All India Gorkha League, Congress, the Socialist parties and students all voiced the same demand. Finally on 25th December 1961, the West Bengal Official Act was passed, recognizing Nepali and Bengali as the Official Languages in the three sub-divisions of Darjeeling, Kalimpong and Kurseong.

Movement for the Constitutional Recognition of Nepali

The Nepalis numbering about ten million in the whole of India wanted their language to be included in the VIIIth Schedule of the Indian Constitution. In this, they saw a very important requisite for the establishment of their Indian identity.

The movement for recognition of Nepali in the VIIIth Schedule began as early as 1952. Anand Singh Thapa, Editor of *Jagrat Gurkha* from Dehradun raised this issue in a letter to the then President of India. In 1967, an organization called Nepali Bhasa Sangarsha Samiti was established under the leadership of Mr. Guman Singh Chamling. It worked to give an even higher place to the Nepali language in the Universities. In 1969, Nepali Bhasa Prayog Gara Abhiyan Samiti was formed under the Presidentship of Mr. Prem Sherpa with Mr. Haren Allay as Secretary.

The All India Gorkha League formed in 1943 repeatedly demanded the inclusion of Nepali in the VIIIth Schedule. The All India Nepali Bhasa Samiti (AINBS) formed on 31st May 1972 spearheaded the language movement. They laid down that “the inclusion of Nepali represents the long cherished aspirations of over 5 million Indians with Nepali as their mother tongue and the non-inclusion of Nepali in the VIIIth Schedule has created a sense of deprivation in the minds of a large section of people in the country. It is natural for them to suffer from a sense of insecurity. Many privileges accruing from the Constitutional recognition of Nepali will help the development of a linguistic minority and will go a long way to bring about a deep emotional integration in our Nation.” (Memoranda put forth by AINBS, signed by Prem Kumar Allay, General Secretary on 29th September, 1977).

The demand for the Constitutional recognition of Nepali was also carried on unabated in Sikkim under the leadership of the then Chief minister, Mr. Nar Bahadur Bhandari. The Bharatiya Nepali Rashtriya Parishad had been formed in Gangtok in June 1990, with Bhandari as Chairman. He claimed the organization to be an organization of Nepalis from all over the country. There were organizations not only in Darjeeling and Sikkim but elsewhere too like

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Assam Nepali Students' Union, Guwahati, Akhil Bharatiya Nepali Bhas Samiti, Dehradun, Meghalaya Nepali Students' Union, Nepali Parishad, Dehradun and others who supported the same cause. Various political parties also gave support to the demand like the Congress, CPI(M), BJP, DMK, Telugu Desam and others.

A total of 19 Private Bills were passed for Constitutional recognition of Nepali. One of the most elaborate was the one placed by Mrs. D.K.Bhandari of Sikkim Sangram Parishad on 28th February 1992, which finally led to the Constitutional recognition of the Nepali language on August 31st 1992 together with Manipuri and Konkani.

Demand for Gorkha Language, Not Nepali?

But the issue of the Nepali language did not end here. Subhas Ghishing, leader of the Gorkha National Liberation Front, had demanded the formation of a separate state of Gorkhaland. He was in favour of the Gorkha language, not Nepali. His argument was that if the Nepalis of Darjeeling want an identity of their own, separate from the Nepalese of Nepal, it would be possible only with the recognition of the Gorkha language. Ghishing wanted to project himself as the champion of the cause of the Nepali language and of the Nepali community in the whole of India. However, the long demand for Constitutional recognition of Nepali had got its due share and boosted the confidence of the Nepalis as being part of India's pluralistic society.

Language Development Activities Since Constitutional Recognition

In 1999, in order to give concrete shape to recognition of the Nepali language, it was laid down that sign boards, hoardings and car number plates, with English letters and numbers were to be pulled down in the Darjeeling hills and Nepali language was to be used instead.

Even though the main objective of the linguistic movement was to integrate the Nepalis with the rest of India, we cannot rule out the economic connotation behind it. Nepali today has been accepted as a subject in various examinations for jobs both in the Centre and the states (e.g. UPSC, WBCS) and has opened up vast employment opportunities.

Moreover various schools and colleges in Sikkim, Darjeeling District and Dooars and the North East have Nepali as the medium of instruction. About ten Universities in India like North Bengal University (NBU, set up in 1962), Benares Hindu University (BHU), North Eastern Hill University, Guwahati University, Tripura and Patna Universities have recognized Nepali for under graduate and Post-Graduate courses. (The Department of Nepali for Post-Graduate studies opened in NBU in 1978). In 2002, Darjeeling Government College opened up a Nepali Post-Graduate Department. NBU and BHU offer PhD Degree in Nepali. The West Bengal Board of Education, CBSE, ICSE, ISCE Boards of Education teach Nepali as a vernacular subject.

Conclusion

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Looking at the Nepali language issue, it can be said that language has played a vital role in the assertion of the Nepali political identity. This is so not only of the Nepalis of Darjeeling in particular, but of the Nepalis as a whole. The Constitutional recognition of the Nepali language has armed the Nepali speaking population to write various examinations conducted by the Centre and states in their own language, thus opening up more employment opportunities. How many realize that the Nepalis today can speak in Nepali in apex bodies like the Parliament? How many of them know that the Language Commission has to submit its various reports in all the 18 languages mentioned in the VIIIth Schedule including Nepali? The Constitutional recognition of the Nepali language has helped the Nepalis to further carve out and strengthen their identity as Indian citizens. No one can now claim to classify the language as a foreign language or to call the Nepalis foreigners. The Nepalis of the Darjeeling hills, a linguistic minority group residing in the State of West Bengal, have got their due share.

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Technology Note

Creating Parallel Test Items with Microsoft Excel

Renu Gupta, Ph.D.

Abstract

This note describes how to generate several similar test items (called parallel items) using Microsoft Excel. The simple code can be applied to several items, thereby simplifying the task of creating multiple versions of a test.

Introduction

In certain test situations, multiple versions of a test are required. For instance, one may need a back-up test for candidates who cannot take the test on the assigned date. In order to be fair to the test-takers but prevent cheating, the two tests contain different items but need to test the same construct. Considerable sophisticated work has been done on ensuring that parallel test items are equivalent (Boekkooei-Timminga, 1990; Brummel et al., 2008; Chen et al. 2008), but this note describes an extremely limited case where the test items are known to be parallel but we need to mechanically generate hundreds of parallel items.

The scenario described here is a typical English language proficiency test that examines knowledge of English grammar. Although there are significant problems with such a test (and its relationship to language proficiency), these tests are commonly used in India as a

proxy for language proficiency. The test contains discrete items such as tenses, prepositions, and subject-verb agreement, and a typical test item is as under:

Select the correct answer:
Sachin in Delhi now.
(a) live (b) lives (c) lived

It is possible to create a parallel version of this item by altering non-essential words around the target. Possible versions are:

- Rashid in Hubli now
- Mita in Kolkata now.

These are called parallel test items and each student gets only **one** item from the above. In such items, the basic construct remains the same; we are testing knowledge of tenses + subject-verb agreement. However, the padding around the item is trivial; it does not matter if the person is Sachin or Rashid or if the place is Delhi or Hubli. Parallel test items allow the tester to use different items with different students to test the same construct.

If we alter too many words, there is a danger of creating a non-parallel item that would require sophisticated comparison.

- Rashid in Hubli.

In this item, one would have to change the options, since two options become correct.

Background

For one assignment I was given a grammar test of 75 items and asked to create 750 similar items within a few days. The items were of the type described above.

The test was to be administered online, but since the students numbered in the hundreds, the issue of cheating arose. To solve this problem, the IT department has a solution: it randomized the order of the items. So, each student sees the 75 questions in a different sequence, and cannot memorize a fixed sequence of answers. To further ensure that students did not merely memorize the answers, I was asked to generate 10 versions of each test item, i.e., to create parallel items.

Generating Test Items

Typing 10 versions of ‘Sachin ... in Delhi now’ and then doing the same for the 75 items would be tedious. I asked the IT department to write a piece of code to do this

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automatically, but they required two days to come up with the code. So, I turned to Microsoft Excel, which has a formula bar. Using two functions—*concatenate* and *substitute*—I generated 10 versions of a test item. I then copied the same code to the other 74 test items and generated 740 test items in a few days.

Concatenate merely joins the parts of a sentence. *Substitute* works like *Find and Replace* in Microsoft Word. By using the two formulae, one can create all possible combinations of a sentence string.

Using the example above, we begin with the following:

Sachin in Pune now.
 Rashid in Hubli now.
 Mita in Delhi now.

This eventually yields the following items:

Sachin..... in Pune now.
 Sachin..... in Hubli now.
 Sachin..... in Delhi now.
 Rashid..... in Pune now.
 Rashid..... in Hubli now.
 Rashid..... in Delhi now.
 Mita..... in Pune now.
 Mita..... in Hubli now.
 Mita..... in Delhi now.

Procedure

Step 1

Divide the test item into three components—beginning, target, and end—and type these in three columns in Microsoft Excel.

	A	B	C
1	Name	Base	Place
2	Sachin	.....	in Pune now.

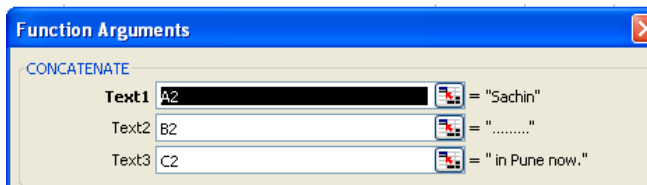
Step 2

In Columns 1 and 3, type in your alternatives.

	A	B	C
1	Name	Base	Place
2	Sachin	.....	in Pune now.
3	Rashid		in Hubli now.
4	Mita		in Delhi now.

Step 3

Use a new column, Column D, to create the test items. In the formula bar, select the *Concatenate* formula and create a sentence from the pieces.

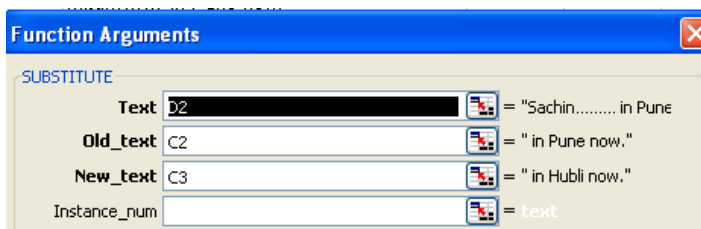


This gives the sentence below.

	A	B	C	D
1	Name	Base	Place	
2	Sachin	.....	in Pune now.	Sachin..... in Pune now.

Step 4

Create a different combination using the *Substitute* function.



This will give you the sentence below.

	A	B	C	D
1	Name	Base	Place	
2	Sachin	.....	in Pune now.	Sachin..... in Pune now.
3	Rashid		in Hubli now.	Sachin..... in Hubli now.

Step 5

Select the latest sentence and drag the cursor down. The formula gets copied to the next row, giving you a new combination.

D
Sachin..... in Pune now.
Sachin..... in Hubli now.
Sachin..... in Delhi now.

Step 6

Repeat Steps 3 to 6 for each item in Column 1. The result is the following set of sentences.

- Sachin..... in Pune now.
- Sachin..... in Hubli now.
- Sachin..... in Delhi now.
- Rashid..... in Pune now.
- Rashid..... in Hubli now.
- Rashid..... in Delhi now.
- Mita..... in Pune now.
- Mita..... in Hubli now.
- Mita..... in Delhi now.

Step 7

You now have a piece of code in Column D. You can view this code by clicking on each sentence; the code shows up in the formula bar.

You can use this piece of code to create similar items. In a separate worksheet, create a new test item as in Steps 1 and 2. Copy the code you have created and use *Paste Special* to paste it into the new worksheet. New test items are automatically generated.

			Sentences
Some members of the cricket team	.....	leaving	Some members of the cricket team..... leaving
Some members of the class	.....	absent	Some members of the cricket team..... absent
Some members of the hockey team	.....	not here	Some members of the cricket team..... not here
	.....		Some members of the class..... leaving
			Some members of the class..... absent
			Some members of the class..... not here
			Some members of the hockey team..... leaving
			Some members of the hockey team..... absent
			Some members of the hockey team..... not here

The screens above show the most basic manipulations of strings to create nine parallel sentences. Additional sentences can be generated by adding text in Columns 1 and 3. More complex combinations can be created by manipulating the options in Column 2, or creating additional columns.

Conclusion

This note described a simple method to generate multiple versions of a test item. It can be used only in limited cases that allow non-essential information to be manipulated. One case is grammar items in an English language test, but the method cannot be extended to vocabulary or reading comprehension.

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Politeness Strategies Across Cultures

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Abstract

Most researchers have adopted the view that culture does indeed have a role to play in language behavior. Specifically, it has been established that the speaker's intended meaning, mediated by linguistic symbols, may be interpreted or misinterpreted in cross-cultural contexts as the result of each interactants' own cultural norms of interpretation (Locastro, 2006).

This paper focuses on how culture can be treated as an explanatory variable in cross-cultural pragmatic studies. It starts with a review of pragmatic studies and politeness across cultures. It then presents perspectives on the impact of culture on language use. It gives a brief survey of politeness strategies in social interaction across cultures.

1. Introduction

Questions about how politeness should be defined, the ways in which it is realized in different cultural frameworks and the validity of a universal theory of politeness are of interest to a wide range of social science researchers, in particular pragmalinguists, sociolinguists, sociologists, social anthropologists and social psychologists (Watts, 2005).

Blum-Kulka (1992:270) points out that cultural notion interferes in the features of politeness across societies."... Cultural notions interfere in determining the distinctive features of each of the four parameters and as a result significantly affect the social understanding of politeness across societies in the world.

In the above quotation, Blum-Kulka assumes that the four parameters, social motivations, expressive modes, social differentials and social meanings affect the social understanding of politeness. She defined the four parameters that affect the understanding of politeness. Social motivation for politeness is the need to maintain face; the expressive modes refer to the wide range of linguistic expressions available in any language to realize politeness. Social differentials is a term referring to such factors as social distance , power and degree to which speech acts constitute an imposition on the addressee.

The important question arises here is what do we mean by the term (culture). According to Blum-Kulka, culture is a self-evident entity. "But is an objective entity that can be used to explain politeness or anything else for that matter. The problems with the term that can be explained and contracted as well" (Watts, 2003:78).

Cross-cultural work assessing the ways in which two or more cultures differ in their realization of politeness, either in general terms or in relation to specific speech activities is the preferred model of Brown and Levinson" (Watts, 2003:98).

By having a closer look it might lead us to the conclusion that politeness researchers present their notions of linguistic politeness within the cultural framework with which they are familiar ,whether it is their intention or not .

As has been mentioned earlier politeness is a culture specific convention; what is considered politeness in a culture may not be considered so in other cultures. "Based on studies on linguistic politeness conveying a wide range of culture, we could see that more detailed studies are needed in order to establish a theory of politeness which may have a stronger universal claim"(Al-hamzy,1999). The focus of the present study will have indications in the perception of linguistic politeness with reference to Arabic culture as the study deals with different cultures belonging to different language families.

