

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

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## Negative Priming in Aging Population

Manjunath. N., M.Sc. (Speech and Hearing)

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### Abstract

A total of 40 subjects participated in the study, divided into two groups. Group I consisted of elderly population (mean age 60.3 years) and Group II consisted of young adults (mean age 22.1 years). Superimposed line drawing pictures were presented in semantically ignored and control negative priming conditions. Reaction time was measured for verbal responses in each condition by using DmDx software.

The results showed no significant negative priming effect in older individuals. Results are discussed with reference to 'spreading inhibition' in semantic memory networks, analogous to that of 'spreading activation' (Collins & Loftus, 1975). The reason behind the absence of negative priming in older adults may be attributed to the deficit in the spreading inhibition system and reduced information processing efficiency.

**Key Words:** Inhibition, Language Processing, Reaction time.

### Introduction

Normal aging often refers to the most common or usually encountered functional state of the nervous system in a population of older individuals (Civil & Whitehouse, 1991). It is associated with special physical, emotional and social burdens imposed by mental decay in later life and a general wear and tear at anatomical and functional levels.

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Normal aging is accompanied by changes in the ability to process, understand and use language. There is no global decline in linguistic functions. However, decline in certain cognitive functions like attention, memory and reaction time has been documented. These cognitive changes impinge on linguistic abilities leading to difficulties in word retrieval process (Kempler, 1992; Maxim, 1999) decline in complex discourse processes (Ulatowastia, 1985), slight diminution in language performance in terms of use of semantic information, structures and error of reference.

Attention is the core cognitive processes involved in language production and comprehension (James, 1980). If there is finite attentional capacity which reduces with increasing age, then larger attentional demands will lead to larger age related deficits (Hasher & Zacks, 1988). Aging persons have been shown increased difficulty with selective attention and may attend to more irrelevant details than younger persons (Hamm & Hasher, 1990; Hartman & Hasher, 1990; McDowd, Oseas-Kreger, & Fillion, 1995).

Selective attention refers to the ability to both focus on information of relevance to the organism and exclude or ignore information that is task irrelevant. This can be accomplished by facilitating the processing of specific objects and/or inhibiting other task-irrelevant objects (Armstrong, 1997). Houghton & Tipper (1994) stated that selective attention is necessary in daily life as there are an infinite number of stimuli in the environment that must be either attended to or ignored. Initially, all stimuli are attended to and facilitated, but then irrelevant stimuli are quickly suppressed so that further processing of the attended stimuli is proceeded. One such task which is employed in understanding the efficient selective attention is negative priming task.

The negative priming paradigm has served as a test tool by which age related differences in selective inhibition are measured. In the negative priming task, subjects are asked to respond to targets and ignore simultaneously presented distractor stimuli.

The critical comparison is between the semantically ignored condition and the control condition experiments. In general, longer reaction times are obtained in ignored repetition condition than in control condition, defining negative priming effect. This negative priming effect is theorized to be the result of intact inhibitory mechanisms (May, Kane & Hasher, 1995; Neill & Valdes, 1996). If inhibitory mechanisms are disrupted or slowed relatedness of the prime distractors and probe presentation should not have a significant effect on reaction time to judge the probe target. The distractors in the prime display are presumed to have been processed instead of inhibited so that semantically related probe displays do not exhibit reaction time delays.

Inhibitory mechanisms have been widely discussed in cognitive psychology as involved in attention, memory and language processes (Dagenbach & Carr, 1994). In the attentional domain, inhibition has been studied in connection to both the orienting and the executive functions in attention (Fuentes, 2004) and therefore appears to be essential to attentional selection and executive control.

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The distractor inhibition model proposed by Tipper (1985) explains the underlying mechanism of negative priming effect. It suggests that negative priming is the result of a selective attention mechanism that inhibits the internal representation of distractor objects and thereby reduces access to response mechanisms. Although this is an efficient way to describe the detrimental effect of the distractor on the prime trial, residual inhibition from the prime trial is hypothesized to impede performance when object that was previously a distractor becomes a target on the probe trial. Thus the distractor inhibition model suggests that the mechanisms underlying the negative priming effects are engaged during the processing of the prime trial when the internal representations of the distractor are inhibited to aid in the selection of the target.

Initial aging studies found that elderly adults failed to produce a difference between semantically ignored and control conditions while younger adults responded more slowly to semantically ignored condition than control trials i.e., young adults showed negative priming effect while elderly adults did not (Hasher, Stoltzfus, Zacks & Rympa, 1991; McDowd & Oseas-Kreger, 1991; Tipper, 1991).

These initial results were interpreted as indicating a failure of selective inhibition by the elderly adults. In a typical negative priming experiment, younger participants (age 18-30 years) and elderly participants (age +60 years) were given a task in which the dependent variable was reaction time. The elderly participants were slower in a variety of tasks (Salthouse, 1985). This has led to the theory that elderly participants have absent or weakened inhibitory processes (Hasher, 1991).

However, contrasting studies (Kieley & Hartley, 1997; Sullivan, Faust & Balota, 1995) have reported equivalent negative priming effect for younger and elderly adults. In 1998, Verhaeghen & De Meersman conducted a meta-analysis on 21 aging and inhibition studies. They reported that both younger and elderly adults displayed significant negative priming effect, although the effects were larger for younger than elderly population for identify discrimination tasks.

Previous studies also revealed that different population have different levels of inhibitory control and that this can be measured through negative priming tasks. Reduced negative priming also been observed in patients with Alzheimer's disease (Vaughan & Tipper, 2006), depression (Tipper & Young, 2000) and in elderly (Verhaeghen & De Meersman, 1998). This suggests that decline in inhibitory control is a general feature of many groups with reduced information processing efficiency. Since negative priming presumed to be a product of an intact selective attention mechanism, it makes sense to perform negative priming tasks with aging persons to determine if inhibitory processes contribute to this difficulty. Hence the present study was one attempt to account for negative priming in aging individuals.

### **Objectives of the Study**

- To determine negative priming in elderly population.
- To study the negative priming differences between elderly population and young adults.

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## Method

**A. Subjects:** A total of 40 subjects were selected for the study. They were divided into two groups. Group I consisted of 20 elderly adults in the age range of 55 to 65 years (mean 60.3 years) and Group II consisted of 20 young adults in the age range of 20 to 25 years (mean 22.1 years). Those who not have any history of neurological, psychological, cognitive, behavioral problems were selected for the study. Mini mental state examination (MMSE) was administered to rule out dementia. The subjects who passed MMSE were included for the study. All were right-handed native speakers of Kannada language and had normal color vision and normal or corrected-to-normal acuity in both eyes. The young adults were selected from the college going students. The elderly population was chosen from student's parents, grandparents, and residents of old age homes. Informed consent was gained from all the participants prior to the commencement of the study.

**B. Instrumentation:** DmDx software version 3.2.6.4 developed and programmed by Jonathan Forster (1993) at the University of Arizona was installed in compaq laptop, running on Microsoft windows XP professional connected with creative computer associates microphone (model 1124) was used to record the participant's verbal responses to measure reaction time.

**C. Stimulus material & presentation:** Five categories of nouns with each five set of five line drawing pictures were selected from the Snodgrass & Venderwart's (1980) corpus. The five categories- *vehicles, fruits, musical instruments, clothing and animals* were selected (Appendix 1). For this study, prime and probe trial pictures were developed comprised of two superimposed pictures. The target was outlined with red colored ink and distractor was outlined with blue colored ink.

The stimulus was presented according to the following sequence: a crosshair was presented first for 500 msec, followed by an identical blank period, then superimposed prime target/distractor were presented for 750 msec, following this a pattern mask was presented for 250 msec, after which a blank interval of 1000 msec was inserted. Finally, probe target/distractor pictures were presented for 750 msec. Thus each trial was presented for 3750 msec, followed by a 4000 msec interstimulus interval during which the screen remained blank.

Prior to the presentation of the actual experimental test stimuli, participants were familiarized with the picture names by viewing them separately on a computer screen in a random order, with the appropriate name printed beneath. A practice block of 10 trials consisting of prime and probe trial superimposed line drawings were presented to the subjects prior to the actual administration of the test. The subjects were instructed to name for red colored outlined picture as soon and as accurately as possible by ignoring blue colored picture. The stimuli used for the practice block were not used in the actual experiment. Trial pairs were presented in pseudorandom order such that targets on adjacent trials did not share the same picture name.

**D. Test environment:** Testing was performed in silent room with minimal background noise. Before testing, microphone sensitivity check was carried out for background noise within the DmDx software. Subject was seated 60 cm away from the computer monitor.

**E. Procedure:** All the prime and probe superimposed line drawings were presented in a sequence on the centre of the computer monitor in two conditions. Condition I is semantically ignored condition in which ignored picture in the prime trial and target picture in the probe trial was categorically related (Figure 1). For condition 2, it is control condition where unrelated picture in prime and probe trial were presented (Figure 1). Thus, the difference in reaction time between the conditions represents negative priming effect. Thus, a total of 50 responses (25 from condition I and 25 from condition II) were collected from each subject.

**F. Response:** Reaction time was triggered by a microphone that was connected to the laptop. Reaction time was measured in terms of the time elapsed between the beginning of the presentation of the stimulus and the first sound produced by the subject. Reaction time in milliseconds was recorded and saved in Microsoft excel by the software. Reaction time data excluded error and lost trials. Errors were trials in which subjects used words other than the target picture (e.g. repeating the distractor picture), repetition at the onset of the picture or self-corrected on the earlier response. Lost trials were trials in which the subjects produced cough or mouth clicks (i.e., clicking or smacking non-speech sounds produced by the lips or the tongue that stopped the time counter prematurely), stopped performing the task (e.g. talking to the experimenter).

The analyzed data were tabulated for each subject in two experiments and subjected to statistical analysis using SPSS (Version 17). Mean reaction time was calculated for condition I and condition II. Statistic t-test was administered to note any significant difference between the groups and conditions.

## Results

The aim of the study was to determine the negative priming using DmDx software and to compare between elderly population (group I) and young adults (group II) across two negative priming conditions. The mean reaction time in milliseconds was measured for each condition separately across groups. The results are discussed under three domains:

- A. Semantically related (Condition I)
- B. Control condition (Condition II)
- C. Negative priming effect

A. Semantically related (Condition I): The mean reaction time values in milli seconds are displayed in the Table 1 and Graph 1 for both the Groups. The reaction time was faster for group II subjects. The mean reaction time for Group I was 1296.16 m sec and for Group II it was 889.45 msec. On treating the data with independent t-test, a statistical significant difference was observed between Group I and Group II ( $t=3.128$ ,  $p=0.003$ ).

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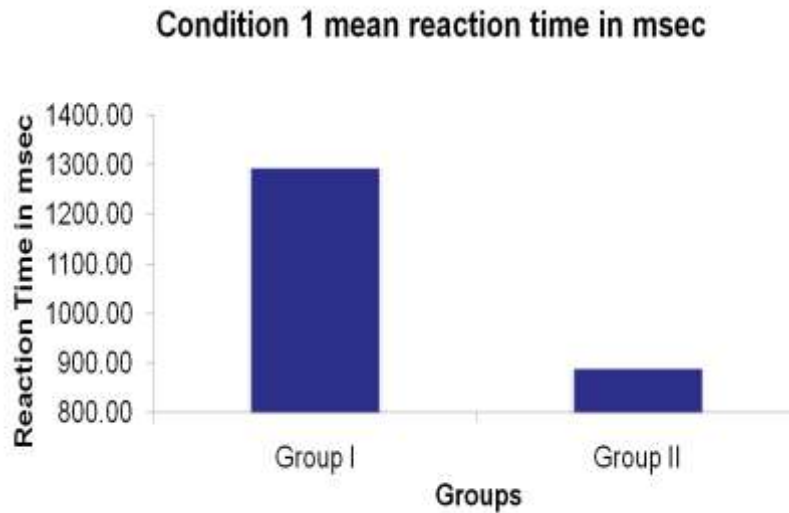
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Groups	Mean reaction time ( msec)
Group I	1296.16
Group II	889.45

Table 1: Mean reaction time in milli seconds for condition I across groups.



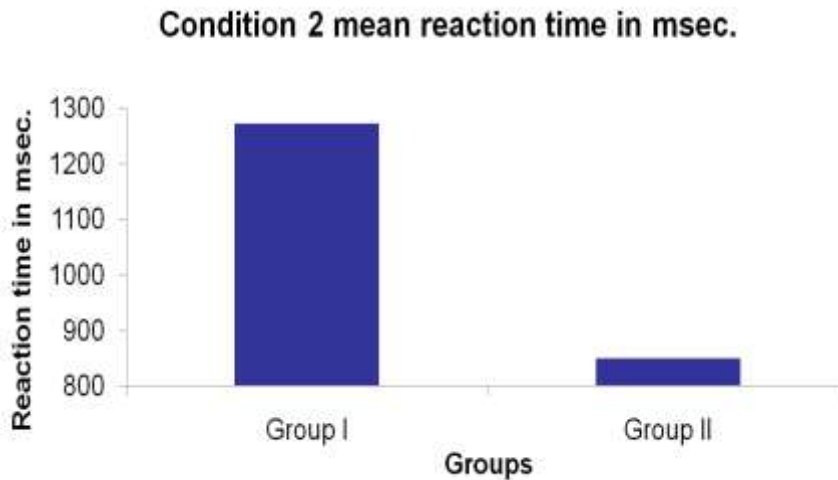
Graph 1: Mean reaction time for condition I across groups.

The mean reaction time values shows that the Group I had slower reaction time than the Group II. The results are consistent with previous research done by Tipper (1985), which shows reduced reaction time in older population. The reaction time data from semantically ignored condition indicate that the time taken to name a selected object is increased when that object is identical to one previously ignored. It has been reported that age related deficits in semantically ignored condition was observed because of inhibitory selective attention mechanism involvement to deal with identity based judgments (Kane, May, Hasher, Rahhal & Stoltzfus, 1997).

B. Control condition (Condition II): The control condition, involved the presentation of target/distractor of prime trial pictures not related to target/distractor of the probe trial picture. The mean reaction time values are displayed in the Table 2 and Graph 2 for both groups. The reaction time value shows that the elderly population had slower reaction time than the young adult's reaction time.

Groups	Mean Reaction Time (msec)
Group I	1272.85
Group II	849.51

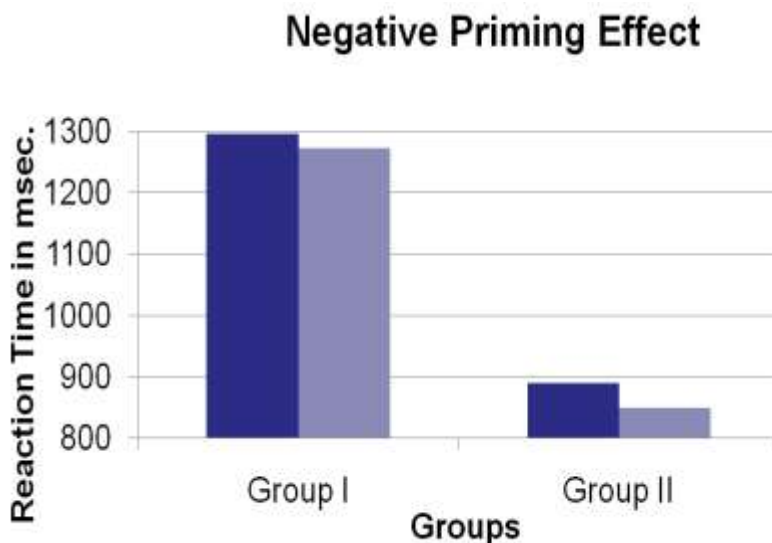
Table 2: Mean reaction time in milli seconds for condition II across groups.



Graph 2: Mean reaction time for condition II across groups.

The mean reaction time for Group I was 1272.85 msec and for Group II it was 849.51 msec. When data was subjected to independent t-test, a statistical significant difference between Group I and Group II ( $t=5.29$ ,  $p=0.000$ ) was observed.

C. Negative priming effect: The central concern of the two conditions was to test for negative priming effect. To find the significance of negative priming effect the condition I and condition II of both the groups were compared. Graph 3 represents mean reaction time in milliseconds for condition I and condition II for two groups.



Graph 3: Displaying the reaction time in milliseconds for across groups condition I and condition II.

Paired t-test was administered to note the statistical significance. Results revealed significant difference for young adults between condition I and condition II ( $t=2.80$ ,  $p=0.006$ ) whereas in elderly population no statistical significant results were noted between conditions ( $t=0.194$ ,  $p=0.847$ ). The negative priming effect was observed for young individuals and naming of the probe was 40 msec longer whereas for elderly population the difference was 23 msec, when the selected probe was semantically related to the ignored prime compared to the control condition.

## **Discussion**

It can be inferred from the present results that the inhibitory difficulties were more apparent among older individuals than young adults. The negative priming can be explained with the process of 'spreading inhibition' in semantic memory networks, analogous to that of 'spreading activation' (Meyer & Schvaneveldt, 1975; Collins & Loftus, 1975). When an internal representation is activated this can lead to a spread of activation to related concepts in semantic memory space (Osgood, Suci & Tannenbaum, 1955) or hierarchical networks (Collins & Loftus, 1995). However, if a stimulus has been ignored during selection of a simultaneous target, the internal representation (of the ignored object) is associated with inhibition, which may spread to related concepts, causing a slower reaction time during negative priming which is seen in young adults. This slower in reaction time is because of intact spreading inhibition system. Hence the reason behind the absence of negative priming in older adults can be attributed to the absence of this spreading inhibition system. And also the decline in inhibitory control is a general feature of many groups with reduced information processing efficiency. Because of reduced information processing efficiency which is seen in aging population may also have lead to decline in inhibitory control. Slowed reaction time on negative priming trials are either due to retrieval of incompatible response tags or of mismatching perceptual information, or due to extra processes needed to distinguish past from present information (Tipper, 2001). The present study methodology can be implemented to assess the negative priming in cognitive impaired clinical populations that reflects general failure of inhibitory processes in clinical populations like children with attentional deficits and schizophrenics.

## **Conclusion**

Reaction time was measured for 20 older individuals (mean 60.3 years) and 20 young adults (mean 22.1 years) for two negative priming conditions (sematically ignored and control condition). Results indicated that young adults showed a statistical significant difference for negative priming effect whereas older population didn't show any significant differences

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between conditions. The absence of negative priming effect may be attributed to reduced ‘spreading inhibition’ process and information processing efficiency in older individuals. Further study needs to be conducted with increased sophistication of measurement, subject size and variety needs to be increased.

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### Appendix-1

Category labels and stimuli used in the experiment:

ANIMALS: cat, cow, dog, horse, mouse.

FRUIT: apple, banana, grape, lemon, orange.

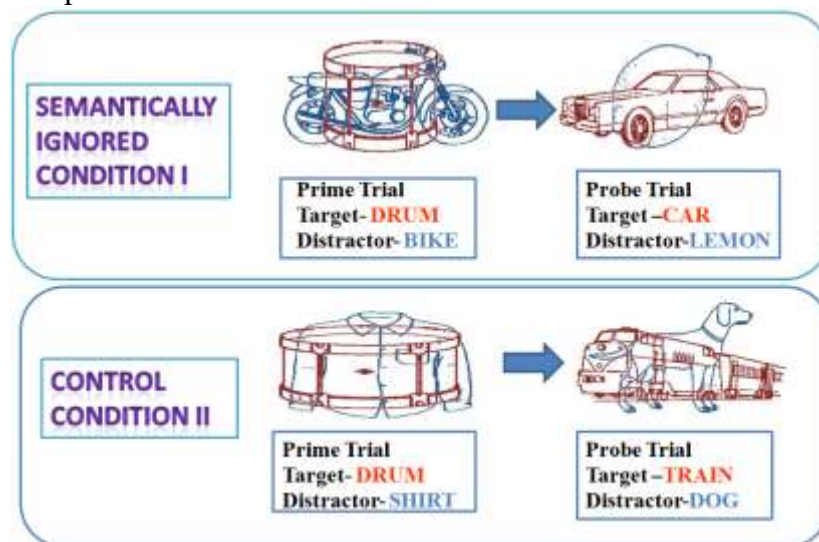
VEHICLES: bus, car, motorcycle, train, truck.

CLOTHING: belt, dress, shirt, sock, tie.

MUSICAL INSTRUMENTS: drum, guitar, harp, piano, trumpet

### Appendix-2

Overlapping picture presented in condition I and condition II



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Negative Priming in Aging Population

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## Intertextual Semiosis: An Analysis of Implications of *The White Man's Burden* on Speeches of Albert J. Beveridge and President George W. Bush

Shahzad-ul-Hassan Farooqi

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### Abstract

This research paper studies as to how intertextual semiosis is involved in linking various texts of different genres with a larger discursive pattern. In this regard the paper examines dominant determinants of American political rhetoric as used by Senator Albert J. Beveridge at the beginning of 20<sup>th</sup> century and President George W. Bush at the outset of 21<sup>st</sup> century and how both political figures, although disjunctive in time, intertextually draw upon Rudyard Kipling's poem *The White Man's Burden*. The significance of the poem's ideas and linguistic features is studied along with their implication for political rhetoric reflected in speeches of these two personalities. Intertextual analysis brings out an imperialistic mindset, a hegemonic ideology expressed in a narrative pattern, which permeates the political rhetoric used by these two political figures, under the influence of this poem which was written in 1899.

**Key Words/Terms:** Intertextuality, Semiosis, Political Rhetoric.

### 1. Introduction

Texts are inextricably embedded in society. They make meaning by being grounded in dominant discourses of society and are structured through discursive

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practices fabricated in linguistically established features which people of a particular community adopt as communicative narratives. In order to ascertain as to what texts mean, it is important to determine as to which discourse they draw upon. In this regard intertextuality helps us find out the particular frame of reference within which we can ground a text for its interpretation.

Since antiquity, rhetorical use of language has been hallmark of political texts like speeches by leaders for capturing the public opinion. *Rhetoric* is the art of speaking or writing effectively (Marriam-Webster's online dictionary, 2011) and its primary purpose is to convince and persuade others. Like other texts, political texts are also intertextually structured by incorporating socially popular discourses, beliefs and ideologies which are considered unquestionable and true. These ideological beliefs carried in popular discourses are perpetuated through repetition so that people get more and more influenced by them. The more deeply a text is grounded in a popular discourse, the more convincing it will be. American political rhetoric also follows a linguistic pattern of drawing upon particular ideological beliefs. My text samples of American political rhetoric are speeches of political figures. These texts are simultaneously a government's perspective as well as a view of public representatives. This paper is an effort to determine as to how intertextual semiosis is involved in designing this political rhetoric, which, at two different points in history, is embedded in themes and ideas expressed in Kipling's poem *The White Man's Burden*.

## 2. Hypothesis

There is an intertextual link between Rudyard Kipling's poem *The White Man's Burden* and Political Rhetoric of Albert J. Beveridge and President George W. Bush.

## 3. Literature Review

The way an "utterance is a link in a very complexly organised chain of other utterances," (Bakhtin, 1986, p.69), similarly texts are related to other texts and discourses. Julia Kristeva (1974) asserts that a text signifies on the basis of other discourses existing prior to it and "every text is from the outset under the jurisdiction of other discourses which impose a universe on it" (as cited in Culler, 1981, p.105). She describes texts in terms of axes. Horizontal axis connects the writer and the reader while the vertical one connects a text with other texts (Kristeva, 1980). Jonathon Culler (1981) also observes that we understand a discussion "in terms of a prior body of discourse—other projects and thoughts which it implicitly or explicitly takes up, prolongs, cites, refutes, transforms" (p.101). Intertextuality refers to anything previously said. Stefan Titscher et al. (2000) relating Intertextuality to communication, propound that "every text is embedded in a context and is synchronically and diachronically related to many other texts" (p.24). Through intertextuality, a text may use, imply, or assume other texts. In a way, it is intertextuality which determines the identity of a text as to which discourse it belongs to. It also helps in establishing identity of the authority which generates that particular discourse.

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Norman Fairclough (2003) explains intertextuality within the ambit of Critical Discourse Analysis by propounding a relational approach to texts. According to Relational Approach of Fairclough (2003) a text's composition is affected by two types of relations: Internal and external. Internal relations are concerned with those textual elements which linguistically construct a text. External relations are those effects and implications which other texts have on a particular text. Intertextuality is one such relation that a text has with other texts. It helps a text fit itself in a narrative pattern which is readily available for people to understand what text means.

#### 4. Intertextuality and Semiosis

Norman Fairclough (1989) believes that texts belong to a "historical series" existing prior to them and for interpreting it intertextually, we need to link it up with that *series* (1989, p.152). On the basis of intertextuality, texts are related to other texts existing prior to it or on its sidelines, in form of popular discourses which are part of cognitive structure of people. He opines:

Interpretation of intertextual context is a matter of deciding which series a text belongs to, and therefore what can be taken as common ground for participants or *presupposed*.  
(Fairclough, 1989, p.152)

An important aspect of intertextual interpretation is to look for *common ground*. When the *participants* of a communication process link up a text with the prior one, on the basis of some *common ground*, intertextual signification takes place. And when linking up with other texts on the basis of some *ground* becomes a conventionalised and regularised linguistic practice within a society, such practice signifies (what is signified) and functions as a sign. Realisation of such sign functioning is semiosis. Any such linguistic practice is like Ferdinand de Saussure's (1983) concept of *parole*, which is and has to be related with *langue* to make meaning. Saussure believed that *parole* is the individual act of language usage in social situations and the *langue* is the system which *parole* draws upon for having meaning. Any isolated act of communication which is not grounded in *langue* would make no sense to members of that particular community. In our meaning making habits we not only relate an act of *parole* to the linguistic *langue* but also to the conceptual *langue* of our society on the basis of which we are able to understand what signs mean. Fairclough (1989) describes this cognitive embeddedness of concepts as *members' resources* (p.11). Charles Sanders Peirce (1931-58) believes that it is on the basis of some *ground* that anything can stand to somebody for something as a sign. Hence, to function as a sign, a thing must refer to something else in the mind of the interpreter who interprets it on the basis of that relational *ground*. By the same implication, anything that refers to something else is a sign, provided that it is understood and interpreted as such by the community in which that discursive activity takes place.

Intertextuality is a signifiatory discursive practice which gives a text its particular signification. If a new text refers to other texts **and it** gains meaning through the

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previous text's associated meanings, we may say that the new text functions like a signifier of the previous text whose associated meaning is signified. Hence intertextuality works as a sign by simply its presence in a text because it is through intertextuality that we relate a new text (signifier) to a previous one (signified) and interpret its meanings through intertextual semiosis in which meanings associated with a previous text become associated with the new text. Holthuis (1994) describes Intertextual semiosis as intertextual text processing (p.78). I take it as intertextual text signification because intertextuality signifies other texts. Tanner termed it as *semiotextuality* (2001:6,16).

Semiotextuality is something greater than Roland Barthes' (1957) concept of *Myth*. In *Myth*, signifier of a previous sign is dissociated from its original signified and then associated with a new signified, constituting a new mythological sign. In intertextual semiosis or semiotextuality, signifier and the signified of the first text do not change rather intertextually are involved in structuring a new text. Even if the signifiers change, their signification does not. They will bring to the mind of the reader, not only the signified concepts of the first text in particular but also the previous text on the whole and the entire ambit of perception associated with it, thus forming an intertextual sign. It will reflect as to what larger discourse a new text signifies.

Keeping in mind these ideas I will discuss as to how political texts of Albert J. Beveridge and President George W. Bush intertextually signify the discourse of *The White Man's Burden* and what signifiers in the texts of these political figures have been derived from a previous one, i.e., the poem.

## 5. Aspects of Intertextuality

Fairclough (2003) elaborated Intertextuality into two kinds: Explicit and Implicit.

**Explicit Intertextuality:** Explicit intertextual references appear in form of direct quotes or indirect speech. Chouliaraki and Fairclough (1999) describe explicit intertextuality as "presence in my discourse of the *specific words* of the other mixed with my words as for instance reported speech" (p.49). In explicit intertextuality other texts are directly present in a particular text in form of words and linguistic expressions which determine as to how the new text should be understood. I also take individual lexical items, which signify a similar idea in various texts, as explicit intertextuality.

**Implicit Intertextuality:** But Intertextuality is not only specifically lexical, but also conceptual. It is the entire field of experience, an idea or a thought which signifies a similar expression found somewhere else. It is implicit intertextuality. It cannot be discerned at the first glance because it is not directly visible. It is in form of (1) Presuppositions, (2) Entailment and (3) Implicature (Fairclough, 2003. p.40).

**Presupposition** is a back ground belief which is considered as already given (Levinson, 1983). For example President Bush's statement "Saddam Hussein who killed his own people" (2006) presupposes many things. It presupposes the capacity of Saddam to kill people. It also presupposes heightened brutality attributed to Saddam Hussain, which means that he was so much cruel that he killed his *own people*. It significantly

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creates a perception about him which leads to the justification of action against such a cruel person. This concept of heightened brutality is not something within the text, rather it is a prior belief which is realised in the text. However, on the basis of this presupposition, the sentence above can be linked to the whole discourse of “Saddam’s brutality and justification of action against him” which was made popular in media at a specific period.