The form of politeness might differ from one culture or subculture to the next and the ways they are understood are different and consequently, the conceptualization of linguistic politeness is rather vague especially when the technical term of politeness is used in the pragmatic and sociolinguistic study of socio-communicative verbal interaction." In all human cultures we will meet forms of social behavior that we can classify as culturally specific forms of consideration for other cooperative social interaction and displaying consideration for others are universal characteristics of every socio- cultural group, so we might say that the theoretical second- order terms "politic social behavior " or simply polite behavior, and "politeness " can serve to refer universally to such social behavior. (Watts, 2003:30).

Linguistic politeness across cultures may not be expressed by a unique lexical term, but where there is none; there will always be conventionally specific ways of expressing similar conceptual context.

Linguistic politeness could be explained as a universal of human social interaction across cultures. It would be one factor in which forms of human interaction could be interpreted and described as instances of politeness and in which terms of linguistic usage

in any language community could be observed and analyzed as helping to construct and produce politeness.

One of the main claims made about politeness is found in Brown and Levinson (1987) wherein it is stated that politeness is a universal feature of language usage. In other words, all of the languages of the world have their own means to express politeness.

Brown and Levinson [1987] argued that politeness strategies functioned in one culture might be addressed more to support positive face than to avoidance of threatening negative face in another culture, and to assume that there is a cultural spectrum of politeness types ranging from negative politeness cultures to positive politeness cultures. "... In the politeness literature, the term 'culture' ranges from national groupings through languages, gender-specific differences, social classes, subcultures determined by interests groups, ages groups, in groups, etc; and back to broad, sweeping notions such as 'Western European and North American culture, 'Asian culture'. The number of ways in which the term 'culture' is used in literature, mostly, it leads to the conclusion that it is a various notion which appears to help the discussion of politeness" (Watts, 2003:101).

2. Cross-Cultural Pragmatics (CCP)

Cross-cultural studies appeared to investigate the distinctiveness of cultures and languages. Cross-cultural pragmatic studies discusses whether the NNs differ from Ns in the range and contextual distribution of strategies and linguistic forms used to convey illocutionary meaning and politeness – precisely the kinds of issues raised in comparative studies of different Ns communities (Blum-Kulka et al.,1989).

In the opinion of Kasper (1992:212):

comparative cross-cultural and interlanguage pragmatics research covering a wide range of native and non-native languages is needed to determine just how specific information included in the general pragmatic knowledge base might be until much more is known about this. It is advisable to err on the conservative side and conceptualize learners' using L1 pragmatic knowledge isomorphously with an L2 target as positive transfer.

Cross-cultural pragmatics (CCP) has done much to enhance our understanding of speech acts across cultures highlighting both the universality of certain language function (such as promising, requesting, etc) and the cultural specifying of forms used to accomplish these functions. However a weakness in CCP which is acknowledged by CCP researches as well as others is that the results tend to be interpreted without resort to underlying cultural meaning (Davis and Henz, 1998).

Blum-Kulka et al. (1989: 24) suggest that “to understand how international styles form a part of a culture’s ethos and determine the meanings attached to communication, we would need to enrich our studies of observed behavior by studies of perception of linguistic behavior that offer similar choices of directness levels, for example, carry culturally, differentiated meaning for members of different cultures.

The cross-cultural study of speech acts is vital to the understanding of the international communication. In the area of cultural research, we realize that face-threatening acts are particularly important to study because they are the source of so many cross-cultural miscommunications.

Research has been done on a number of face-threatening acts –for example, on apologies, requests, refusals, compliments, disagreements, expressions of disapproval and expressions of gratitude. The evidence provided in these studies suggests that second language (L2) learners are faced with the great risk of offending their interlocutors or miscommunication when performing face-threatening acts (Beebe and Takahashi, 1989).

Interest in the cross-cultural phenomenon of politeness and the ways in which it is realized in language usage has certainly grown since Brown and Levinson's seminal article in 1978. Evidence for this is provided in the number of publications that have appeared on the subject during the nineteen eighties, which include at least three special issues devoted to the topic in international journals, and more particularly to the republication of the article in book form in 1987 with 254 page introduction surveying research in the field, in the intervening nine-year period.

This study focuses on cross-cultural pragmatics which is concerned with cross –cultural communication from a socio cultural perspective, and educational ethnography, which examines learning from socio-cultural perspective. CCP is interested in comparing pre-determined pragmatic categories across languages; rather it conducts in depth research within communities in order to determine culture specific categories. These community specific studies can then be used to compare findings across language communities (Davis and Henz, 1998: 403). It attempts to discover what is universal about communication and what is culturally specific. CCP provides insight into the surface realization of pragmatic features of the language and the socio-cultural features of the particular community in which a language is being used. The focus of cross-cultural pragmatics (CCP) is the analysis of Cross cultural communication and by examining the communication, the users produce at least one aspect of their culture at a given point in time such as politeness, request, directives or compliments.

Leech (1983:1-4) offers a somewhat different model cross-cultural comparison of politeness strategies. He distinguishes 'tact' from other modes of politeness on quite different lines, in terms of a maxim maximizing the benefit, and limiting the cost, to the addressee (which thus cross cuts the categories of positive and negative politeness while capturing essential elements of both). He then contrasts a maxim of 'tact (perhaps the most important kind of politeness in English – speaking society' 1983:107) to maxims of generosity, modesty, approbation, agreement and sympathy and suggest that cross-cultural variability will lie in the relative importance given to one of these maxims vis-à-vis another (1983:80). Thus, he suggests that Japanese make it impossible to agree with praise by others of oneself, indicating that the maxim of modesty takes precedence in Japan over the maxim of agreement (1983:136) (Cited in Brown and Levinson 1987:15).

The significance of cultural values for pragmatic analysis of verbal behavior has been strongly advocated by Wierzbicka, who in her seminal paper (1985:145) argues: that

linguistic differences are due to aspects of culture which are much deeper than norms of politeness. They are associated with cultural differences such as, for instance, spontaneity, intimacy, and attention vs. indirectness, distance, and anti-dogmatism. From this perspective, politeness as a metapragmatic concept can not be understood without first defining its different folk notions, which can be as culture specific as for example, intimacy or tolerance.

3. Cross-Cultural Speech Act Realization Project (CCSARP)

The past three decades have witnessed an important collection of contributions on cross-cultural differences in the realization of speech acts centered on research of linguistic politeness, requesting and apologizing. In 1992 Watts, Ide and Elich edited some essays on linguistic politeness.

The cross-cultural investigation of speech acts helps test previously formulated hypothesis about the universality of politeness phenomena. In an effort to collect and analyze cross-cultural speech act data, an international group of researchers has studied requests and apologies across several languages, focusing on their role as devices for maintaining social order and as indicators of distance and dominance in relationships. This multinational project is called the Cross-Cultural Speech Act Realization Project (CCSARP) (Wolfson et al. 1989: 175-176).

Many of the CCSARP studies were ultimately interested in the communicative competence of non-native speakers of English and in the degree of pragmatic transfer between a native and a target language. They compared native and non-native responses, collected and examined across a variety of situations, for social and contextual factors like distance, power, and severity (ranking) of violation. The cross-cultural data were analyzed mostly from a global perspective of strategy occurrence, with less attention paid to strategy order or the significance of content (Suszczynska, 1999).

Research on cross-cultural speech acts started three decades ago. During the 1980s, a group of researchers such as Blum-Kulka, House and Kasper undertook a project to study cross-cultural speech acts in different languages such as English, Canadian French, Danish, German, Hebrew and Spanish. The project was called cross-cultural speech act Realization patterns (CCSARP) and consequently they established a book in 1989 under the title cross-cultural pragmatics: Requests and Apologies. This study aims to determine the degree to which native speakers of languages studied and used direct or indirect strategies of requesting apologizing. It investigates the relationship between degree of indirectness and degree of politeness.

In their study of five different languages across cultures Blum-Kulka and House (1989) found that Australian English speakers tend to be less direct and to have opted for highly scripted, routinized requestive strategies. The majority of Australian English requests take the form of 'could you / would you do x or would you mind doing x'. On the other hand, the speakers of Argentinean Spanish represent the other extreme of the continuum of indirectness, choosing direct impositives in 40% of their requests, conventionally indirect strategies in 60% and in 2% of cases, which makes them the group most opt. to use directness in requests. Thus, Blum-Kulka and House concluded that their results

“reliably reflect a general Spanish trend for higher levels of directness than those acceptable in the English speaking world” (Blum-Kulka and House, 1989: 139). Speakers of Hebrew have been found to be somewhat less direct than Argentineans in their requesting behavior, and speakers of Canadians, French and German occupy a mid-point on the scale of indirectness.

The findings of above research is that the speakers of Hebrew and Russian preferred to realize requests and apologies more direct, while in all speech communities the nature of the speech acts either direct or indirect determine the overall speech events without any indication of impoliteness to direct realization. On the other hand, all speech communities realized indirect utterances such as "Would you mind opening the window?", "could you open the window?" As politest forms of request, whereas hints in some speech communities were ranked high on a scale of politeness, but in others were ranked lower.

In addition, in some languages which prefer directness in the realization of the two speech acts , politeness could be introduced by adding some elements like , please, hedges such as just , I believe and certain types of discourse markers as although, o.k, etc.

"The Russian conceptualizations of politeness, like those of Sifianou's Greek informants, tend to stress the expressions of intimacy and the display of warmth and friendliness- apart from the term 'reserved in Rathmayr's list of attitudes" (Watts, 2003:15). Russian frequently maintains that a white person should not use a vulgar or coarse a language. On the other hand, there's a link between language and politeness in Russian metapragmatic politeness. In Russian culture, directness in speech act types may cause face- threatening acts (FTAs).

Watts (2003) mentioned that Israeli culture is similar to Russian culture in its insistence on directness. There are nevertheless group constraints on cooperative social behavior similar to Chinese and Igbo culture especially on the more localized level of close-knit group such as the family.

O'Driscoll and other researchers argue that Western cultures tend to display an individualistic organization of social structures whereas several Asian, African and Islamic cultures are more collectivist.

'English –speaking cultures are often said to stress what Brown and Levinson call' negative politeness strategies' (Watts, 2003:189). Establishing empirical work on particular types of speech acts such as apologies, requests, invitations etc. Cross-cultural speech acts helps in assessing the ways in which two or more cultures differ in their realizations of politeness and the application of politeness models, so that through investigating linguistic politeness cross-cultures, we may assume that there is no agreement about what constitutes polite language usage because the addressee may interpret the utterance in such a way it is not interpreted to be polite or classified as polite language.

4. Politeness Strategies in Some Asian Languages

Contrary to face-value messages which can only be understood from a contextual, not from a strictly text based approach to communications, politeness strategies have caused many problems in communication between East Asian and Anglo-American (Mao, 1996). East Asians sometimes complain about the bald communication style adopted by Anglo-Americans. So, broader research to investigate the concept of face and politeness strategies in these Asian languages is needed to remove the confusion of such concepts happening to the cultural outsiders during their interactions. This study intends to investigate in what situations Japanese as well as other Asian Languages communication propose face and face threatening acts in various speech acts.

4.1. Politeness and the Notion of Face in Chinese and Japanese Cultures

Some cultural specific conventions such as turn taking, clarity of speech, the types and contents of speech activities influence the speech acts and therefore politeness.

Two important cultures in the Far East of Asia, China and Japan have a long history of study in linguistic politeness phenomena within the framework of theories of rhetoric language. Lee Wong (1999:21-3), for example, criticizes Ehlich (1992) for having omitted the historicity of politeness or any discussion of politeness phenomena in China. She goes to refer to Ancient Chinese theories of rhetoric in which politeness played a central role.

Sumomatsuo (1985) discusses two fields of academic interest with language in Japan which don't have equivalents in Western countries, namely the study of the national language and what she calls language life studies'. The first of these reaches back over a period of more than two thousand years and includes at various points in its history detailed theoretical analysis of structures of politeness in Japanese.

Gu (1990) suggests that in Chinese culture, the standing of an individual can only be inferred through his/her relation to the group. Consequently, speech acts such as requests, offers and criticisms are not nearly as face-threatening or imposing as they are in English.

Gu (1990), Mao (1992) and Lee Wong (1999) indicate that politeness behavior is determined by discussing the appropriate features of the ongoing social interaction. i.e. those features of the interaction which determine polite behavior and choosing socially appropriate strategies of interaction. The Japanese word for the ability to discern the correct form of behavior in the ongoing situation is wakimae. Ide states that in China, Japan, Thailand, Korea, etc, the appropriate level of politeness has the same specific features in social interaction being enacted and that this is always the case regardless of whether or not the interactants are of equal status and members of the same close knit social network, "In certain situations, producing linguistic politeness markers becomes almost mandatory even in non- Asian societies or in what Ide calls volitional politeness cultures" (Watts, 2003:83).

4. 2. Politeness in Chinese Culture

The Chinese notion of 'face' is evaluated by Wong who says that face maintenance is essentially an act of balancing, the perception of self in relation to other (1999:24). Mao

maintains that ' Chinese face encodes a reputable image that individuals can claim for themselves as they interact with others in a given community; it is intimately linked to the views of the community and to the community's judgment and perception of the individual's character and behavior" (1994:460).

Brown and Levinson's model is not suitable for Chinese data on the following accounts. First, Chinese notion of negative face seems to differ from that defined by Brown and Levinson. For example, offering, inviting, and promising in Chinese under ordinary circumstances will not be considered as threatening H's negative face, i.e. impeding H's freedom. A Chinese S will insist on inviting H to dinner which implies that S will pay H's bill) even if H has already explicitly expressed his desire that S not do it. In this situation a European will feel that S's act of inviting is intrinsically impeding, and that S's way of performing is even more so. A Chinese on the other hand, will think that act is intrinsically polite, and that the way S performs it shows that S is genuinely polite, for S's insistence on H's accepting the invitation serves as good evidence of S's sincerity. The Chinese negative face is not threatened in this case. Rather, it is threatened when self cannot live up to what S/he has claimed, or when what self has done is likely to incur ill fame or reputation.

Second, in interaction, politeness is not just instrumental. It is also normative. Failure to observe politeness will incur social sanctions. In Chinese context politeness exercises its normative function in constraining individual speech acts as well as the sequence of talk exchanges. That Brown and Levinson have failed to go beyond the instrumental to the normative function of politeness in interaction is probably due to the construction of their theory on two rational and face-caring model persons (Gu, 1990: 241-242).

Mao (1994) concludes that Chinese face represents a public image, rather than a self – image. He argued that self is not highly valued in the Chinese notion of face. He concluded that Brown and Levinson's negative face plays little or no role in Chinese culture because of its negative attitude towards personal freedom of action.

There is an agreement that the origin of the Chinese politeness is, “li” which traces its roots of the Book of Rites in ancient China. 'Li' originally has to do with decorum and prosperity that regulates interpersonal behavior in order to ensure harmony and order in society. For example, both Shih (1998), a scholar in Taiwan, and Gu (1990) a researcher in Mainland china, believe that the concept of 'li' still explains the phenomenon of Chinese politeness in modern china. Both argue that in the tradition of 'li' Chinese politeness still emphasizes deference for the other and modesty for oneself. As respectfulness is often shown through formality, polite language tends to be formal, and to be informal, is regarded as neutral.

The approximate Chinese equivalent to the English word 'politeness' is limao, which morphemically means 'polite appearance'. Limao is derived from the old Chinese word “li”. To have a better understanding of the modern conception of “limao”, it may be helpful to briefly review the classical notion of li formulated by Confucius (551 B.C, 479 B. C.), whose influence is still strongly felt today.

There are basically four notions underlying the Chinese conception of “limao”: respectfulness, modesty, attitudinal warmth, and refinement. 'Respectfulness' is self's positive appreciation or admiration of other concerning the later's face, social status, and so on. 'Modesty' can be seen as another way of saying 'self-denigration'. 'Attitudinal warmth' is self's demonstration of kindness, consideration, and hospitality to other. Finally, 'refinement' refers to self's behavior to other which meets certain standards.

Underneath the concept of limao are two cardinal principles: sincerity and balance. Genuine polite behavior must be enacted sincerely, and in sincerely polite behavior a self calls for similar behavior in return by the other. The principle of sincerity may take the polite use of language far beyond sentential territory into conversation, since talk exchange may be required to make sure that that principle is duly observed. The principle of Balance breaks down the boundary of here- and- now conversation, predetermining follow-up talk exchanges long after the present conversation is terminated (Gu, 1990:238-239).

In his study of Chinese politeness, Gu (1990) introduces four maxims on Chinese politeness, which he claims to be very characteristic and almost unique to the Chinese culture. These are the self-denigration maxim, the addressee maxim, the generosity maxim and the tact maxim. The first maxim of denigrating self and honoring the others is alleged to represent the most eminent characteristics in Chinese politeness. The second maxim of address forms show that the relational aspect of the Chinese self is further defined by prescribed roles in hierarchical structure.

Gu (1990) argues that contrary to Brown and Levinson's theory, Chinese politeness is normative rather than strategic in nature. Appropriate displaying of politeness in the proper context is obligatory, as lack of it will incur social sanction. Shih (1988) also finds that appropriateness and moderation according to one's role and status in society are important guiding principles in Chinese politeness.

Based on himself to Brown and Levinson's framework of P, D, R (1987) with regard to the choice of polite expression Shih (1988) adopts their conceptual framework in his analysis of Chinese politeness. Although no specific reference is made to Brown and Levinson, Zhang (1991) uses the notions of status difference and familiarity, as well as of imposition, to examine the effects of social and contextual factors on the use of modality in polite expressions in modern standard Chinese politeness. It is obvious from his study that Zhang's notion of tentativeness can substitute for Brown and Levinson redressive strategy of negative politeness.

With particular regard to the applicability of negative politeness in Chinese, opinions seem divided. We have seen that Zhang's analysis of Chinese (1991) basically shares, a similar view to Brown and Levinson's (1987), Shih (1988) has conducted a study of making strategies among Chinese and American subjects. He finds that a much larger percentage of the Chinese make off-record requests than Americans to avoid imposition (1988: 149) (cited in Yeung, 1997: 510).

4.3 Invitations in Chinese

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Mao (1994) points out that the Chinese invitational activity is a highly structured interaction. Normally, after being invited to a dinner party, a Chinese invitee has a few options. If the invitee cannot or does not want to, attend the party, he or she can say 'no right away', followed by an explanation, and often with a regretful facial expression., or an apparent excuse can be made up, to be accompanied by some kind of hedged decline.

On the other hand, even if the invitee intends to accept the invitation, it will have to be declined- often with a somewhat drawn-out tone; but the decline this time is followed not by a real explanation, but by some type of formulaic expression like 'Don't bother', or 'It's too much of a trouble for you.' Or by a comment highlighting the cost of preparing such a dinner. Such an exchange completes the initial round of a Chinese invitational activity. The invitee's negative response indicates willingness to continue the conversation, and prompts the inviter to indicate the second round and to intensify the show of sincerity.

4. 4. Refusal Strategies in Mandarin Chinese

When Mandarin Chinese speakers want to refuse requests, they express positive opinions (e.g., 'I would like to....') much less frequently than American English since Chinese speakers are concerned that if they ever express positive opinions, they would be forced to comply (Liao and Bressnahan, 1996).

4. 5. Politeness in Japanese Culture

Politeness in Japanese is based on two systems. Niyekawa (1991) explains that the keigo or honorific system is based on two discussions. First of all, when a speaker must decide on the appropriate level of speech, s/he considers whether the addressee is a member of the same group. The in –group is labeled uchi (literally "house"), and out-group members are called soto ("outside"). If the coparticipant is uchi, then the second dimension, namely hierarchy, is the basis for interaction. If not, then hierarchy is not invoked and either nonpolite or minimal polite language is used reciprocally. The following list reflects several aspects of politeness in Japanese.

Group membership as a determining factor

Provision for acknowledgement of familiarity,

Recognition of the need to be most concerned about the face needs of others, one is most likely to have dealings with

Avoidance of all but impersonal contact with people outside one's group

Use of language to reflect social structures and to proactively create them (Locastro, 2006:278-279).

According to Matsumoto (1988:424) Deference in Japanese culture focuses on the ranking difference between the conversational participants whereas deference in western culture is a strategy at least as likely to occur between equals (cited in pizziconi, 2003:1475).

Brown and Levinson (1987) claim that Japanese can be characterized as a negative politeness culture’.

In Japanese, the notion of face is discussed by Matsumoto (1988). She suggests that 'perception of face in Japanese culture is intimate bound up with showing recognition of one's relative position in the communicative context and with the maintenance of the social ranking order' (1988:415). She points out that since Japanese interactants must always explicitly show in the language they use how they view the social relationship, it is possible to maintain that ' all utterances in Japanese can be considered face threatening' (1988:419). She concludes that the concepts of negative face is inappropriate for their system places a higher value on recognition of the interpersonal relation than on mitigating imposition on freedom of action' (Watts, 2003:421).

Leech (1983) suggests that cross-cultural variability (tact, generosity, modest, approbation, agreement and sympathy) will lie in the relative importance given to one of these maxims vis-à-vis another. Thus, he suggests that the majority of Japanese make it impossible to agree with praise by others on oneself, indicating that the maxim of modesty takes priority in Japan over the maxim of agreement.

4.6. Politeness Strategies in Japanese Requests

In an honorific language such as Japanese, the latitude of choice is much narrower compared to English. As expected Ide's Japanese subjects yielded a much more pronounced correlation pattern between the degree of politeness and the social variables than her American subjects. Basically her study has not refuted, but rather reconfirmed as well as extended Brown and Levinson’s framework.

Matsumoto (1998) also points out how deference is given to the addressee the use of an imposition. She further explains that such imposition or request-ranking is socially restrictive, according to the relative status of the interactants and the context of the act. It would be interesting to see how deference and imposition are viewed and dealt with in other languages and cultures (Yeung, 1997: 508).

4. 7. Apologies in Japanese Culture

In Japanese the expression 'sumimasen' generally corresponding to 'I’m sorry' in English was originally an expression of apology. Just like other Japanese apology expressions such as ‘gomennasai’ (literal meaning ‘please excuse me) and mooshiwake gozahassen (literal meaning I have no excuse). The use of ‘Sumimasen’ conveys the speaker’s sincere sense of regret to the interlocutor. This is to say that there is a substantial reason for the speaker to be apologetic towards the interlocutors, who are potentially offended.

The expression “Sumimasen” first used to convey sincere apology and regret to the interlocutor, can also function to exhibit mixed feelings and thankfulness. ‘Sumimasen’ is also used as a request marker. It is used prior to requesting something of an interlocutor.

This is similar to the English use of excuse me in interactions that initiate a request or ask a favor as in 'Excuse me, could you pass the salt?' sumimasen as used here, is superficially combined with a kind of request or asking for a favor (Ide, 1998).

4.8. Face and Politeness in Korean Language

According to Sohn (1988), due to strong collectivism, "Modesty, (chye-men) 'face or self-image in relation to other's and "nwunchi' reading other's minds' are highly valued in Korean language" (Sohn, 1988:661). The Korean concepts of face and politeness value differ from those of Western cultures. After a careful study, Hu, (1944) is convinced that Korean concept of face approximates that which is given in the Chinese culture in which two concepts of face are found. In the opinion of this researcher there are two aspects of face in Korean culture:

- (a) an individual's need to abide by cultural norms and to show one's desire to be part of the culture: and
- (b) an individual's need to express one's moral sense regarding role and place (Byon, 2004:196).

For example, in their response to the questionnaire, Korean native speakers were aware of the notion of face and their status as college students, as well as of the anticipated social role of their addressee.

The Koreans' high value on public preference over individual need and the notion of face are pertinent to the collectivistic value of the Korean language (Byon, 2004). In Sohn's (1988) discussion of collectivism, a general preference for involvement, interference, a sense of acceptance to regimentation, and a strong sense of familial duties and obligations is one of the dominant characteristics of Korean language. Sohn further remarks that, because of the emphasis on relations among individuals rather than on the individual himself, dependency on others has been regarded as a virtue within a Korean society.

4.9. Politeness Strategies in Korean Language

In Korean society, as a rule, a close friendship does not require a polite way of speaking. In addition where a request should be used, it can be expressed through various forms such as statements, interrogatives, imperatives, or hints. Of course, the choice of relevant linguistic form is determined by the speaker's intention and the context in which the sentence is uttered at the time of using the request. However, in a close friendship the request is usually realized by imperative forms. So this cultural characteristic of requesting in an intimate friendship might play an active role in the Korean learners' selecting the strategy 'Imperative' in the third category (Suh, 1999).

4.10. Politeness in Hindi

According to Pandharipandi (1979) in Hindi and Marathi the passives are treated as the most polite forms. Functionally, passive is not homogenous notion in Hindi. It may be noticed that the passives with or without specific agents occur in Hindi, the former express capability meaning while the later do not make any reference to the capability of agent. The following sentences make the matter clear.

- (i) Madhu se kuch bhi khaayaa nahiin jaataa. Nothing could be eaten by Madhu.
- (ii) Yahaan soyaa nahim jaataa. This is not a place for sleeping.

Passive like (ii) along with the negative are used to convey prescriptive meaning. In Hindi, agentless passives may be used to express a social convention and thereby prescribe a particular mode of behavior.

- iii) bachon ko is tarah bigaara nahiim jaataa (children are not to be spilt like this).
- iv) bachon ko is tarah nahiin bigaarna. (People) do not spoil children like this.
- v) bachon ko, is tarah nahiin begaarna. (People) should not spoil children like this.
- (vi) bachon ko is tarah nahiin begaaranuaa. (People) should not spoil children like this.
- vii) bachon ko is tarah na biggaren. (Please don't spoil the children like this).
- viii) bachon ko is tarah na bigeariye. (Please do not spoil the children like this).

In sentences (3-8) the speaker refers to either some unspecified person (s) or to the addressee and predicates the act of spoiling the children of that person. For instance in (7) and (8) the speaker directly refers to the hearer while (3)-(6) refer to a group of people is general in which the addressee may or may not be included. These can also be viewed as performances of different illocutionary acts. For example (7) and (8) would characteristically fall under the category of DIRECTIVE speech acts (i.e. acts which one intended to produce; some effects through action by addressee while (3)-(6) can be categorized as instance of EXPRESSIVE Speech act i.e. act which express the speaker's psychological attitude towards a state of affairs which the illocution presupposes.

According to Pandharipandi, in Hindi, if one wants to suggest that an elderly person should not spoil the grandchildren, the only possible polite way of saying this is through passive constructions (Srivastava and Pandit, 1998; 189-191). On the contrary Srivastava and Pandit (1998) proposed that imperatives in Hindi are considered to be most polite as compared to passive because of the use of the honorific form of the "very" which seemed to have transformed the 'order' into a request.

Srivastava and Pandit (1998: 204) concluded that the behavior of passive and imperatives is a case in point. Passive is generally believed to create a distance between the speaker and the hearer and therefore its use should, in all likelihood, be relatively more in a situation in which a person with lower status interacts with one with a higher status. An imperative on the other hand, is command and therefore it should be avoided, especially when the speaker wants to be polite. In the social context under consideration, however, passive was considered to least polite and imperative polite.

This is contrary to what one might expect. This situation obtains because the implicatures of the speech act and its social meaning interact with each other and imperative for instance, become a polite request when addressed to somebody socially higher.

In the Urdu of Delhi Muslims the respectful way of inviting someone to your house is to say something that glosses as ' please bring your ennobling presence to the hut of this dust like person sometime'; while forms glossing as ' slave' and ' government' do duty as first and second and second person pronoun respectively' (Jain, 1969:84-5) (cited in Brown and Levinson, 1987: 179).

In Tamil language some direct requests (especially those of low R) may occur from subordinate to subordinates, providing that such requests are mitigated with the appropriate honorifics, this might suggest that in some languages the burden of politeness might be carried more by the grammaticalized system of honorifics and less by matters language use (Brown and Levinson, 1987).

4. 11. Politeness in Vietnamese

In modern terms, politeness has been well maintained by Vietnamese people. They have learnt additional politeness strategies through interaction with their overseas friends. In social interaction, the Vietnamese value "tinh", which is literally translated into English as "love". Yet the Vietnamese notion of "love" is by no means sexual love between couples. It implies rather that people should act on the grounds of morality than reasonability. Everyday course of action and lifestyle should be based on this value. In former times, politeness was considered more important than education itself (Tran Lee et al, 2001).

A Vietnamese smile can be very confusing to an outsider and can cause misunderstandings. In some Oriental countries, a smile can mean sorrow, worry, or embarrassment. In Vietnam, it may indicate a polite but perhaps sceptical, reaction to something, compliance or toleration of blunder or misunderstanding, or on occasions it represents submission to a judgment that may be wrong or unfair (Crawford, 1966).

4.12. Politeness Strategies in Zulu Language

In Zulu language politeness and indirectness are equal. According to de Kadt (1998), Zulu speakers consistently reported the direct for 'I request' as being the standard polite request form, used in a wide variety of contexts, and further more stressed that politeness was a core value of their culture. Although it is the face, image is not available in the Zulu language, there is agreement among Zulu speakers that it is possible to lose face, and that the loss of face has negative consequences. Fear of loss of face plays a role, in constraining people to behave appropriately which for a Zulu speaker means with respect and politeness towards others.

In Zulu, verbal language alone is not adequate to explain politeness strategies such as gesture, posture and gaze that indicate the importance of non-verbal language in Zulu (de kadt, 1998).

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Bridge between East and West - Iqbal and Goethe

Samina Khan, M.Phil.



Iqbal

Courtesy: <http://www.allamaiqbal.com/>

Abstract

This article aims to present a comparative analysis of the poems of Iqbal and Goethe and the influence of the latter on the former. The introductory section gives a biographical sketch of the

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Samina Khan, M.Phil.