**Entailment** means what comes after the utterance. For example sentence *I have a rose* automatically entails that I have a flower. All statements have a number of entailments. If we agree and accept that “Saddam Hussein who killed his own people” (Bush, 2006), then it will naturally entail that he was a killer and which in turn will once again legitimize the action against him because a killer must be brought to justice. By designating Saddam as killer through entailment, this sentence is also intertextually linked to the whole discourses of “Saddam’s brutality and justification of action against him”.

**Implicature** is anything that is inferred from an utterance (Gazdar, 1979, p.49). It is the meaning which is less straight and implied. For example the statement “Saddam Hussein who killed his own people” (Bush, 2006) by implicature could mean that if he could kill his own people, then how brutal could he be with other nations. This implicature would again legitimize the action taken against such a brute, by forming a specific world view. Suggesting by implicature that Saddam could kill other people as well, the sentence becomes part of the same discourse of “Saddam’s brutality and justification of action against him”.

Primarily all this linking up is based on the notion of “experiential value” which words have (Fairclough, 1989, p.110). It means that words describe a particular experience. They create identities or representations. Various words can describe a particular experience on the basis of their shared value. This value can be associated with particular things, people or even discourses. If various words, expressions signify one particular discourse on the basis of their shared experiential value i.e. what they represent, they would become signs of a common signified. This signified could be a text or a discourse on the whole. In this regard two things are to be kept in mind.

- Through explicit intertextuality, similar words, linguistic choices or expressions (*signifiers*) in various texts can signify one *signified* concept.
- Through implicit intertextuality, different words, linguistic choices or expressions (*signifiers*) may presuppose, entail, or imply or in other words, signify similar *signified*.

In this way, *Intertextual semiosis* is the hidden reservoir of meanings and we need to determine it, relate it and interpret it. It helps a text present a specific world view which is passed on to the reader or addressee unknowingly and manipulatively.

## **6. The White Man’s Burden**

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Rudyard Kipling's poem *The White Man's Burden* holds very important place in American political rhetoric because written in 1899 in American colonial perspective, the poem is built on linguistic and thematic structures, which are representative of colonial discourse (Eckstein, 2007). The poem represents a peculiar discourse of Western thought. Under the preconceived notion of racial and cultural superiority, Kipling presents or rather represents the non-American, or in broader perspective, non-Western cultures as something less developed by characterizing them through words reflective of their presumed debaseness. In a persuasive manner the poem elevates the identity of the white race, which is called upon to take up great mission of civilizing others. This research paper tries to determine as to how words and ideas of the poem continue to be signified intertextually in subsequent political rhetoric of Senator Beveridge as well as President George W. Bush almost in a narrative pattern.

## 7. Methodology and Delimitation

This paper adopts Relational Approach of Norman Fairclough (2003, 1989) with prime focus delimited to intertextuality as signifiatory practice. How a text relates itself with other texts through its textual features. The analysis oscillates between textual features, which are intertextually related to the discourse which the texts draw upon.

An important role of Intertextuality is that it creates identity of texts as well as the identity of those, texts speak about. It gives a specific flavour to texts and becomes a representation of particular world view. According to Fairclough, texts create *representation* as part of their meanings (2003, p.26). I take *representation* synonymous with *creating identity*. Texts create identity of the people about whom they speak and give information or with whom they are simply associated. A simple word "We" describes inclusiveness of the speaker and the listener. It also conveys royalty, superiority or authority of the speaker. In this way vocabulary significantly creates representations of things, because things are not simply described, they are represented.

Analysis in this paper moves forward in conformity with how, in what kind of language choices and in what context Rudyard Kipling takes up various issues related with *representation* or *identity* of the White Man. In other words, how Kipling represents white man's self-image and image of other peoples. Moreover, how this *representation* intertextually appears in American Senator Albert J. Beveridge's (1908) speech "Our Philippine Policy" in the U.S. Senate on 9 January, 1900 and various speeches of President George W. Bush since 9/11 incident in 2001 to 1<sup>st</sup> May 2003.

In this regard focus has been given as to how within texts of Kipling, Beveridge and President Bush:

- 1- Similar linguistic choices (*signifiers*) can signify a concept or discourse through explicit intertextuality.
- 2- How different signifiers can signify similar characteristics, concepts or discourses (*signifieds*) in various texts through implicit intertextuality.

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In both cases similarity of *signifiers* brought out by explicit intertextuality and similarity of *signifieds* brought out through implicit intertextuality in various texts would suggest that there is an intertextual relation among them.

In the light of these methodological delimitations now I analyse the intertextual link of *The White Man's Burden* and its implications for speeches of U.S. Senator Albert J. Beveridge and President George W. Bush. The analysis will yield as to how these different texts are intertextually unified on the basis of intertextual semiosis, i.e. signification of their intertextual signs and the discourse they draw upon.

## 8. Analysis

Words are constituting elements of texts and the kind of words, linguistic choices or expressions a text has, constitutes the identity of that text and the discourse type it draws upon. Kipling represents the white man in the poem through using words like, *best breed, sons, exile*, and things associated with him are *living, light, God and you* and *common things*. Whereas, other nations are represented as *fluttered folk, new caught sullen peoples, wild, half child, captives* and things associated with them are *dead, night and rule of kings*. Besides, there is a consistent use of *verbs* in relation with self-image and *nouns* or *adjectives* in relation with others. For example imperative usage of *take up, go, bind, serve, send, abide, check, seek, work, fill full, make, mark, better, guard, humour, call loud, will, do*, represent an active, dynamic, focussed, decision taking person which reflects prudence and sagacity. In contrast, the other peoples are *half devil, half child, captive, sullen peoples*, who are *new-caught*, full of *blame, hate, and cry*. The experiential value of all these words, i.e., as to what and whose experience do they narrate, constitutes a superior self-image of the white man and degenerated representation of others.

Now we see how these identities permeate the poem and speeches of American political figures exhibiting an intertextual nexus of the three. The poem opens with an inscription of moral nature.

Take up the White Man's burden. (1)

Right in the beginning, the poem presupposes that the white man has a burden to take up and he has ability to take it up. The question is what this burden is? It is the civilising mission. When somebody takes up a duty willingly, it reflects his or her positive attitude towards life. By making the taking up of burden, binding for the white man, the poet suggests by implicature that the white man has positive attitude and higher purposes in life. It is a psychological strategy to accrue sense of superiority and self exaltation. This thought finds expression in Senator Beveridge's speech (1908) in following words.

We will not repudiate our **duty** in the archipelago. We will not abandon our opportunity in the Orient. We will not renounce our part in the **mission** of our race. (p.59)

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He is of the view that the American colonial enterprise in Philippines is of moral nature. It is a *mission* and being a superior race, it is binding upon the white man to take up this mission. The binding nature of responsibility in poem and speech equates burden and the mission. Senator Beveridge's argument intertextually signifies the *burden* mentioned in the poem and pursues other Senators in the U.S. Senate to take up the burden of civilising mission in new territories. Such mission, in many ways, is full of drudgery, unwelcoming or thankless service as Kipling says in line No. 35 and 36 that the white man will get nothing but *hate* and *blame* in response to service to others. Moreover, this mission demands many sacrifices. In spite of its daunting nature, such an altruism of the white man for other nations is yet another golden feather adorning the American head.

In the perspective of the war on terrorism, taking up the burden of defending American values of *freedom* and *justice* rests with the American nation. Being a sole superpower, America must take the responsibility of defending what President Bush terms as "all that is good and just in our world" (2001a). It is always a matter of being chosen one that one is placed in such circumstances where one has to take such a leading role. It is a responsibility which in the words of President Bush "is already clear" (2001b). And from Afghanistan to Iraqi campaign, the sense of taking up the burden persists. In his address to the nation President Bush said:

Free nations have a **duty to defend** our people by uniting against the violent. And tonight, as we have done before, America and our allies accept that **responsibility**. (2003b)

This burden finds expression in President Bush's speeches, sometimes as "**calling of our time**" (2001b), sometimes as "**mission and our moment**" (2001c) and sometimes as **challenge**. In his address outlining Iraqi threat he says:

We did not ask for this present **challenge**, but we accept it. Like other generations of Americans, **we will meet the responsibility** .... (2002d)

In his remarks from the ship USS Abraham Lincoln President Bush puts all the visions regarding the white man's burden together.

We're working with a broad coalition of nations that understand the threat and our **shared responsibility** to meet it. The use of force has been -- and remains -- our last resort. Yet all can know, friend and foe alike, that **our nation has a mission**. (2003c)

By describing its political enterprise in terms of mission and responsibility, America seeks high-flown moral ground for itself. For this purpose, a metaphysical agency is created: It is sometimes "the commitments of our fathers" (2001b), which is binding Americans to this duty and sometimes it is *history* which has called American

nation towards this duty. In his State of the Union Address the President said, “**History has called America** and our allies to action (2002a).

It is important to note that projection of mission and duty as a call of history is not only a semiotic device to accrue authority but also an intertextual discursive practice. This has been done in every civilization. In his address to the nation, President Bush again terms the campaign against terrorism as a call of history:

**History has called our nation into action. History has placed a great challenge before us:** Will America -- with our unique position and power -- blink in the face of terror, or will we lead to a freer, more civilized world? There's only one answer: This great **country will lead the world to safety, security, peace and freedom.** (2002b)

Intertextually, Senator Beveridge also constructs the *mission* as holy trust given by *history* by Senator Beveridge. In his speech “Our Philippine Policy” (1908) his reference to *history* and what it signifies, exactly matches the words of President George W. Bush. Both refer to history as source of authority and superiority. President Bush’s construction of sentence “Will America ...blink in face of terror...?” (2002b) signifies the same commitment to the mission and duty as the words of Senator Beveridge “what shall **history** say of us? Shall it say that we renounced that holy trust....?” (1908, p.85). In both cases the answer is exactly the same. Senator Beveridge (1908) says *No!*, thereby implying that his nation as “ablest, noblest race” will “captain and command” the mission (p.85). In a similar way President Bush negates his question and by implicature asserts “one answer” that his “great country will lead the world” (2002b).

Different signifiers like mission, duty, responsibility, have been used in speeches, signifying the similar signified concept of *burden*, associated with the White Man. Hence, *burden* is intertextually present in all the three texts as various other words like mission, duty, responsibility have similar experiential value, i.e., they constitute the same experience. There is also explicit intertextuality when President and Beveridge refer to *history* as an Agency supervising the mission.

In order to take up this burden, Kipling (1994) in his poem proposes:

Send forth the best ye breed  
Go; bind your sons to exile. (2-3)

Rebecca Ann Bach (2000) narrates that sending *sons* abroad for the purpose of warfare, education and exploration has been a tradition the Western nobility followed since the time of Shakespeare (p.1). This tradition finds reflection in Kipling’s poem as explicit intertextuality when he calls for binding *sons* to exile. The legacy continues as Senator Beveridge (1908) is also mindful of the fact that execution of the civilising mission has been a task carried out by the noblest *sons* of the American nation.

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...as a Nation, every historic duty we have done, every achievement we have accomplished, has been by the sacrifice of our noblest **sons**. (pp.86-87)

The same explicit intertextual reference to *sons* is also to be found in President Bush's speech when he says:

Today, those sacrifices are being made by members of our Armed Forces who now defend us so **far from home**, and by their proud and worried families. A Commander-in-Chief sends **America's sons and daughters** into a battle in a **foreign land** only after the greatest care and a lot of prayer. We ask a lot of those who wear our uniform....They are dedicated, they are honorable; **they represent the best of our country**. (Bush, 2001d)

Use of *sons* for those serving the nation by Kipling, Beveridge and President reflects explicit intertextual sharing in them. Through intertextual semiosis one text signifies the other and the other signifies yet another.

The concept of *best breed* is signified in President Bush through words of *Best of our country* associated with *sons and daughters* of army. While Kipling's verse "Send forth the best ye breed" (2) literally calls for sending the best among the Americans to war, President's words that sons and daughters of American military "represent the best of our country (Bush, 2001d) and Beveridge's "noblest sons" (1908, pp.87) assume that those who are already engaged in war and the army are the best. In other words, the President and the Senator appear to shower their praise on those who serve the army and through it their nation. Similarly *best breed* and *best sons* entail a superior generation among the citizens of the country. Senator Beveridge (1908) also is mindful of the concept when he says that in order to embark on the civilising mission in Philippines, administrators of "highest example of our civilisation" (p.75) are required to be sent there. *Best breed*, *best of our country* and *noblest sons* or *highest example* are but different signifiers which have similar signified idea intertextually shared by these texts. They reflect intertextual sharing at the level of implicitness, besides drawing upon similar discourse of the burden of the white man. Sending sons to *exile* by Kipling, President's acknowledgement that sons and daughters of Armed forces *defend us far from home*, and Beveridge's conviction about sending administrator abroad, are also but different signifiers of the same signified discourse. What we actually find here is an indirect replication or implicit intertextual reference of Kipling's concept as reflected in lines 2-3 of the poem mentioned above. Following Kipling, President Bush constructs identity of members of his army in term of a foreign campaign, thereby knowingly or unknowingly implying an intertextual nexus between his own rhetoric and that of Kipling. The whole argument suggests by implicature that the way burden and the mission described in earlier discourse like that of Kipling and Beveridge is commendable due to its moral justification, similarly the operation of the army in current war against terrorism is appreciable.

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We can also find intertextual nexus among three texts in the description of the purpose of campaigns, made binding for the white man. The purpose behind all the campaigns is to seek good for others. Kipling (1994) says that the purpose of the colonial enterprise is “To serve your captives' need;” (4). And again in second stanza of the poem, he says that the motive behind the white man’s struggle is “To seek another's profit / And work another's gain” (15-16). He repeats this aim of seeking others’ interest also in third stanza saying: “And when your goal is nearest / The end for others sought” (21-22). Kipling repeatedly emphasizes in all these lines that it is good of others which is the aim of “wars of peace” (18). All these different expressions presuppose that there is a purpose behind sending sons abroad as part of colonial enterprise and this purpose is good of others. It is an effort to euphemize the purpose of the colonial occupation behind the civilizing mission of the empire. The same rhetorical pretext is intertextually signified in Beveridge’s words when he says that the purpose of American enterprise in Philippines is noble as it aims at establishing system where people are suffering under chaos. Both the texts signify one discourse which is crafted to justify the mission on the basis of its goodness for others. Signifiers are different, signified is the same. Senator Beveridge (1908) says:

He [God] has made us the master organizers of the world to establish system where chaos reigns. He has given us the spirit of progress to overwhelm the forces of reaction throughout the earth. He has made us adepts in government that we may administer government among savage and senile peoples. (p.84)

President Bush has also been highlighting the moral purpose of the military campaigns in Afghanistan and Iraq. Hence, the war is justified on the ground that it is primarily for the good of the others, not of us. This has been reiterated in the American political rhetoric of Beveridge. Same is repeated in President Bush’s declaration. In his remarks at National Day of Prayer the President states that war on terror has a purpose and this is “to answer these attacks and rid the world of evil” (2001b). Nobility of purpose, which all these texts entail, creates an intertextual nexus of President Bush, Beveridge and Kipling. Before launching the military campaign in Afghanistan, President Bush justifies it on the ground that it is for the good of Afghanistan’s people:

When the terrorists and their supporters are gone, the people of Afghanistan will say with the rest of the world: good riddance. (2001e)

The way colonizer served their *captives’ need* and Beveridge wanted to improve the chaotic lives of Filipinos, similarly the United States’ military campaign is for ridding Afghan people of terrorists. Same justification is adopted in case of Iraq. President Bush justifies the campaign against Iraq on moral grounds, as its aim is to liberate Iraqi people from a cruel regime:

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Liberty for the Iraqi people is a great moral cause, and a great strategic goal. The people of Iraq deserve it; the security of all nations requires it. (2002c)

We see that military campaign, as a signifier, is associated with seeking other's profit. At first this signifier refers to profit for Afghanistan's people. Then the same signifier is associated with profit of Iraqi people thereby suggesting through implicature that the way military campaign proved good for Afghan people, similarly it will prove beneficent for Iraqi people. The President is of the view that when the military campaign in Iraq will come to an end, "the first and greatest benefit will come to Iraqi men, women and children" (Bush, 2002c).

Being best breed, implies being virtuous and kind which entails that any act performed by such a breed will be a best act or an act of kindness and compassion. The President speaks out in the same address in following words

By our resolve, we will give strength to others. By our courage, we will give hope to others. (Bush, 2002c).

In his remarks on 1<sup>st</sup> May 2003, President Bush finally underlines the purpose the war has served. He says that American military was successful in serving other's need and "bring liberty to others" (2003c).

In this way, mitigating suffering of other people has been a projected aim of American political rhetoric, old and new. In the above discussion we have seen that all the good, mission, duty, responsibility and nobility of purpose emanates from the American self.

The question arises as to who these others are who are beneficiaries of the noble mission of the white man? Kipling's concept of *Other* is reflective from how he portrays natives nations as *Fluttered folk and wild* and *new-caught sullen peoples*, who are *devils* and *childish*. These words are intertextually reflected in Senator Beveridge's speech when he terms Filipinos as *savage blood*, *Malay blood*, *barbarous race*, whereas describes his own people as *noblest sons*. Experiential value of all these expressions implies evil nature of other identified nations and these have been used by leaders of other civilizations as well in their own contexts. Similar intertextual inheritance finds expression in President Bush's speeches who constituted the identity of enemy as *evil*, as *worst of human nature*, while presented American people as *best* and portrayed America as *beacon of liberty*, as *home of freedom* and *justice* (Bush 2001a). All these different signifiers intertextually signify *similar* characteristics (*signifieds*) associated with the white man and *Others* in various texts.

In the following lines of the poem, Rudyard Kipling (1994) constitutes identity of the white man as a person who does not run away with emotions; who is self controlled and sagacious.

Take up the White Man's burden--  
In patience to abide,

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To veil the threat of terror  
And check the show of pride; (9-12)

The white man has been asked to patiently work for controlling the threat of terror and pride. The white man is presupposed to have patience in difficult times. Patience signifies sagacity and superiority of character. Quite a similar picture emerges in the speech of Senator Beveridge who opines that the administrators or representatives of America “must be men of the world and of affairs, students of their fellow-men, not theorists nor dreamers. They must be brave men, physically as well as morally” (1908, pp.75-76), in short, men of high character. Both texts create white man’s identity as a person capable of possessing superior traits of character.

President Bush on a number of occasions presents himself and his nation as full of resolve yet patient and self-restrained. In his address to joint session of Congress he says:

Fellow citizens, we'll meet violence with **patient justice** --  
assured of the rightness of our cause, and confident of the  
victories to come. (2001c)

As in Kipling’s poem we notice similar linguistic choice *patience* as signifier of a sagacious, superior *self* is found President Bush’s text and this reflects explicit intertextuality. Being patient entails a superior character. Hence, it is nobility of character which has been associated with the American nation in both texts. Intertextuality at both implicit and explicit level is there.

Following lines of Kipling’s poem (1994) reflect some of the most important aspects of American way of thinking which continues to be reflected in later political rhetoric of Beveridge and President Bush.

Take up the White Man's burden--  
The savage wars of peace—  
Fill full the mouth of Famine,  
And bid the sickness cease; (17-20)

Every nation projects its stance for going to war as justified and right on the basis of some plea. It is not necessarily peculiar of American political rhetoric that it projects its military campaigns as means to establish peace in the world. Cecil Rhode in his *Will* “The Confession of Faith” says that the primary objective of colonial occupation and “absorption of the greater portion of the world under our rule simply means the end of all wars” (1976, p-249). Senator Beveridge (1908) comes up with a similar argument when he says that colonizing Philippines is “the divine mission of America”, as “We are trustees of the world's progress, guardians of its righteous peace.” It entails that establishment of, what Beveridge terms as, *system* in place of *chaos* is the prime target of the Americans (Beveridge, 1908, pp.84,85).

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Similar aim was set by the President Bush for his war on terror. From uniting Americans in “resolve for justice and peace” (Bush, 2001a) and waging “a war to save civilization” (Bush, 2001e), to laying down the purpose of military action as “help” of “Iraqi people rebuild their economy, and create institutions of liberty in a unified Iraq at peace with its neighbours” (Bush, 2002d), the President continues projecting that “We seek a just and peaceful world beyond the war on terror” (Bush, 2002a). The purpose of the war on terror is also to establish system in place of chaos. The war on terror is actually the *war of peace*. Besides explicitly sharing expressions containing direct usage of words *war* and *peace*, the experiential value of these texts is same; they signify a unity of purpose. So, the discourse they generate or draw upon is colonial one where going to war is justified for establishing peace in the world.

Directive to *fill full the mouth of famine* in line No. 19 of the poem (Kipling, 1994) presupposes that the white man has ability to perform such a gigantic task. Superiority is presupposed here. As the white man is caught up in a war on various fronts, military action is one front and humanitarian assistance is another. The way these humanitarian issues run side by side in the poem, so they are in speeches of Senator Beveridge and President Bush. Senator Beveridge refers to England’s superior government in Egypt which successfully turned the “deserts into gardens, famine into plenty” (1908, p.77). By implicature he foresees a similar task for America in Philippines. Feeding the hungry and helping humanity also remained prime task of the President Bush during the war on terror. In his address to the nation he says:

**As we strike military targets, we'll also drop food,**  
medicine and supplies to the starving and suffering men  
and women and children of Afghanistan. (Bush, 2001d)

The President highlights the same theme in State of the Union Address on 28 January 2003. He says:

Across the Earth, **America is feeding the hungry** -- more  
than 60 percent of international food aid comes as a gift  
from the people of the United States. (Bush, 2003a)

Hence, in line with Kipling’s proposal, humanitarian aid to other nations remains a dominant subject of American political rhetoric. *Feeding the hungry, dropping food, turning famine into plenty* and *filling the mouth of famine* are but various signifiers which intertextually signify the same signified i.e. what the white man can do as superior *self*.

Following lines of the poem presuppose the role of Americans as goal achiever, as planner, while the other nations, by implicature are presented as disruptor and problem creator. Kipling writes:

And when your goal is nearest  
The end for others sought  
Watch Sloth and heathen Folly  
Bring all your hope to nought. (21-24)

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The civilizing mission is always facing risk of being jeopardized by those backward *Others* whom Kipling (1994) has already termed as *half devils and half child* (8). This binary construction of Americans as superior and *others* as inferior and debased may be identified explicitly in the speech of Senator Beveridge. Beveridge is always mindful that “in dealing with the Filipinos we deal with children” because they are “Savage blood, oriental blood, Malay blood” (1908, pp.72&73). Similarly, by taking a leading role in war on terror, America once again assumes its superiority to plan and lead. When the President says “Today, our nation saw evil (2001a)”, he entails that an evil *Other* was out there in the form of attackers and evil planners who wanted to destroy the beacon of *freedom* and *liberty*. He suggests through implicature that there is an equal need to develop a counter sagacious plan, which he says, America has always done and will also do this time (Bush, 2001a). These various signifiers or linguistic choices signify one idea of evil nature of the specified *other* (the attackers of 9/11) and the sagacious *self*, constituting an implicit intertextual reference.

Following verses of Kipling’s poem uphold what may be called as American dream to raise human dignity by establishing democracy in the world:

Take up the White Man's burden--  
No tawdry rule of kings,  
But toil of serf and sweeper--  
The tale of common things. (25-28)

The white man takes up the duty to make the world a better place where there is no despot and the government is run by common people. Peoples' government is an achievement, which the American white man is proud of. As Senator Beveridge (1908) puts it, “they are not of a self-governing race” (p.71). Hence, it is responsibility of the civilized West to transplant these ideals of democracy by showing other nations its real examples. In his speech Senator Beveridge (1908) says:

**Example** for decades will be necessary to instruct them in  
American ideas and methods of administration. (p.73)

President Bush also upholds American ideals of democracy and establishes an argument that Iraqi people also deserve self-rule and democracy through the removal of the Saddam regime. In his remarks at the UN General Assembly President says that if Iraq meets certain demands, then ultimately the United Nations may help it “build a government that represents all Iraqis” (Bush, 2002c). Hence, the white man will fulfill his duty and will help framing rules of good governance to other backward nations, paving way for a new era where:

The people of Iraq can shake off their captivity... join a democratic Afghanistan and a democratic Palestine, inspiring reforms throughout the Muslim world. These nations can show by their **example** that honest government, and respect for women, and the great Islamic tradition of

learning can triumph in the Middle East and beyond. (Bush, 2002c)

President Bush believes democratization of Iraq will inspire the Muslim world, suggesting by implicature that Muslim world may opt for American-type of democracy and rule of people. There is an intertextual flashback of Senator Beveridge's words that *examples for decades* are required for teaching such nations the way of self-rule. All this entails that the purpose of the *war* is the ultimate establishment of peace and it has to be achieved through dethroning *rule of kings*. Under the compulsion of self-adopted moral duty to establish *democratic government*, this mission was taken to Philippines one century ago, now it is being taken to Afghanistan and Iraq. Perhaps it will soon spill over into Arab countries. What American political rhetoric foresees is that removal of *rule of kings* and installation of democracy and rule of liberty everywhere in the world is final destination of humanity. Hence in all the three texts self-image is intertextually projected as democratic loving American nation which will implant democracy in other countries.

*Making* and *Marking* is another aspect of political rhetoric. When somebody marks a thing, he or she starts possessing that thing. When we name something we actually frame something. Through this, places are renamed, identities are re-represented and histories re-written in every civilization. It is primarily aimed at exerting hegemony through showing one's presence. In the following lines of the poem, Rudyard Kipling alludes to this strategic signficatory practice.

The ports ye shall not enter,  
The roads ye shall not tread,  
Go make them with your living  
And mark them with your dead. (29-32)

A straight forward explanation of these lines is that the white man's colonial enterprise revolves around making, re-making and improving the uncivilized lands which he occupies. In this way he leaves marks of his cultural superiority and beneficiary mission in those lands. But simultaneously this mission is demanding. It demands human blood and price of lives. This is how marks of presence are imprinted on the world—through dying for the cause. Senator Beveridge says that in order to make a land one's own and discharge mission, sacrifice of life is prerequisite:

...in the service of the Republic ... Americans consider  
wounds the noblest decorations man can win, and count the  
**giving of their lives** a glad and precious duty. (1908, p.87)

Hence, to “mark them with your dead” (32) reflects another aspect of American political rhetoric through which sacrificing lives for the country is projected as part of the sacred mission. This is a topic which has popped up a number of times in President Bush's speeches. For example in remarks from USS Abraham Lincoln on 1 May 2003, President lauds those who lost their lives during duty:

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**Those we lost were last seen on duty.** Their final act on this Earth was to fight a great evil and bring liberty to others. (2003c)

As a matter of fact, all this political rhetoric reflects a flow of thought that is present since beginning up to the modern times in every civilization. Kipling's words, *mark them with your dead*, Beveridge's appreciation for Americans *giving lives*, and Bush's homage for those *lost* in the way of duty are all signifiers which signify a lofty American *self*, which sacrifices life for others.

Along side the construction of mighty stature of the white man, the poem also constructs other nations. The consciousness of "the blame of those ye better" (35) and "**hate** of those you guard" (36), in stanza five of Kipling's (1908) poem implies what would be the return for the good the white man seeks. It is an all-pervasive feature of political rhetoric. President Bush, relishing the self-praise, claims that "They **hate** our freedom" (2001c). Hate and blame entail opposition and challenge. That is why President Bush says that Americans "face new challenges" (Bush, 2001e). Association of *Hate* with those who are opposed is intertextually shared perception of white men which we find explicitly in texts of Kipling and the President.

Following lines of last stanza of Rudyard Kipling's poem "The White Man's Burden" (1994), "Take up the White Man's burden-- / Ye dare not stoop to less--" (41-42) are imbued with the sense of superiority. They construct a self-image by narrating as to what the white man opts for. It suggests that the white man, never opts for lesser things, never bows to lesser objectives. Superiority of character and purpose is presupposed. Following this concept, Senator Beveridge claims that Americans shall not abandon their duty and opportunity in Philippines and fulfill the mission as able and noble race. He presupposes that there is ability and nobility of character in the white race. Similarly, President Bush claims that Americans always stand for *human dignity*, and *all that is good and just* (2001a). When one stands for *all* the goodness and justness, one becomes representative of it and signifies it. As *all* is an open ended word which has no limits, so is the stature that represents it. Experiential value of words in different texts reflects an implicit intertextual linkage of the signification, as all of them signify superiority and magnanimity of the white man.

Magnanimity of character is more vividly reflected through magnanimity of deeds. That is why Kipling (1908) says:

By all ye leave or do,  
The silent sullen peoples  
Shall weigh your God and you. (46-48)

These lines imply that whatever magnanimous will the white man do, will reflect greatness of God. By implicature it suggests a link between human actions and God. Magnanimity of the white man's character is signified through magnanimity of God. This parallel is yet another device to accrue authority and superiority and we find it in every

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civilization. No wonder, describing colonial mission as God's divine plan by Senator Beveridge is also such a device to accrue authority and a sense of superiority. He says:

...He [God] has marked the American people as his chosen nation to finally lead in regeneration of the world. This is the divine mission of America. (Beveridge (1908, p.84)

Similar rhetoric of linking God with one's deeds, finds expression in President Bush's speeches when he says that by embarking on the mission of war on terror, he submits his will to a "will greater" (Bush, 2001b). At another place President Bush claims that in the war between freedom and fear "God is not neutral" (Bush, 2001c), implying thereby that as we are on freedom's side so is God on our side. In all these texts *God* stands for an explicit intertextual sharing through which what is accrued is authority and superiority of the American system.