Bridge between East and West - Iqbal and Goethe

two poets and their literary accomplishments. Echo and tactical use of Goethe in Iqbal's texts are discussed with special reference to his *Paym-e Mashriq* (Message From the East, 1923) and Goethe's *West-Ostlicher Divan* (Divan of the East and West, 1819).

Allama Muhammad Iqbal

Iqbal was born in Sialkot in 1877 where he received his early education. For higher education he went to Lahore (1895), and did M.A. in philosophy from Government College in 1899, he had already obtained a degree in law (1898). Lahore was a center of academic and literary activity where Iqbal established himself as a poet. In 1905 he went to Cambridge which was reputed for the study of European, Arabic and Persian philosophy. Iqbal obtained a B.A. from Cambridge (1906), became a qualified barrister from London's Middle Temple (1906), and earned a doctorate degree from Munich University (1908).

Iqbal returned to Lahore in 1908, and after teaching philosophy at Government College for a couple of years, started legal practice in 1911. What introduced Iqbal to the West was *The Secrets of the Self* (1920), the English translation of his Persian poem *Asrar-i Khudi* (1915). Then came *Rumuz-i Bikhudi* (1918), *Payam-i Mashriq* (1923), *Bang-i Dara* (1924), *Zabur-i 'Ajam* (1927), *Javid Namah* (1932), *Musafir* (1936), *Zarb-i Kalim* (1937), and *Armaghan-i Hijaz* (1938, published posthumously). Iqbal's doctoral thesis, *The Development of Metaphysics in Persia*, was published in 1908, and his *Reconstruction of Religious Thought in Islam* in 1934. Many of Iqbal's poetical works have been rendered into foreign languages, including English, German, Italian, Russian, Czechoslovakian, Arabic, and Turkish. His works have been translated into many South Asian languages as well.

Apart from being a poet, Iqbal was a political thinker concerned about the Muslims of India. He became a member of the executive council of Indian Muslim League in 1908 while he was in England. He was the representative of the Indian Muslims in the 1931 and 1932 Round Table Conferences held in England. In one of his lectures, in 1930, Iqbal voiced the need of a separate homeland for the Muslims of India. This great philosopher and poet died on April 21, 1938 and is acknowledged as the national poet of Pakistan.

Johann Wolfgang von Goethe

Goethe, a German, was born on 28 August 1749 and died on 22 March 1832. Though Goethe contributed in different fields, namely, poetry, drama, theology, philosophy, and science, he is world renowned for writing *Faust* (a drama in two parts). Not only Goethe is acclaimed for his various poems, the Bildungsroman *Wilhelm Meister's Apprenticeship* but also authored the novel *The Sorrows of Young Werther*.

The last half of 18th and early 19th centuries is known for different worldwide movements; Enlightenment, Sentimentality, *Sturm und Drang*, Romanticism, and Goethe was an active figure of the movement of Weimar Classicism in German literature. Goethe's *Theory of Colours*, inspired many naturalists and he also worked as the Privy Councilor of the duchy of Saxe-Weimar.

After studying literatures of Greece, Persia, Italy, France, Arab countries and England, etc., Goethe presented the notion of world literature (*Weltliteratur*). In the fields of drama, poetry, philosophy and music, Goethe's influence is traceable in different cultures, especially the West.

Influences on Goethe and Iqbal

Goethe lived in the early 19th century when Napoleon was waging war on Africa, Europe and India. The Persian writers Saadi, Fersowsi and Attar were among those who influenced Goethe but it was the reading of Divan of Hafiz, in 1812, that inspired him the most. Though Goethe was in his mid-sixties, the Persian poetry revealed the veracity of the Orient to him. Particularly, Hafiz's influence on Goethe resulted in the production of *West-Ostlicher Divan* (Divan of the East and West, 1819) which, after a century, was read by a man of East, Iqbal, who like Goethe, was also inspired by Hafiz and was familiar with the German language.

The Poet of the East

In 1923, the 'Poet of the East' (Iqbal) sent greetings to the 'Poet of the West', (Goethe) in the form of his book *Paym-e Mashriq*. Its preface read, "Response to the German Poet Goethe" "The purpose of *Paym-e Mashriq* is ... to present before the [people's] eyes those moral, religious and religio-national truths which relate to the inner education of the individuals and peoples" (1973, 181). Western knowledge played a vital role in shaping Iqbal's thought.

According to Dr. Ishrat Hasan Enver:

The thought of Iqbal seems to have passed through two stages – the Pre-Intuition and the Intuition. In the first stage, Iqbal follows the traditional ways of thought which, due to their affinity with Pantheism, appealed most to the broken and tottering society of the Muslims of the time, But his visit to Europe energized his spirits, strengthened his will, and brought in its wake a political reaction in him. He began to emphasize action, activity and self-assertion, rather than passivity, indifference and self-negation.

Use of European Poetic Traditions

As to Iqbal's use of European poetic traditions, it is a fact that the German Romanticists, particularly Goethe, invented the technique of dramatic and dialogue poetry. Iqbal expresses subtlety of thought through dialogue poetry such as "ub-e aman" in *arb-e Kalm*, "Mu vara-e Ilm-o-Ishq", "Pr-o-Murd" in *Bal-e Jibril*, and *Javed Nama*. The Western epic technique is evident in "Rukhat Ay Bazm-e Jahān," "k rz" (*Baṅg-e Dara*) and are reminiscent of the Romantic era of England. Particularly the poems of *Zabr-e Ajam* and *arb-e Kalm* recall in our mind the romantic poet Shelley, whereas we are reminded of the West (Dante) and the East (Ibn-e Arab) while reading *Javed Nama*.

The trajectory of Iqbal's thinking is possible by considering his quotes. In *Stray Reflections* Iqbal says,

I confess I owe a great deal to Hegel, Goethe, Mirza Ghalib, Mirza Abdul Qadir Be-dil and Wordsworth. The first two led me into the "inside" of things; the third and fourth taught me how to remain oriental in spirit and expression after having assimilated foreign ideals of poetry, and the last saved me from atheism in my student days. (SR 61).

Iqbal frequently referred to Goethe, "Our soul discovers itself when we come into contact with a great mind. It is not until I had realized the infinitude of *Goethe's* imagination that I discovered the narrow breadth of my own." (SR 25).

Retain the Essence of the East and Muslim Traditions

In spite of being aware of the values of the Western philosophy, Iqbal desired to retain the essence of the East and Muslim traditions through his feelings that was reflected in his writings. Iqbal was of the view that Western civilization is augmentation of Islamic civilization.

Iqbal writes about *Faust*, "Goethe picked up an ordinary legend and filled it with the whole experience of the nineteenth century - nay, the entire experience of the human race ... This transformation of an ordinary legend into a systematic expression of man's ultimate ideal is nothing short of Divine workmanship. It is as good as the creation of a beautiful universe out of the chaos of formless matter." (SR 74)

"From Goethe alone we get a real insight into human nature". (SR 120). "Shakespeare who as a realist Englishman "re-thinks the individual"... Goethe as the idealist German "rethinks the universal". "Faust is a seeming individual only. In reality, he is humanity individualized." (SR 122).

Iqbal goes on to write, "No nation was so fortunate as the Germans. They gave birth to *Heine* at the time when *Goethe* was in full-throated ease. Two uninterrupted Springs! ... Literary criticism does not necessarily follow the creation of literature. We find *Lessing* at the very threshold of German literature." (SR 126)

It is interesting to note Iqbal's reference to Goethe when he could have done without it. For example, in "The Revelations of Religious Experience," Iqbal says, "Perfection consists in the vaster basis of His creative activity and the infinite scope of His creative vision. God's life is self-revelation, not the pursuit of an ideal to be reached. The 'not yet' of God means unflinching realization of the infinite creative possibilities of His being which retains its wholeness throughout the entire process." He then quotes Goethe:

"In the endless self-repeating
For evermore flows the Same.
Myriad arches springing, meeting,
Hold at rest the mighty frame.
Streams from all things love of living,
Grandes star and humblest cold,
Is eternal peace in God."

The Resonance of Goethe's Poems in Iqbal's Poems

The resonance of Goethe's poem *Wanderers Nachtlied* is evident in Iqbal's poem *Ek Shaam*. The similarity is apparent with respect to the tranquil, calm and peaceful mood:

Ein Abend

(In Heidelberg, am Ufer des Neckars)
"Stille ist des Mondlichts Traum,
Still ein jeder Zweig am Baum,
Stumm des Tales Sanger nun,
Stumm die grunen Hugel ruhn.
Die Natur, ganz unbewut
Schlummert an des Abends Brust.
Schweigens Zauber wandelt nun
Neckars Rauschen selbst in Ruhn.
Zieht der stumme Zug der Sterne
Ohne Glockenklang zur Ferne,
Berg und Strom und Feld in Stille,
In sich ruht der ew'ge Wille.
mein Herz, sei still – auch du..."

Laß den Gram – schlaf nun in Ruh.”
(translation in German by Annemarie Schimmel of *Ek Shaa*)

The English translation reads:

An Evening

(On the banks of the river Neckar/Heidelberg)
Silent is the moonlight,
Silent the boughs of trees
Silent are the music makers of the valley,
And silent the green robed ones of the hills.
Creation is in a swoon
And asleep in the arms of the night.
The stillness has cast such a spell
That even the flow of the Neckar seems still.
The caravan of the stars moves on
In silence, without bells.
Silent are hill and forest and river;
Nature seems lost in contemplation.
Thou too, o heart, be still!
Hold thy grief to thy bosom, and sleep. (translator, Mumtaz Hasan)

Goethe's poem in German:

Über allen Gipfeln
Ist Ruh,
In allen Wipfeln
Spürest Du
Kaum einen Hauch;
Die Vögelein schweigen im Walde.
Warte Nur, balde
Ruhest Du auch.

Comparative analysis of “Payam-i-Mashriq” and “West-östlicher Divan”

"This is a bouquet presented by the West to the East as a token of high regard. The Divan bears testimony to the fact that the West, being dissatisfied with its own spiritual life, is turning to the bosom of the East in spiritual warmth." (Heine on *Divan*)

After the Mughal Empire came to an end in the Subcontinent, due to colonial expansion, nearly after hundred years, the dissatisfaction with the West was experienced in the East. “Payam-i-Mashriq” is dedicated to the king of Afghanistan, Amanullah Khan. While in one of the poems Iqbal pays accolade to the wisdom of Goethe, at the same time he creates a dichotomy between the East and the West so that his poem becomes a reply to the Divan of the West. He refers to Goethe as “sage of the West”:

“Who lost his heart to the winning ways of Iran
Who painted a picture full of the beauty of sweethearts young and saucy
And sent salutations of the West to the East:
The message of the East is my response to his greeting.”

Characteristics of These Two Poets

It is important to mention the characteristics and to identify the two poets, beautifully done by Iqbal:

“He was one of Europe’s youthful ones, with the quality of lightning;
While my love-flame is born of the breath of the wise men of the East.
He was born and nurtured in a garden,
While I sprang from barren soil.
His melody was a paradise to the ear, as the song of the nightingale in the garden,
While I am like caravan bells ringing tumultuously in the desert.
The mysteries of the Universe have been revealed to both,
Both are messengers of life in death.
Both are like daggers, bright as the mirror and smiling as the dawn.
He is unsheathed, but I am yet in the scabbard.
Both are pearls of great price and lustre,
Born of the shoreless sea.
His insistent urge made him restless in the depths of the ocean
Till he burst forth from his shell;
While I am still striving in my shell’s confines,
Undiscovered yet in the ocean’s abyss.”
(translated by Mumtaz Hasan)

In the poem “Jalal-o-Goethe” from *Payam-i-Mashriq*, Iqbal paid homage to Goethe and maintained a melancholic tone due to the loss of power of the people of the Subcontinent.

Iqbal remained concerned with the revival and dissemination of the past glory of Islamic history.

Good and Evil

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Bridge between East and West - Iqbal and Goethe

Both Goethe and Iqbal are of the view that evil and Iblees/Satan are useful for the progression of life. Iqbal says, "Evil has an educative value of its own. Virtuous people are usually very stupid".

(Stray Reflections)

How may I describe good and evil?
The problem is complex, the tongue falters,
Upon the bough you see flowers and thorns,
Inside it there is neither flower nor thorn.

(Iqbal in "Payām i Mashriq")

Devil and the Doctor

Iqbal describes the meeting of Goethe and Rumi in his poem when Goethe tells the story of the contract between the Devil and the Doctor to Rumi:

"O portrayer of the inmost soul
Of poetry, whose efforts goal
Is to trap an angel in his net
And to hunt even God.
You from sharp observations know,
How in their shell pearls form & grow,
All this you know, but there is more.
Not all can learn love's secret lore,
Not all can enter its high shrine,
One only knows by grace divine,
That reason is from the Devil,
While love is from Adam."
(*"Jalal and Goethe"*—*Payām i Mashriq*)

Iqbal concurs with Goethe's view that the struggle between Satan and Man brings out the best in a person.

He says:

I asked a sage: "What is life"?
He replied: "It is wine whose bitterness is the best."
I said: "They have put evil in its raw nature."

He answered: "Its good is in this very evil."
(Payām i Mashriq)

In the "*Prologue in Heaven*" Goethe states that God has given an explanation for the creation of the Devil:

"Of all the spirits that deny,
The Rogue (Devil) is to me least burdensome,
Man's activity too easily runs slack,
He loves to sink into unlimited repose
And so I am glad to give him,
A companion like the Devil, who excites,
And works and goads him on to create." (*Faust*)

Representation of Evil

For representation of Evil, Goethe has presented Mephisto, and Iqbal portrayed Shaytān. In *Faust* by Goethe, Mephisto represents hostility to existence. Initially Goethe deals with the conflict between good and evil on the subjective level and latter at the global. Goethe has dealt with human suffering, hate, desire, love and sin in his poem. For Goethe evil is the threshold to virtue and this is voiced by Mephisto:

"Part of that power, not understood,
Which always wills the Bad,
And always promotes the Good." (*Faust*)

The failure of Mephisto to tempt Faust into accepting conditions which could have been hindrance in the completion of the heavenly plan resulted in the elevation of Faust:

"To hear the woe of earth & all its joys,
To tussle, struggle, scuffle with its storms,
And not fearful in the crash of shipwreck." (*Faust*)

God and Satan

Goethe refers to God as All-embracing and All-preserving who cannot be named. Faust says:

"Call it Bliss! Heart! Love! God!,
I have no name thereof, feeling is everything,
The name is sound & smoke, only to obscure celestial fire"

“Dear boy! What do we know of the idea of the Divine, and what can our narrow conceptions presume to tell of the Supreme Being? If I call him by a hundred names, like a Turk (Muslim), I should yet fall short & have said nothing in comparison to the boundlessness of his attributes.”

Iqbal portrays Satan as a deceitful, cunning, amazing planner, one who strives for his goal, qualities that befit “Khudi”. Similar to Goethe, Iqbal too believes in endless activity and constant effort for attainment of the objective:

“In a spark I crave a star,
And in a star a sun.
My journey has no bourn,
No place of halting, it is death for me to linger.

In the same strain there is another verse:

“When my eye comes to rest on the loveliness of a beauty,
My heart at that moment yearns for a beauty lovelier still.” (translation by Hasan)

Iqbal shared Rumi and Goethe’s belief that evil is essential for the development of man. In the absence of evil there would have been no conflict, struggle or striving. According to Iqbal:

“Waste not your life in a world devoid of taste,
Which contains God but not the Devil.”
(Payām i Mashriq)

The Address of Satan to God

The address of Satan to God unfolds yet another characteristic:

“You bring stars into being,
I make them revolve,
The motion in your immobile
Universe is as I breathe my spirit into it.
You only put soul in the body
But the warmth of tumultuous activity
In life is from me.
You show the way to eternal rest,
I direct towards feverish activity and constant striving.
Man who is short-sighted, clueless and ignorant,

Takes birth in your lap
Attains maturity only in my care.”
(translation of *Payām i Mashriq* by Hasan)

Courage and Pride of Satan

Iqbal is fascinated by the courage and pride of Satan with which he confronts God:

“If reason remains under the command of heart, it is Godly.
If it releases itself, it is Satanic.”

His Satan scoff at Gabriel’s piety when he states:

In man’s pinch of dust my daring spirit
Has breathed ambition,
The Warp and Woof of mind and reason,
Are woven of my sedition.
The deeps of good & evil you only see from land’s verge,
Which of us it is, you or I, that dares tempest’s scourge?
Ask this of God, when next you stand alone within his sight,
Whose blood is it has painted Man’s long history so bright?
In the heart of Almighty like a pricking thorn I live
You only cry forever God, Oh God, Oh God, most high!” (*Payām i Mashriq*)

Like Goethe’s Devil, Iqbal’s too exhibit his repugnance for the weakness of his opponent. Echo of Mephisto is heard when Iqbal’s Satan complains to God in Javed Namah:

“O Lord of good & bad! Man’s company
And commerce has degraded me. Not once
My bidding dares he to deny; his “self”
He realizes not. And never feels
His dust the thrill of disobedience,
His nature is effeminate
And feeble his resolve, he lacks the strength
To stand a single stroke of mine.
A riper rival I deserve. Reclaim
From me this game of chaff and dust,
For pranks and impish play
Suit not an aged one.
Confront me with a single real man

May I perchance gain bliss in my defeat!”

Iqbal presents his Devil who is as miserable as man:

“From me convey the message to Iblis,
How long he intends to flutter,
Twist and scuffle under its net?
I have never been happy with this world,
Its morning is nothing but a prelude of the evening.”

He further writes:

“Come! Let us cooperate and lead the life of harmony.
Our mutual skills can transform
This wretched planet into a paradise
Under the skies, if we together
Disseminate love and healing,
And banish jealousy, hatred, disease & misery.”
(*Payām i Mashriq*)

Where Goethe stresses on man’s achieving higher approach of life, similarly, Iqbal also lays stress on reinforcing the ego. Both Iqbal and Goethe asserted that Man’s destiny lies in perpetual creative activity.

Iqbal says:

“When act performed is creative,
It’s virtuous, even if sinful.”

Iqbal’s relationship to Europe is evident from his remarks about Goethe. The absorption of certain characteristics of European literature is revealed through his poems but we also see him in pursuit of the real spirit of Islam in his works, in words such as the following:

میں نے از میخانہ مغرب ، چیشدم بجان من کہ درد سر خریدم
نشستم با نکویان فرنگی ازاں بے سوز تر روزی مذیدم

*I draw my wine from the tavern of the West
I purchase a headache for myself
I have sat with the good men of the West
But I have not seen a day more futile than that. (Iqbal)*

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**Syntactic Errors Made by Science Students
at the Graduate Level in Pakistan –
Causes and Remedies**

Azhar Pervaiz, Ph.D. Candidate
Muhammad Kamal Khan, Ph.D. Candidate

Abstract

This article presents an overview of the errors committed by the students of science subjects. These students are predominantly concerned with the concepts of basic sciences like Physics, Chemistry and Mathematics. As a result, they fail to concentrate on the other subjects like English which is an integral part of their studies. The researchers took thirty samples of papers conducted in the internal examination of the Bachelor of Science degree students from the University of Sargodha. The researchers analyzed, evaluated and identified the errors committed by the learners on Pit Corder's (1981) model of error analysis, with slight changes, and elaborated them with tables and diagrams. Finally, on the basis of findings, certain recommendations are given for effective second language teaching to the students of sciences at graduate level.

1. Introduction

This study traces the reasons and causes of errors committed by the students of science subjects in learning their second language, i.e., English. The main aim of the study is to point out the

errors made by the undergraduate science students and then suggest some remedial measures to correct those errors, and to facilitate the learners as well as the subsequent researchers to open some new venues of error analysis.

The study further aims to give some suggestions and recommendations for the effective second language teaching at undergraduate level so that the research may render valuable service to the field of error analysis in Pakistan.

Moreover, the researchers aim at identifying the types of problems and errors made by the learners on S. Pit Corder's (1981) model with slight modifications, for it is of great importance in the field of error analysis.

This introductory part provides a short sketch of the aims of the present study. Section 2 provides the literature review based on error analysis, types of errors and procedure of error analysis. The main focus is on the model given by Pit Corder as mentioned earlier.

In section 3, we have discussed the methodology of the study. Section 4 shows the analysis of the data. We have applied a five-point procedure of error analysis in this section. Graphs and tables are used for explanation. The discussion portion in section 5 provides some points regarding various phonological, morphological and syntactic errors of the students. We have also given some recommendations based on the findings of the study.

Section 6 concludes the discussion. The sentences of the students are given at the end as annexure A.

2. Literature Review

Error analysis is an important field of ELT (English Language Teaching) which is an emerging field of Applied Linguistics. In the recent decades, ELT has been the most frequently studied field through out the world. In this section, we have reviewed some of the important works conducted in the field of ELT generally and error analysis particularly.

2.1. Background

English came into the sub-continent through the trade and commerce as the merchants of East India Company were given a charter by Queen Elizabeth on December 31, 1600 to trade with India (Rehman, 1990). English was deliberately promoted for various reasons in the Indian subcontinent under the British rule. Apology for the introduction and propagation of English came in different arguments. (See Thirumalai (2002) <http://www.languageinindia.com/april2003/macaulay.html> for information on Lord Macaulay, who played a major role in the propagation and teaching of English in the Indian subcontinent.) English became necessary for all in the subcontinent very soon as they could not get jobs without knowing it.

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After the creation of Pakistan, Pakistanis realized, though a bit late, that it is an important way of communication, especially if they want to survive in the international community. Now the status of English is different than what it was a century ago. In Pakistan, English is used as a compulsory subject till graduation and it has got a place even in the primary education. ELT is an independent discipline in the universities and subjects specialists are also inducted for the teaching of English in schools and colleges. However, there is a great need for the learners to acquire it adequately in its full spirit but, unfortunately, due to various reasons like intervention of L1, wrong teaching methodology, overgeneralization, redundancy, slip of the tongue, incomplete application of rules, fossilization and carelessness, learners tend to make many mistakes.

2.2. Error Analysis

Error Analysis is a branch of applied linguistics which involves collecting errors, studying them, classifying them in various ways and suggesting the possible causes and then giving some possible solutions. It is an approach to understanding second language acquisition. There are different perspectives for language acquisition, and some psychologists say that language is acquired in the same way as children learn how to ride a bicycle (e.g. Anderson 1983). Another alternative perspective is that the human activity for language is the product of a mental organ or faculty (Chomsky, 1980: Fodor, 1983), and thus there is no learning of language, just the growth of this faculty under certain environmental conditions.

Error Analysis was started when a need was felt to construct texts for the students and the students of L2 produced a lot of mistakes. Once the corpus is compiled, the errors are classified into types. This grouping, labeling sub-groups within a corpus is known generally as taxonomy. Various taxonomies for second language (L2) learners are used for errors. Richards (1971) classifies errors by their linguistic type.

Dulay, Burt and Krashen (1982: 138-199) describe three other major types of taxonomies which classify errors by specific linguistic type and its a surface strategy taxonomy, a comparative taxonomy where a second language learner errors are classified by similarity with children's first language or by similarity with the errors made by L2 speakers from different L1 backgrounds. The third type is communicative effect taxonomy. Here errors classified by the effect they have on native speakers, whether in terms of comprehension or in terms of the way that non-native speakers are perceived by native speakers.

Salinker (1972 : 216-21) suggests five processes involved in the production of errors of second language learning, strategies of second-language communication and over generalization of target-language linguistic material. So, the error analysis is multifaceted, being an area of interest for language teachers and linguists, it brings practical and theoretical outcomes. The emphasis

placed by error analysis on the learners' power of hypothesis formation in the process of L2 acquisition was part of the trend towards a more student centered approach (Candlin, 1984) .

Errors can be either inter-lingual or intra-lingual and the later may be a cause of faulty learning of the target language like over-generalization and over-simplification but the former result from L1 interference. However, all the errors are not because of L1 interference. Dulay and Burt (1982) found that around 80 % of errors could be explained without reference to L1 interference (Ellis, 1994:19). Rather than comparing L1 with the target language, the latter could be compared to the actual performance of learners to see what systematic error patterns emerge.

Second language acquisition cannot be effective if it is not very well supported by the teaching methodology. This is one of the best ways to facilitate the learner as the most appropriate methodology can make the task easier for the learner. Recognizing that not all the errors are due to L1 is a significant divergence and aims to produce more accurate results (information about learning process). In moving towards the mastery of L2, error analysis suggests that learners develop a series of "transitional dialects" (Corder, 1971) which are linked to the concept of inter language. A learner can only understand such abstract concept only when they are given by some trained teachers.

The problem which the learner is facing is that errors and mistakes are classified and identified only when a competent and trained teacher helps the learner understand the problems. Analysis of errors is comprised of techniques and skills which require some specialist teachers to deal with. The teacher will generate the required fluency, accuracy and will separate the mistakes of form from the mistakes of meaning. He or she will further apply some techniques to identify the errors through peer or group work.

2.3. Types of Errors

When a learner, of L1 or L2 has not learnt some thing and consistently gets it wrong, it is called an error. Corder (1973) says 'it is a breach of the language's code, as 'the learners have not yet internalized the formation rules of the code' and when an L1 learner has acquired something through native environment or an L2 learner has learnt something through classroom situation and both kind of learners sometimes use one form and sometimes the other, quite inconsistently, this inconsistency is called a mistake which are further, 'the result of some failure of performance' (1967: 18). These occur when the language user makes a slip such as a false start or a confusion of structure. On the other hand, a mistake is made when one miss-takes something. The learner knows the rule; sometimes he or she produces one form/and sometimes the other, i.e., sometimes the learner uses "he must go", sometimes "he must to go". This inconsistent deviation, we call mistake.

The last type of wrong usage is a lapse which may be due to lack of concentration; carelessness slip of the tongue, slip of the pen, shortness of memory, or fatigue, etc.

There is another type of mistakes which are called syntactic mistakes. Fay (1980), Garret (1975), and Motley (1985) have given eight kinds of syntactic mistakes like shift mistakes, substitution mistakes, blend words, stranding, dropping addition, wrong order and blend sentences are some of the other syntactic mistakes. Richards (1971) has also categorized certain errors.

Two Schools of Thought

There are basically two different schools of thought regarding mistakes made by people learning languages other than their own, i.e., second or foreign language.

The traditional school of thought considers errors as a flaw in learning and shows a highly hostile attitude towards errors. The teachers who follow this school of thought regard mistakes as undesirable a sign of failure, either on the part of the student to pay attention or to deal with language properly, or on the part of the teacher being unable to teach language items successfully. Norrish (1987) observes that “in many traditional language classes, students have been made to feel that errors bring discredit both on the teacher and the learner and have been reprimanded for making too many errors”.

On the other hand, the mentalists, who believe errors to be signs which tell us that the process of learning is going on. In other words, errors made by a learner shows that he is making his way to the mastery of language.

2.4. Procedures of Error Analysis

Linguists have identified different ways and means of correcting the errors made by the students for pedagogical purposes. Rod Ellis (1997) and Pit Corder (1973) are some important linguists. Pit Corder has given the following procedures for correction of errors:

1. Collection of a sample of learner language
2. Identification of error
3. Description of error
4. Explanation of error
5. Evaluation of error

3. Methodology

The purpose of the research is to find the reasons why the students are unable to reach to the desired goal in acquiring L2. For this, this paper seeks to investigate the learners' language output by analyzing the type and source of the errors made by the science students. Our subject was the university level students. Their field of study was pure sciences and they also studied English as one of their core subject.

3.1. Subjects

The subjects chosen for the present research are taken from the University of Sargodha. The English papers were taken from the internal examination with prior permission. All the students are from the same university with different classes.

3.2. Instruments

The researchers collected the data from the scripts of the students and used their worksheets as well as the sentences from the papers for analysis and experimentation. The researchers further used the sentences in the model mentioned above and drew findings.

4. Data Analysis

This section deals with the analysis and interpretation of the data collected from the scripts of the B.Sc. students through the tools mentioned in the previous chapter. The nature and quantity of data need no complicated statistical formula for its analysis in order to maintain clarity and objectivity. Analyses have been shown in the form of tables which were analyzed in Microsoft Excel 2003 in order to generate frequency and percentage of the occurrence of errors. Different variables of the data were coded and divided into different categories. These variables were further analyzed. The number of occurrences was noted and pie charts were developed using Excel. These pie charts were quite easy to understand and interpret in the end. The column chart helped a lot in assessing the overall evaluation of the students and the errors and mistakes they committed. Analysis of each graph is given below the table in order to facilitate the readers. At the end, the researcher has drawn conclusion, by keeping in view the results of data analysis.