## 9. Conclusion

In light of the above discussion it can be concluded that through intertextual semiosis, texts not only signify the signifieds associated with previous texts' signifiers, they also signify the whole of the discourse they draw upon for meaning making. It follows from the discussion that political texts are intertextually structured and by determining what intertextuality signifies in them, we can establish what discursive structure these texts are part of.

By using conventionally adopted signifiers American political rhetoric creates an identity of superior self, which ultimately binds American nation to embark on a particular mission. This mission is projected sometimes as entrusted to the American nation by history or sometimes by God. In all cases, superiority accrues.

The American identity is projected as someone benign, sagacious, determined and committed to sacrifice for others.

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# **LANGUAGE IN INDIA**

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## **Enhancing Communication Using Commutainment among Higher Order Learners With Reference to a Skill 'Role-Play' - An Empirical Study**

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### **Abstract**

Language skills are fundamental in the acquisition of communicative competence. Communication Skills in English language are essential for every learner in the global family as English is reckoned to be the internationally accepted language. Communication Skills are the abilities in the areas of language understanding. Communicating expressively with practical language skills is the transfer of knowledge with teachers, peers, and other related people, which is crucial for written and spoken English and particularly in applying the theoretical knowledge in day-to-day communication.

Conventional methods of teaching and learning to communicate in English are not helping the learners develop communication skills at expected levels. The better way to expose the higher order learners to English language is only through the usage of various appropriate activities. The higher order learners can excel in group discussions or other information exchange activities like HR and technical rounds, only if they are able to

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communicate fluently and amuse others and entertain them in their communication by proper accent, body language, skills, and mastery over soft skills.

This paper purports to enhance Commutainment (Communication + Entertainment) among higher order learners to enhance their skills in language and get mastery over the language.

## **Introduction**

Target Language learning (**SL<sub>2</sub>**) is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Particularly, teachers who are involved in developing learners' speaking skills often get annoyed because some learners do not attempt to speak the other language, for example, English. This language is widely used all over the world as a medium of language or as a medium of entertainment such as in Hollywood movies or used in Television channels. The teacher has to look for a solution to make the passive learners active participants in the teaching-learning process in acquiring mastery over English and monitor how well they can amuse and entertain the listener / the receiver. A shift, therefore, is the present need to make the higher order learners yield to positive sides. Hence, the aim is to equip the higher order learners with adequate skills to use language and communicate interestingly and entertainingly in different situations. As there is an emphasis on acquisition as well as on practice in the target language, a creative process has to be advocated.

## **Communication**

The word 'Communication' is derived from the Latin root 'Communicare'. Communication takes place vertically, horizontally, and diagonally. The various communication systems are:

- Downward Communication – from higher level to the lower level
- Upward Communication - directed upwards from the lower strata
- Horizontal Communication - between people of the same status
- Diagonal Communication - between various groups – it is not homogeneous but heterogeneous

## **Classroom Communication**

Understanding the dynamics of classroom communication is essential since how students talk and act in a classroom activities greatly influence what they learn. Mehan (1979) suggests that, "students need to know with whom, when, and where they can speak and act, they must have speech and behaviour that are appropriate for classroom situations and they must be able to interpret implicit classroom rules. "For full

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participation in classroom activities includes” what Wilkinson calls “Classroom Communicative Competence” (1982).

Just as communicative competence is considered essential for second language learners to participate in the target language culture (Canale & Swain 1980; Hymes 1974), Classroom Communicative Competence is essential for second language higher order learners to participate in and learn from their second language classroom experiences. However, differences in higher order learners’ linguistic and cultural backgrounds inevitably influence how, when, where, and why they communicate in second language classrooms.

Recent classroom-based research suggests that “the processes of classroom interaction determine what language learning opportunities become available to be learned from” (Allwright 1984). Therefore, “any second language learning that takes place must in some way result from the process of interaction the learners take part in (Ellis 1990).

Hence, it is imperative that for second language higher order learners, classroom communicative competence means not only successful participating in classroom activities but also becoming communicatively competent in the second language (English in this study).

### **Structure of Classroom Communication**

The structure of classroom communication is patterned under three heads called IRE – an initiation act, a response act, and an evaluation act. It is illustrated as follows:

Teacher	:	What is your name ?
Student	:	Mohan, sir
Teacher	:	What is your name, My name is.....
Student	:	Mohan
Teacher	:	My name is .....
Student	:	My name is Mohan
Teacher	:	Right, very good, ‘My name is Mohan’ is correct

In it, one can find initiation to structure the speech of the learner by the teacher as well as the response from the learner in learning the structured speech activity. It is done by an evaluation act with greeting – a kind of stimulus to learn further.

### **Need for Communication Skills**

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Communication plays an important role in everyone's life. A human, being a social animal, cannot live without communicating or being communicated to. An effective communicator is the one who communicates his / her message in a very clear and effective manner and tastes success in his / her intention of communicating the message to the receiver of the message. Those who have fairly good communication skills possess these five Cs:

- Confidence,
- Commitment,
- Conviction,
- Courage
- Clarity

Such persons demonstrate their ability to speak. They express their views confidently, courageously and clearly. Their desire to speak English well is exhibited in their conviction and commitment. Their utterances reveal their clarity of thought and clarity of expression.

Communication skills in English are needed for every citizen in the global family. Particularly, higher order learners need communication skills as they need to use them during their course work; participating in group activities like seminars; workshops, symposiums and project works; facing interviews in campus placement interviews by reputed national and multinational companies. They need to live up to the expectations of their recruiters by excelling in group discussions and other information activities like HR and technical rounds. The students with poor standards of communication skills are unable to get a lucrative job after the course and are classified as 'unemployed' or 'underemployed' by the recruiters.

Conventional methods of teaching and learning are not helping in developing desirable communication skills at expected levels. A teacher in a classroom may not be able to pay personal attention to each learner consistently to guide them in improving their communication skills in a class with forty to sixty learners and in the sessions lasting from forty to sixty minutes duration. The better way out is exposing the learners to English using appropriate activities. An English class should have to be full of language activities and tasks. Learners have to be engaged in acquiring the various language skills like

- Presentation Skills
- Negotiation Skills
- Working with voice, using voice-right accent and intonation
- Body Language
- Referring to Visuals

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- Establishing Rapports
- Diplomatic Language
- Proposals-Bargaining-Reaching Settlement
- Hand Shakes-Catching and Mirror hands
- Observation-listening to others
- Imaginative situations-working from / into scenarios and scripts
- Performance-Play project
- Telephonic and Teleconferencing Skills
- Drafting E-mails using soft skills.
- Designing a Web-Page to entertain/amuse

Each activity should include principles of authenticity, real word focus with emphasis, language practice and problem solving. Since the higher order learners are involved in exchanging information and ideas, they should feel an integral part of the language and need to entertain others in exchanging their ideas/feelings/sentiments or whatever it may be. This will certainly help in instilling a sense of confidence and effacing any feeling of alienation.

### **Easy Ways to Develop Communication Skills**

It should be noted that communication skills cannot be learnt just by studying books. The most important aspect to remember is that ‘practice makes perfect’. Communication is frequent and easy in accordance to the understanding of what the other person says. One has to be in a cheerful mood when talking to others. It is evident that others show attention only if they have interest in them. So, involving the higher order learners in various activities that empower them with language practices is not an easy way of developing communication skills.

Communication games are very useful in building up relationship with the group; so that the members of the group come closer to one another. Linguistically disadvantaged learners are also encouraged by the advantaged ones to speak freely. Jill Hadfield (1987) says: “the inclusion of games as an integral part of any language syllabus provides a chance for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, and acts as a diagnostic tool for the teacher, highlighting the areas of difficulty”. One of the most important reasons for using games is simply that they are immensely enjoyable for both the teacher and the learner. “A good language game requires little or no advance preparation, is easy to play and yet provides the student with an intellectual challenge, is short enough to occupy a convenient space in the conversation programme, entertains the students but does not cause the group to get out of control, and requires no time consuming correction of written responses afterward” (Byrne, 1980).

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As communication is not one-way traffic but a two way process, the primary necessity is to listen to the other person. In a relaxed way and with good body language one has to impart what one wants to say to others. The right way of communication is having an eye to eye contact with the other, that too, with a smiling face. One should never hesitate to ask questions to another. This will develop a great understanding between one another. If the other person has different point of view, one has to find out why he/she has such a point of view.

## **The Need**

The Conventional method of teaching to communicate is termed to be a fossilized system in which one would be cocooned. There had been a great deal of doings, learners reading passages, composing sentences, busy practising the four skills but all this is done to consolidate the learners' knowledge of language related to rules and not to put them into communication.

The learners come to the class with fixed preconceived ideas. They look upon the teacher as a kind of guru from whom all knowledge flows. They are accustomed to the lecture mode of learning with the teacher lecturing in front of a class of about 100-150 learners which form one large lockstep group.

There are various grave disadvantages. One of the chief disadvantages is that, however impressive the teacher might appear, it is impossible to sustain the interest of the learners for a long time. However, with all the efforts that the teacher makes, the teacher will only be able to make the bright learners talk. The shy and dull learners will not speak. A shift is, therefore, required from a referential to an inferential mode of learning.

## **Assessing Communication Skills**

Two methods are used for assessing communication skills.

- In the observational approach, the learner's behavior is observed and assessed unobtrusively.
- In the structured approach, the learner is asked to perform one or more specific oral communication tasks. His or her performance of the task is then evaluated.

The task can be administered in a one-one- setting by a test administrator with one learner of a group or a class setting. In either setting, learners should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all learners can easily talk, or, if they do not, learners should be given an opportunity to collect information on the topic.

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## Rating Systems

Both observational and structured approaches use a variety of rating systems.

- A holistic rating captures a general impression of the learner's performance.
- A primary trait score assesses the learner's ability to achieve a specific communication purpose -- for example, to persuade the listener to adopt a certain point of view.
- Analytic scales capture the learner's performance on various aspects of communication, such as delivery, organization, content, and language.
- Rating systems may describe varying degrees of competence along with a scale or may indicate the presence or absence of a characteristic mode of communication.

A major aspect of any rating system is objectivity: Is the teacher applying the scoring criteria accurately and consistently to all students across time? The reliability should be established during their training and checked during administration or scoring of the assessment. If ratings are made on the spot, two assistants will be required for administration. If ratings are recorded for later scoring, double scoring will be needed.

## Teacher's Role

The teacher can make a learner speak only by asking questions. In the beginning stage, the learner may not understand but the teacher has to continue speaking in English in the class and he should not shift to mother tongue teaching which will never develop the speaking skill of the learner. The teacher, if he continues English, may find his learners starting to ask question in a short period of time in English.

The teacher when asking questions should not get irritated when the learners do not answer. The learners after continuous asking and listening to the teacher will come out to answer. The teacher should use easy English for making the learners understand. The practice of asking questions should continue, because it enables the learner to answer the questions. The teacher has to repeat many times what he has taught in the class as repetition helps the learners become familiar with their teacher's English and at a short period of time the learners will understand what the teacher is trying to mean. Besides the teacher can also use certain stock – expressions like the following:

- Ok, I take leave of you
- Bye, thank you.
- Good morning.
- See you in the next class.
- See you then.

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- Take care of you.
- Bye, Meet you later / tomorrow

### **Body Language and its Importance**

The body language is expressed through gestures, expressions, and the postures. Some of the most common expressions are:

- One can use arms and shake hands to say good-bye and to express a thrill.
- One can shake his head to deny/approve something.
- The eye contact helps to make an impression while communicate and paves way for better understanding with the listeners.
- One has to look at the listener at the end of the sentence to strengthen the message.
- The gestures help to give the voice of self-assurance.
- One can use gestures when one utters some important matter and it will highlight the meaning of the words.

Whenever one has to speak, one has to use the body language effectively to achieve what the speaker desires to convey. This helps to maintain the energy and the confidence. One should be relaxed all the time as one's body language and physical attitude will cause psychological changes in the mind of the listener. To become a great speaker, one has to spend a lot of time in practising, reviewing, and reading about the ways to improve effective communication. One has to think deeply.

### **Commutainment**

Commutainment is a portmanteau word. It is a combination of 'communication' and 'entertainment'. As a Noun, it means 'communication through entertainment'. As a Verb (commutain), it means 'to develop students' communication skills through entertainment activities'. Commutainment activities can be interchanged with the terms communication games and language games. The latest research shows that the teenagers are not isolating themselves from the outside world with their noses buried in their cell phones and ipods, rather, teens are engaging in a new behavior termed 'commutainment', which is "a hybrid of communication and entertainment where the act of communicating itself becomes a form of entertainment".

Commutainment, which refers to communication through entertainment, is essential in learning the second language (ESL). (This info was released in a study called: "A Beta Life-Youth," by OTX Research, and based on a survey of 8000 "technology loving" teenagers from around the world.)

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This method takes not only the cognitive and creative aspects of the learner into consideration but also considers the higher order learners' psychological and behavioural aspects. It aims at developing the intrinsic motivation of the higher order learners and makes a teacher motivating, stimulating, and supervising rather than imposing and thrusting. It has been found that commutainment activities such as role-plays, puzzles, and problem – solving exercises promote meaningful communication, provide fun, develop a team-work, foster creative thinking and create opportunities for the learners to interact with one another.

### **Features of Commutainment Activities**

Features of Commutainment activities include:

- building bridges between cultures
- practising language items in genuine contexts
- bringing learners closer together
- releasing tension
- developing creative thinking
- providing the previously learnt item(s)
- generating a happy classroom
- enhancing a refreshing change from routine language learning procedure to creative thinking and generating ideas.

### **Commutainment Activities in the Classroom**

The different types of commutainment activities that a teacher can use in a class to teach English as a second language (ESL) are as follows:

- Role-plays
- Humour / Language jokes / puns
- Funny anecdotes
- Problem-solving games
- Puzzles

### **Role of Teachers in a Commutainment Classroom**

At all levels, the teachers require the aptitude to understand a subject well enough to communicate its spirit to a new generation of learners. The purpose is to set up a sound information base. It enables learners to construct novel ideas which will be exposed fruitfully to different life experiences. The teacher must be aware of the styles, methods and approaches. At the same time, imaginative teachers can do wonders in the English

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class by their new ideas to break monotony and make learners take lively participation in the class.

As Albert Einstein points out that imagination is more important than knowledge, human progress is possible only through imagination and education. Without imagination, education becomes a kind of intellectual recycling of the same knowledge passed from a teacher to the learner and back to teacher in the form of tests and examination. Education should do more than simply transmit information; it should develop skills such as imagination that evolves our knowledge and moves us forward into a bright future.

A great teacher is a person who can motivate the learners. The teacher should inspire the learners by being their role models. The teacher should always sound positive and develop confidence in learners. The teacher should create a friendly environment for learners to speak and discuss topics and issues freely. The teacher should come down to the level of the learners and mingle with the learners to establish a good rapport. When there is a good rapport between the teacher and the learners, there is better learning. If the language teacher's management activities are directed exclusively at invoking the learners in solving communication problems in the target language then language will take care of it. A teacher of English, who is imaginative, innovative, interactive, independent, and interdependent can be successful in the field and can lead the learners from dependent stage to independent stage and then to interdependent stage.

In following the commutainment technique, the teacher will find his/her job more varied and more challenging. Much greater demands will be made on his/her creativity than on his/her highly developed knowledge of teaching techniques. The traditional teacher who might have been regarded as 'replaceable' will give way to a teacher whose role in the process of developing the learner will no longer is based on the power conferred by hierarchial authority but on the quality and importance of his/her relationship to the learner. The teachers, who do not use games, are neglecting one of the most vital aspects of teaching practices. Teachers, who are imaginative, can teach any language skill interestingly and effectively and they can promote interaction in the English class and thereby do justice to their profession by empowering learners and helping them develop their communication skills. They motivate their learners; create opportunities for them to interact with one another through commutainment (communication through entertainment) activities such as role-plays, group discussions, mock-interviews and so on.

### **Role-Play**

Role-play means 'learning by doing'. In it, experiments reveal that it is an extremely effective way of learning. It calls for a total response from the player; it asks

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him to communicate – to respond verbally and non-verbally. Role-playing, by definition, implies, pretending even in a small way, to be someone other than one who really is. Such an act is not an easy one; some feel that it a usual one; whereas, others feel personally unhappy to pretend to be others. In the ability to do role-play, there are both cultural and individual differences between people; whereas there is no difference in their language proficiency.

### **Features of a Good Role-Play**

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

Moreover, role-play can be very motivating since a game instinct is involved in it. Also, it provides the learners with a specification of 'what' kind of things to say in 'what' message forms 'to what' kind of people 'in what' situations. This type of activity is only possible in an atmosphere which is relaxed and without any inhibitions and anxieties. Classroom activities like games, group and pair exercises are intended to loosen up the class and create a relaxed and harmonious atmosphere conducive to role-play activities. Role-play relaxes a person physically and makes a learner less inhibited generally. Role-play provides an environment for the development of fluency and the negotiation of meaning. It also stimulates learners to mobilize all their linguistic resources and creates create an awareness over their linguistic knowledge. The use of dialogues in the role-play helps the learners develop communicative competence. It is also considered to be very essential since without it even an advanced learner would find himself left right out in the target society. The dialogues that express feelings as well as facts provide excellent intonation practice for the learners.

### **Role-Play Situations**

Role-play situations are chosen in such a way that the learners' command of general social language is to be tested in situations like complaining, inquiring, giving directions, narration of accident, report of theft, flight or hotel booking, ordering goods and so on. The situations chosen for a role-play may be simple or complex. Nic Underhill states, "A simple situation is a stereotype of an ordinary every day event that the learner might easily find himself in, requiring the use of ordinary everyday language(...) A complex situation has an added feature that is unusual but not unlikely, in everyday life(...) It may also involve the learner putting himself in a role that has no experience of, for example as a policeman, an information officer or a businessman." (52). According

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to <http://www.learnenglish.de/Teachers/roleplays.htm>, the effective use of role-plays can add variety to the kinds of activities learners are asked to perform. It encourages thinking and creativity; lets students develop and practise new language and behavioural skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur.

### **Effective Implementation**

The main objective of asking learners to enact the role-play is to enable learners to confidently use the language functions such as describing, explaining, and persuading. It is not enough merely to provide learners with opportunities to speak in English. The teachers should encourage the learners to speak in a variety of different situations and help them learn to speak with confidence. Role-plays can be used to start a key conversation suggested by the case reading or assignment. In this use, a role-play simultaneously highlights the key issues in the case and grabs the attention. The higher order learners should have the knowledge of three major segments; problem identification and clarification, analysis, and action planning.

### **Role-Play Between Learners**

Learner-learner role-plays are usually interesting because the learner gets himself/herself involved in his/her part and responds with greater spontaneity and creativity. The learners can be paired first and they can be given written instructions a few minutes before their role-play by a teacher. Each learner should be given a specific role that matches with the partner's role. Sometimes, it is difficult to stop them in-between; so the learners should be allotted specified time limit in the instructions. In order to balance the language produced and the difficulty of the role-play, instructions such as "Ask at least three to five questions", "Make appropriate use of body language" should be given. Some examples of matching roles are:

- a boy and a girl meet at a party
- a journalist and a politician at an interview
- a lawyer and a client in the Court of law
- a doctor and a patient in an hospital
- a policeman and a member of the public reporting theft or a missing person
- a shop manager and a customer
- a hotel receptionist and a tourist for booking/checking out in a hotel

Depending on the age, imagination, and familiarity with the role-playing, the learners can be allowed to make up the details required for the specified situations. The most important thing is that the learners should be asked to give a summary at the end so that

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the other learners can understand what the other person said. Along with that, the learner can be called on by a teacher to say what he/she has to do next.

### **Role-Play using Telephone**

A telephone is an important instrument for communication as it is a highly authentic medium. It took a mobile phone just a few years to become the largest and most complex network ever created by men. There are more than 700 million telephones today. Communicating via telephone can be a very difficult task for non-native English speakers, even sometimes for native English speakers. But the ability to communicate by telephone can help reduce stress in the learning place as well as in a workplace, improve one's work efficiency and give an advantage in a very competitive business environment. Telephone conversation increases learner's involvement and interest in developing communication skills. The learner can be asked to initiate the phone call or respond to the phone call when it comes. The only drawback is there is no face-to-face communication.

Billions of telephone calls are made everyday. Each telephone call may be taken as an opportunity to make a positive impression on the person they are calling as it takes only thirty (30) seconds for the person on the other end of the line to form an impression of the caller. There is usually a better reason to pick up the phone and make a call to the other in English. The first and foremost thing is to achieve an objective with each call that one makes. One can take a post – it (R) note and write down the objective (S) for the call. The card may be like this.

Main objective :

1. Asking Sheela to send books from New York

Other Objectives :

1. Asking her to come with her children to Chennai
2. To find out the telephone number of Headley, George, and Pinkie

On the other side, one can assess the person one is calling or receiving the call. One must clearly understand the LINK of the caller that is Level, Interests, Needs and Knowledge of the person called in order to make communication a real commutainment.

### **Speaking in a Second Language over Phone :**

English is mostly used as a *lingua franca* between people whose first language is not English. So the non-native speakers can:

- a. Slow down the speed of their speech / delivery of words.
- b. Speak in short sentences
- c. Pause to think about what they want to say

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Making a telephone call in a second language may be a stressful experience. One has to get the start right by giving his / her name. “Hello, I am Claudio on the line” or “Can. I talk to Ruben”. When one gets the end right be polite, confirm, thank, look forward for another call, be positive and say goodbye. Commonly in telephone communication commutainment can be attained by the following positive factors. Equally adverse effects can also be attained by the following negative aspects.

**Telephone Call Function** (Photocopiable (C) Summertown Publishing)

Sl. No.	Positive Factors	Negative Aspects
1.	Fluent and accurate	Hesitant with errors
2.	Sounded Confident	Sounded nervous
3.	Sounded Friendly	Sounded cool and distant
4.	Persuasive	Unconvincing
5.	Sincere	Insincere

Telephone conversation should initiate the caller to participate in communication to the receiver. There are different ways by which one can initiate the caller to participate in communication with an interest in getting entertainment. Some of the initiation processes are as follows:

<b>Track : 1</b>		
Sam	:	Sam speaking
Maria	:	Good Morning Sam, It is Maria here
Sam	:	Good Morning Maria, How are you ?

<b>Track : 2</b>		
Sam	:	Sam on the line
Maria	:	Hi, Sam, This is Maria
Sam	:	Hi, Maria,
Maria	:	How are things going on ?
Sam	:	Ok, Ok, Fine.

From the above two tracks one can easily understand that either the caller or the receiver should give the name politely so as to ensure to whom one is talking to to avoid menace Then they can check in to their objectives or needs. However, it is advisable to avoid saying ‘Hello’ which is widely used all over the world.

**To Speak over a Phone**

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A person who calls someone over the phone should give his/her number or name and then make a call. One can say 'Could I speak to Subashini? Please' 'Could I speak to Mrs. Jayasanthi? Please', then he has to reveal who he is. The following can be useful to begin a conversation over a telephone.

- Hello. This is Sam
- Could I speak to Subashini, Please?
- Hello, this Narayan Prakash. May I know who you are at the other end?
- This is Sam here. Is Subashini speaking at the other end ?

One can ask the following to know who speaks at the other end or answer the call.

- Hello, Who is that ?
- Who am I speaking to ?
- Who is speaking ?
- Who is holding the line ?
- Who is at the other end ?

One can use this if somebody whom the caller has expected is not there at the other end. The person at the other end may ask 'Can I take message ?' or 'Do you want to leave any message ?' One can also use any of the following expressions to ask people at the other end to wait if somebody one called is not at the end or in the other place or work.

- Wait a minute
- Just a moment
- Please hold on
- Hold on a moment
- Wait, He'll come

In case of a wrong number the following expressions can be useful.

- This is wrong number.
- I am sorry. This is wrong number

One can use the following expressions if the voice at the other end is not audible

- Please speak louder ? I can't hear you

### **Model Activity I: Speaking over a Phone is an informal way**

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The teacher shall divide the select learners into a group containing 5 students in each group to enact before the learners the way of speaking over phone Then he shall ask two learners from each group to come to the front stage and do the activity.

Tarun :	Hello, I'm Tarun, Gopal's friend
Sam :	Hello. This is Sam
Tarun :	May I speak to Gopal ?
Sam :	I am afraid he is not here.
Tarun :	Where is he now ?
Sam :	He's gone to the factory. Note the phone number and call him
Tarun :	Thank you very much sir.

The teacher then shall ask all the other groups to do the same type of activities assuming different roles and this activity will consume a minimum of ten minutes for one activity.

### **Model Activity II: Speaking over a Phone in a formal way**

The teacher shall ask two learners from each group to come to the front stage and do the activity.

Thangam :	Hello, I'm Thangam from Madurai. May speak to the Manager ?
Voice :	Hello I'm his secretary. What is the purpose of your calling ?
Thangam :	I have bought a HCL laptop from Grace Computers last month. I've some problem with it.
Secretary :	What's the problem, Mam ?
Thangam :	The DVD player attached to it does not function well
Secretary :	Please tell me your address and tomorrow our engineer will be there to see to it.
Thangam :	Thank you, note down, 39, Kennet Nagar, Palanganatham (PO), Madurai – 625 003. Would you ask him to call me when he comes ? My telephone number is 9627849715.
Secretary :	Our engineer will call you to the same number before his arrival.

### **Model Activity I: Conversation**

A teacher can divide the learners into groups containing a small number of learners in each group. The teacher can explain the learners that two from each group should come to the front stage and get themselves introduced in the way the teacher had earlier done with another student. As two students from the first group come out the teacher should ask them to assume that one is a bank manager and another is a customer to the bank. The customer has some problem in the receiving of a demand draft which he

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has applied a week before and forgotten to receive it. Then the learners can come to the front stage and do the activity in the following way.

Customer	:	Good Morning Sir, I'm Sundar working with Ramalinga Group of Companies
Manager	:	Welcome, what can I do for you ?
Customer	:	I applied for a demand draft a week before but I forgot to collect it.
Manager	:	Do you remember the date on which you had applied ?
Customer	:	Last 15 <sup>th</sup> sir
Manager	:	(Calling Peon) : Mr. Sundar, go along with him to the concerned clerk and give details and get your DD (to peon) Take him to Mr. Swaminathan.
Customer	:	Thank you very much sir

### Model Activity II: Conversation

The teacher can ask three learners to come to the front and ask them to do the introducing activity. This time he can give the roles of a father, a son and a son's friend. The three members accidentally meet in the temple where the father and a son go and later his friend comes there. The son has to introduce his friend first and then his friend would introduce himself to the father of his friend. The teacher can ask them to assume that the son and his son's friend are students of the same class in Virudhunagar Hindu Nadars' Senthikumara Nadar College, Virudhunagar. The father is a teacher in a high school.

Sam	:	Hi Surya, How are you ?
Surya	:	Fine, thank you, how are you ?
Sam's Father	:	Hello, my dear, pleased to meet you
Sam	:	Dad, This is Surya, my classmate
Surya	:	Very happy to meet you sir,
Sam	:	Dad, Surya is our class representative
Sam's Father	:	Very good, my son has many times felt proud of you and spoken about you and your intelligent activities in the way you keep your class a model for others.
Surya	:	I just follow what our teacher asks me to do
Sam's Father	:	I'm also a teacher in a high school working as a PG. Assistant. I applaud you to do a lot more enthusiastically in future
Surya	:	Thanks for your complement.

The teacher then shall ask all the other groups to do the same type of activities assuming different roles such as a Principal, a College Peon, a Librarian, a Student, a Book Publisher etc, This activity consumes a minimum of ten minutes for one activity

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and all the learners will understand the way of introducing and being introduced to one another.

**Activity**

Eight learners from the final year M.C.A. course of Virudhunagar Hindu Nadars’ Senthikumara Nadar College, Virudhunagar were tested for the purpose. Most of the learners were from urban areas. Many had their schooling in Municipal and State Board Schools in and around Virudhunagar in southern Tamilnadu. They were uncomfortable in expressing themselves in English. They were never given the task of speaking in front of the class in their school days. So, to motivate them to develop their communication skills is really a challenging task.

When they were given the chance to speak on the given topic, they hesitated and only a very few came forward. Their reluctance was due to their lack of self-confidence, fear of making mistakes and being laughed at by their friends. To develop their confidence, a motivation session was arranged. They were made to realize the fact that it was their right to make mistakes and learn to speak with confidence by getting corrected their errors. The importance of role-play activities in developing their communication and gaining fluency was explained to them. A few sample sessions based on the models given above for telephone conversation and face to face conversation were also given for practice and the learners were asked to enact their part in front of the class. Then the following sample role-play with fillers was conducted to test their ability.