Table 1 **Detail of the Errors committed by the Students**

S. No:	Sentence	Recognition	Interpretation	Reconstruction	Explanation	Classification
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1.	The parents want to you to work at fields and earn something.	Yes The sentence is erroneous	The student wanted to say, "The parents want you to work at fields and earn something."	The parents want you to work at fields and earn something.	Double preposition used. Lack of knowledge of Preposition	The error of Preposition
2.	He says that a four footed animal is running on around.	Do	The student wanted to say, "A four footed animal is running around."	A four footed animal is running around.	Wrong learning / Lack of knowledge of preposition	Preposition error
3.	In North America and England, the food is ----- abundance.	Do	The student wanted to say, "The food is in abundance in North America."	The food is in abundance in North America.	Lapse in writing/lack of knowledge of preposition	Dropping / Omission
4.	Mr. Mitty as the commander, ordered switched on the lights.	Do	The student wanted to say the same sentence in direct narration like Mr. Mitty, as the commander, ordered, "switch on the lights."	Mr. Mitty as the commander ordered "switch on the lights."	Lack of knowledge of imperative sentences, punctuation.	Tense/punctuation, inverted commas
5.	From out wardly, usects looks very delicate.	Do	The student wanted to say that apparently insects look very delicate	From outwardly, insects look very delicate.	Tenses, spellings and morphology errors	Grammar errors (tenses, syntax and spellings)
6.	The writer points out that the nation which love its language can safe guard its freedom.	Do	The students wanted to say, "the writer wants to say that the nation which loves its language, can safe guard its freedom.	The writer wants to say that the nation which loves its language, can safe guard its freedom.	Tenses, spellings and morphology errors	Grammar errors (tenses, syntax and spellings)
7.	In a few years, he become a great writer of Islam.	Do	The student wanted say that he (M Asad) became a great writer of Islam in a few years.	In a few years, he became a great writer of Islam.	Tense/ SVA	Grammar error (syntax and morphology)

8.	The language of the country reflects the condition and sir Hamel know this secret.	Do	The student wanted to say that the language of the country reflects the condition and sir Hamel knows this secret.	The language of the country reflects the condition and sir Hamel knows this secret.	Lack of control over tenses, word construction and spellings are also poor.	Grammar error (syntax and morphology) Past tense
9.	His deep study of Islam shows that he has Islam.	Do	The student wanted to say that his deep study of Islam shows that he knows Islam.	His deep study of Islam shows that he knows Islam.	Lack of control over the use of verb/tense	SVA/compound Sentence
10.	They ____ passing through Jeddah.	Do	The student wanted to say that they were passing through Jeddah.	They were passing through Jeddah.	Lack of knowledge of Tense	Lapse/psychological
11.	They pay the attention of the French Language.	Do	The student wanted to say that they pay attention on the French language.	They pay attention on the French language.	Lack of knowledge of SVA and compound sentence.	Tense/SVA
12.	The Hamel writes Alsace on the different corners of the class.	Do	The student wanted to say that Hamel writes Alsace on the different corners of the class.	Hamel writes Alsace on the different corners of the class.	Unconscious mistake/lapse The mistake may be of confusion.	Content word / lapse
13.	These are the last words of the Hamel's Speech.	Do	The students wanted to say that these are the last words of the Hamel's speech.	These are the last words of the Hamel's speech.	Omission/psychological	Omission
14.	The Russel Points out that science is involved in every field of life.	Do	The students wanted to say that Russel Points out that science is involved in every field of life.	Russel Points out that science is involved in every field of life.	Lack of knowledge about article and preposition	Substitution /deletion
15.	This is a last word of the	Do	The student wanted to say	This is the last word of the	Lack of knowledge of	Function word Addition

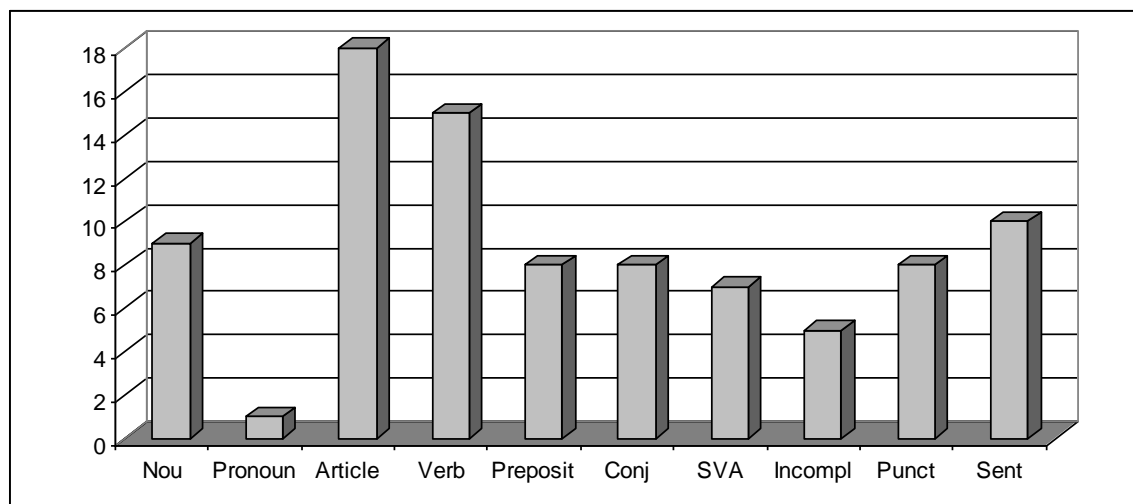
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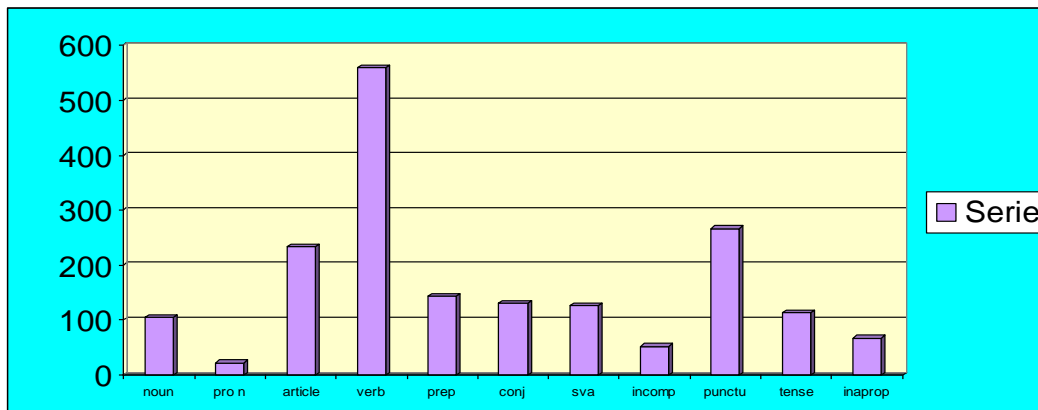
	lecture.		“This is the last word of the lecture.”	lecture.	article	
16.	His last lecture was attended by a villagers, pupile.	Do	The student wanted to say, “His last lecture was attended by the villagers and pupils.”	His last lecture was attended by the villagers and pupils.	Lack of knowledge of punctuation	Misuse of punctuation

The above table is self explanatory in which different types of mistakes are given which are taken from the data collected from the papers of the subjects. It shows that all the sentences were faulty for one reason or the other. Most of the errors were due to the lack of the knowledge of grammar. Graph 1, shows the nature of the errors in detail:



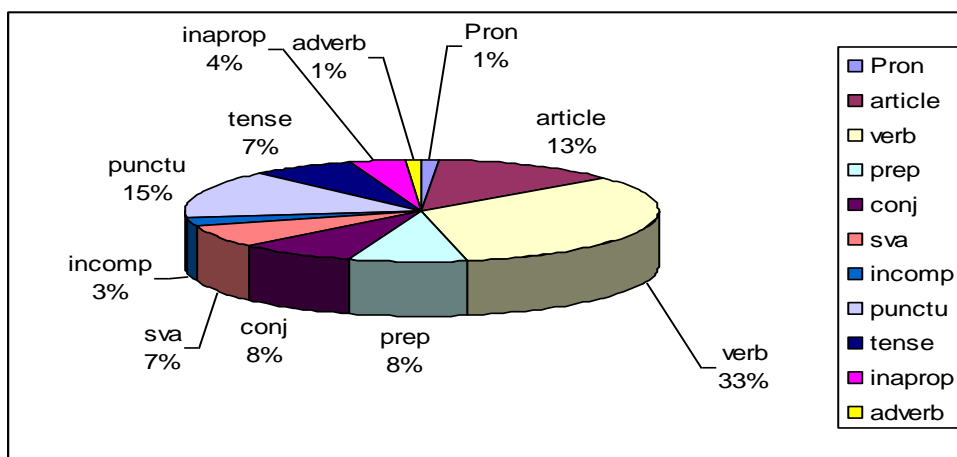
Graph 1 The Nature of the Errors Committed by Students

The above graph shows the mistakes committed by one representative student who has shown that he has committed 17 % of article mistakes and 15 % of mistakes were related to the use of verb. 7% of errors are of SVA which may also be considered as verb mistakes. Graph 2 will show the accumulative results of the analysis for all the students.



Graph 2 Accumulative Results of the Analyses

The above graph shows the total number of mistakes committed by all the students. This graph again gives us the picture that verb and the article were the most affected grammatical classes where the students have made maximum number of errors 570 and 280. For further explanation, we have drawn the results on the following pie-chart in the shape of percentage of the errors.

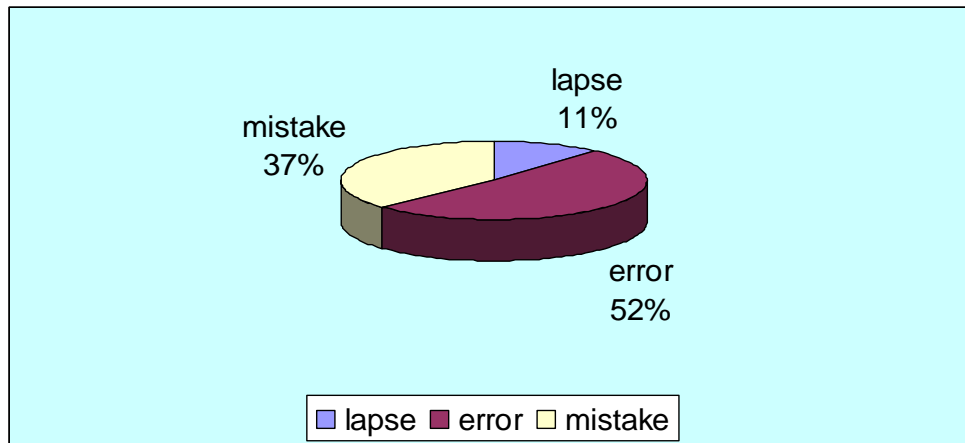


Graph 3 The Overall Performance of the Students

The above graph shows the overall performance of the students by which we come to know that most problematic areas for the students are the verb followed by the article which are 32 % and 14 % respectively. However, the mistakes of adverb and pronoun are quite a few i.e. 1 % each.

For further analysis of the overall performance, we have drawn on our conclusion in the form of another pie-chart. This shows that the nature of the errors, mistakes and lapses of the students.

This idea is based on the evaluation and improvement of the teaching of second language to the students. The following pie-chart shows percentage of them:



Graph 4 The Evaluation of the Performance of the Students

The pie-chart shows the overall performance of all the students. It clearly reveals that most of the students need to work on the verb and it covers 33% of the total graph in the table. This shows that one third of the total mistakes are of verb and if the errors of tense and SVA are included, it makes 47% of the total area. Moreover, the areas of punctuation and article are also important to note which take 28% of the total mistakes. Since there is no parallel to the article in Urdu language, therefore, the students have to face a lot of problems regarding article.

5. Discussion

This section focuses on findings, suggestions and recommendations after the analysis of data taken from the scripts. Based on our analysis of data, charts and tables in the last section, the researchers have drawn the findings and their suggestions related to remedies of the errors in this section.

5.1. Findings

The following are the findings of the study:

- Data analysis shows that most of the errors are found in the area of the verb i.e.33 % .The other two variables like tense and SVA are also related to the verb. So, if errors of all the above mentioned three variables are counted, it makes 47 % of the total errors committed by the students. This shows that the students are facing a lot of problems in this area. So,

the teachers need to work particularly on the verb. A sentence can be made with noun, adjective or preposition but it cannot be made without a verb.

- The above graph indicates that errors cover 52% of the total area which shows the lack of knowledge. How can a test be conducted from the students if they have not learnt the concept? It depends on the teaching strategy and teaching practice how the teacher executes and regulates them. This further shows that the continuity in teaching practice is lacking on the part of the teacher.
- The second important part of the graph is of mistakes which covers 37%. The part again shows that the mistakes of students are teaching induced as the mistakes may be a result of misunderstanding of rules of usage. It further shows that the teaching methodology may be faulty and the instructions are not effectively imparted to the students.
- Another factor for the mistakes may be of course content which may itself be faulty. The faulty content may lead to faulty grading or sequencing for which teacher cannot be held responsible.
- The data indicate that there are some faults in the construction of tests as the teacher himself administers the test and errors are occurred again. The objective of the test needs to be concentrated further. If the syntax is to be concentrated through evaluation, it should focus only the concerned part and if only content is to be stressed upon, there is no need to check it in detail. So, the objective of the evaluation of the scripts should be quite clear.
- Students studying Inter lingual method are badly confused in dealing with article because there is no article in Urdu. That is why, 13 % errors are found in article. So, the teachers teaching through GTM have to be careful while teaching article or the systems of English not existing in Urdu. Researches have been conducted on these differences under contrastive analysis during the evaluation of Audio-Lingual Method (Richards and Rogers, 1995).
- Data analysis regarding errors indicates that teaching methodology used by the teachers is not up to the required standard due to which the students are making a high rate of mistakes.

5.2. Suggestions

The following suggestions have been made on the basis of the findings of the last subsection.

- A test is the real outcome and feedback for the teacher and it shows whether the quality of teaching is really imparted or not. A teacher should provide tension free environment to conduct the test so that the students may feel comfortable during the test. This would not only facilitate the students but also help the students improve their efficiency. Moreover, the teacher should adopt the techniques in which discriminatory treatment may be avoided. There is always a fear for the examination and if the exam phobia is reduced from students' minds, there are a lot of chances of improvement of their improvement.
- The second important part regarding the test is that it should be valid for which the teacher should be very careful while preparing the items. Moreover, it should be conducted from the parts of the syllabus about which the students have already been given practical guidance.
- The teaching methodology should be adopted according to the contents being taught it should be according to the objectives of the lesson. The selection of the subject plays a key role in imparting pedagogical instructions. So, the syllabus should be recommended after thorough research. It should not be based upon experience of the experts only. The teachers and students should also be involved and their need analysis should be proper so that the grading and analysis may be up to the mark.
- The preparation and conduction of the test should follow the proper procedure. The examiner should clearly write down the objectives of the test and prepare the test according to those objectives.
- Bi-lingual method should be discouraged and mono-lingual method should be encouraged so that the mother tongue intervention may be reduced.
- The teacher should make analysis of the students' shortcomings and concentrate on the particular syntactic errors which occur repeatedly. He can further assign them some activities, games and drills to rectify the errors.
- The teacher should enliven the otherwise boring class of language. He can use different drills and exercises full of interest so that the students may not get bored.
- Public sector colleges and universities are always over crowded. The increased number of students does not allow the teacher to concentrate the writings of students. If the strength of the class is reduced to a reasonable level i.e. 30 to 35, the student's performance may be increased.

6. Conclusion

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The data analysis has indicated inherent flaws in the overall teaching of English language in public sector colleges and universities. Teaching of English includes, course contents, teaching methodology and evaluation. The data analyzed clearly reveals that either the evaluation is invalid or methodology and contents are inappropriate. Such a high rate of errors and mistakes as indicated by data analysis indicates that little teaching of English is in operation. Under these circumstances, it is inevitable to change the existing contents and incorporate new methodologies which are more learner-centered and functional in their nature.