**Sample Role-Play Situation with Fillers**

<b>Context:</b> You lost a friend 10 years ago ...now you want to find him / her again....for some reason...money...love.....? .you go to a private detective to find your friend.	
<b>Roles:</b> a Customer and a Private Detective	
<b>Private Detective</b>	<b>Customer</b>
May I help you ?	Yes, I lost my best friend 10 years ago. I'm trying to find him.
Ok. Where/lose.	I lost.....
What happened	Well.....
What did.....?	.....
What	.....
When	.....
How	.....
Why	.....
Where	.....
..... work?	.....
.....wear?	.....

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.....live?	.....
.....looklike?	.....
.....name?	.....
Did he.....?	By the way, how much do you charge.....?
Was he.....?	.....
Were you.....?	.....

Then learners were asked to express their views on how role-plays helped them develop their communication skills. Then the learners were divided into groups of four and they were directed to do the role-play as per their lot - A, B, C or D.

**Group A : Role-play :**

Tell your partner about something that you did recently and that you really enjoyed. For example, a meal, a film, a sport. Stop as soon as your partner loses interest.

**Group B : Role-play :**

You haven't seen your friend for a long time. She works in the same company as you but in a different department. You like to have a short meeting with her over coffee one day next week. Ring her to arrange for this in the middle of the morning or in the afternoon in your office or your friend's.

**Group C : Role-play :**

You receive a call from your friend working in another company. He tells you in detail about the Seminar that he has been in charge of. He invites you to be the Chief Guest of that Communications Seminar on December 12<sup>th</sup>, 2011.

**Group D : Role-play :**

Listen to your partner, who is very weak in his communication. But being interested in improving his skill, he wants to join one apt Course on Communication and he wants to get your suggestions regarding that. Your task is to encourage him to talk continuously by giving positive feedback.

**Key Observations**

At the beginning, the higher order learners (MCA) had a lot of hesitation in conversing with other learners, but after continuous practice, they developed a positive attitude towards their communication with others in English. Such communication activities helped them boost their confidence level, stimulate their interest, engage them in meaningful conversation, develop their social skills (turn taking, adjusting), foster creativity, promote team spirit, and develop active listening skill. As discussed earlier, role-play games facilitate learning and help learners learn target language in a meaningful manner. But it is not so with the traditional concept of teaching language in an old traditional and conventional method.

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The teachers of traditional method of teaching a language did not believe in the new play way method of learning communication skills. However, it is an accepted fact that commutainment activities help the learners learn the language with pleasure. But this new method also demands a lot from the teachers. They should play a non-threatening role, assess the needs of the learners, make the class interactive, develop their creativity and bring language alive by introducing humour and by using stories, jokes etc. Finally, teaching methods should also be modified as per the learners' feedback and to suit the majority of the learners. This commutainment method is called by Tamilnadu Government Department of Education as "Ceyal Valikatral" (activity based learning).

Through the role-play games, the chosen learners practised many language functions and learnt to work with others. Loui (2006) expressing his views on using cases in role-plays, agrees that role-play exercises help learners collaborate with others to achieve wise solutions to difficult problems. Larsen-Freeman (1986) and Ladousse (1987) share the view that role-play exercises give learners an opportunity to practise communicating in different social contexts and develop their fluency in the language, promote interaction in the classroom, and increase motivation.

### **Benefits of Role-Playing**

Role-plays can dramatically galvanize a sleepy class into one charged with attention and the electricity of concentrated learning. Live conversation often causes students to think more deeply, more quickly, and more emotionally. Role-plays provide an excellent opportunity for the learners to develop certain skills and to practise their abilities to frame and communicate their thoughts and feelings in an effective, productive ways among themselves. A common benefit of using role-play is that the technique can bring abstract discussions alive, and in doing so expand learners' willingness to learn.

Through the role-plays the higher order learners themselves come to know how much they know or don't know. Some higher order learners, while listening to another's words, may blithely think of themselves as follows; "I could have used that expression! And stressed it better! This is no big deal; I know this stuff!" Making this discovery enables the higher order learners identify their defect and make improvements in their communication.

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

### **Suggestions**

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English as a second language can be taught and learnt in an interesting and effective manner through commutainment activities. The important fact is that the teachers should be ready to evaluate their teaching and get feedback from the learners. They should be ready to change their teaching methodology if they are unable to achieve their desired result. The language teachers can do wonders if there is a certain amount of openness in their teaching method as commutainment plays an inevitable part in the career advancement of higher order learners to make them climb up the ladder of success.

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## Effects of School Systems on Locus of Control

Aamna Saleem Khan, Ph. D.

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### Abstract

This study intended to explore school difference in locus of control among students of science subjects at secondary level of Wah Cantt. A sample of 270 students (120 Girls and 150 Boys) was selected from the F.G.H.S for Girls and Boys of Wah Cantt. A questionnaire consisting of 35 items was administered to measure locus of control. *t*-test (Independent sample *t*-test and Paired sample *t*-test) was applied for statistical analysis by using statistical package for social sciences (SPSS). Results found that girls of government schools were superior to the girls of private schools in their locus of control.

**Key Words:** Locus of Control, Social Learning Theory, Learned Helplessness, Attribution Theory

### 1. Introduction

The important theory of motivation is the theory of locus of control. The term locus of control refers to the sense that one can affect the course of one's life, also called "Can-ness". Its exercise allows one a sense of freedom in feeling that one can correct one's difficulties. When one loses the belief that important events are to, some degree, controllable by one's action, one loses that vitality and courage that humans can display

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in their encounter with hardships. Julian Rotter was the first psychologist who paid more attention to this issue of locus of control (Naila, 2000).

Locus of control plays an interesting role in education. Understanding its efforts can lead to more effective and worthwhile schooling for students and less frustration for teachers (Grantz, 2006). All these factors urge the researcher to do this research.

### **1.1 Statement of the Problem**

The study was designed to explore the difference between locus of control and amount of effort of the students in private and government schools. Locus of control in the present study was defined as individual variations in students' belief about what control the events in their lives, they themselves or others.

### **1.2 Significance of the Study**

The study will be of great significance as it will help to identify the students' problem. It may be helpful in the improvement of quality education. It will enable the teacher to know how locus of control relates to his or her academic success. This study will be a proving method of increasing student internal locus of control. Depending upon student locus of control orientation, it has been found that they respond to positive and negative response differently.

Due to this reason, teacher will become well aware about the importance of locus of control. The school may design its experiences in the way that will foster acquisition of this view point. Present study may initiate guidance to the teacher in suggesting the method of infusing locus of control in the students.

The study will increase one's capacity for control on situation and will provide reassurance supports a positive self image and help the effect of stressors by reducing that often result in health breakdown. Confidence in one's control reflect security in the network a knowledge that its presence will reduce period of duress.

This study may provide information to curriculum developers for the selection of content. Locus of control may keep in mind. This research study may provide some guidance and direction in order to pave the way for further research in the same field.

Finally, this study will urge educators to recognize locus of control view point thinking as the most important aspect of life. Indeed it should be the means of breathing new life into others. It is once fluency, sensitivity to problem and ability to analyze synthesis and organize them correctly.

The history reveals that this subject was under discussion and research right from

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earlier days, may be not as a subject but adopting different measure to have success was the practical approach. In 19<sup>th</sup> century and more elaborated in 20<sup>th</sup> century, many articles, research papers, workshops details and reviews educate us about different opinions on the term locus of control.

## **2.1 Locus of Control**

Locus of control is a personality construct referring to an individual's perception of the locus of control of events as determined internally by his/her own behavior versus fate, luck or external circumstances (Grantz, 1999).

Locus of control is a psychological construct that refers to whether individuals believe that their behavior or, more correctly, the reinforcements from behavior, is under their control.

Locus of control describes the degree to which individuals perceive that outcomes result from their own behaviors or from forces that are external to themselves. This produces a continuum with external control at one end and internal control at the other.

Locus of control is a personality characteristic that determines the degree to which an individual believes that he or she is in control of life events. Rotter (1966) states that locus of control can be generalized into a basic dichotomy: internal and external. Individuals with an internal locus of control believe that future outcomes depend primarily on personal actions, whereas individuals with an external locus of control ascribe actions to factors outside of their control, such as fate or chance. A theoretical construct designed to assess a person's perceived control over his or her own behavior. The classification internal locus indicates that the person feels in control of events external locus indicates that others are perceived to have that control.

Locus of control was viewed as a cognitive expectancy which defined the individual's view of causal factors related to these outcomes. Individuals having an internal locus of control tend to view outcomes as being under their own control, will, or initiative. In contrast, children having an external locus, ascribe positive and negative outcomes are derived from behaviors generated by the individual such outcomes to factors beyond their control such as luck, fate, or circumstance. In short, internal students feel outcomes (both negative and positive) are derived from a basis of empowerment, whereas external students view such outcomes from a basis of disengagement (Nunn and Nunn, 1993).

## **2.2 Theories of Locus of Control**

There are three main theoretical description of locus of control in order to describe the ways in which they function and how the people behave in different situations. The name of these theories is as follows. The focus of the research was only

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on attribution theory of Rotter.

### **2.2.1 Social Learning Theory**

Theory is defined in terms of individuals' goals, expectancies, and social reinforcements. According to social learning theory, man's behavior is determined by his goals. Behavior is always directional. An individual responds with those behaviors that he has learned will lead to the greatest satisfaction in a given situation (Rotter, 1971).

According to Strain (1993), Rotter's social learning theory proposes that the probability of a behavior occurring is related to the individual's expectancy that the behavior will gain reinforcement and that the reinforcement has value to the individual.

Social learning theory of locus of control was given by Rotter. Rotter chose the label "Social Learning" because the theory stressed the fact that the major of basic modes of behavior are learned in social situation and are inextricably fused with need requiring for their satisfaction the mediation of another person (Naila, 2001).

Bandura's (1997) social learning theory posits that people learn from one another, via observation, imitation, and modeling. People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action". Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

According to Morris (1993), the main idea of social learning theory remains the same that there is always an interaction among three factors, that being the person, the situation, and the evaluation of expectancies obtained by that person from that person's experiences

### **2.1.2 Theory of Learned Helplessness**

Learned helplessness theory is the view that clinical depression and related mental illnesses result from a perceived absence of control over the outcome of a situation (Seligman, 1975).

Learned helplessness is formally defined as a disruption in motivation, affect and learning following exposure to no contingent (uncontrollable) outcomes. There are three crucial elements to its definition; contingency, cognition and behavior (Christopher *et al*, 1993).

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i. Contingency refers to the objective relationship between actions and outcomes and for helplessness to occur there must be no relationship between a person's actions and the outcome he or she experiences.

ii. Cognition is involved in how the person perceives the contingency, explains it and extrapolates from this understanding. The perception of uncontrollability (no contingency) may be accurate or inaccurate but once it occurs the person attempts to explain it. From this explanation they make extrapolations about the future and, when learned helplessness occurs, they expect that their behavior will not influence future outcomes.

iii. Behavior refers to the observable effects of being exposed to uncontrollable outcomes. Most often it involves giving up weaker attempts to control the situation or even failure to try to do so at all – a behavior incompatible with new learning. The response is also accompanied by negative emotions such as anxiety and sadness (Christopher *et al*, 1993).

In the course of studying learned helplessness in humans, Seligman found that it tends to be associated with certain ways of thinking about events that form what he termed a person's "explanatory style." The three major components of explanatory style associated with learned helplessness are permanence, pervasiveness, and personalization (Knopf, 1991).

Seligman (1975) believes it is possible to change people's explanatory styles to replace learned helplessness with "learned optimism." To combat (or even prevent) learned helplessness in both adults and children, he has successfully used techniques similar to those used in cognitive therapy with persons suffering from depression. These include identifying negative interpretations of events, evaluating their accuracy, generating more accurate interpretations, and decatastrophizing (countering the tendency to imagine the worst possible consequences for an event). He has also devised exercises to help children overcome negative explanatory style (one that tends toward permanent, pervasive, and personalized responses to negative situations). Other resources for promoting learned optimism in children include teaching them to dispute their own negative thoughts and promoting their problem-solving and social skills.

Learned helplessness in the classroom can result from teacher behavior. This discovery emerged from the observation that girls in grade school receive higher grades and less negative feedback in the classroom than boys. Although the feedback girls receive confirms their competence they tend to question their ability in the face of failure putting them at greater risk of displaying learned helplessness.

Pervasiveness refers to the tendency to generalize so that negative features of one situation are thought to extend to others as well ("I'm stupid" vs. "I failed a math test" or "nobody likes me" vs. "Janet didn't invite me to her party") (Knopf, 1991).

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### 2.1.3 Attribution Theory

Attribution theory is a social psychology theory developed by Fritz Heider, Harold Kelley, Edward E. Jones, and Lee Ross. The theory is concerned with the ways in which people explain (or attribute) the behavior of others or themselves (self-attribution). This theory explores how individuals "attribute" causes to events and how this associated perception affects their usefulness in an organization (Woolfolk, 2007).

Many years ago, the social psychologist Heider (1958) introduced the term 'attribution' to refer to explanations people give for their own or another person's action believes. When attribution is based on an internal factor, it is called dispositional attribution and when it is based on external factor, it is called situational attribution (Sprinthall and Sprinthall 1995).

It is important to appreciate the differences between the histories of these two theoretical models in psychology. Attribution theorists have been, largely speaking, social psychologists, concerned with the general processes characterizing how and why people in general make the attributions do, whereas locus of control theorists have been more concerned with individual differences. Significant to the history of both approaches were the contributions made by Bernard Weiner, in the 1970s. Prior to this time, attribution theorists and locus of control theorists had been largely concerned with divisions into external and internal loci of causality. Weiner added the dimension of stability-instability, and somewhat later, controllability, indicating how a cause could be perceived as been internal to a person yet still beyond the person's control. The stability dimension added to our understanding of why people success or failure after such outcomes (Weiner, 1992).

Heider (1958) distinguished between two general categories of explanation, internal and external. Internal attributions implicate characteristics of the individual (such as ability, attitudes, personality, mood and effort) for having caused a particular behavior, whereas external attributions implicate external factors (such as the task, other people or luck) for causing an event or outcome to occur. He established that successes and failures are interpreted by an individual within this causal framework, Weiner added an additional dimension to causal interpretation when he proposed that the stability of the cause is also included in individual's explanations of outcomes. The distinction between stable, non-variable causes (such as innate ability for internal attributions and inherent task difficulty for external attributions) and unstable, variable causes (such as effort and luck respectively) was combined with his internal/external dimension to form a basis for classifying the performance attributions made by individuals (Martinko, 1998).

Attribution Theory of Motivation describes how the individual's explanation, justification, and excuses about self or others influence motivation. Attribution theory (Weiner, 1992) is probably the most influential contemporary theory with implications

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for academic motivation. It incorporates behavior modification in the sense that it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. It incorporates cognitive theory and self-efficacy theory in the sense that it emphasizes that learners' current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviors.

According to attribution theory, the explanations that people tend to make to explain success or failure can be analyzed in terms of three sets of characteristics:

First, the cause of the success or failure may be internal or external. That is, we may succeed or fail because of factors that we believe have their origin within us or because of factors that originate in our environment.

Second, the cause of the success or failure may be either stable or unstable. If we believe cause is stable, and then the outcome is likely to be the same if we perform the same behavior on another occasion. If it is unstable, the outcome is likely to be different on another occasion.

Third, the cause of the success or failure may be either controllable or uncontrollable. A controllable factor is one which we believe we ourselves can alter if we wish to do so. An uncontrollable factor is one that we do not believe we can easily alter.

An important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image. That is, they will attribute their successes or failures to factors that will enable them to feel as good as possible about themselves. In general, this means that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as bad teaching or bad luck (Weiner, 1992).

A major concept in the study of attribution theory is locus of control, whether one interprets events as being caused by one's own behavior or by outside circumstances. A person with an internal locus of control, an "internal," for example, will believe that her performance on a work project is governed by her ability or by how hard she works. An "external" will attribute success or failure by concluding that the project was easy or hard, the boss was helpful or unhelpful, or some other rationale. In general, an internal locus of control is associated with optimism and physical health. People with an internal locus of control also tend to be more successful at delaying gratification (Encyclopedia, 2008).

Individuals with an internal locus of control attribute success to their own efforts and abilities. Since improvement is possible due to practice and personal determination, students with an internal locus of control will be motivated to master new skills and reflect current weaknesses. Rotter found that this type of learner will actively seek out

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information and is more likely to have good study habits and a positive academic attitude.

On the other hand, a person with an external locus of control, is more likely to experience anxiety when confronted with failure or novel academic tasks, because she believes that she cannot directly influence her mastery of the knowledge. She may conclude that she simply “wasn’t meant” to do the novel task. Also a student that attributes her success to luck or fate will be less likely to make the effort needed to learn because she believes extra effort will not impact the final result

Weiner (1986) asserts that people attribute their successes and failures to internal or external reinforcers. An "internal person" attributes successes and failures to her ability or to her effort. An "internal person" attributes her performance to causes for which she assumes personal responsibility. An "external person" attributes her performance to factors for which she has no responsibility and over which she has no control. If she fails, the "external person" assumes that the task was too difficult or that she was unlucky (or both). If the "external person" succeeds, she attributes her success to the easiness of the task or to luck.

There are two basic implications of attribution theory for education: attributional training hypothesis, in which students who are trained to attribute academic success or failure to effort are more likely to work hard than students who attribute their performance to ability and attributional feedback hypothesis, when teachers who show sympathy or pity when students fail convey the idea that students lack ability (Mayer, 2002).

Weiner (1992) said that all causes for success or failure can be categorized within these three dimensions in some way. This is because the dimensions affect expectancy and value. Some examples of success or failure could be luck, effort, ability, interest, clarity of instruction, and much more. For example, the internal/external locus seems to be closely related to feelings of self esteem, while stability relates to expectations about the future and controllability is connected to emotions such as anger, pity or shame. When one succeeds, one attributes successes internally ("my own skill"). When a rival succeeds, one tends to credit external (luck). When one fails or makes mistakes, we will more likely use external attribution, attributing causes to situational factors rather than blaming ourselves. When others fail or make mistakes, internal attribution is often used, saying it is due to their internal personality factors.

It is important to remember in the classroom that a student usually does not have one attributional style. Students attribute different things to different situations and therefore we cannot try to assess a student based on one situation (Siegel, 2002). Teachers must be sensitive to how a student reacts in any situation to watch out for certain attributions.

The attribution theory has explained the difference in highly motivated students

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versus low achievers. High achievers will take the risk in order to succeed on an assignment. Low achievers avoid success because they feel that their success was based upon luck and that it wouldn't happen again (Thielker, 2004).

It has been said that obtaining a good education is the key to being successful in the world. On the other hand, many things contributed to school achievement, one variable that is overlooked locus of control. In context of education, locus of control refers to the types of attributions we make for our success and /or failures in school task. If someone believes that his or her success and failures are due to factors outside of their own control (Grantz, 2006).

### 3 METHODOLOGY

#### 3.1 Sample of the Study

90 students were selected from 9<sup>th</sup> and 10<sup>th</sup> classes of Federal Government High Schools for Boys and Girls Wah Cantt. and Private Secondary Schools Wah Cantt. So, total sample size was 270 students studying science subjects in Federal Government High Schools and Private Secondary Schools of Wah Cantt.

#### 3.2 Research Instrument

To measure locus of control, data was collected by means of a 35 items questionnaire which was constructed by researcher and discussed with experts of concerned areas. It was improved in the light of their suggestion.

#### 3.7 Data Analysis

Mean, standard deviation, and *t*-test (Independent sample *t*-test and Paired sample *t*-test) were applied for statistical analysis by using statistical package for social sciences (SPSS) (Table 1).

**Table 1: Significance of Difference between mean Locus of Control of Private and Government Schools**

Groups	<i>t</i>	Table Value of <i>t</i>	df
Private and Government Schools (Boys)	1.73	1.98	148
Private and Government Schools (Girls)	-2.018	1.98	118

### DISCUSSION

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The present study supports the findings of Manger and Eikeland, 2009 who argued that significant relationship was found between locus of control and school effort. The present study also found that there is a link in Government and Private schools students in their locus of control.

#### **4. CONCLUSIONS**

In the light of above findings followings conclusions were drawn:

1. It is concluded that the boys of Government and Private schools were same in their locus of control.
2. It is concluded that the girls of Government were superior then the girls of Private schools in their locus of control.

#### **5. RECOMMENDATIONS**

On the basis of above conclusion the following recommendations for future research are given:

1. Private and Government schools are the two contributors in academic achievement but research should be conducted on other systems i.e. Froebel, Beacon house to check their locus of control.
2. As the items in the present research were more appropriate for the adults, it became difficult for secondary level students to understand the items. Though it was pilot tested, it is, therefore recommended that the instrument for data collection in this study be revised and improved or some other instrument for young adolescent group be implied to measure locus of control.

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# **LANGUAGE IN INDIA**

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## **A Perspective on English as a Language of International Communication: A Study of University Learners**

**Rajakumar Guduru, Ph.D. ELT Scholar**

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### **Abstract**

English as a global language made its mark in every field and has immensely contributed to growth and development of human progression. Today, the use of English in international communication is not limited to business and politics alone, but extends to all other sectors of contemporary life such as science and technology, sports, entertainment, and so on. Thus, in the contemporary world, the status of English as an international language can hardly be questioned (Crystal, 1997). However, it is quite interesting to learn how certain European countries, especially Germany, could maintain the world standard economic progression with minimal use of English as a language of communication in business transactions as well as socio-cultural interactions. To understand the saying 'today's learners are tomorrow's nation builders' better, the university learners' (Technical University of Dresden, Germany) perspective on 'English

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as language of international communication' was studied. The study throws light on three aspects: one, the role of English as a foreign language in today's global world; two, German language and the influence of English on German language; and three, German university learners' beliefs on English as a language of international communication. And finally it offers the findings, and implication for learners.

## **1. Background**

I got selected on the student exchange programme for a summer semester with Technical University of Dresden, Germany. When I was about to leave for Germany, I started to imagine myself among the new people, new language and culture. There were too many apprehensions about my stay in Europe for the next six months. Even though my friends had repeatedly asked me if I knew any German, I did not realize the importance of German as a language. A gentleman even lent me two basic travel guide books in German language, suggesting me to pick up some German before I left. Although it sounded as a warning, I was reluctant to even pick up few phrases. It was because I thought I could very well manage to survive in Germany with the knowledge of English I had. But very soon, even before I left for Germany, I had to put up with the tough experience of German when I was asked to attach copies of covering letter, financial statement, and others in German translation while applying for visa, by the Consulate of Germany. At times, I felt quite frustrated with this tedious procedure but I could hardly help myself.

Well, finally I arrived in Germany, the great 'Duetsch Land.' I do not think I could have managed to communicate while getting my formalities done, I had not been accompanied by my German translator with me. A translator was necessary to speak to the staff at Immigration Office, College, Health Insurance Office, Bank, Hostel and Mensas (student dining messes). When I was introduced to German friends, the first question they asked me was, 'do you know German?' With my answer 'sorry, I don't', some learners hardly made any attempts to communicate with me.

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One day, I, along with my friend, happened to go to a tourist information center, in Dresden. My friend could manage a little German and so he had asked the lady agent if she could speak English. She gave a very quick response saying 'no'. But, she did speak little English. And my friend managed to communicate to her, his wish to know information on holiday packages in Europe. Immediately she brought three bulky tourist information books and opened them up and said to us something in German, which meant 'you need to look for a relevant package.' Since all the three books were in German language, my friend asked her if there were any books available in English. The lady immediately said 'no' again. Then, I asked her with a strange and impatient tone, 'but why?' With much pride, the lady replied to us saying, 'we live in Germany and therefore only German language books are available here.' As she found me a bit shocked on hearing her, she again justified her stance by saying, 'if you go to USA, we do not get books in German language, but only in English', 'if you go to Italy, you find them only in Italian.' We looked at each other and quietly walked out.

Experiences such as these tickled my curiosity to take up this study to find out to what extent German university learners believe in the role of English as a Language of International Communication. The next section presents information on the importance of English as a language of international communications.

## **2. English Language as a *Lingua Franca***

English is a West Germanic language that originated in Anglo-Saxon England. As a result of the military, economic, scientific, political, and cultural influence of the British Empire during the 18th, 19th, and early 20th centuries and of the United States since the mid 20th century, it is a well known fact that English language has become the *lingua franca* in many parts of the world. It is used extensively as a second language and also as an official language in Commonwealth countries and many international organizations. Books, magazines, and newspapers written in English are available in many countries

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around the world. English is also the most commonly used language in the sciences. In 1997, the Science Citation Index reported that 95% of its articles were written in English, but it is said that only half of them were being contributed from authors in English-speaking countries. It speaks that how wide English is spread its wings especially in the filed of science and technology.

Because English is so widely spoken, it has often been referred to as a “world language”, the *lingua franca* of the modern era. Although English is not an official language in most countries, it is currently the language most often taught as a second language around the world. Some linguists, such as David Graddol (1997), believe that English is no longer the exclusive cultural property of “native English speakers”, but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications. English is an official language of the United Nations and many other international organizations, including the International Olympic Committee.

A number of studies have consistently demonstrated that those who have an advanced knowledge of the English language are much more likely to advance their professional careers. In addition to this, these studies have also demonstrated that a strong command of the English language will lead to higher paying jobs, more social mobility, and a great deal of social success. However, it is said that English language is believed to have two facets: one, as a second or a foreign language it represents for bringing many people together and mediating between cultures in conflict; two, as a global mode of communication, English is not always seen as a blessing but as a threat, as it is seen as the epitome of Anglo-American imperialism. English is also seen as undemocratic since it creates a structure of linguistic hierarchy, which enhances the cultural dominance of English-speaking countries, particularly the USA and Britain.

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The increased global spread of English as a lingua franca should be seen as a culture-free and neutral mode of communication. It is true that language influences one's thinking and perception of the world, but most likely not in a unidirectional manner. Thus, it can be a warning and threat to all minority languages of the world in the race achieving linguistic power in order to assume the economic stability of any nation. The next section deals with importance of German language.

### **3. The Influence of English on German Language**

Germany is located in the Western Central part of Europe. Germany enjoys the status of being the world's third largest economy. The people in Germany speak a variety of languages. Each state and each province has different dialects and also often, they are completely different from each other. The official language of Germany is German and over 95% of the people living in Germany use it as their first language. Other popularly spoken languages in Germany are Sorbian, North Frisian, Danish, Romani, Kurdish and Turkish. At present, German is the dominant language of mainland Europe (spoken in Germany and Austria, the majority language in Switzerland, important minorities in Poland and the Czech Republic). It also has an international commercial importance, and of course dominates recent central European history.

The German Language is one of the very most important languages for communication in Europe. It is said that around 100 million people use German as their native language. German is spoken not only in Germany but also in Austria, in large parts of Switzerland, Liechtenstein, Luxembourg as well as areas of Northern Italy, Eastern Belgium and Eastern France. It is believed that there are native speakers of German throughout Eastern Europe all the way into the Ukraine. Alongside Russian, German is the most frequently spoken native language in Europe and is one of the ten most frequently spoken languages in the World. German is one of the primary literary languages of the world and about 18% of books published world-wide are in German. It is the fact that over 60,000 new books are published in Germany each year. The German language boasts the third largest Language in India [www.languageinindia.com](http://www.languageinindia.com)

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number of published books in the world. It is interesting to note that in the field of scientific publications, German language stands second only to English. The statistics show that about 40% of scientists in the USA recommend that their learners learn German. In Poland and Hungary the number of learners who learn German is said to be over 70%. German is the second most widely used language on the Internet. German is also known as the language of some of the most influential people in history such as Goethe, Nietzsche, Kafka, Mozart, Bach, Beethoven, Freud and Einstein.

*Globalization and the Future of German* (Mouton de Gruyter) (2004), published by Andreas Gardt and Bernd Hüppauf, presents a critical assessment of the present position and future prospects of the German language as a 'paradigmatic example' of the future of European languages in general in the face of global forces apparently favouring the growing domination of 'global Englishes' and militating against linguistic diversity.

It is said that English is usually the first foreign language learned at German schools. It is different in regions bordering EU partner countries: there kindergarteners already learn the national language from across the way. This can make life together more understanding and appreciative.

In the European context it can be seen that the use of English in academic communication can display a variety of functions depending on, for example, the subject of study, spoken vs. written manifestation or language competencies of the learners. The different functions of English are seen to reflect the varying degrees of neutrality in which English as a lingua franca is used in academic discourse.

English is fast becoming a feature in promotional business in Germany (Endmark, 2003). According to Berns (1995a) (cited in Gerritsen, Marinel, et al, 2007), although English is in the process of developing as a second language in Germany, the use of English is increasing in Germany as it does in other European countries. According to Claus Gnutzmann (Technical University of Braunschweig, Germany), the scientific study of

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English language and culture(s), as well as the teaching and learning of English in schools and other contexts, have been salient features of the history of the humanities and of education in Germany.