The course contents are required to be more activity based than to be merely theoretical and prosaic. Further researches may be conducted to find apt contents and effective methodologies for language teaching. The course contents may be supplemented with teaching manuals for the teachers. Teachers may be trained to carry out continuous analysis of the learners' performance in the target language and to devise suitable strategies to eradicate the deficiency in their linguistic performance. The researchers can conclude the discussion by emphasizing the improvement of teaching strategies and teaching methodologies which may lead to better results.

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ANNEXURE-1

PREPOSITION

1. The parents want to you to work at fields and earn something.
2. He says that a four footed animal is running on around.
3. I visited through many areas of Sargodha.
4. The desire of T.V becomes addiction and we cannot fulfill this desire.
5. Our social place becomes down and also affects on the future of our children.

OMISSION

1. In North Americal and England, the food is ----- abundance.
2. Mr. Mitty as the commander, ordered switched on the lights.
3. Mr. Mitty went into imagination where he was the captain of the war.

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4. From out wardly, usects looks very delicate.

VERB

1. The writer points out that the nation which love (S) its language can safe guard its freedom.
2. In a few years, he become a great writer of Islam.
3. The language of the country reflects the condition and sir Hamel know (s) this secret.
4. The story awaken (s) feelings of love in one's father land.
5. His deep study of Islam shows that he have (s) Islam.
6. They () passing through Jeddah.
7. They do not gives attention to their language.
8. The German master point () out the culture of France Struggle.

ARTICLE

1. They pay the attention of the French Language.
2. The Russian strongly advocate the science of education.
3. The Hamel writes Alsace on the different corners of the class.
4. These are the last words of the Hamel's Speech.
5. The Russel Points out that science is involved in every field of life.

INAPPROPRIATE SENTENCES

1. This is a last word of the lecture.
2. His last lecture was attended by a villagers, pupile.
3. All-aliments of liver are covered by adultration.
4. Now we can reach from one part of the world to the other within _____ minute.
5. They cannot us with a world within minute.

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Prospective Teachers of English in India: A Perspective

Ravindra B. Tasildar, M.A.

Introduction

India has always felt a grave shortage of teachers of English at every level of education. It seems that enough attention is not paid to this long-term requirement of the nation. With the failure to implement the recommendations of various commissions and committees, the increase in the enrolment of students, rapid growth of English medium schools and introduction of English from class I, the paucity of teachers has continued to haunt even in the present century.

This has led the National Knowledge Commission (2006) to recommend to induct graduates with high proficiency in English and good communication skills without formal teacher-training qualifications as teachers in schools.

Despite a number of new job opportunities available today, majority of the students admitted to B.A. (Special English, or variously called Honours, Major, Principal English, etc.) and M.A. (English) courses aspire to enter the teaching profession. The term *Special English* has been used in this paper as used in the Report of Curriculum Development Centre (1989).

This paper is an attempt to link the requirement of the nation with the aspirations of these students.

Educational Reforms in Indian Universities

Owing to the liberalization of the Indian economy and globalization, the last few years have witnessed the opening up of thousands of new job opportunities for the graduates proficient

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in English, mainly in the services sector; in hospitality industry, print and visual media, IT, BPO, spoken English institutes, malls, etc. This has resulted in the unprecedented changes in the English courses offered in Indian universities. Indian universities have started courses in communication skills to convert their students into saleable products.

A cursory look at the initiatives taken by the various academic bodies in the country in the last decade of the twentieth century and in the first decade of the twenty-first century is helpful to locate the focus of the educational reforms.

Initiatives by the Academic Bodies

With the aim to equip the students with higher-level language skills necessary for certain profession or professional courses, University Grants Commission (UGC)-sponsored courses in Functional English are run at the undergraduate (UG) level in some of the colleges in the country. The papers in Functional English include components like conversational English, remedial grammar, advanced writing skills, introduction to broadcast media and entrepreneurship development. Recently, UGC has also started to encourage colleges to introduce Career Oriented Courses in different subjects. Many colleges have started courses in spoken English and communication skills in English.

Owing to globalization and IT boom in the country, the Birla-Ambani report on 'A Policy Framework for Reforms in Education (2000)' and the NASSCOM-McKinsey Report (2005), and almost all Indian universities have proposed to introduce new courses or updating the existing syllabi of the English courses. For instance, University of Pune has started add-on courses like Soft Skill Development Programme (SSDP) and Global Talent Track (GTT) to enhance the employability potential of its graduates in relation to IT-enabled industry.

SSDP provides training to the students studying in the final year of the degree classes in spoken English, total personality development and ways and means to appear for an interview. GTT, an IT course, aims to acquaint the students with the latest skills and knowledge services required for knowledge services industry. GTT also includes basic communication skills (written and oral) and basic interpersonal skills. Besides, the university has replaced a paper on English literature by a paper entitled *Enriching Oral and Written Communication* in the syllabus of TYBA English General (w.e.f. June 2010).

Viswanatha (2005) views such changes as the mindless enslavement to market forces.

Reports on the Teaching of English in India

Taking into account the requirement of teachers of English in the country, some of the committees and commissions on the teaching of English in India suggested certain measures to fulfil this quantitative as well as qualitative requirement.

The Study Group on English in India (1967) had suggested making arrangements to increase the number of admissions to the B.A. subsidiary and principal courses in English and the M.A. course in English in colleges and university departments of English so that adequate number of teachers of English required for teaching at high school and higher secondary

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levels could be trained. The Group also recommended introducing a paper on 'Problems involved in the teaching of English as a second language or world language' for higher secondary teachers of English for their M.A. degree.

The Study Group on Teaching of English (1971) noted that our teacher training colleges have failed to keep pace with the mounting needs for teacher education and training. Therefore, the Study Group suggested starting courses like 'Course in English for Students who wish to be Teachers of English or Study English Literature' and 'A Course in English for Non-graduate Teachers'. In addition to this, the Study Group emphasized introducing the study of Linguistics and Phonetics with special reference to English and methods of second language teaching in the B.A. (Hons.) and M.A. Syllabuses. The Curriculum Development Centre in English (1989) has also suggested to the universities to introduce an optional course in 'A Course in Linguistics and Language Teaching' in the third year of the B.A. Special English degree program.

However, non-implementation of such recommendations has widened the huge gap between the demand and supply of teachers of English in the country.

The Requirement of Teachers of English in India

According to the National Knowledge Commission (2006) about 600,000 teachers proficient in English are required in the country. To meet this requirement, the commission recommends that graduates with high proficiency and good communication skills in English should be inducted without formal teacher-training qualifications. Besides, the introduction of English from class I in many states has resulted in the demand for teachers of English even at the primary level. According to Annamalai (2008) as 89% of primary schools are located in rural areas, English is a ticket to a teaching job in primary schools in villages. He estimates that there is need of about 24,000,00 teachers of English in the primary schools in the country. In addition to this, other factors like the rise in the enrolment of students in schools and the mushrooming of unaided English medium schools have increased the requirement for teachers of English in India.

The demand for teachers of English is not only limited to schools and colleges. More than two decades ago, Durant (1986) has noted the success of the commercial language teaching sector in India. Today English classes are found in almost every city and town in the country. The teachers of English are also required in the private coaching classes for entrance and competitive examinations. Furthermore, private tutors are also in great demand.

Nevertheless, the academic bodies, which have shown enthusiasm to start courses to fulfill the job markets' demands of the IT-enabled industry, seem to be blind to this large scale requirement of teachers of English in the country. There is a need to go for sustainable reforms prioritising requirements of the nation rather than merely focussing on providing cheap labour to the MNCs.

The Inclination of the Students Majoring in English

Despite a number of new job opportunities available today, majority of the students admitted to B.A. (Special English) and M.A. (English) courses aspire to enter the teaching profession. Mekala (2005) has noticed that 62% of the students majoring in English in the colleges affiliated to University of Madras wanted to be teachers. Some graduates with specialization in English who cannot go for B.Ed. (purely for non-academic reasons), prefer to give tuitions, become private tutors, join as teachers in coaching classes or start their own spoken English classes. It is necessary to take cognizance of this situation and to reflect on it.

Training the Prospective Teachers of English

The prospective teacher of English is instructed at the honours and post-graduate courses in English (Study Group, 1967: 35). But, according to Pattanayak (1981) and Seshadri (1997), the students who graduate from Indian universities are not equipped to teach English. Nevertheless, only a very few Indian universities aim at teaching prospective teachers of English through the B.A. (Special English) and M.A. (English) courses. For instance, Gujarat University offers an optional paper in 'Spoken English & ELT' to the regular students of B.A. whereas the existing syllabi of M.A. (English) of Delhi University and Panjab University do not have even an optional paper in ELT. Yet, the National Knowledge Commission (2006) favours graduates proficient in English, but without B. Ed., to be teachers in schools.

To Sum Up

In the light of above observations, it is essential to incorporate the component of 'English Language Teaching' in B.A. (Special English) and M.A. (English) courses offered in Indian universities. It could be incorporated either as a separate (core or elective) paper or partly in the paper on the study of English language. The UGC sponsored Functional English Courses include components like English for Journalists and English for Broadcasters. As the demand for teachers of English in India is definitely more than the demand for English journalists and broadcasters, the colleges offering UGC's Functional English Courses and Career-oriented Courses should include a component like 'Training for English Language Teaching'. Such initiatives would help to produce graduates with competence to teach English effectively.

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Reported Perceptions and Practices of English Language Teachers at Secondary Level in Pakistan

Muhammad Rashid Hafeez, Ph.D. Candidate

Saiqa Imtiaz Asif, Ph.D.

Abstract

Teachers' perceptions and attitudes play an important role in teaching learning process. The present descriptive study, part of a PhD thesis, attempts to measure the attitudes, experiences and perceptions of the English language teachers at secondary level in Pakistan.

The study is significant in that it helps to compare the teachers' perception of how language learning takes place with their reported classroom practice.

To accomplish the desired goal, the study employed a survey instrument i.e. a questionnaire, to collect data from 100 English language teachers at the secondary level. The sample was equally divided among the male-female and urban-rural demographic variables. The questionnaire was pilot tested before administration to the sample. The Cronbach's alpha was found to be 0.82. The findings of the study revealed that there was a great difference between the teachers' perception of how the English language should be taught and their actual practices in the classroom.

Introduction

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Teachers are one of the most important stakeholders in education system. This is especially so in the field of foreign language teaching. Though the teachers are no more considered as “masters”, the term replaced with facilitators, the importance of instruction and pedagogy remains unchallenged. It is the teacher who, with best practices and techniques in his relevant field, induces and complements the process of teaching/learning.

The English language teaching world has seen a tremendous transformation during the last century. However, quite contradictory to the changed conditions in the developed countries, the teachers in the third world mostly stick to the grammar translation approach, which is the most popular approach with teachers (Aili 1998, Hussain, 2005).

This paper presents perceptions and reported practices of English language teachers at secondary level in Pakistani district Khushab. 100 teachers, equally distributed into male/female and rural/urban, were selected as a sample for the study. The teachers were administered a questionnaire containing 34 items based on the Likert Scale. The questionnaire mainly focussed on these themes

It was considered essential to focus on the classroom practices due to the fact that these are considered as conforming to “a particular teaching method and its underlying philosophy” (Swaffar, Arens and Morgan, 1982:24). Such statements were included in the questionnaire that would provide an insight into the classroom practices and teaching methods and strategies either employed or may be employed by the secondary school English teachers.

Another important factor in the success of language instruction programmes, and which is also allied to the teaching methodology, is the competencies of the teachers (Nunan, 2005) which include, but are not restricted to, appropriate training in different methods of teaching, developing a sound relationship with the students and time management.

Seventeen statements were dedicated to the above mentioned phenomenon. It is now established beyond any shadow of doubt that high affective filter hampers the linguistic ability of a child and language learning becomes easier if the teacher lowers the affective filter (Krashen, 1981). Therefore, eleven statements were included that elicited responses from the teachers regarding the classroom environment during the foreign language teaching and the scope of creating a low anxiety language classroom.

Teaching a foreign language means enabling them to listen to, speak, read and write the foreign language. Hence, five statements in the questionnaire concerned the relative emphasis on different language skills.

The data collected through questionnaire were coded and analyzed through Ms- Excel in terms of percentage and mean scores. Scale values assigned to each of the five responses was as

Level of Agreement	Scale Value
Strongly Agree (SA)	5
Agree (A)	4
Can't Say (CS)	3
DA	2
SDA	1

To calculate the mean score, following formula was used.

$$\text{Mean Score} = \frac{(FSA \times 5 + FA \times 4 + FCS \times 3 + FDA \times 2 + FSDA \times 1)}{N}$$

Where

FSA = Frequency of Strongly Agreed responses.

FA = Frequency of Agreed responses.

FCS = Frequency of Uncertain responses.

FDA = Frequency of Disagreed responses.

FSDA = Frequency of Strongly Disagreed responses.

Findings from the Responses of the Teachers:

Findings drawn out from the questionnaire are given below

Demographic Variables

1. Gender and Locale

No.	Male		Female	
	Rural	Urban	Rural	Urban
1	25	25	25	25

The table highlights that the sample was equally divided into male/female and urban/rural demographic variable.

2. Academic Qualification

No	Degree	Frequency
1	BA	35
2	MA	65
3	MPhil	0
4	PhD	0

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Most of the teachers, i.e. 65 % hold the Masters degree while 35 % teachers hold the bachelors degree.

3. Professional Qualification

No	Degree/Certificate	Frequency
1	CT	0
2	B.Ed	54
3	M.Ed.	46
4	Others (TEFL)	3

It is evident from the above table that 54 % teachers hold the B.Ed. degree as professional qualification while 46 % teachers possess the M.Ed. degree. Moreover, only 3 percent teachers have other qualifications, i.e. TEFL (Teaching of English as a Foreign Language) certificate.

4. Professional Experience

No	Years	Quantity
1	1-5	16
2	6-10	7
3	10-15	63
4	More than 15	14

This table shows the experience of teachers in terms of years. It is clear from the table that 16 % teachers have 1-5 years experience, 7% teachers have 6-10 years of experience, most of the teachers, i.e. 63 % have 10-15 years of experience, while there are 14 % teachers that have more than 15 years of experience.

Table 1
Satisfaction with English language teaching and learning

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
I am satisfied with the overall English language teaching and learning situation in Pakistan.	100	1	22	8	66	03	2.52	.899

The first table concerns the satisfaction of the teachers towards English language teaching and learning. It is revealed that one teacher strongly agreed with the statement, twenty two teachers

agreed, sixty six disagreed, eight of them were undecided and three teachers strongly disagreed. It is thus found from the above table that a majority of the teachers are not satisfied with the English language teaching and learning.

Table 2
Is translation harmful?

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Too much focus on translation may prove harmful.	100	13	74		13		3.87	0.795

The Table 2 shows the responses of the teachers towards the statement, “Too much focus on translation may be harmful.” It is revealed that thirteen teachers strongly agree, seventy four teachers agree whereas thirteen of them disagree with the statement. It is thus found that most of the respondents agree that too much focus on translation may prove harmful.