There is no doubt that English is becoming visible in socio-cultural behaviour, as well as academic and public discourse of Germans. It is assumed that sometimes people use English words in German in spite of the existence of suitable synonyms in German. This increasing contact with English has resulted in the debatable question of endangering the German language. According to Onysko (2009) this exaggerated use of English in German can lead to three critical issues such as; one, the use of English discriminates against people who have little or no knowledge of the language; two, the use of unnecessary loan words leads to corruption of German means of expression and will result in an impoverishment of German and, ultimately, loss of the language; three, the insertion of (pseudo-) English elements embodies a factually empty mode of expression and merely indicates a speaker's (misguided) wish to appear knowledgeable and modern. These are quite difficult to accept for the people who hold puristic and traditional beliefs such as language is invariable, stable property and an epitome of the culture of a nation.

#### **4. Aims and Objectives of the Study**

The main aim of the study is to understand the university learners' views on how important is English as a language of international communication in their advanced academic as well as in their professional career. The objectives of the study are to: understand learners' individual opinions/perspectives on English as an international language; understand what learners' expectations are in accepting English as an international language; understand if learners welcome English as an important language.

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## **5. Methodology**

### **Research Questions**

1. What are University learners' personal opinions about English as an international language?
2. Why English language, though it is a global language, has a very limited space/role in the academic as well as professional lives of German learners?

### **Research Tools**

In order to collect the data, research tools such as learner questionnaire, informal, as well as formal interviews, classroom observation have been used in the study. A questionnaire was administered to a group of 12 university learners. It consists of four categories such as personal details, information on schooling, university education and beliefs about English language and in all 34 questions. All the learners were natives of Germany and are studying literature, languages, business administration, mathematics, medicine, and technology at the Technical University, Dresden.

A number of informal interviews were part of the data collection procedure. The researcher has made it a point to discuss the topic in informal situations like: traveling, evening walks, informal gatherings, chats, and parties, to name a few. This has served a very good deal of information on learners' views about English as language of international communication. Informal situations such as learners' casual talks and chats while eating, playing, partying and gatherings were also observed. Some formal communication between two people at banks, courier offices, international office, health insurance office, immigration office, and hostel office was also observed. This has given

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the researcher a general picture as to what extent English, as an international language, is being used by the German population.

Classroom observation in terms of peer-interaction, learners class presentations, teacher-learner interactions and a number of books, articles and online materials have been used in the process of writing the project.

### Subjects of the Study

12 native German learners, 8 girls and 4 boys between the age groups of 23 to 27 were the subjects of the study. All the learners belong to Technical University, Dresden. Except three, all the other learners were studying in German as the medium of instruction at the university level. They belong to different courses such as; two learners study teaching degree, three learners study medicine, one studies German linguistics, three learners study M.A in English, one student studies Business Administration, one student studies economics and one studies mathematics. Two learners did not like to reveal their names. Most of the learners did not like to fill in their address in the questionnaire. The table 1 below presents learners' profile.

**Table: 1 Learners' Profile**

S. No	Name	Age	Gender	University	Medium	Course
1	Christian	23	M	TUD	German	Teacher Degree
2	Daniela	24	F	TUD	German	Medicine
3	Jana Simon	24	F	TUD	German	Medicine
4	Diana	26	F	TUD	German	German Linguistics
5	Sebastian	27	M	TUD	German	Medicine
6	Jana	23	F	TUD	English	MA English
7	Tina	23	F	TUD	English	English Studies
8	Felix	27	M	TUD	German	Economics
9	Brigitte	25	F	TUD	German	British

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						English
10	Unknown A	25	M	TUD	German	Business
11	Unknown B	25	F	TUD	German	Mathematics
12	Ulrike	24	F	TUD	English	Teacher Degree

### **Analysis and Interpretation of Data**

Learners were asked number of questions about their schooling and special interests in English language and other details. The learners' answers to the questionnaire have been presented in a sequence. To the question *what was the medium of your schooling?* out of 12 learners, 11 of them answered that their schooling was in German medium. One student said that she studied in an English medium school. To the question, *which language did you like most?*, 6 learners said they liked German and 5 learners said English and 1 said Spanish.

Learners seem to have lot of variety of opportunities to learn English in their schooling. It is evident from the question, *what opportunities have you had to learn English in your school?* Learners could recall as many opportunities as they could in learning English at school level such as; language classes, exchange learners from other countries to interact with, class lessons, a basic course or a so called "Leistungskurs" (kind of an advanced course), English was a compulsory subject, pupil's exchange programmes to London, English was a compulsory from the age of 11 till the age of 16, lessons for 9 years, normal English lessons and exchange programmes. Among all of the above opportunities, student exchange programme, even at the school level, is the most interesting programme. It exposes learners to foreign culture and language at a very early age. Most of the learners also said that English was a compulsory subject in their schooling.

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To the question, *what aspects of English language did you like most or least?* most of the learners said that they liked grammar and vocabulary most, and communication and pronunciation least. The reason why most of the present university learners are poor in English communication and pronunciation becomes clear from their answers. In other words, it is obvious that these learners seem to have paid least attention to English communication and pronunciation in their schooling.

The following table describes that the learners' likes and dislikes about their English teacher in school.

**Table: 2 Learners' likes and dislikes about their English teacher in school.**

<b>Liking</b>	<b>Disliking</b>
<ul style="list-style-type: none"> <li>- focus on speech and communication</li> <li>- listen to cassettes and also answer questions.</li> <li>- tried always to do interesting and versatile classes, always varying the methods and materials.</li> <li>- Their classes were very creative and demanding.</li> <li>- never boring but always a challenge.</li> <li>- inspired us to learn language and grammar.</li> <li>- great command of English, great motivation.</li> </ul>	<ul style="list-style-type: none"> <li>- for using the book and closed tasks in earlier stages.</li> <li>- about the issues we are not interested and the books were outdated.</li> <li>- poor quality of cassettes that one could hardly understand anything.</li> <li>- talked the whole hour about one silly topic with maybe two to three learners.</li> <li>- he didn't prepare for the classes.</li> <li>- communication for the ones who only dared to speak English.</li> <li>- our teacher did not have a good English accent.</li> <li>- not at all interesting themes.</li> <li>- too dull in her teaching, using only old-fashioned methods and going strictly with the text book, not encouraging student interaction or communication.</li> <li>- classes were just very boring and no one was motivated enough to work in her classes.</li> <li>- we did what she wanted, but grudgingly and without much pleasure.</li> <li>- her English wasn't much better than mine which disappointed me a lot.</li> <li>- pronunciation was a bigger issue.</li> </ul>

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	<ul style="list-style-type: none"> <li>- old and uninteresting topics, teacher-centered-teaching.</li> <li>- lessons too stiff, same procedures.</li> </ul>
--	---

A section of the questionnaire was devoted in order to draw some information regarding learners' interests in English language learning at the university level. The following are the learners' responses to the questions. The given are learners' responses to the question, *if given a chance would you prefer to communicate in German or in English with strangers? And why?* One student said, 'if the stranger knows German and he wants to talk in German, then definitely German, otherwise English. If I speak to a native speaker of English I want to improve my English through conversing with the person. Even if both know English and German, the topic of the talk, the mood, the level of difficulty would come in.' Student two said, 'German because it is easier to me and everything I can express what I want to say.' Student three said, 'for myself I would always prefer English or the language the person speaks. But in practice I prefer German, because I think it is important that the foreigner learns German and gets the opportunity to listen to German and practice it.' Student four said, 'I prefer English, to improve my English.' Student five said, 'wherever possible I would prefer German, because I am not always sure to which extent I really say what I wanted to say in English.' Student six said, 'that depends on where I am. At the moment I am in Germany and I would talk German to anyone unknown because it comes naturally but I'd as soon switch to English if necessary. When I am anywhere else in the world I prefer to speak English because I will be understood. When a stranger approaches me in Germany I would not automatically assume that he doesn't know German so I'd talk to him in German of course. But in which language I proceed to talk doesn't really matter to me.' Student seven said, 'English, because there are many prejudices against the Germans, especially in Europe.' Student eight said, 'German for I speak it fluently.' Student nine said, 'English, communication usually runs well and is great fun.' Student ten said, 'German, for it is my

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native language.’ Student eleven said, ‘German because it's my first language. English is ok, but I prefer German.’ And student twelve said, ‘this depends on the other persons (which language they feel comfortable with).’

**Table: 3 Learners’ mother tongue, other languages they know, percentage of English they know, and English spoken by their family members.**

S. No	Name	Mother Tongue	Other Languages Known	Percentage of English known	English spoken by Family members
1	Christian	German	1) English 2) French 3) Spanish 4) a little bit of Hindi	80%	Father Mother Sister Grand father
2	Daniela	German	1) Latin 2) English	40%	Sister
3	Jana Simon	German	1) German 2) English 3) Spanish 4) a bit French 5) a bit Turkish	80%	Sister
4	Diana	German	1) English 2) French	70%	Mother Brother
5	Sebastian	German	1) English 2) French 3) Spanish	80%	Brother
6	Jana	German	1) English 2) French (just a little) 3) (Latin) 4) Sorbian (very basic knowledge)	100%	Sister
7	Tina	German	1) English 2) French 3) a little Spanish	80%	Mother Brother
8	Felix	German	1) English 2) Spanish	40%	Nil
9	Brigitte	German	1) English	80%	Father Sister
10	Unknown A	German	1) English 2) Chinese	80%	Father Mother Brother

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					Sister
11	Unknown B	German	1) English 2) French 3) Czech	100%	Sister
12	Ulrike	German	1) English 2) French 3) Spanish	80%	Mother Sister

To the question, *could you name some of the immediate resources you always have in order to learn English?*, learners have come up with resources such as; BBC World news, British radio, books, novels, watching movies, watch English programs on TV, read English newspaper, communicate to English people (via Internet), learn vocabulary, my digital dictionary for words and the internet for finding correct sentences/grammar, books, I always read books in their original language if I know that one, that way you'll learn while entertaining yourself. Also listening to English radio, watch DVDs in English or talking to English friends, research documents, TV- serials, English surroundings, the internet, radio, podcasts, online newspapers, etc.

To the question, *have you ever made any self attempts to learn English? At what level?* learners have answered saying; using the Cambridge University Press books, going abroad for a year or reading books, learning vocabulary, learning through English media, I read English books and tried to watch my favourite movies in English, post-intermediate level, vocabulary studies, Film studies, learning by doing, exchange programs, for study purposes and exam preparation, at least intermediate and one said he never made any self attempts to learn English.

To the question, *given a chance would you prefer to take exams in German or in English? And why?* while studying English, of course, I would rather choose English. Because by doing so, one exercises the use of the language and at the same time one is using the language as a means of communication. Language teaching should always be directed towards communication (be it written or oral). As well or especially in situations

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of stress: like an exam. As it is my native language I prefer German, but if needed I might as well take an exam in English. I prefer German, because in English, the insecurity of a wrong translation or expression is too heavy. It also depends on the subject. For example, I also study history apart from English but I would prefer exams about German medieval times to be in German because there are so many German historic terms in that context for which there is no appropriate English equivalent (take 'Standesherrschaft' oder 'Grundherr' or 'Lehnswesen' as example). So for these reasons I'd rather have the exam in German. But my linguistics exam in English for example, was also held partly in German so that the professor could see that I am proficient in both languages. I have to be able to explain any linguist context in either German or English. But for longer written exams I think I still prefer German because I am much more fluent in my native language and rare words or phrases come much easier to my mind in German. One student said she prefers German because in an exam you have to be quick and words come easier to me in German. Exams in my English Studies I prefer to write them in English and Exams in my German Studies in German; Because I am acquainted with the topics in the respective language.

It can be said from the question, *would you like to learn English language? If yes, why?* that learners seem to be positive about learning English language. The reasons they mentioned were: in order to communicate to the people of other nationalities, to learn more colloquial language, to speak English fluently, to understand the web information, to communicate in business and with English speakers. Some even said that they want to learn English because it is a beautiful language.

It is quite interesting to know from learners' responses to the question, *what activities would you like to become involved in order to learn English?* They said that they would like to be involved in activities such as interacting with friends and others in English, participating in international and intercultural evenings with new friends, maintaining personal contact with native speakers, media (movies, novels, newspaper etc.),

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participating and practicing in theatre club, taking up an internship in a foreign or English speaking country, signing up for Tandem Learning, watching films, living abroad in an English speaking country, meeting international learners and other people who live in Dresden.

From the question, *how often do you browse the internet for emails, chatting, watching movies and searching for information and others?*, it is gathered that all the learners browse the internet daily for various purposes. And in order to access the internet, to know the learners' preferred language, it was asked, *what language would you prefer while chatting, mailing, searching for information?* Five of them said they use German, two said English, five said English and German languages. To the question, *how often do you watch English movies on computer or TV?* four learners said very often, four said often, three said very rare and one said daily. It is quite appalling to know that very few learners read English newspapers. It is gathered from the question, *how often do you read English newspaper?*, four learners said that they not at all read English newspapers, three said very rarely, and only four said often. To know their opportunities to communicate in English, it was asked, *how often do you communicate in English?* Four learners said daily, six learners said rarely and two said often. Another question on the same lines, *how often do you have a chance to communicate in English with learners from culturally and linguistically diverse background?*, was asked. Three learners said daily, six learners said rarely, two said often and one said very often.

*Have you ever faced any situation where you could not speak in English? If yes, where?*, to this question, most of the learners have said that they have faced such a situation with strangers and friends at the university. To the question, *have you ever regretted for not being able to speak in English?* six of the learners said 'no' and two said 'yes' and the rest did not answer. To the question, *has it ever occurred to you that you should learn English? And why?* out of 12, only 3 learners have answered saying that it occurred to

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them that they should learn English during their internship abroad and to improve communication skills.

The table 4 below shows learners' beliefs about English Language.

- \*1. I believe that English is the most important foreign language.
- \*2. I believe that English is a must for all learners at university level.
- \*3. I believe that English is a must for getting a decent job.
- \*4. I believe that English must be taught as a compulsory subject at school.
- \*5. I believe that English must be learned besides mother tongue.
- \*6. I believe that being able to speak English can be an advantage in my career.
- \*7. I will definitely send my children to an English medium school.
- \*8. Given a chance I would like to take up a proficiency course in English.

**Table: 4 Learners' beliefs about English Language**

S. No	Name	*1	*2	*3	*4	*5	*6	*7	*8
1	Christian	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	Daniela	No	No	No	Yes	Yes	Yes	No	Yes
3	Jana Simon	Yes	No	No	No	No	Yes	No	Yes
4	Diana	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5	Sebastian	Yes	No	No	Yes	No	Yes	No	No
6	Jana	Yes	Yes	No	Yes	Yes	Yes	No	Yes
7	Tina	Yes	Yes	Yes	Yes	Yes	Yes	----	---
8	Felix	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9	Brigitte	No	Yes	No	Yes	Yes	Yes	No	Yes
10	Unknown A	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
11	Unknown B	Yes	Yes	Yes	Yes	Yes	Yes	No	No
12	Ulrike	Yes	Yes	No	Yes	Yes	Yes	---	Yes
<b>Total</b>	<b>YES</b>	10	9	5	11	10	12	4	9
	<b>No</b>	2	3	7	1	2	0	6	2



The table above describes the learners' beliefs about English language. To the statement 1, i.e. *I believe that English is the most important foreign language* two learners say 'No' and ten learners say 'Yes.' To the statement 2, i.e. *I believe that English is a must for all learners at university level* three learners say 'No' and nine learners say 'Yes.' To the statement 3, i.e. *I believe that English is a must for getting a decent job* seven learners say, 'No' and five learners say 'Yes.' To the statement 4, i.e. *I believe that English must be taught as a compulsory subject at school* only one student says 'No' but all other eleven learners say 'Yes.' To the statement 5, i.e. *I believe that English must be learned besides mother tongue* only two learners say 'No' but all other ten learners say 'Yes.' To the statement 6, i.e. *I believe that being able to speak English can be an advantage in my career* all twelve learners say 'Yes.' To the statement 7, i.e. *I will definitely send my children to an English medium school* six learners say 'No', two learners did not say anything, and four learners say 'Yes.' To the statement 8, i.e. *Given a chance I would like to take up a proficiency course in English* two learners say 'No', one student did not say anything and the other nine learners say 'Yes.'

The above learners' beliefs suggest us that most of the learners do believe that English is the most important foreign language and therefore, they opine that English as a language is a must for all learners at the university learners. However, most of the learners seem to differ with the statement 'English is a must for getting a decent job.' I think it is because most of the learners have the confidence that they can get a job in Germany and therefore think that English does not influence much their professional career. But the following answers, on the contrary, show that almost all the learners are positive about English being taught as a compulsory subject at school and also believe in English, as a foreign language, must be learned/taught besides one's mother tongue or native language. All the twelve learners strongly believe that being able to speak English can be an added advantage in their academic as well as in their professional career. However, in spite of their beliefs that English can certainly bring about a huge difference in both academic as well as professional career, most of the present generation university learners are not

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positive about sending their children to an English medium schools. And to know the present learners' interest to learn English, a statement, *given a chance I would like to take up a proficiency course in English* was posed to them. It is found that most of the learners are willing to take up a course in proficiency in English language. It shows that learners are open to learning English language.

## **6. Findings of the Study**

The findings stated below have emerged from the data analysis.

- Most of the learners take pride in their mother tongue (here German) and give much preference to it in communication.
- It was observed that most of the learners were non-serious about studying courses/subjects in English. This results in taking English language in a more light-hearted manner. However, extensive use of technology such as computers, internet, e-library, etc forces learners to use English.
- Learners believe that English is the most important foreign language in the world and also think that English can be an added advantage in their academic as well as in their professional career. In spite of knowing the fact, they are not positive on the stand that if they want to send their children to English medium schools. They do not seem to see English as a prerequisite for learners of future generation.
- Most of the learners have been on exchange programmes to native English speaking countries either USA, UK or Canada.
- Learners also think that English must be learned besides one's mother tongue. Most of these learners speak more than two foreign languages besides their mother tongue.

- Most of the learners, if given a chance, would prefer to write exams in German language. They seem to be much more comfortable in expressing in their mother tongue than a foreign language.
- It seems that nationalistic beliefs and policies tend to strengthen language purism and weaken the tendency to adapt and use of English as a dominant language.
- German language policies and planning seem to play a major role for English being rejected by most of the Germans through its legal and cultural means. Probably, it is because German policy makers perceive unconditional acceptance of English might result in overpowering their national language German. This might be a disadvantage for Germans as the opportunities might be grabbed by those who are proficient in language than those who are less proficient. This can be seen as a threat to the entire national economic development.
- For German learners code-switching is a common phenomena either from English to German or visa versa.

## 7. Suggestions

Based on the above findings, the following suggestions for teachers are put forward.

- The foreign language curricula may emphasize on more meaningful and language-rich, culture-sensitive and learners-centred, more individually-tailored and flexible instructional practices designed to achieve a variety of educational as well as foreign language learning goals.
- EFL teachers may adopt and equip themselves with modern methods to not to fall back to the tendency of teaching a foreign language through the bottleneck of assessment schedules.
- Sustained high-quality support for teachers in terms of systematic in-service teacher development programmes may be conducted periodically, to make sure

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the improvement of foreign language in everyday classroom practice with more innovative methodologies.

- The top-down implementation of foreign language policies, besides being inadequate, amount to a massive burden on teachers and contribute to less achievement of realistic classroom improvement. Hence, to yield desired results in teaching as well as learning a foreign language, a bottom-up perspective to language implementation at the grass root level must be an independent choice and decision of a classroom teacher.

## 8. Conclusion

The few critical issues that are actually tackled are a long way away from representing the complexity of demands and challenges young people are confronted with nowadays, and of which they are in fact well aware. Thus, foreign language instruction in secondary schools is learners-centred to a very limited extent only, especially in terms of thematic content.

All in all, foreign language learning and teaching in actual everyday practice adds too little to the holistic development of knowledge, skills and understanding, and of attitudes and values that enable children and adolescents to think critically and to exchange views and ideas on essential issues of life. These issues, which are global in nature but manifest themselves regionally and locally, need to be seen as important thematic content around which foreign language learning and teaching should be designed in the future.

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# Questionnaire

## I. Personal Details

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: M / F (highlight)  
University: \_\_\_\_\_ Medium: English / German (highlight)  
Course: \_\_\_\_\_ Specialization: \_\_\_\_\_  
Permanent Address: \_\_\_\_\_  
Mail: \_\_\_\_\_

## II. Schooling

(tick your answers)

1. What was the medium of your schooling?

German                      English                      Other? -----

2. Which language did you like most?

English                      German                      Other? -----

3. What opportunities have you had to learn English in your school?

Ans:

4. What aspects of English language did you most or least?

Grammar:                      Most                      Least (tick your answers)

Vocabulary:                      Most                      Least

Communication:                      Most                      Least

Pronunciation:                      Most                      Least

5. Have you ever had a chance to communicate with students from culturally and linguistically diverse background during your school days?

Yes                      No

If yes, who were the students? What language did you communicate in?

Ans:

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6. Was English a compulsory subject in your school?

Yes                      No

7. What did you like/dislike about your English language teacher in your school?

Ans:

8. Who can speak English in your family?

Father	Yes	No	(tick your answers)
Mother	Yes	No	
Sister	Yes	No	
Brother	Yes	No	
Grand Father	Yes	No	
Grand Mother	Yes	No	

### III. University Education

9. How many languages can you speak?

- a)
- b)
- c)
- d)
- e)

10. Can you speak English fluently?

Yes                      No

11. What percentage of fluency do you think you have in English?

20%                      40%                      60%                      80%                      100% (tick your answer)

12. If given a chance would you prefer to communicate in German or in English with strangers? And why?

Ans:

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13. Could you name some of the immediate resources you always have in order to learn English?

Ans:

14. Have you ever made any self attempts to learn English? At what level?

Ans:

15. Given a chance would you prefer to take exams in German or in English? And why?

Ans:

16. Would you like to learn English language? If yes, why?

Ans:

17. What activities would you like to become involved in order to learn English?

Ans:

18. How often do you browse the internet for emails, chatting, watching movies and searching for information and others? (tick your answers)

Not at all      Very rare      Rarely      Often      Very often      Daily

19. What language would you prefer while chatting, mailing, searching for information?

English      German      Any other? -----

20. How often do you watch English movies on computer or TV?

Not at all      Very rare      Rarely      Often      Very often      Daily

21. How often do you read English newspaper?

Not at all      Very rare      Rarely      Often      Very often      Daily

22. How often do you communicate in English?

Not at all      Very rare      Rarely      Often      Very often      Daily

23. How often do you have a chance to communicate in English with students from culturally and linguistically diverse background?

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Not at all      Very rare      Rarely      Often      Very often      Daily

24. Have you ever faced any situation where you could not speak in English? If yes, where?

At school      At university      With a stranger      With a friend

25. Have you ever regretted for not being able to speak in English?

Yes      No

26. Has it ever occurred to you that you should learn English? And why?

Ans:

#### **IV. Beliefs about English Language**

(please tick your answers)

27. I believe that English is the most important foreign language:      Yes      No

28. I believe that English is a must for all learners at university level:      Yes      No

29. I believe that English is a must for getting a decent job:      Yes      No

30. I believe that English must be taught as a compulsory subject at school:      Yes      No

31. I believe that English must be learned besides mother tongue:      Yes      No

32. I believe that being able to speak English can be an advantage in my career:      Yes      No

33. I will definitely send my children to an English medium school:      Yes      No

34. Given a chance I would like to take up a proficiency course in English:      Yes      No

**Thank you**

=====  
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# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

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## **Corpora: The Future of ELT in Pakistan**

**Rashid Mahmood, M.Phil.**

**Asim Mahmood, M.Phil.**

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### **Abstract**

The advent of corpus linguistics has brought new dimensions in linguistic and language teaching theories. Traditional view of the internal structure of human language claimed that grammar provides empty skeletons of utterances, later filled with appropriate lexis in the course of discourse formation.

The new schematic approach introduces the notion of lexicogrammar and combines the previously separate fields of grammar and vocabulary. It sees utterance production “as exploiting ready-made memorized building blocks or ‘pre-fabs’, put together using simpler ‘jerrybuilding’ operations” (Aston 1995). It implies that the process of learning can be seen as approximating the observed patterns to form the schemata.

Corpus based research has an edge over intuition based research as it provides evidence from a large scale authentic data. In Pakistan, corpus based research can provide solutions to the problems like status of Pakistani English, confusing criteria for students’ errors, subjective judgments on differences from standard English, and material development on sound basis etc.

Very few researchers embarked on studying Pakistani English and none ventured studying it on the basis of corpus. In the absence of any research which may categorically establish standards of English in Pakistan, there are no parameters to differentiate errors from deviations.

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The corpus based research can open new vistas in ELT. It facilitates testing the hypotheses based on intuition. It can help establish Pakistani English a new variety. The results of such a research would revolutionize the practice of ELT. Language Policy would undergo a substantive change. This indigenized variety (just like British English, American English, Australian English, Indian English etc) will help syllabus designers, text book and grammar writers and lexicographers focus their attention on the areas where learners need more practice. Both spoken and written corpora are useful for researchers, teachers and students alike. Teachers can compile their own corpora based on the textbooks they are teaching. They can make frequency indexes of the vocabulary and can prepare concordances to disambiguate words' senses and to show the patterns of use.

## **1 Introduction**

A corpus is defined as “a collection of naturally occurring language text, chosen to characterize a state or variety of a language” (Sinclair, 1991). Corpora help us empirically analyse the actual patterns of use. Varieties of computer software are available to extract certain linguistic information from the corpus. The corpus studies allow both quantitative techniques and qualitative interpretation.

Corpus linguistics is not a branch or discipline of linguistics, rather a methodology or a tool. According to Meyer (2002), “corpus linguistics is more a way of doing linguistics than a separate paradigm within linguistics”. Corpus resources have grown a lot in the past ten years. British National Corpus (BNC), American National Corpus (ANC) and International Corpus of English (ICE) are huge repositories of English corpora. S.V. Shastri and his colleagues compiled first Indian English corpus, Kolhapur Corpus of Indian English, in 1998. It contains one million words of Indian English. The authors of this paper have compiled a corpus of three million words of written Pakistani English. Very soon the corpus will be available for pedagogical purposes.

The utility of corpora for ELT can not be overemphasized. The need of corpus studies is being felt by the discerned linguists and teachers. This area of research is in its infancy in Pakistan. The researchers including Talaat, Rehman, Baumgardner were either engaged in item analysis or in the analysis of process of the text to verify their subjective judgment. The scarcity of research on Pakistani English leads to the borrowing of results obtained from researches on other regional varieties of English. Such results usually do not exactly correspond to the variety of English used in Pakistan.

## **2 Why Do We Need a Corpus of Pakistani English?**

Data taken from any other variety of English can not substitute the corpus of Pakistani English due to significant differences among them. These differences occur at all levels of linguistic analysis especially at lexical and syntactic level. The following table shows some lexical variations in Pakistani English pointed out by Baumgardner and Taalat (1993). The frequency of these lexical items and their equivalents (which they have mentioned) in BNC has been

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studied from Mark Davies, Brigham Young University Website (2007) by the present researchers to verify their subjective judgment.

TABLE 1

## Some variations pointed out by Baumgardner and Talaat (1993)

Words or phrases in PE	Equiv. In BE	Equiv. In AE	Freq. in BNC	Freq. of equiv. in BNC
Ear-tops	Ear-studs	Ear-studs	1	1
Undertrial	An accused of a crime	An accused of a crime	3	2
Mudguard	wing	fender	5	20
Boots	Shoes	Shoes	2433	3506
Bogies	Railway carriage	Railway carriage	131	60
Footpath	Pavement	Sidewalk	414	1263
Conveyance	Transport	Transport	60	7011

The first column of this table shows the lexical items of Pakistani English henceforth PE pointed out by Baumgardner and Talaat. The second column gives their equivalents in British English henceforth BE and the third column gives their equivalents in American English henceforth AE (equivalents are also given by the previous researchers). The fourth column provides the frequency of PE items in BNC and the last column gives the frequency of equivalents in BNC.

The comparison provides interesting results. The frequency of ‘ear-tops’ (PE) and ‘ear-studs’ (BE) is same i.e. 1 in BNC. ‘Undertrial’ (PE) appeared 3 times while ‘an accused of a crime’ (BE) appeared 2 times in BNC. More results can be seen from Table 1.

TABLE 2

## Some variations pointed out by Baumgardner and Talaat (1993)

Words or phrases in PE	Equivalents in BE	Words or phrases in PE	Equivalents in BE
Bearer	A waiter in a club	Monthly	Protection money
Bed tea	Morning tea	Pen-down strike	A strike in which staff report to the office but do not work
Cash memo	Receipt	Side-hero	Supporting actor
Cent per cent	One hundred per cent	Stepney	Spare wheel
Hotel	An eatery	Tube light	Strip light
Incharge	A person in charge	Tease	Harass
Medical store / hall	Pharmacy	Seat	Place / position

Table 2 shows the items pointed out by Baumgardner and Talaat, which are common in PE but did not appear in BNC. ‘Hotel’ in the meaning of an eatery or restaurant, ‘Tease’ in the meaning of ‘Harass’ and ‘Seat’ in the meaning of ‘Place or Position’ have not been used in BNC.

These are some of the lexical trends manifested in Pakistani English. Can we label them deviations or they are mere errors? Any difference needs consistency to become a deviation. Such consistency can be verified only by a large corpus.