Table 3
Motivation to Learn English

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
There is a need to focus on the students’ communicative skills.	100	15	67		18		3.79	.908

Table 3 reveals that fifteen teachers strongly agreed, sixty teachers agreed, whereas eighteen of them disagreed with the statement, “There is a need to focus on the students’ communicative skills.” It is thus found that a majority of the respondents agreed that there is a need to focus on the students’ communicative skills.

Table 4
Are the Dialogues helpful?

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Teaching through dialogues helps in developing the communicative ability.	100	7	74		17	2	3.67	.906

Table 4 describes teachers' opinion on whether or not teaching through dialogues helps in developing the communicative ability. Seven percent of the respondents strongly agree with the statement while seventy four percent of them agree. Seventeen percent teachers disagree and two percent strongly disagree with the statement. It is thus found that a majority of the respondents thinks that teaching through dialogues helps in developing the communicative ability.

Table 5

Need to develop Communicative Competence

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students should be taught "when" to communicate "what" to "whom"	100	3	81		16		3.67	.848

The above table reports that three percent teachers strongly agree and eighty one percent of the respondents agree with the statement that "The students should be taught "when" to communicate "what" to "whom". Sixteen percent of the teachers disagree with the statement. It is evident from the table that a majority of the teachers are of the view that there is need to develop communicative competence among the Pakistani students.

Table 6
Emphasis on Listening

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
I allocate an appropriate portion of time to listening	100		18		75	7	2.29	.840

This table shows whether or not the teachers allocate an appropriate portion of time to listening. Eighteen percent of the respondents agree with the statement, seventy five percent disagree and seven percent of them strongly disagree with the statement. It is thus found that a majority of the teachers does not allocate an appropriate portion of time to listening.

Table 7

Emphasis on Speaking

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
I allocate an appropriate portion of time to Speaking	100		18		75	7	2.29	0.840

This table informs about the teachers opinion of the allocation of time to the speaking skills. Eighteen percent of the respondents agree with the statement that they allocate an appropriate portion of time to speaking; seventy five percent disagree while five percent strongly disagree. It is found that a majority of the respondents thinks that they do not allocate an appropriate portion of time to speaking.

**Table 8
Emphasis on Reading**

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
I allocate an appropriate portion of time to reading	100	41	50		9		4.23	.846

Table 8 depicts teachers' views on the statement, "I allocate an appropriate portion of time to reading". Forty one percent of the respondents strongly agree with the statement, thirty two percent agree, twenty two percent disagree and five percent strongly disagree with the statement. It is found that majority of the teachers allocate an appropriate portion of time to reading.

**Table 9
Emphasis on Writing**

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
I allocate an appropriate portion of time to writing	100	21	60		19		3.83	0.970

Table 9 shows teachers' opinion on the statement, "I allocate an appropriate portion of time to writing". Twenty one percent of the respondents strongly agree with the statement, Sixty percent of them agree while twenty percent disagree with the statement. It can thus be concluded that a majority of the respondents believe that they allocate an appropriate portion of time to writing.

**Table 10
Suitability of the Grammar Translation Method**

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Grammar Translation Method is most suitable for Pakistani Classes	100	36	56		8		4.2	0.8

Table 10 shows that when asked about the suitability of the Grammar Translation method for the Pakistani classes, thirty six percent of the respondents strongly agreed with the statement, fifty six percent of them agreed while eight percent strongly disagreed with the statement. It is thus found that majority of the teachers feel that the grammar translation method is the most suitable in the Pakistani context.

Table 11

Examination System and the Choice of the Method

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Examination system dictates the choice of method	100	7	71	2	20		3.65	.876

Table 11 records teachers' views about the relationship between the examination system and the choice of the method. Seven percent of the respondents strongly agree that the examination system dictates the choice of method, seventy one percent agree, two percent were undecided and twenty percent disagreed with the statement. It is thus found that majority of the teachers feel that the examination system dictates the choice of the method.

Table 12

Experimenting with the new Methods

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
I have often experimented with new methods in my class.	100		13		65	22	2.04	.859

The above table reveals the sense of innovation and experimentation on the part of the English teachers. It is evident that thirteen percent of the respondents agree that they have often experimented with new methods. Sixty five percent disagreed while twenty two percent of the respondents strongly disagreed with the statement. It is thus found that a majority of the teachers report that they do not experiment with new methods in their classes.

Table 13
Memorising the Rules and Learning the Grammar

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students can learn grammar even if they have not memorised the rules of grammar	100	18	70		11	1	3.93	.839

Table 13 relates to the role of the memory in learning grammar. It can be seen that eighteen percent of the respondents strongly agree with the statement that the students can learn grammar even if they have not memorised the rules of grammar, seventy percent of them agree eleven percent disagree while one percent strongly disagree with the statement. It can thus be safely said that most of the respondents believe that the students can learn grammar if they have not memorised its rules.

Table 14
Communicative Ability and Grammar

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Communication without grammar is meaningless.	100	5	79		15	1	3.72	.813

Table 14 relates to the relationship between the communicative ability and grammar. Five percent of the respondents strongly agree that communication without grammar is meaningless, seventy nine percent agree, fifteen percent disagree whereas one percent strongly disagree with the statement. It is found that most of the respondents agree with the statement that communication without grammar is meaningless.

Table 15
Role playing and Efficiency in Speaking

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
If the students are made to play different roles, there are chances that they become proficient speakers	100	3	81		16		3.71	.765

Table 15 records teachers' opinion about the effect of role playing in speaking proficiency. Three percent of the respondents strongly agree, eighty one percent agree whereas sixteen percent disagree with the statement. It is thus found that most of the respondents feel that if the students are made to play different roles, there are chances that they become proficient speakers

Table 16
Enriching the Syllabus

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The teacher can enrich the syllabus to add variety in learning	100	15	49	18	18		3.61	.947

Table 16 relates to the possibility of the enriching the syllabus on the part of the teachers. Fifteen percent of the teachers strongly agree, forty nine percent agree, eighteen percent are undecided; eighteen percent disagree with the statement. It is found that most of the teachers feel that the teacher can enrich the syllabus to add variety in learning.

Table 17
Focus only on the textbook

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Classroom teaching is mostly focussed on the textbook.	100	5	77	6	9	3	3.72	.813

The above table reports on teachers' views on the statement, "Classroom teaching is mostly focussed on the textbook". Five percent of the respondents strongly agree, seventy seven percent agree, six percent are undecided; nine percent disagree and three percent strongly disagree with the statement. It is thus found that most of the teachers agree that the Classroom teaching is mostly focussed on the textbook.

Table 18
Variety in the Use of Methods

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The teacher should mix a variety of methods for effective teaching.	100	1	76		23		3.55	0.852

Table 18 shows the responses of the teachers about mixing various methods of teaching to achieve the desired ends. One percent of the respondents strongly agree, seventy six percent agree, twenty three percent disagree with the statement. It is thus found that most of the teachers believe that the teacher should mix a variety of methods for effective teaching.

Table 19

Balance between Fluency and Accuracy

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The teacher should try to strike a balance between the fluency and accuracy activities.	100	20	69		11		3.98	.799

Table 19 depicts the teachers' views on the statement: "The teacher should try to strike a balance between the fluency and accuracy activities". It is evident that twenty percent of the respondents strongly agree, sixty nine percent agree while eleven percent of them disagree with the statement. It is thus found that a dominant majority of the teachers agree that the teacher should try to strike a balance between the fluency and accuracy activities.

Table 20

Memorising the rules of the Grammar and the Communicative ability

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Memorising the rules of grammar hampers the communicative ability of the students	100	3	70	3	24		3.52	.888

The above table deals with the relationship, if any, between memorising the rules of grammar and the communicative ability. It is shown that three percent of the respondents strongly agree, Language in India www.languageinindia.com 300
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seventy percent agree three percent are undecided and twenty four percent disagree with the statement. It is thus found that most of the teachers feel that memorising the rules of grammar hampers the communicative ability of the students.

Table 21
Role of Drama in English Education

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Role playing and Drama can be used as an effective tool for learning English.	100	2	86		12		3.78	.672

The above table relates to the teachers' responses to the statement: "Role playing and Drama can be used as an effective tool for learning English". It is evident that two percent of the respondents strongly agree, eighty six percent agree while twelve percent disagree with the statement. It is thus found that majority of the teachers feels that role playing and drama can be used as an effective tool for learning English.

Table 22
Syllabus lacks relevance to the needs of time?

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The syllabus lacks relevance to the needs of time.	100		76	4	18	2	3.54	.853

This table relates to the teachers' perception of whether or not the syllabus lacks relevance to the needs of time. It is evident from the table that sixty six percent of them agree, four percent are undecided, eighteen percent disagree and two percent strongly disagree with the statement. It is thus found that majority of the teachers correspond to the view that the syllabus lacks relevance to the needs of time.

Table 23
Motivation to Learn English

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
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The students lack motivation to learn English.	100	13	74	03	10		3.9	.741
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Table 23 reveals that thirteen teachers strongly agreed, seventy four teachers agreed, three of them were undecided whereas ten of them disagreed with the statement, “The students lack motivation to learn English.” It is thus found that a majority of the respondents agreed that the students lack motivation to learn English.

Table 24
Learning through Activities

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Students take more interest in learning if we engage them in activities.	100	33	54		13		4.07	.919

This table reveals the teachers’ responses about the statement “Students take more interest in learning if we engage them in activities”. It is found that thirty three teachers strongly agreed, fifty four of them agreed whereas thirteen teachers disagreed with the statement. Thus, majority of the respondents believe that the activities motivate the students to learn.

Table 25
Students’ confusion in the expression of aural oral skills

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students often get confused while speaking or reading in the class.	100	32	59		8	1	4.13	.844

Table 25 relates to the language anxiety, specifically speaking or reading anxiety among the students. Thirty two teachers strongly agree, fifty nine teachers agree eight of them disagree whereas 1 teacher strongly disagrees with the statement. It is found that most of the respondents believe that their students often get confused while speaking or reading in the class.

Table 26

Students Afraid of Making Mistakes

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students are afraid of making mistakes.	100	26	59	2	13		3.98	.894

This table describes the teachers' views on the statement: "The students are afraid of making mistakes". Twenty six percent respondents strongly agreed with the statement. Fifty nine percent of the teachers agreed while Two percent were undecided whereas thirteen percent of the respondents disagreed with the statement. It is, thus, found that majority of the teachers agree with the statement that the students are afraid of making mistakes.

Table 27

Role of the Daily Life Experiences

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
Language learning can become easier if it motivates the students to make use of daily life experiences	100	20	65	1	14		3.91	.872

The above table reveals teachers' opinions about the relationship of the language learning and the motivation to make use of the daily life experiences. Twenty percent of the respondents strongly agree with the statement, sixty five percent agree, one percent is undecided and fourteen percent disagree with the statement. It is found that most of the respondents believe that Language learning can become easier if it motivates the students to make use of daily life experiences.

Table 28

Pleasure in Language Learning

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students learn the language more easily if we make it pleasurable.	100	3	77	2	17	1	3.64	.830

Table 28 shows the responses of the teachers on whether or not the students learn the language more easily if the teachers make it pleasurable. Three percent of the respondents strongly agree, seventy seven percent of them agree, two percent are undecided; seventeen percent disagree whereas one percent of the teachers strongly disagree with the statement. It is found that most of the teachers agree that the students learn the language more easily if we make it pleasurable.

Table 29
Are the students Confident

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students lack confidence in using English in the class.	100		79		21		3.58	.814

The above table reports as to whether or not the students lack confidence in the class. It is evident from the table that seventy nine percent of the teachers agree whereas twenty one percent disagree with the statement. It is thus found that most of the teachers believe that the students lack confidence in using English in the class.

Table 30
Student Participation in the Classroom

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students usually avoid participation during the class.	100	31	59		10		4.11	.835

Table 30 reports on the teachers' opinion about the statement, "The students usually avoid participation during the class". Thirty one percent of the respondents strongly agree, fifty nine

percent of them agree whereas ten percent disagree with the statement. It is found that the teachers believe that the students usually avoid participation during the class.

Table 31

Students' Response to the Questions

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
The students get tensed when they are asked a question.	100	28	64		8		4.09	.825

Table 31 relates to the students' response to the questions. It is revealed that twenty eight percent of the respondents strongly agree, sixty three percent agree, eight percent disagree whereas one percent of them strongly disagree with the statement. It is thus found that the teachers feel that the students get tensed when they are asked a question.

Table 32

Pointing out the Students' Mistake

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
I pinpoint the students' mistakes at the spot	100	10	71		19		3.72	.884

The above table reveals the responses of the teachers on whether or not they pinpoint the students' mistakes at the spot. Ten percent of the respondents strongly agree seventy one percent of them agree while nineteen percent disagree with the statement. It is thus found that more than half of the respondents feel that they pinpoint the students' mistakes at the spot.

4.2.33

Maintaining Discipline in the Class

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
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I always maintain strict discipline in my class.	100	25	59	1	15	3.94	.925
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Table 33 reports the opinion of the teachers on whether or not they maintain a strict discipline in the class. Twenty five teachers strongly agreed, fifty nine percent of the respondents agreed with the statement, one of them was undecided; fifteen of them disagreed with the statement. It is found that majority of the teachers disagreed with the statement: “I always maintain strict discipline in my class.”

Table 34

The Need for Teacher Training

Statement	N	SA	A	CS	DA	SDA	Mean	St. Dev.
There is a need for teacher training in new methods of teaching English	100	11	74	1	14		3.82	.804

The above table reports in the needs for teacher training. Eleven percent of the teachers strongly agree, seventy four percent of them agree, one percent is undecided while fourteen percent disagree with the statement. It is thus found that most of the teachers agree that there is a need for teacher training in new methods of teaching English.

Conclusions and Recommendations

- The teachers are not satisfied with English language teaching and learning scenario in Pakistan.
- Thought the teachers concede that an excessive use of translation may prove harmful, the stick to the grammar translation method.
- The teachers correspond to the view that there is a need for teacher training in new methods of teaching English.
- The teachers’ perceptions regarding the fact that language learning gets easier when it is made pleasurable was quite contrary to their reported practice of maintaining strict discipline in the classroom, pinpointing the students’ mistakes at the spot, and the fact that the students avoid participating in the classroom activities.
- Quite an interesting, and seemingly contradictory data emerges from the teachers’ perceptions and practices of teaching English. While the teachers conformed to the views

that memorising the rules of grammar hampers the communicative ability of the students, the students often get confused while speaking or reading in the class, the students should be taught “when” to communicate “what” to “whom”, teaching through dialogues helps in developing the communicative ability, the teacher should mix a variety of methods for effective teaching, they reported that grammar translation method was the most suitable in Pakistani classes. This might be reconciled with the fact that the teachers do not experiment with the classes too often (Cf. Table 12).

- The data clearly suggests that the teachers are aware of teaching learning process; however, they feel handicapped to induce modern techniques in their teaching.
- The results of the study would dictate the recommendation that there is a dire need for proper, state of the art training in teaching of English. There should be more emphasis on practicing the skills the teachers have learnt than on multiplying the theoretical knowledge about language pedagogy.

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