### 3 How Can a Corpus of Pakistani English Improve the Situation?

Hudson (1980) describes the procedure of establishing a standard variety under four steps: selection, codification, elaboration of function and acceptance. Regarding selection of a variety, learners of English in Pakistan face problems as textbooks follow British English but most of the exposure of English through international media is of American English. The influence of the both along with sociocultural differences results in differences from them. The in-depth corpus based analysis of Pakistani English can maintain the difference between errors

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and deviations on the basis of frequency of occurrence. Hudson (1980) comments on codification and acceptance “Some agency .... must have written dictionaries and grammars books to ‘fix’ the variety, so that every one agrees on what is correct. Once codification has taken place, it becomes necessary for any ambitious citizen to learn the correct forms and not to use in writing any incorrect forms..... the variety has to be accepted by the relevant population as the variety of the community.” The most important process i.e. codification can be carried out best by getting insight from the corpus studies. Codification draws clear line between errors and deviations. Systematic deviations will be considered norms of this variety and efforts will be made to eradicate the errors by remedial measures.

#### **4 Uses of Corpora for ELT**

Establishing the norms of Pakistani English as an independent variety will bring about a significant change in the language policy. Americans are proud of using American English in their own way, why the Pakistanis should be ashamed of not sounding like the Britishers. The change in language policy will be reflected in curriculum, syllabuses, text books and grammars. New trends and teaching materials are bound to appear on the basis of the norms of the newly established variety.

Syllabus designers can benefit a lot from the insight provided by the corpus studies. Corpus based research can help point out the frequent errors and then the syllabus designers can focus the linguistic areas where learners need more practice. Corpora are rich resources for the text book writers as well. A corpus presents authentic material actually used by the users of the language. The text book writers will benefit from the corpus analysis in two ways: first, they can introduce new vocabulary and syntactic complexities gradually (by indexing vocabulary and preparing concordances from corpora), secondly, they can introduce speaking activities to encourage natural responses. McCarthy (2004) writes, “If we look at hundreds of uses of must in the Spoken Corpus we find that, on average, only 5 percent of all its uses are connected with obligation (e.g. you must have a visa to enter the United States). Another 5 percent are in expressions such as I must admit and I must say. But the overwhelming majority of uses of must are in “predictive” statements such as that must have been nice, you must be hungry, etc Statistics of this kind helps the text book writers set priorities in grammar teaching and find the most natural contexts for teaching grammar”.

In Pakistan, usually text books are the only teaching material with the teachers. It is quite difficult for them to find authentic examples to explain certain usage of language. If they are trained to use corpora, they can find hundreds of authentic examples. They can use concordances as a source of relevant and up to date linguistic information, which can be found more quickly than in a dictionary and accompanied by numerous examples of use. Teachers can create learner corpora from students’ writings or transcribed utterances and use it as a diagnostic tool for error analysis.

The students can be trained to browse freely through the corpus and by inventing their own queries for the software like AntConc or WordSmith etc. They may infer some reoccurring patterns or check some of their earlier presumptions concerning grammar or

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usage. Students may be asked to analyse their mistakes with the use of AntConc or WordSmith or to work with the corpus to solve linguistic problems.

Lexicographers can find out how words have actually been used and the frequency of occurrence can determine the entry of words in learner dictionaries. Grammarians can improve their descriptions to fit the facts of actual use of construction. Their descriptions can better match the needs of the learners. Linguists specifically researchers on language learning can see how often the learners with a particular L1 get something wrong. Stylisticians can see foregrounding easily by finding out lexical and grammatical patterns in the particular piece of literature. The results can be compared with the other works of the same author or other authors. The writings of the same author or different authors can be compared on all the levels of linguistic analysis by using sophisticated software. The recommendations of the present researchers to cater to the future needs of ELT regarding Corpus Based Research are as follows:

- Workshops on Corpus Linguistics
- Establishment of Corpus Linguistics Research Centre (CLRC)
- Collection of Data up to 100 Million words of Pakistani English on the pattern of BNC so that the results could be compared with BNC
- Lexicographical activities including Dictionary of Pakistani English and Dictionary of Collocation  
(Entries based on frequency of usage and their sense in PE)
- Grammar Of Pakistani English (Clearly defining the differences between PE and other varieties of English)

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## *Third Life -*

## **Alice Walker's Exposé of the Tragic World of the Sharecroppers**

**Gulab Chillar, Ph.D.**

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### **Aftermath of the Abolition of Slavery**

Alice Walker is usually seen as a writer focused more with the feminist concerns of the black woman. But the range of her fiction is very wide and goes far beyond the feminist tone. Her socio-political concerns are as strong as her concern for women. The political and economic struggle of her people for freedom from slavery and their sufferings caused by the exploitation and oppression after freedom, constitute an important part of the picture of life on her fictional canvas.

The end of the Civil War had brought about striking changes in the character of the American society. The North emerged at the forefront of the process of recasting the national identity. In spite of the people it had lost, the North had been largely secure from the ravages of the war. The industrial and agricultural sector had recorded significant growth during the civil war. The South on the other hand was devastated by the war that depended almost exclusively on slave labour. It found itself without farmhands after the emancipation of the blacks from their owners. Many of the blacks celebrated the destruction of the slave system by abandoning farms and plantations, and their newfound freedom by traveling across the South in search of loved ones they had been separated from. The blacks as a community were soon confronted with the crisis of what to do next.

It became the urgent need of the time to get people back to work, which was no simple task in a region where brutal warfare had forcibly emancipated the slaves, its primary labour force prior to the Civil War. Their absence from the farms greatly hampered efforts at economic

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recovery. They were promised the land necessary to sustain an independent existence, but white owners refused to give up. The greatest dilemma in the post-war South was the existence of the blacks who were free but still without the tools necessary to ensure economic independence.

### **Subordination under Share-cropping – Economic Bondage**

A solution to the South's crisis seemed to emerge in the form of sharecropping. The blacks were drawn into schemes where they cultivated a piece of land owned by whites for a share of the profit from the crops. Under the system there was no provision for granting any right of ownership on the land they worked upon. They would get the seeds, food and equipment from the store of the white owners, which allowed them to run a tab throughout the year and to settle up once the crops, usually cotton, were gathered. When accounting time came, the black farmer was always a few dollars short of what he owed the landowner. So he invariably began the New Year with a deficit. As that deficit grew he found himself enmeshed deeper and deeper into ever growing debt leading to economic bondage. The hard back breaking work not only physically destroyed but also mentally blighted the farmers and their families who could seldom envision escape for themselves or for their children; their lives were endless tales of untold miseries. Thus sharecropping curiously came to redefine "the method of land lease that would eventually become a new form of slavery" (Harris:1021).

### **Share-cropping – a Major Literary Theme**

Sharecropping has been used as a theme in literature dealing especially with the South in the late nineteenth century Charles W. Chestnutt's *The Wife of His Youth and other Stories of the Color Line* (1900) documents lease system that imprisoned black men in the same manner as sharecropping. Jailed on fraudulent charges of vagrancy, these men would in turn be hired out as cheap labour to local whites. "This new prison environment was practically inescapable" of the misery of the "sharecroppers who were unable to escape their plight"(Harris:1021). Brow's collection of poems *Southern Road* is a record of the lives of rural blacks tied to unyielding soil and uncompromising land owners.

Most blacks found themselves helpless in the face of racist oppression and were unable to cope with it in any way other than by numbing themselves to pain and suffering. They just became accustomed to lacerations of slavery and racial discrimination. Their powerlessness against the white bosses destroyed their courage and strength and turned them into excessively submissive creatures. Though there are numerous examples of the crippling effects of resultant subjugation, the response of plantation workers at Shipley's farm in the novel *The Third Life of Grange Copeland* stands out as an outstanding example. All of these workers through their behaviour and attitude reveal the effects of economic oppression under the racist system. Their grinding poverty is a kind of calamity for these poor, they have to depend for their bare survival upon the mercy of their white bosses who rule the system. They have no choice but to carry out the work under the orders of their bosses without any sense of joy or fulfillment.

### **A Child of Sharecroppers**

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*Third Life* - Alice Walker's Exposé of the Tragic World of the Sharecroppers

Much of Alice Walker's fiction is informed by her southern background. Born to sharecroppers in Eatonton, Georgia, a rural town where most blacks worked as tenant farmers, she drew upon firsthand knowledge of this practice when she wrote her first novel *The Third Life of Grange Copeland*. Walker knew the problems, pressure and challenges faced by the black community. She recalls vividly in her memoirs how she grew up in the school of miseries and sufferings often threatening her sense of dignity and identity as an individual. She remembers clearly her experience of a life of poverty as a child born in a large family.

Walker narrates the sharecroppers' lack of real life in a greatly subtle and insightful way. "The cotton field too was generally silent" (*TLGC*:8). The silence is an eloquent expression of the painful suppression of life with its hope and joy. It is disturbed only when the grown-ups talked softly, intermittently like the sporadic humming of wasps" (*TLGC*:8). If the silence signifies monotony and emptiness in the life of these workers, the comparison of their sounds with the humming of wasps conveys forcefully the degradation of the status and meaning of their life to that of mere insects in the racist economic system.

### **Servility**

A sense of servility has sunk deep into the black psyche. They cannot conduct themselves with confidence and self-respect in the white dominated community. Therefore feeling of inferiority prevents them while working with Grange on the cotton field even from looking into the eyes of Shipley's truck driver: "...they looked at his shoes and at his pants legs or at his hands, never into his eyes, and their looks were a combination of small sly smiles and cowed, embarrassed desperation." (*TLGC*:9)

This void in their life is deep and they do not experience a flicker of joy even at the sight of their own children. Brownfield recalls how Grange, his father, never looked at him or acknowledged him in any way, except to lift his sack of cotton to the back of the truck when it arrived" (*TLGC*:9). This absence of communication is symptomatic of the deeper malaise of a kind of emotional atrophy afflicting the share croppers. They are rendered incapable of normal human feelings and responses, and they go through the process of living only mechanically.

### **The Story and Character of Grange**

The way Grange sinks into an unnaturally bland mask "and becomes like a stone or a robot" (*TLGC*:9) at the sight of Shipley and his truck is a telling illustration of the failure of the sharecroppers to bear the pressures of racist conditions. "A grim stillness" settles on the face of Grange at the sight of his master oppressor making him an object, a cipher"(*TLGC*:9) unable to move except in jerks, if it moves, at all, speaks clearly of a state of complete breakdown of his nerves and his submission to an overwhelming external force of the racial and economic order.

In the first stage of life Grange appears to be a highly self-centered, drunkard, domineering and an adulterous individual. His relationship with his family is a total disaster and he always creates a very tense environment. It keeps the whole family in lurking fear. "Their life followed a kind of cycle that depended almost totally on Grange's moods"(*TLGC*:14). In order to

show his aggressive masculinity he ill-treats his wife and son and reveals himself as a self-centered person seeking his own gratification exploiting others. In this first phase of his life he appears as an abusive drunkard who gets drunk every Saturday night and comes home only to beat his wife. He would come home drunk, threatening to kill his wife and Brownfield, stumbling and shooting off his shot gun"(TLGC: 15).

Grange's abject poverty and miseries lead him to drink and beat his wife. We come to know that initially he is a compulsive womanizer and adulterer. He spends nights with fat Josie, his mistress. His son Brownfield is also aware of this fact. He knew his father was seeing another woman, and had been seeing one, or several, for a long time"(TLGC:22). Grange's infidelity and faithlessness has a tremendous effect on his wife, Margaret, who often fights with him. Once she tells her son: "Oh we had us a rip-rowing, knock-down, drag out fight. With that fat yellow hitch of his calling the punches"(TLGC:21).

This totally negative mentality is the result of Grange's depression which always gave way to fighting, as if fighting preserved some part of the feeling of being alive"(TLGC:21). Finally Grange abandons his family and it makes him the prime architect of his wife and little baby's death.

### **Oppressive Conditions of Women**

Though Walker's fiction is verily the fact of the life of the black community dispossessed of their human rights, dignity and equality in general it vividly creates the oppressive condition of women in particular. The black women had to face a system which sought to perpetuate violence not only to their bodies but also to their minds and souls treating them as no better than chattels. They were deprived of all opportunities--economic, social or cultural. They were disabled in a number of ways and society was largely responsible for their miseries and sufferings. This oppression of the black women and the way some of them faced it by resigning themselves to their situation has been treated with remarkable insight by Walker. Walker's women surrender to their oppressive conditions, lack faith in themselves and, therefore, do nothing to alter their conditions for the better. In the absence of a vision and hope of a different future they tend to bury away their natural impulse to live a human life of dignity and grace.

### **Margaret**

Margaret is doomed to a life of decay and decline. She appears in the novel as a Copeland's wife, sweet and virginal woman. One of her sisters is in the North, and Margaret, too, has been contemplating possibilities of going North and improving the fortunes of her family. This surely suggests that she is conscious of the opportunities of betterment of the lot of her family but she does not leave her husband behind to take this plunge alone. In fact, her fidelity to Grange and her efforts to build a happy life with him reveal her valuable qualities as a woman. She displays remarkable ability to understand Grange's frustrations and inner tensions. As a wife, she tries to mitigate his plight through her caring attention. It is to take out some of the venom of frustration that she didn't do or say anything that could further deepen Grange's crisis" (TLGC:6). Brownfield observes, "She didn't have a thing to say that did not in some way show

her submission to his father"(TLGC:6). He thinks his mother agreed with his father whenever possible"(TLGC:6). Her submission to Grange and her efforts to agree with him clearly indicates not only her endurance and a sense of sacrifice, but also her resolve to create a happy life as far as possible with her husband. She even worked all day pulling baits for ready money, "coming home clean and cook, trying to maintain a home for a husband and son"(TLGC:7). But Margaret has to contend with situations of oppression and debasement not only from without but from within her own family also. Her strength thus proves to be too limited to help her confront the heavy odds in her life with dignity and integrity intact.

By the time Brownfield is fifteen, Margaret has been regularly trying to change her world into something it could never be. She finds the injustice and inhumanities of the sharecropping system too heavy a weight for her to bear. Grange's frustration caused by his failures in the racist and exploitative economic system continues to subvert her attempts to build a happy home. She is emotionally deserted and humiliated by Grange with the flourish of his affairs with Josie. Margaret ultimately runs out of resources of her inner strength. Unable to withstand the pressures of her debasing situation, she feels broken and loses control over her life.

Accustomed to receiving nothing from Grange, who deserts her both emotionally and physically, Margaret seeks escape in the arms of strangers. She thus tries to negate the reality of her painful existence by attempting to realize the dream of love through her "sexual encounters with fellow bait-pullers and church members" (TLGC:27). On weekends, after having struggled to look after her family, she becomes a huntress of soft touches, gentle voices and sex without the arguments over the constant and compelling pressures of everyday life"(TLGC:27). She turns herself a commodity for Shipley, and even his driver Johnny Johnson uses her body for his carnal pleasure. All she gets from this indulgence in sex with a number of men is a temporary feeling of relief from the boredom and pain of her daily life.

### **Alice Walker and Margaret**

Walker's own aversion to Margaret's attitude of escape from the realities of one's condition is evident as she provides the reader an insight into the hollowness of Margaret's life. Her attempts to find answers to her problems in promiscuity fail to give her a sense of fulfillment and strength. On the contrary, Margaret sinks deeper into frustration and depression. A sense of guilt haunts her, and even her desperate efforts of defiance fail to conceal her inner weakness and void. She feels restless and miserable, unable to face her own image of a fallen woman. It is this that leads her ultimately to an act of self-destruction.

### **Sense of Guilt and Escape in Margaret**

Star, Margaret's son born of illegitimate sexual relations, is a constant reminder to her of her guilt, he is two years old but can neither walk nor speak, as if struck by the sins of his mother. Unable to muster up sufficient courage, necessary to overcome this feeling of guilt, Margaret ultimately is driven to commit an act of aggression against herself and her child. She embraces death as the only means of escape. She poisons her son as well as herself and dies as a

pathetic and lonely figure: “She was curled up in a lonely sort of way, away from her child, as if she had spent the last moments on her knees”(TLGC:29).

Margaret's life, characterised by an unremitting process of decay and degeneration, is suggestive of the writer's rejection of the mode of escape. Walker attributes the black community's tendency to escape to easy pleasures a lack of inner strength and self-esteem. An artist of life, she treats escapists like Margaret with understanding and insight, however, but does not present them as persons deserving sympathy or admiration.

### **Suffering under Extreme Racism**

Brownfield's narrative shows how cruelly he is victimized by the extreme racism and poverty of the Georgia backwoods world in which he is born and raised. His is a case of blighted growth, as his name suggests; he is physically and emotionally withered. By the end of the novel, he comes out as a “Human being... completely destroyed” (TLGC:172) by the worst features of rural southern life ignorance, poverty, racism, and violence. Because Grange cannot make an adequate living for his family, his ego finally erodes and he comes to see himself as a “slave”, a “robot”, and a “cipher”.

A study of Brownfield's character reveals a tragic pattern of steady decline in the context of the socio-economic condition he has to live in. The racist environment contributes to the growth of his impulses to brutalize his woman for his own failures and frustration. He becomes so cruel and callous that ultimately he shoots her dead. Brownfield's treatment of his wife is perhaps one of the most savagely accounts of wife abuse in the black family. When he realizes that he cannot escape poverty in the sharecropping economy and will not amount to anything in the racist system, he begins to take out his frustration and anger on his wife, Mem. His marriage with her begins with moments of passion and dreams of a bright future. During his meetings with Mem in Dew Drop Inn before marriage he felt charmed by her warmth and tenderness. He thought of her as of another mother, the kind his own had not been. Someone to be loved and spoken to softly, someone never to frighten with his rough, coarse ways" (TLGC:66). He feels proud of his marriage with Mem and recalls her love and beauty with fondness: “THREE YEARS LATER...he could still look back on their wedding day as the pinnacle of his achievement in extricating himself from evil and the devil and aligning himself with love” (TLGC:72).

It was a choice well-made and Mem had a soothing and nourishing effect on Brownfield when he felt weary and dejected: “She was so good to him, so much what he needed, that her body became his shrine” (TLGC:72). Under the magic of her tender warmth, he grew big and grew firm with love, and grew strong" (TLGC:73). Like many marriages, Brownfield's marriage also began with a dream of happy, decent and independent house for his wife and children with a chauffeur driven car. He had planned to do sharecropping only for two years and then to move northward for a brighter life of freedom and prosperity. They worked hard at the farm but the sharecropping system proved to be too oppressive and exploitative to let them make enough money and leave for the land of their dreams. Even after three years of grueling labour at the farm Brownfield found himself stuck up in poverty and debt. He had to make his wife and even

his little daughter Daphnie work in the field. He had to teach, his frail five-year-old daughter the “tricky, dangerous and disgusting business of hand mopping the cotton bushes with arsenic to keep off boll weevils” (TLGC:77). He ultimately realised that “his life was becoming a repetition of his father's” (TLGC:78).

### **Feeling of Helplessness and Despair**

The frustration of his dreams and desires deepens his feeling of helplessness and despair in the face of the racist economic system. This destroys his sense of self-confidence and worth, his failure to provide his wife and children with a decent life gives a crushing blow to his spirits and his sense of self-respect as a man. His injured pride and ego prey upon his mind and soul, destroying all that was positive and creative in him. It pushes him deep into a feeling of guilt and self-reproach, his warped heart and mind see in his wife and children a constant and painful reminder of his failures as husband and father. This, ultimately, generates in him anger and rage which he unleashes freely on Mem and their helpless children.

Unable to turn his frustration and anger into any positive or creative activity, he pours it out in the form of aggression which he uses as a response to his conditions. He begins to abuse Mem whom he had once loved so passionately because she was plump and quiet. He had fallen in love with her because “she was graceful and a good teacher, because she put some attention to what she was saying in it, and some warmth from her own self, and so much concern for the person she was talking to that it made Brownfield want to cry”(TLGC:67-68). But his frustration and rage slowly blind him to all these qualities in Mem which had once fascinated him so much. He begins by hurting her feelings and her sense of honour by charging of being “unfaithful to him, of being used by the white men, his oppressors; a charge she tearfully and truth fully denied” (TLGC:78).

Their once mutual passionate love deteriorates fast and Brownfield starts abusing her body by taking her in his drunkenness and in the midst of his foul accusations “she wilted and accepted him in total passivity and blankness, like a church...He determined at such times to treat her like a nigger and a whore, which he knew she was not, and if she made no complaint, to find her guilty” (TLGC:78-79).

Brownfield's violence at this point knows no bounds and after “countless accusations of her infidelity, his crushed pride, his battered ego, made him drag Mem away from schoolteaching” (TLGC:79). Her learning which he once so admired becomes too much for his sick soul to bear as her knowledge reflected badly on a husband who could scarcely read and write. It was his great ignorance “that sent her into white homes as a domestic, his need to bring her down to his level!” (TLGC:79). He inflicts injuries on her sense of honour, integrity and pride by lashing her with his foul tongue and sexual abuses. He turns brutal and begins to use cruelty on her body in a bestial manner.

The narrator lays bare the nature and cause of the inhuman violence that Brownfield perpetrates on Mem: “It was his rage at himself, and his, life and his world that made him beat her for an imaginary attraction she aroused in other men, crackers, although she was no party to



any of it. His rage and his anger and his frustration ruled. His rage could and did blame everything, everything on her" (*TLGC:79*).

### **Saving the Future**

Brownfield gloats in Mem's misery and suffering when she is weak, sick and down with the burden of repeated pregnancies forced on her by him. His destructive frustration and rage does not spare even the innocent and helpless children who are exposed constantly to the dehumanizing condition of violence and poverty. When Mem tries to save the future of her daughters it only hurts Brownfield's ego as a man and inflames his rage against her.

Knowing that the future of her daughters depends on her, Mem takes on the responsibility of her family in her own hands. She tries to defy Brownfield and takes up the job of a school teacher. She works, earns and saves for her family and they, move to a lease-bound house in a town. This gives them a better social status and the realization of their dream for a decent life seems to be not too distant a possibility. But this is the work of Mem; this success of hers reminds Brownfield only of his failures.

This adds salt to the injury on account of his failures and he sees in her success a challenge and an insult to his pride and authority as a man. Unable to put up with the success of a woman, he grows more vicious and is out to destroy her. His rage destroys his sanity completely and he grows wild. One night, Brownfield waits on the porch for her as she returns from her work as a maid, aims the gun with drunken accuracy right into her face and fired" (*TLGC:172*). Brownfield, thereafter, destroys the whole family.

### **Treatment of Aggression**

Walker's treatment of aggression in the personality and behaviour of Brownfield is indeed, a classic study in racist aggression. She has brought out the blackest aspect of the black male in a very forceful manner in the character of Brownfield. What makes her treatment so effective and realistic is her dramatization of the motives behind Brownfield's act of aggression against his wife and children. She shows how and why black male turns into an oppressor of his woman as a result of his own oppression in the racist economic and social system. Walker's understanding of the psyche of the black male is deep and incisive. Violence for him is a method to reassert his authority as a father and husband so that he could feel a little bit like a man" (*TLGC:136*).

Walker also sees the more insidious aspect of the black woman's situation demoralised and debased by inhuman white colonizer and plantation owner, she is doubly shamed and brutalized by her own man and is thus irretrievably doomed to a catch-22 situation of life-in death which is Alice Walker's metaphysical 'third life'.

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## Effects of Direct Teaching Method in the Academic Achievement of Students in English at the Elementary Level

Ishtiaq Hussain, Ph.D.

Rehmat Ali Farooq, Ph.D.

Iqbal Majoka, Ph.D.

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### Abstract

The main objective of the study was to know the effects of direct teaching method in the academic achievement of students in English at the elementary level. Intelligence test was administered to determine the level of each student and to equalize the students of two groups. Experimental group was taught by direct method while the Control group was taught by traditional method for a period of four weeks. At the end of teaching, a post-test was administered and scores of pre-test, post-test and intelligence test served as data of the study.

Applying t-test and analysis of variance indicated the significance of difference between the scores of groups at 0.05 levels. Experiment was the basic step. The Pre-test Post-test Equivalent – Group Design was used for the analysis of the data. The students of Federal Government schools of Islamabad were the population of the study.

The students of Elementary School Badhana Kalan, (FA) Islamabad were taken as a sample for the study. Obtained data was analyzed, interpreted and concluded that direct teaching method was more effective as a teaching-learning technique for English. Students in the direct teaching method outscored the students working in traditional learning situation.

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Low achievers in direct teaching presented noteworthy superiority over low achievers learning English by the traditional method.

In the light of the results it was recommended that direct method should be used in all levels to teach English for better performance of the students.

## **Introduction**

Education is essential for human development. Modern age is the age of science and technology. Education gives people expertise and skills for different fields to keep them abreast with the changing realities of life. The development of education depends upon the language, which is a unique tool granted to human beings for communication.

Education is carried on through the use of language at various levels. While Pakistani languages are taught in various levels of education, the prominence of English continues to grow as means of communication in various fields. English is becoming the preferred medium of instruction in Pakistan.

At present, in the field of Economics, English has helped us a great deal. There is a strong demand for English-speaking doctors, teachers, and engineers in countries like the United Kingdom and the United States. A large number of Pakistani doctors, teachers, and engineers are serving abroad and are earning a large amount of foreign exchange. This foreign exchange is like a backbone to our national economy (Govt. of Pakistan, 1982).

There are people who are afraid of losing their Pakistani culture if English is retained as the medium of instruction. Today, surely, we can speak of international culture and no nation can claim to have its own exclusive culture. As long as people are poor, uneducated, and lead an isolated life, they can speak of having their own culture. We have the example of China before us. As long as they lived in isolation, everyone spoke of Chinese culture. But now, with their growing international contacts, they are also giving up their familiar Chinese dress and beginning to wear Western dress. In fact, there is no such thing as Western or English dress; it is a universal form of dress which people all over the world are adopting in spite of their linguistic, religious, and political differences (Aslam, 1990).

For generations we have followed some traditional methods of teaching English, which involved grammar, translation and memorization. This teaching helped us to write English somewhat effectively, but not speak it effectively. Almost every method currently suggested for the teaching and learning of English involves direct teaching.

All the syllabi of English were modeled on the same pattern GTM was the basic element of the educational policy of the British Empire. GTM introduced English to numerous generations in the British Raj, and the entire corpus of cultural, intellectual and mental evolution was the outcome of this exposure. GTM played a pivotal role in synchronizing English language with teaching demands of in the Sub-continent (Mansoor, 1993).

This paper tries to compare and contrast the results of two methods of teaching English: Traditional and Direct Teaching Methods.

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## Research Methodology

The purpose of this study was to examine the effects of direct teaching method in the academic achievement of students in English at elementary level. In order to test the relative effectiveness of independent variable, i.e. an instructional paradigm (Direct teaching), the choice of most suitable design for this experiment was the basic step.

The Pre-test Post-test Equivalent –Group Design was used for the treatment to test the reliability of the posttest scores obtained by the students who formed the sample of the students. In this design one group is given pre-test and then it is divided into two groups randomly in such a way that both the groups have almost equal mean score on pre-test.

Where	R	=	Randomly Selected	
	E	=	Experimental Group	(Treatment)
	C	=	Control Group	(Traditional approach)
	O	=	Observation or Measurement	T= Treatment

The experimental treatment to which a group is exposed i.e. independent variable.

This is the strong and true experimental design, but there may be the possibility of the influence of the effect of testing and the interaction with the experimental variable (Farooq, 2001). However, in order to eliminate the influence of the effect of testing and the interaction with the experimental variable, a post-test parallel to the pretest was used to measure the achievement. Pretest was used only to equate the control and experimental groups.

## Population

The aim of this study was to investigate the relative the effects of direct teaching method in the academic achievement of students in English at elementary level. Therefore, students studying at elementary level considered the population of the study.

## Sample

Students of 8<sup>th</sup> class of Federal Government Boys elementary School, Badhana Kalan, (FA) Islamabad were taken as sample of the study. Sample students were further divided into two groups, i.e. the experimental and the control groups. Both the groups were equated on the basis of pre-test scores. Each group comprised 20 students.

Two English teachers having equal qualification, equal teaching experiences, and considerably equal teaching potential, were selected to teach the control and the experimental groups.

## Research Instruments

In order to equate the control and the experimental groups, a teacher-made pretest was administered before the allocation of students to the experimental and the control groups.

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Immediately after the completion of the period of experiment-teaching was over, a teacher-made posttest was administered to subjects of both the experimental and the control groups. The purpose of this test was to measure the achievement of the students, constituting the sample. The researchers constructed these both the tests after a thorough review of the techniques of test construction and related units of English. Consent of the class teachers and experts was weighed in the construction of tests.

### **Data Collection**

The experiment continued for four weeks. Soon after the treatment was over, posttest was administered to measure the achievement of the sample subjects. Finally, there were 20 students in the control group and 20 students in the experimental group. Pretest scores of the sample served as data to equate the control and the experimental groups, while posttest scores served as data to measure achievement of the students as a result of treatment.

### **Analysis of Data**

Raw scores obtained from pretest and posttests were presented in tabular form for the purpose of interpretation. For the manipulation of data, the means, standard deviations, and differences of means were computed for each group. Significance of difference between the mean scores of both the experimental and control groups on the variable of pretest scores, school record and post test scores was tested at 0.05 level by applying t-test.

### **Conclusions**

In the light of statistical analysis the following conclusions were drawn.

- 1 It was determined that direct teaching method is more effective as a teaching-learning method than the traditional method.
- 2 The weaker students in direct teaching showed momentous difference over low achievers learning English by the traditional method. Therefore direct teaching was seen to be a more active method for teaching English to the weaker students.
- 3 The weaker students who were taught English by direct method retained more material as compared to weaker students taught by traditional method. Thus direct teaching seemed to be more effective teaching learning technique for weaker students
- 4 Most of the English textbooks written for direct teaching were taught through traditional method. This did not offer good results, because teachers were not familiar with the direct method.

### **Recommendations**

In the light of conclusions of the study, following recommendations were made.

- 1 The government should strengthen the pre-service and in-service training. Educational conferences and seminars should be arranged from time to time. Refresher courses at

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the local level, sector level, and district level as well as mobile teams should be established.

- 2 Teachers should be trained to use the Direct Method of Teaching English effectively.
- 3 All the four skills should be given equal weightage to learn English effectively.

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## **Role of Virtual Technology in Teaching English**

**V. Rajesh M.A., M.Phil., Ph.D. Candidate**

**J. Jaya Parveen M.A., M.Phil., Ph.D. Candidate**

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### **Abstract**

Virtual classrooms facilitate the delivery of knowledge and skill development through Internet in a cost-effective and efficient manner. With a descriptive research design, an evaluative study was conducted in SKP Institute of Technology, Tiruvannamalai, where both the authors worked before they moved to the present college. 200 students and 20 teachers were involved in the study. Prior training on how to use virtual classrooms was given to the students and teachers. During the study, different ESL tasks were used to develop the reading, writing, listening, and speaking skills of the students. At the end of the course, teachers and students filled in a few questionnaires.

The quantitative findings showed the students and teachers' understanding of virtual classroom tools and features. They also revealed the students' understanding of use and relevance of ESL tasks in virtual classroom. In addition, they showed the teachers' views on the role of virtual technology in ESL classroom management. This was done as a part of formative evaluation to improve the ongoing process of using virtual technology in ESL classrooms or language labs.

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## **1. Introduction**

Virtual technology has become popular because of its easy access and affordable cost. Its effective usage has led to significant changes in educational models. The traditional classroom has shifted to virtual classroom creating the most radical transformation in higher education. Using virtual technology has become as easy as communicating with a teacher and students through chat or email, students utilizing an interactive CD-ROM for learning, etc. (Salmon, 2004).

Language learning theories and instructional design models are combined to form virtual course content. Traditional lectures and grammar lessons are replaced by PowerPoint Presentations, Flash animations, Java games, etc. Group chat, email, blogs, forums, podcasts, etc. are initiated to enhance language learning. Teachers are more like facilitators, and students are encouraged to do self-directed learning (Thompson, Simonsen, & Hargrave, 1996). Crossing all the boundaries like nationality, race, religion, caste, age, etc., virtual education promotes language learning in a full-fledged manner. The 21<sup>st</sup> century witnesses the wide-spread use of virtual technology or virtualization technology in Teaching English as Second Language.

## **2. Background of the Study**

The word ‘virtual’ means ‘created, simulated, or carried on by means of a computer or computer network’. When the word was first introduced, it was applied to things simulated by the computer like virtual memory (memory that is not actually built into the processor). Later on, the word is applied to many things that are created or carried on by means of computers (Ally, 2004). The concept of virtualization is very broad. It can be applied to devices, servers, operating systems, applications, networks, etc.

From entertainment to education, virtual technology is rapidly transforming the way people live and work around the globe (Paulsen, 2003). Virtual conversations take place between people from different localities over the computer networks. Virtual communities are social groups which socialise through blogs, forums, email, chat, etc. Virtual education is the type of education provided using the Internet. Virtual classroom aims to simulate the experience of attending a class over the web.

Virtual technology is essentially about educational improvement, school reform, and improving academic performance. With a little more work on technology infrastructure such as Internet access, laptop or computers in classrooms, and proper professional development to convert more certified teachers into facilitators of online learning, virtual technology can work well in education sector. It enables teachers and students to access computers on centralized servers in the data centre (Kock, 2005).

Virtual technology simplifies compliance along with remote connectivity and allows academic organizations to manage physical and virtual desktops from a single console in the data

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centre. It provides teachers with new tools to engage and educate the students in more meaningful ways. Nowadays teachers and students are using virtual technology to support more multifaceted learning (Naidu, 2003). All over the world, virtual technology or virtualization technology is used successfully in Teaching English as Second Language.

### **3. Location of the Study**

SKP Institute of Technology is an engineering college with four departments (Mechanical, Civil, Electronics and Communication, and Computer Science) in it. It is located in the outskirts of Tiruvannamalai district. Nearly 900 students are studying in this college. The college has a language lab which contains 100 computers with in-built speakers and microphones. Different software are used in the systems for ESL teaching. The college with its advanced language lab is taken as the location of the study. Both the authors of this paper had worked in this college before they moved to their present college.

### **4. Samples of the Study**

Students and teachers from SKP Institute of Technology are the participants of this research. 200 students who learn English as Second Language are chosen as samples. 20 teachers who have teaching experience are involved in the study.

### **5. Data Collection**

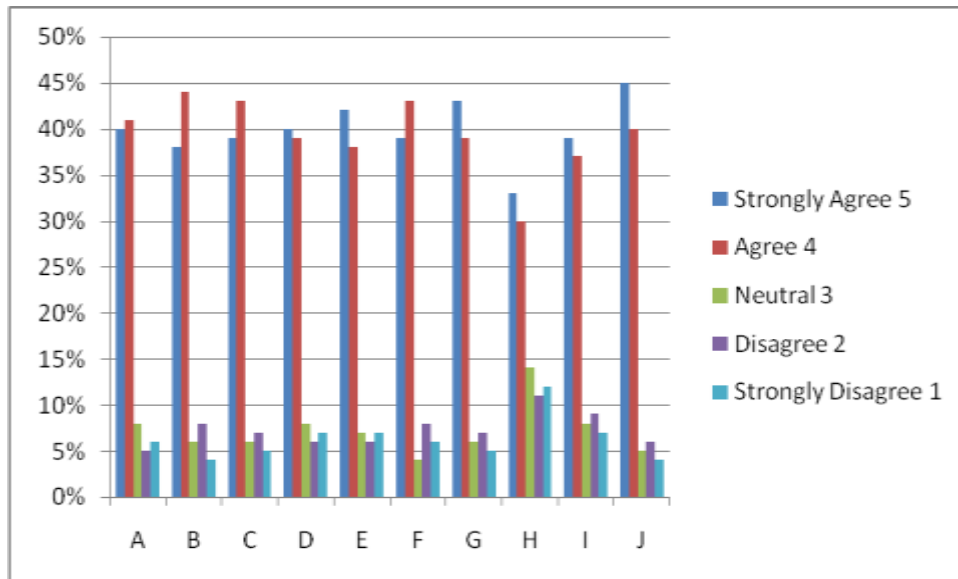
The survey questionnaires were given to the research samples (200 students and 20 teachers) in person. Instructions on how to fill in the questionnaires were given. The samples filled in the questionnaires within one hour's time. The questionnaires contained Likert type questions which contributed to the quantitative data collection. Some teachers and students filled in the comments column providing qualitative data on the advantages or problems in virtual classrooms.

### **6. Data Analysis and Interpretation**

#### **Table 6.1 Students' Understanding of Virtual Classroom Tools and Features:**

Students' Understanding of Virtual Classroom (n = 200)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Variance
	5	4	3	2	1			
1. The Virtual Classroom is easy to use.	40%	41%	8%	5%	6%	20	18.74833	351.5
2. Text chat is convenient and fast.	38%	44%	6%	8%	4%	20	19.33908	374
3. Phone and VoIP facilities are available.	39%	43%	6%	7%	5%	20	19.23538	370
4. The whiteboard is highly interactive.	40%	39%	8%	6%	7%	20	17.81853	317.5
5. PPT Presentations can be uploaded quickly.	42%	38%	7%	6%	7%	20	18.31666	335.5
6. Videos or flash animations can be uploaded easily.	39%	43%	4%	8%	6%	20	19.27434	371.5
7. Web browser can be shared easily.	43%	39%	6%	7%	5%	20	19.23538	370
8. Application sharing facility is available.	33%	30%	14%	11%	12%	20	10.6066	112.5
9. Team collaboration can be initiated.	39%	37%	8%	9%	7%	20	16.46208	271
10. Sessions can be recorded for future reference.	45%	40%	5%	6%	4%	20	20.62765	425.5

**Graph 6.1 Students' Understanding of Virtual Classroom Tools and Features:**



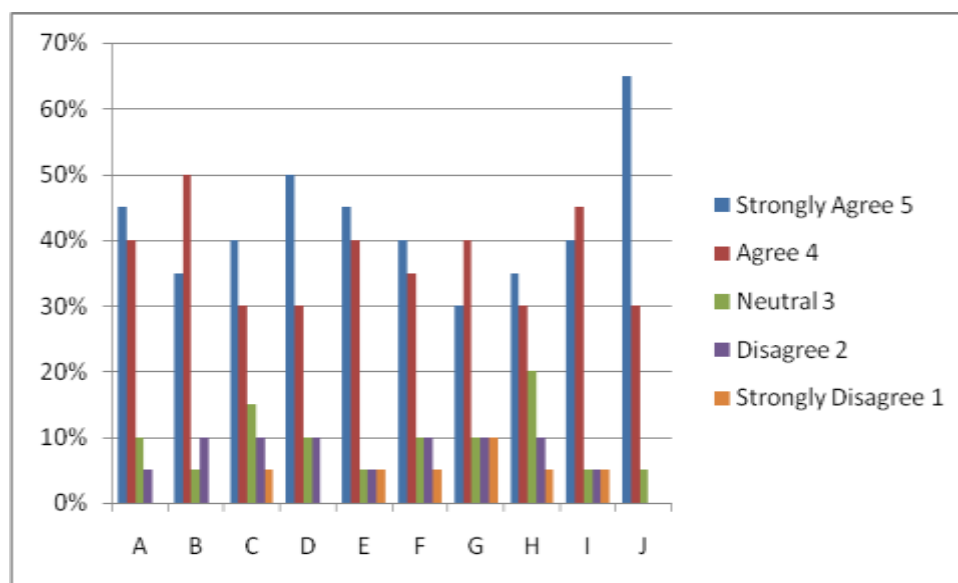
The Virtual Classroom is easy to use.

- A. Text chat is convenient and fast.
- B. Phone and VoIP facilities are available.
- C. The whiteboard is highly interactive.
- D. PPT Presentations can be uploaded quickly.
- E. Videos or flash animations can be uploaded easily.
- F. Web browser can be shared easily.
- G. Application sharing facility is available.
- H. Team collaboration can be initiated.
- I. Sessions can be recorded for future reference.

**Table 6.2 Teachers' Understanding of Virtual Classroom Tools and Features:**

Teachers' Understanding of Virtual Classroom (n = 20)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Variance
	5	4	3	2	1			
1. The Virtual Classroom is easy to use.	45%	40%	10%	5%	0	25	20.41241	416.6667
2. Text chat is convenient and fast.	35%	50%	5%	10%	0	25	21.2132	450
3. Phone and VoIP facilities are available.	40%	30%	15%	10%	5%	20	14.57738	212.5
4. The whiteboard is highly interactive.	50%	30%	10%	10%	0	25	19.14854	366.6667
5. PPT Presentations can be uploaded quickly.	45%	40%	5%	5%	5%	20	20.61553	425
6. Videos or flash animations can be uploaded easily.	40%	35%	10%	10%	5%	20	16.20185	262.5
7. Web browser can be shared easily.	30%	40%	10%	10%	10%	20	14.14214	200
8. Application sharing facility is available.	35%	30%	20%	10%	5%	20	12.74755	162.5
9. Team collaboration can be initiated.	40%	45%	5%	5%	5%	20	20.61553	425
10. Sessions can be recorded for future reference.	65%	30%	5%	0	0	33.33333	30.13857	908.3333

**Graph 6.2 Teachers' Understanding of Virtual Classroom Tools and Features:**



- The Virtual Classroom is easy to use.
- A. Text chat is convenient and fast.
  - B. Phone and VoIP facilities are available.
  - C. The whiteboard is highly interactive.
  - D. PPT Presentations can be uploaded quickly.
  - E. Videos or flash animations can be uploaded easily.
  - F. Web browser can be shared easily.
  - G. Application sharing facility is available.
  - H. Team collaboration can be initiated.

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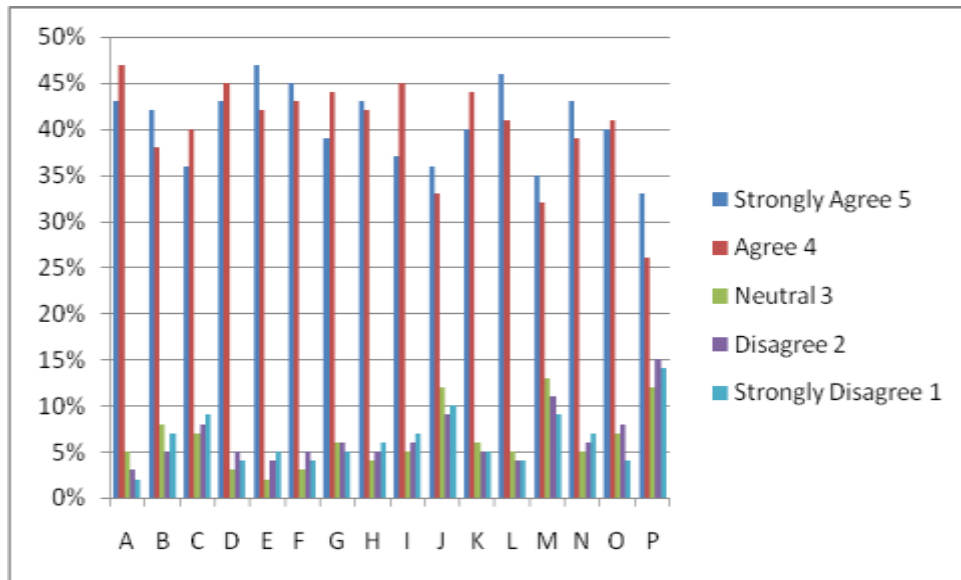
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I. Sessions can be recorded for future reference.

**Table 6.3 Students' Understanding of the Use and Relevance of ESL Tasks in Virtual Classroom:**

Students' Understanding of the Use and Relevance of ESL Tasks in Virtual Classroom (n = 200)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Variation
	5	4	3	2	1			
A. I use the text chat for asking doubts.	43%	47%	5%	3%	2%	20	22.89105	524
B. I use the whiteboard for taking / making notes.	42%	38%	8%	5%	7%	20	18.34394	336.5
C. Skimming and scanning are done using the whiteboard tools.	36%	40%	7%	8%	9%	20	16.50757	272.5
D. Teachers share websites for reading practice.	43%	45%	3%	5%	4%	20	21.93171	481
E. Teachers share PPT presentations to teach grammar concepts.	47%	42%	2%	4%	5%	20	22.46108	504.5
F. Teachers give flash or java games for vocabulary and grammar practice.	45%	43%	3%	5%	4%	20	21.93171	481
G. Teachers use video for listening practice.	39%	44%	6%	6%	5%	20	19.7104	388.5
H. Teachers share software application for pronunciation practice.	43%	42%	4%	5%	6%	20	20.5548	422.5
I. VoIP is used for speaking practice.	37%	45%	5%	6%	7%	20	19.39072	376
J. Teachers give task-based exercises and case-studies.	36%	33%	12%	9%	10%	20	13.32291	177.5
K. Email, blog, and forums are used to enhance writing skills.	40%	44%	6%	5%	5%	20	20.13703	405.5
L. The ESL tasks are important for my professional practice.	46%	41%	5%	4%	4%	20	21.52905	463.5
M. The tasks make me think critically about different issues.	35%	32%	13%	11%	9%	20	12.4499	155
N. I can interact with my teacher and other students.	43%	39%	5%	6%	7%	20	19.23538	370
O. The teacher encourages and motivates me.	40%	41%	7%	8%	4%	20	18.77498	352.5
P. Teachers and students give constructive feedback.	33%	26%	12%	15%	14%	20	9.08295	82.5

**Graph 6.3 Students' Understanding of the Use and Relevance of ESL Tasks in Virtual Classroom:**



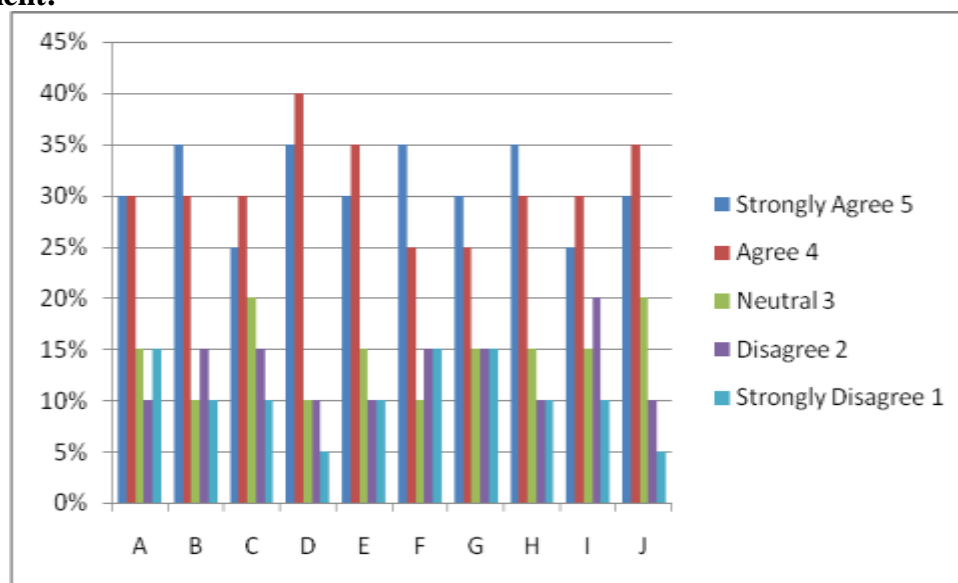
- A. I use the text chat for asking doubts.
- B. I use the whiteboard for taking / making notes.
- C. Skimming and scanning are done using the whiteboard tools.
- D. Teachers share websites for reading practice.
- E. Teachers share PPT presentations to teach grammar concepts.
- F. Teachers give flash or java games for vocabulary and grammar practice.
- G. Teachers use video for listening practice.
- H. Teachers share software application for pronunciation practice.
- I. VoIP is used for speaking practice.
- J. Teachers give task-based exercises and case-studies.
- K. Email, blog, and forums are used to enhance writing skills.
- L. The ESL tasks are important for my professional practice.
- M. The tasks make me think critically about different issues.
- N. I can interact with my teacher and other students.
- O. The teacher encourages and motivates me.
- P. Teachers and co-students give constructive feedback.

**Table 6.4 Teachers' Views on the Role of Virtual Technology in ESL Classroom Management:**



Teachers' Views on the Role of Virtual Technology in ESL Classroom Management (n = 20)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Standard Deviation	Variation
	5	4	3	2	1			
A. It is easy to manage the students in a virtual classroom.	30%	30%	15%	10%	15%	20	9.35414	87.5
B. Students never make noise while in the virtual classroom.	35%	30%	10%	15%	10%	20	11.72604	137.5
C. Students never get diverted while in the virtual classroom.	25%	30%	20%	15%	10%	20	7.90569	62.5
D. Students never fall asleep while in the virtual classroom.	35%	40%	10%	10%	5%	20	16.20185	262.5
E. Students view the PPT or videos again and again for better understanding.	30%	35%	15%	10%	10%	20	11.72604	137.5
F. Students never go to other websites while in the virtual classroom.	35%	25%	10%	15%	15%	20	10	100
G. Students never use the chat for personal communication.	30%	25%	15%	15%	15%	20	7.07107	50
H. Students respond to emails regularly.	35%	30%	15%	10%	10%	20	11.72604	137.5
I. Students never miss the deadlines to post blogs.	25%	30%	15%	20%	10%	20	7.90569	62.5
J. Students accept the feedback or comments positively.	30%	35%	20%	10%	5%	20	12.74755	162.5

**Graph 6.4 Teachers' Views on the Role of Virtual Technology in ESL Classroom Management:**



- A. It is easy to manage the students in a virtual classroom.
- B. Students never make noise while in the virtual classroom.
- C. Students never get diverted while in the virtual classroom.
- D. Students never fall asleep while in the virtual classroom.
- E. Students view the PPT or videos again and again for better understanding.
- F. Students never go to other websites while in the virtual classroom.
- G. Students never use the chat for personal communication.
- H. Students respond to emails regularly.

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- I. Students never miss the deadlines to post blogs.
- J. Students accept the feedback or comments positively.

## 7. Findings

- 200 students involved in this study were asked about their understanding of virtual classroom. 79.2% of them gave positive comments. This showed that 79.2% of the students found the virtual classroom easy to use. They recognised the use of text chat, phone, VoIP, interactive whiteboard, PPT / video / animation upload, web-browser / application sharing, team collaboration, session-recording, etc. 13.6% of them gave negative comments and 7.2% of them gave no comments. This showed that 20.9% of the students were not clear about the tools, features, and facilities in the virtual classroom.
- 20 teachers involved in the study were asked about their understanding of virtual classroom. 79.5% of them gave positive comments. This showed that 79.5% of the teachers found the virtual classroom easy to use. They used the text chat, phone, VoIP, interactive whiteboard, PPT / video / animation upload, web-browser / application sharing, team collaboration, session-recording, etc. for different purposes in ESL classrooms. 9.5% of them gave negative comments and 11% of them gave no comments. This showed that 19.5% of the teachers did not use the tools, features, and facilities in the virtual classroom effectively.
- When the students were asked about their understanding of the use and relevance of ESL tasks in virtual classroom, 80.62% gave positive comments. This showed that 80.62% of them understood the importance of note-taking / note-making exercises, skimming and scanning tasks, shared websites, PPT presentations, flash or java games, video, software applications, task-based exercises, case-studies, email, blogs, forums, etc. in the ESL virtual classroom. They acknowledged that the ESL tasks promoted professional practice, enhance critical thinking, develop interaction, etc. They agreed that the teachers encouraged, motivated, and gave them constructive feedback. 12.94% of them gave negative comments and 6.44% gave no comments. This showed that 19.38% did not realise the use and relevance of ESL tasks in virtual classrooms.
- When the teachers were asked about the role of virtual technology in ESL classroom management, 62% of them gave positive comments. This showed that 62% of teachers found it easy to manage the students in a virtual classroom. Students never made noise, never got diverted, and never fell asleep while in the virtual classroom. They viewed the PPT or videos again and again for better understanding. They never went to other websites and never used the chat for personal communication. They responded to emails regularly and never missed the deadlines to post blogs. They accepted the feedback or comments positively. 23.5% of the teachers gave negative comments and 14.5% gave no comments. This showed that 38% of them found it difficult to manage the students in the virtual classroom due to various factors.

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## 8. Conclusions

- Virtual technology can be best used in the ESL classrooms only if technical training is given more importance. During this study, technical training is given to all the students and teachers. In spite of it, 20.9% of the students and 19.5% of the teachers are not clear about the tools, features, and facilities in the virtual classroom. More rigorous training should be given to the students and teachers before using the virtual technology in ESL classrooms.
- Virtual technology can be used to do a lot of activities online: note-taking / note-making, skimming and scanning tasks, website sharing, PPT presentations, flash or java games, video, software applications, task-based exercises, case-studies, email, blogs, forums, etc. These activities help the students promote professional practice, enhance critical skills, develop interaction, etc. Teachers encourage, motivate, and give constructive feedback to the students. However, 19.38% of the students do not understand or follow the ESL activities in spite of the expert guidance given to them. Extra care and concentration is required to support the slow learners in virtual classrooms.
- Virtual technology plays an important role in ESL classroom management. As the ESL tasks in the virtual classroom are highly interactive, students are fully engaged in the lesson and never make noise, never get diverted, or never fall asleep. Unlike classroom lectures, students can view the PPT presentations, videos, and websites repeatedly for skill enhancement. They can use the chat, email, blogs, forums, etc. effectively for ESL development. However, 38% of the teachers find it difficult to manage the students in the virtual classroom. Students face technical problems which the teachers cannot solve by themselves. Power outage and Internet outage are the other reasons.
- Students who are new to computer and Internet usage call the teachers for technical clarifications which disturb the normal flow of the teachers' language tasks. Some students talk with their neighbours while others get involved in personal chat. Some students are not interested in doing interactive exercises, seeing the PPT or video repeatedly, responding to email, etc. Some of them feel nervous about sharing their ideas on blogs and getting feedback publicly. Teachers should sort out the problem and find solutions to make the use of virtual technology in teaching English as second language more effective.

## 9. Recommendations

Intensive training should be given to the students and teachers before using the virtual technology in ESL classrooms. Help should be provided while they use the virtual classroom for language study. Doubts and clarifications regarding the technicalities of virtual classroom should be cleared on a periodic basis.

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Extra care and concentration is required to support the slow learners in virtual classrooms. Students who do the ESL tasks without knowing their use and relevance cannot use them efficaciously. Teachers should explain the ESL task before using it in the virtual classroom. The name of the task, skill it intends to enhance, methodology employed in it, its technical aspect, etc. should be explained in detail. Student's knowledge should be checked regularly using pre-tests and post-tests. Students should be allowed to give their comments or feedback on the effectiveness of ESL tasks on a regular basis. Corrective measures should be taken immediately to rectify the problems and enhance ESL learning in virtual classrooms.

Lab assistants should be there to help the teachers and students with technical problems. Power back-up should be made available all the time. The speed and bandwidth of the Internet should be maintained properly. Students who are new to computer and Internet usage should seek the help of lab assistants for technical clarifications. Students should be kept fully engaged and monitored closely to avoid them speaking with their neighbours. Chat logs should be checked by the teachers to prevent the students involving in personal chat. Students who are not interested in doing interactive exercises, seeing the PPT or video repeatedly, responding to email, etc. should be motivated and encouraged every now and then. Positive feedback and reinforcement should be provided by the teachers to help the students come out of their nervousness in sharing their ideas on blogs, forums, etc.

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## The Exploring Nature of Definitions and Classifications of Language Learning Strategies (LLSs) in the Current Studies of Second/Foreign Language Learning

Seyed Hossein Fazeli, M.A.

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### Abstract

This study aims to explore the nature of definitions and classifications of Language Learning Strategies (LLSs) in the current studies of second/foreign language learning in order to show the current problems regarding such definitions and classifications. The present study shows that there is not a universal agreeable definition and classification for LLSs; however, Oxford's definition and classification have received considerable attention in the related literature.

### 1. Introduction

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Since 1970s, dozens of studies have contributed to our understanding of Language Learning Strategies (LLSs) used by ESL/EFL learners at the level of adults. Such studies show that in order to affect changes in perceptions of the learners' role in learning process; we need to discover more about what learners do to learn language successfully.

Thirty years history of LLSs is much sporadic (Chamot, 2005), and even controversy among the prominent researchers in the field of terminology, as Wenden and Rubin (1987) argue "the elusive nature of the term" (p.7). The literature includes terms such as "technique" (Stern, 1983), "tactic" (Larsen-Freeman & Long, 1991; Seliger, 1984), "move" (Sarig, 1984), which are not clearly defined. In this way, agreement on the terminology of strategies has been one of the fundamental problems that continue to be stressed in the related studies. Such a situation is the result of different approaches among the researchers in the related field.

The LLSs have potential to be, "an extremely powerful learning tool" (O'Malley, Chamot, Stewner-Manzanares, Russo, Kupper, 1985a, p.43), and, in conjunction with other techniques, may well prove to be an extremely useful tool for learners' language learning (Griffiths, 2004). They have been researched in the relationship with gender (Dreyer & Oxford, 1996; Ehrman & Oxford, 1989; Ghasedy,1998; Goh & Foong ,1997; Green & Oxford, 1995; Griffiths, 2004; Hong-Nam & Learvell,2006; Lan & Oxford, 2003; Lee & Oh, 2001; Oxford,1989; Oxford & Nyikos,1989;Oxford, Nyikos & Ehrman,1988; Politzer,1983), proficiency (Chamot, 2005; Chamot & Kupper ,1989; Ghasedy,1998 ;Green & Oxford,1995; Griffiths, 2003; Hong-Nam & Learell, 2006; Lan & Oxford,2003; Oxford,1993b,1996; Oxford & Nyikos, 1989; Shamis, 2003; Wharton, 2000), students' field of study (majors) (Dreyer & Oxford,1996; Ghasedy,1998; Lee & Oxford, 2008; Oxford & Nyikos,1989), ethnicity (Ehrman & Oxford,1995; Grainger,1997), self-confidence (Chamot,1994), multilinguality (Ellis,1994; Nation & Mclaughlin ,1986), to be in abroad (Tamada,1996; Gao,2006), learning style (Ehrman & Oxford,1990), course level (Griffiths,2003), and nationality of learners (Griffiths & Parr,2000).

The use of LLSs help learners store and retrieve material, and facilitate their learning (Grander & MacIntyre, 1992), and the frequency and range of such strategy use is the main difference between effective learners and less effective learners (Chomat, Barnhardt, El-Dinary

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&Rabbins, 1999). Moreover, such strategies are used more frequently by high-level students (Green & Oxford, 1995) or type of strategies are used by advanced learners are varied from elementary learners (O'Malley, Chamot, Stewner-Manzanares, Russo & Kupper, 1985b). However, some studies on the relationship between LLSs and successful language development by speakers of other languages have produced mixed results (Griffiths, 2003).

Martinez (1996) discusses some features of LLSs that are inferred from the literature:

- a) They play important role to facilitate language learning;
- b) The learners may use LLSs as problem-solving mechanisms to deal with the process of second/foreign language learning;
- c) The learners can choice LLSs that they like;
- d) LLSs can be taught to learners;
- e) LLSs are not observable to the human.

Moreover, Oxford(1990) discusses that there are some other features for LLSs such as “problem orientation, action basis, involvement beyond just cognition, ability to support learning directly or indirectly, degree of observability, level of consciousness, teachability, flexibility, and influence on strategy choice” ( p.11). In addition, Wenden (1987) reminds us that LLSs are the actual behavior that one learner has.

## **2. Definitions for Language Learning Strategies**

First Rubin (1975) brought the Language Learning Strategy concept to a wide audience. Review of related literature shows that this term enjoys wide currency among researchers. The presentation of the concept to the field of language teaching and learning was the basis for developing the use of this term in this particular meaning and for particular purposes in the related field. In course of time, such use of this term developed into more specific terminology. In the same year Rubin defined (1975) this concept as “the techniques or devices which a learner may use to acquire knowledge” (p.43).

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The review of literature reveals that one of the main problematic issues in the field of LLSs is a plethora of terminology, dearth of clear understanding of the term, and controversy among the prominent researchers in the field of terminology of LLSs. In this way, we do not have any universal definition for LLSs; and finding somewhat general agreeable definition among all researchers for the concept of LLSs is rather difficult. Such a situation causes many basic problems in the field of LLSs. The concept of LLSs as a general accepted definition is needed.

The concept of LLSs is mentioned by Wenden and Rubin (1987, p.7) as “elusive nature”, by Ellis (1994, p.529) as “fuzzy”, by Cohen (1998, p.3) as a “conflicting view” and O’Malley, Chamot, Stewner-Manzanares, Kupper, & Russo (1985a) claim that there is “considerable confusion about its definition” (p.23). But the Oxford’s definition has received considerable attention in the literature.

Oxford (1990) defines LLSs as “operation employed by the learner to aid the acquisition, storage, retrieval and use of information...; specific actions ... by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient, and more transferable to new situations” ( p.8). The comparison of Oxford’s definition with other dominant definitions in the related literature shows that this definition expands the purposes that were listed by O’Malley and Chamot (1990). In this way, there is a claim that the Oxford’s definition is a type of complementary definition for the purposes which were suggested by O’Malley and Chamot (1990).

### **Oxford’s Definition and Its Implications**

In Oxford’s definition, four steps for L2 acquisition are supposed. The first step includes the obtaining of L2 which can be considered as input of L2 materials. The second step is organizing and storing L2 materials neurologically and psychologically. The third and fourth steps include the output of L2 materials. In all of the four steps, LLSs play as a performance which helps the process of L2 acquisition.

In the above-mentioned definition, many characteristics are suggested as LLSs' characteristics. For example, LLSs help the learners to be independent.

In the case of specific definition for LLSs, Rigney (1978) defines LLSs as "operations used by the learner to aid the acquisition, storage and retrieval of information". Such definition, as Griffiths (2004) suggests, can be a useful base for understanding LLSs. Rigney observes LLSs as types of processes and performances which occur as what an individual wishes in order to obtain and use particular language materials. Indirectly Rigney's definition shows that such processes are used alongside the other processes.

Such definition focuses on three steps of language learning which one learner deals with during the process of obtaining of language. The first step includes situation when the learner faces the materials of language to be learned. In this step, the learner deals with obtaining the language materials as input. The second step includes those processes of organization of input as they must be organized neurologically and psychologically. The third step includes the processes which occur during what is considered as output.

### **Focus on Competence**

Five years later, Tarone (1983) defined LLSs as "an attempt to develop linguistic and sociolinguistic competence in the target language ... to incorporate these into one's interlanguage competence" (p.67). In such definition, what is most focused is the competence in L2 which is the goal of language learning. Such focus on competence as a criterion in L2 obtaining process implies that in order to test what is developed and obtained in L2, competence can play the most important role. The second point in this definition is that linguistic and sociolinguistic elements function as two sides of L2 obtaining which one individual tries to develop. And progress in these two sides causes the development goal of L2 obtaining which is called "interlanguage". In other words, in L2 obtaining the learner tries to achieve the interlanguage competence.

### **Definition of O'Malley**

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Another more applied definition regarding LLSs is the definition of O'Malley and his colleagues (1985a), which is "operation or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of communication" (p.23). In such definition, as Rigney (1978) points out, LLSs are considered as performance. However, the concept of LLSs is expanded as steps. Moreover in this definition, LLSs are considered as instruments which help the learner. The main point that O'Malley and his colleagues emphasize is that the goal of LLSs is aid to do communication in L2. Such communication can be suggested in all of four language skills, in different levels of communication, and for various purposes. In this definition, the value of effect of LLSs is organized in three steps as obtaining L2 as input, organization of linguistic material neurologically and psychologically, and use of linguistic materials as output.

### **Cohen's Definition**

Cohen (1998) defines LLSs as "the steps or actions selected consciously by learners either to improve the learning of a second language or the use of it or both" (p.5). In this definition, one of the most points is the consciousness characteristic of LLSs. Cohen believes that learners themselves select what LLSs must be used. The second point which is more interesting is the goal of use of LLSs which includes developing of the obtaining of L2 that involves all skills of language and use of L2 skills in order to use that language. Such use can be on different levels and for various purposes. It must bear in mind that the role of LLSs can be in the language classroom with formal instructions (to improve the learning of L2) and in out of classroom and in real situations (to improve the use of L2).

### **Comparisons**

In the definition of O'Malley and Chamot (1990), the LLS concept is presented as "the special thoughts or behaviors that individuals use to help them to comprehend, learn, or retain new information" (p.1). In this definition, LLSs are presented as observable (behaviors) and non-observable (thoughts) actions which are processed in order to deal with the nature of language materials (comprehension), obtaining the materials of language (learn), and store such materials. In such definition, the main role of LLSs is suggested as an instrument to facilitate the process of language learning. Cohen and Chamot believe that the nature of LLSs is a body of special

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actions (which is varied from the other actions and can be classified in a particular category). In the definition of O'Malley and Chamot (1990), the goals that were suggested were expanded in the definition of Oxford (1990).

Oxford and Crookball (1989) define LLSs as “steps taken by the learner to aid the acquisition, storage and retrieval of information” (p.404). They believe that the process of LLSs is a systematic process which occurs in order to obtain, store, and use language materials. Such definition has common characteristics with the above-mentioned definitions.

### **Psychological Processes**

From psychological approaches, there are three famous definitions regarding LLSs. The first one belongs to Ellis (1994), which is “mental of behavior activity related to some specific stage in the overall process of language acquisition or language use” (p.529). In this definition, LLSs are considered as somewhat internal (mental) actions which are not observed. They occur in some particular step as one step of systematic steps in order to obtain or use materials of language which are supposed to be learned. What is more focused in the definition of Ellis is that non-observable characteristic of LLSs and systematic process of LLSs.

In the second definition which belongs to Weinstein & Mayer (1986), LLSs are considered as “behaviors or thoughts that a learner engages in during learning that are intended to influence the learners' encoding process” (p.315). As the others, Weinstein & Mayer consider LLSs as observable (behaviors) and non-observable (thoughts) actions which are processed during obtaining of language materials by one individual. In this definition, encoding process is the goal in obtaining of language material which LLSs affect it.

The third definition belongs to Wenden (1998) who defines LLSs as “mental steps or operations that learners use to learn a new language and to regulate their efforts to do so” (p.18). Wenden considers LLSs as non-observable systematic performances which one individual uses to obtain one language which is supposed to be learned. In this definition, it is supposed that LLSs act as types of organizers which organize the process in obtaining of language materials.

Another pioneering researcher in the field of LLSs, Rubin (1987) defines LLSs as “strategies which contribute the development of the language system which learners construct and affect learning directly” (p.23). In this definition, there are three characteristics which are distinct from the other definitions. The first one, it is supposed that a language, which is must be learned, is a system. The second one, the learners themselves decide on the process of obtaining the language. And the last one is that there is the direct effect on obtaining language materials. Rubin believes that the goal of LLSs is development of obtaining language materials.

Bialystok (1978) presents “... “LLSs”.....are defined as optional means for exploiting available information to improve competence in a second language” ( p.71). In this definition, LLSs are considered as optional instruments, activities, and performances which are used to obtain L2 through the immediate goal (competence). Bialystok believes that in the process of obtaining of L2 materials, there are two goals. The immediate goal is improving the competence in L2. And the second goal is L2 learning. In this definition, it is implied that LLSs affect L2 learning through the competence obtained in that language. Bialystok believes that learners choose LLSs which they like based on the situation they encounter. The last point is that in Bialystok’s definition (1978), the term “optional means” is an ambiguous term.

In 1989, Chamot and Kupper present another definition for LLSs as “techniques which students use to comprehend, store, and remember new information and skills” (p.13). As same as some of the above-mentioned definitions, there are three main steps in the process of language obtaining. But the main point, it is that Chamot and Kupper mention “skills” as what LLSs affect them during obtaining of language materials. Moreover the nature of LLSs in this definition is considered as techniques.

In another dominant definition in the field of second language acquisition, Cook (2008) defines LLSs as “a choice that learner makes while learning or using the second language that affect learning” (p.126). In such definition, LLSs are considered as the choice which one learner has. Such choice can be used during the obtaining or use of the material of L2. The goal of LLSs is the effect on the process of obtaining of language materials which are supposed to be learned.

Richards and Schmidt (2002) define LLSs as “the ways in which learners attempt to work out the meaning and uses, grammatical rules, and the aspects of the language they are learning” (p.301). In this definition, the aspects of language which must be learned are considered as the goal of the effect of LLSs. Richards and Schmidt believe that LLSs cause to affect the learning of concept the materials of language to be learned and their uses.

One of well-known belief about the nature of LLSs as Chamot (1994) argues, such strategies are mental process with few observable manifestation. Such belief is complementary for definition of Gu (2003) that is as “a series of actions a learner takes to facilitate completion of a learning task”.

Review of the above-mentioned definitions shows that the nature of LLSs are expressed as “special thoughts or behaviors” (O’Malley & Chamot, 1990, p.1), and “specific actions” (Oxford, 1990, p.8), and so on.

Moreover generally there can be many goals for LLSs , “help to comprehend, learn, or retain new information”(O’Malley & Chamot,1990,p.1), and “make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation”(Oxford,1990,p.8).

### **3. Language Learning Strategy Theory**

Like other theories, the theory of LLSs has evolved. In such theory, particular approaches, methods, strategies, techniques were developed.

The dominance of theories of Chomsky (1965, 1968), Selinker (1972), Krashen (1976) caused some type of revolution in second/foreign language teaching and learning. In addition, such revolution as a cognitive approach to language learning includes managing of language learning by learners. In such approach, teachability of LLSs is possible (O’Malley & Chamot, 1990). It must bear in mind that in cognitive approach, learning is an active and constructive process which focus on particular situations of learners that are varied from the situations which supposed in the other methods. In this way, such focus leads to emphasize on a special approach to one individual as a learner.

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There is possibility to have eclectic syllabus as a result of LLSs. In such way, there is claim that LLSs to be used eclectically as a wide complementary for the other theories, approaches, methods, and techniques.

#### **4. The Classification Systems for Language Learning Strategies**

However, a number of researchers attempted to develop a classification scheme of LLSs, but one of the important general problematic issues is the issue of typologies that have been formulated for classification of LLSs. For instance, sometimes one strategy belonging to one category can be classified under another category (Johenson & Johenson, 1998), or as Cohen (1998, p.12) states that they “are not clear-cut”. In such way, if there has not been unanimous consensus on definition of strategies, the same can be said for their classification. In this way, more exploring is needed on the nature of LLSs, their characteristics, uses, etc. But there is considerable progress has occurred in this field regarding the classification of LLSs (Ellis, 1994). And even it is clearly to find comprehensive taxonomies (O'Malley & Chamot, 1990; Ellis; 1994; Oxford, 1990).

As Gould (1981) presents “Taxonomy is always a contentious issue because the world does not come to use in neat little packages” (p.158), there is not a logical and well-accepted system for describing of strategy (Oxford, 1994). In this way, finding a particular classification of LLSs as a universal basic classification which can be as a LLSs’ complete classification system is impossible. However, from point of view of extensive review of the literature, Oxford (1990) gathered extensive literature on LLSs and since the Oxford’s taxonomy is “perhaps the most comprehensive classification of learning strategies to date” (Ellis, 1994, p.539), related literature shows that the taxonomy of Oxford is the most widely accepted taxonomy.

There are many significant differences between Oxford’s taxonomy and the other ones. For example, firstly, Oxford classifies heterogeneous strategies into more specific categories (Ehrman, Leaver & Oxford, 2003); secondly according to O’Malley and Chamot (1990), Oxford’s strategy classification is an inclusion of every strategy that has up to then been cited in the learning literature; and thirdly Oxford’s taxonomy links individual strategies and groups of strategies with each of the four language skills (Oxford & Burry-Stock, 1995). In this way, Language in India [www.languageinindia.com](http://www.languageinindia.com)

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Griffiths (2004) suggests Oxford's classification system of LLSs can be as a useful base for understanding LLSs. Such related literature support for the widely most-well accepted characteristics of Oxford's LLSs classification among the researchers of second/ foreign language teaching and learning leads the application of such classification in the most of studies in related field.

Based on the Oxford's taxonomy, two versions of the Strategy Inventory for Language Learning (SILL) were developed. The first one is used with foreign language learners whose native language is English, and it consists of 80 items. The second one is used with learners of English as a second or foreign language. It consists of 50 items. The review of related literature shows that the later one (SILL version with 50 items), enjoys wide currency among researchers in the related field. The SILL has been used in studies to correlate strategy use with various variables such as learning style, gender, L2 proficiency level, culture, task (Bedell & Oxford,1996;Bruen,2001; Green & Oxford,1995; Oxford, Cho ,Leung & Kim,2004; Nyikos & Oxford,1993; Oxford & Burry-Stock,1995; Sharp,2008 ; Shmais,2004;Wharton,2000). And it has used among learners of English with native speakers of different languages which include translated version of 23 languages such as Chinese, French, German, Italian, Japanese, Korean, Spanish, Thai, Turkish(Oxford, 1990), and used in more than 120 dissertations and thesis (Lan, 2005).

Oxford and the other researchers are working on their classifications in order to be more developed. Such development is shown as developing new questionnaires or adoption in their previous questionnaires. For example, currently Oxford and her colleagues are developing a task-based questionnaire to complement the SILL (Oxford, Cho, Leung & Kim, 2004).

Oxford's taxonomy includes "direct" and "indirect" strategies, which is as a fundamental feature of Oxford's taxonomy (Ghasedy, 1998). Direct strategies are classified into three sub-categories that are:

**Memory strategies:** Memory strategies are specific devices (mnemonics) used by learners to make mental linkages, such as Using new word in a sentence in target language.

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**Cognitive strategies:** Cognitive strategies are devices to help learners in processing and using the language for learning, such as Writing notes, messages, letters or reports in target language. The goal of cognitive strategies is use of language.

**Compensation strategies:** Compensation strategies are intended to make up for missing knowledge while using the language, such as making guess to understand unfamiliar words in target language. In the case of compensation strategies, Ellis (1994) discusses that compensation strategies can be somewhat confusingly.

Indirect strategies include the three following sub-categories:

**Metacognitive strategies:** Metacognitive strategies include the planning, organization, evaluation, and monitoring of one's own language learning, which lead to coordinate own language learning, such as Pay attention while someone is speaking in target language.

**Affective strategies:** Affective strategies are used during learning of language in order to deal with emotions, motivations, and attitudes, such as Try to be relaxed while feeling of using target language.

**Social Strategies:** Social strategies are the ways of interacting with other people in the context of language learning, such as Asking questions in target language. In the case of communication and social interaction, Rubin (1975) points out successful learners strongly interesting in communication.

The comparison and analysis between Oxford's classification (1990) and the other LLSs classifications show that Oxford (1990) developed the strategy classification of O'Malley and Chamot, and expanded it to encompass 62 kinds of strategies. Moreover she broke down the social/affective category of O'Malley and Chamot (1990) in two categories, social and affective.

In 1978, Bialystok suggests a model that includes four types of strategies. These strategies are:

- a) Functional practicing, b) Formal practicing, c) Monitoring, d) Inferencing.

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The first one, functional practicing includes those strategies used for functional purposes. The second and third ones, formal practicing and monitoring, include those strategies that used in order to practice language in classroom. The last one, inferecing, refers to guessing from context.

Analysis based on type of uses of strategies shows that such model includes formal type of learning (formal practicing), real-life type of learning (functional practicing), cognitive and metacognitive aspects. These four uses can play a main role in language learning. Because these four types are as base in language learning which cover somewhat of the main system and process of language learning. In such way, such model can be as an acceptable model of language learning and base for development of particular methods and techniques in language learning. Analysis of the Bialystok's classification shows that there are some uncovered aspects in this model which can be as a gap of the model, in other words, comparison this model with the other models makes clearer that such model cannot cover all used aspects during language learning. For example the social and affective aspects were not included in this model.

Review of the related literature shows that the classification of Rubin (1987) is a well-known taxonomy in the related literature. Rubin's classification includes three types of strategies that are directly or indirectly related to learning. The first group is namely Learning strategies that includes two sub-categorizes cognitive and metacognitive strategies. This group is considered as directly to language learning. In the first group, cognitive learning strategies refer to the steps or process used in learning or problem-solving task, and metacognitive strategies are used to control or self-direct learning which include processes such as planning, and self-management.

In Rubin's classification of strategies, direct learning strategies directly cause to learning, and they include six types (clarification /verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, and practice). Direct effect needs direct analysis, transformation, or synthesis of learning materials. Analysis of direct learning strategies shows that such strategies are somewhat fundamental base in the taxonomy of Rubin.

The second group is namely Communication strategies that are less related directly to language learning. This group focuses on the process of interaction such as speaking with Language in India [www.languageinindia.com](http://www.languageinindia.com)

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someone. This group is different from direct strategies in their nature of how much they are direct to the process of language learning. In such way, Rubin's approach to their nature cause to classify them as less direct strategies.

The third group is namely Social strategies which include strategies that learners practice their knowledge through them. They are considered as indirect learning strategies that are indirectly cause to learning, and they include two types (creating opportunities for practice, and production tricks). The social strategies indirectly related to the process of language learning in the classification of Rubin can be as complete strategies for what are called direct strategies to language learning.

Based on Rubin's approach, direct strategies alongside what are called indirect strategies cause to the process of language learning. The nature of these of strategies together can cover many opportunities for practice, and use of one language in real-life situations.

Naiman, Frohlich, Stern and Todesco (1978) present a classification that includes five sub-categorizes. Such sub-categories are:

- a) An active task approach
- b) Realization of language as a system
- c) Realization of language as a means of communication
- d) Management of affective demands
- e) Monitoring of second language performance.

Such classification was developed based on good language learners' use of strategies.

Naiman and his colleagues provide their classification based on very applicable components in language teaching and learning. Such components are widely well-accepted in taxonomies of LLSs were presented by different researchers. In such way, their classification is more cover-able classification compare to the other classifications of LLSs. Such cover-able

characteristic of this classification includes both the strategies which are suggested in related literature alongside the general and specific characteristics of language learning.

Active task approach in language learning is one of the most applicable approaches in the field of language teaching and learning. Suggestion of this sub-category in this classification shows that this classification emphasizes on uses of L2 which is supposed to be learned by one learner. The second sub-category of this classification, realization of language system, can be some type of base to present whatever in L2 to be learned as some type of particular system. Such system leads researchers, syllabus designers and language teachers to conclude their research, develop their syllabus and present language classroom materials through methods and techniques which are designed based on the approach that language to be presented as a system. The third sub-category, realization of language as a means of communication, is a main goal in all four language skills. In such way, the importance of such sub-category is well-accepted.

The fourth sub-category, management of affective demands, can be a helpful and useful tool to manage language learning process in different situations and environments. For example, L2 learning process in the normal classroom environment can be considered based on this sub-category in order to have successful language learning. In such way, the language teachers can focus on this sub-category as strong and successful support for language learners in order to be better in language learning. Such sub-category is applied as various strategies.

The last sub-category, monitoring second language performance, can help learners of L2 to have some type of evaluation and organization regarding their language learning. Although such sub-category affects the process of L2 learning indirectly, but it is considered as a main component sub-category which overlaps the other sub-categories.

Such classification is only suggested as characteristics of good language learners; and poor language learners may develop their learning and use of L2 based on the results of research on good language learners. In other words, the process of L2 learning of good language learners is type of a model which is suggested for poor language learners to be used. Important point in such suggestion, it is that the same process of good language learners must be used without any change and adoption, or change and adaptation is needed. And the second point, in the case of Language in India [www.languageinindia.com](http://www.languageinindia.com)

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change and adaptation, what changes must be done. In such case, further research is needed to better understanding of this classification for researchers who suggest this classification.

Another classification is classification of Tarone (1980). Tarone (1980) proposes two strategy typologies: the first one is language use strategies (communication strategies, and production strategies), and the second one is Language Learning Strategies.

In the first sub-category of the Tarone's classification, language use strategies, one the most important goals of language learning is presented. Based on this sub-category, the methods and techniques are presented to teach language to learners cause to active aspect of language learning. In such way, strategies in this category are classified as strategies which are more used in active skills (vs. passive skills).

In second sub-category, LLSs, the goal is based on the input materials of L2. In this way, strategies which are classified in this sub-category are strategies which are used in order to develop the needed competence to use L2. Although there are some general concepts suggested in this sub-category, but the main goal as input of L2 materials for learners is focused. In such typology, Tarone believes that learners use the second one, Language Learning Strategies, in order to learn L2. This type of classification as a wide classification which includes many strategies that are used to learn, practice and use L2.

O'Malley, Chamot, Stewner-Manzanares, Russo & Kupper (1985b) amended the strategy classification of Tarone (1980).

O'Malley and Chamot (1990) suggest classification for LLSs that was developed based on interview and think-aloud methods, and it includes three sub-categories:

- a) Cognitive strategies
- b) Metacognitive strategies
- c) Social/Affective strategies.

In such a model, cognitive strategies include resourcing (finding and using appropriate resources), grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/induction, imagery, auditory representation, and making inferences. In addition, metacognitive strategies include executive processes used in planning for learning (advanced organization, organizational planning, selective attention, self-management), monitoring (monitoring comprehension and production), and evaluating (self-assessment). The last one, social/affective strategies include questioning for clarification, using affective control to help in learning task, cooperation, and self-talk.

In such taxonomy, cognitive strategies refer to activities that learners do. Such activities include those direct actions which done by learners. Although these strategies overlap with strategies of the other sub-categorizes, but they have some common characteristics with each others, and some dissimilarities which make them different from the other sub-categorizes of the classification. What is more important point in cognitive strategies, it is that they are directly related to L2 learning more than the other sub-categories in which that they help learners in processing and using L2 for learning.

Alongside cognitive strategies, metacognitive strategies play important role. Metacognitive strategies help learners to plan to do learn. Such strategies are indirectly affect learning of L2. They affect the whole process of L2 learning through planning, organization, evaluation, and monitoring L2 learning.

The last one, social/affective strategies facilitate interaction between learners and the others like teacher. Such strategies occur in context of L2 learning. This sub-category can be as a wide sub-category which includes two types of strategies, which are namely social strategies and affective strategies. Affective strategies are used during L2 learning in order to face with emotions, motivations, attitudes, and so on. And social strategies are the ways of interacting with other people in context of L2 learning. This sub-category is indirectly related to L2 learning.

O'Malley and Chamot's (1990) classification is not theory-based. They claim that their classification is based on the cognitive theories. In this way, their classification has been

accepted by many researchers. Moreover that in such taxonomy, LLSs can be described in terms of how and at what level learners process new information.

The metacognitive and cognitive categories in O'Malley and Chamot's (1990) classification correspond approximately with Rubin's indirect and direct strategies (Griffiths, 2004).

O'Malley and Chamot's classification is one of the most widely well-accepted classifications in the field of language teaching and learning. The most of strategies which are suggested in different taxonomies are included in this classification. In this way, this classification can be as somewhat general fundamental inclusive base to be applied as an accepted criterion in the related studies. However, Oxford and Burry-Stock (1995) claim that O'Malley and Chamot did not provide reliability or construct validity for their taxonomy of strategy use.

There are some other sub-classifications, such as what brown (2001) suggests that there are two separate circles as communication strategies that include communication as output, and learning strategies as input. From some point of view, such circles can include total strategies which one learner uses in order to obtain and use the materials of L2. Based on the goal of a particular strategy, that strategy is included in one of these circles. However according to nature of strategies there is some type of overlapping among the strategies.

## **5. Methods to Asses Language Learning Strategies**

The researchers came to conclusion that vast number of strategies has been reported to be used by language learners (Ahmed,1989; Cohen,1990) through measurement of various methods such as survey tools and written questionnaire (Gu & Johnson, 1996; Fan,2003), interview (Gu 2003; Parks & Raymond,2004), think-aloud or verbal reports (Goh,1998; Nassaji,2003), diaries or dialogue journal (Carson & Longhini,2002), recolective narratives (Oxford, Lavine, Felkins, Hollaway & Saleh, 1996). Such measurements are used in the single form of method (separately) or as component methods (single set of methods) based on nature and goals of research works. For example, Griffiths (2004) used self-report (SILL) and interview in order to find the

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relationship between LLSs and proficiency in her research work. Rubin (1975) did by means of observing students in classrooms, talking to good language learners, and eliciting observation from teachers. However, one of the main difficulties in the study of LLSs is direct observation of LLSs (Griffiths, 2004).

## 6. Conclusion

There is not a universal agreeable definition and classification for LLSs, but Oxford's definition and classification have received considerable attention in the related literature.

As it was shown in the above-mentioned dominant classifications in related literature, there are some similarities between these classifications in order to compare them as common strategies included in these suggested classifications, and dissimilarities between these classifications in order to contrast them as some type of gap in them. In addition, the two important points in such classifications, it is that interpretation of the included strategies in every one of sub-category in each of classification is varied depend on the researchers who suggest that classification; and the second one it is that number and type of strategies in each of sub-category in every one of classification is different. Moreover there is possibility in overlapping among sub-categories of classification of LLSs.

The important point regarding the definitions and classifications of LLSs is that the researchers amend their definitions and classifications based on the earlier definitions and classifications, and their definitions and classifications are resources of the following definitions and classifications.

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## Marginalised Psyche

A Study of Doris Lessing's *The Grass Is Singing*

Dhanalakshmi A., M.A., M.Phil.



Doris Lessing

<http://i-m-sez.blogspot.com/2010/07/i-am-quoting-golden-notebook-by-doris.html>

### Doris Lessing's Africa Background

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Marginalised Psyche - A Study of Doris Lessing's *The Grass Is Singing*

Winner of 2007 Nobel Prize for her varied contribution to literature, Doris Lessing is the most powerful and significant writer from Britain. Born of British parents in Persia, now Iran, her childhood has been shaped by mobility and varied experience. It is her experience in Southern Rhodesia (now Zimbabwe) that shaped her as diverse writer. She is part and parcel of Africa and one cannot part her from it.

As Sharda Iyer aptly points out, “The Southern Rhodesian landscape, its people – both blacks and white settlers – its modern history and society, in the thick of which she spent most of her first thirty years are the subject-matter of most of her writings. Even after years in London, Africa has not ceased to inspire her. (2)

Doris’ parents’ psychological and financial struggle bruised her childhood. Though deprived of formal education she read extensively, “I read these classics; it was my education”, as she acknowledges later in one of her interviews. Her wide reading mainly consists of classics. In one of her non-fiction works she conveys her experience of reading classics as, “What did I read? The best – the classic of European and American Literature. One of the advantages of not being educated was that I didn’t have to waste time on the second best I could have been educated formally...I simply contracted out of the whole thing and educated myself!”

### ***The Grass Is Singing* – The First Novel**



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Doris Lessing published *The Grass Is Singing* after her arrival in England in 1950. She wrote it while she lived in Southern Rhodesia. Though a maiden novel it received raving reviews and comments. Iyer quotes The Daily Telegraph for the accolades it received. “A first novel of astonishing accomplishment – Lessing has constructed this story with the assurance of an experienced artist...Hard, grim, honest and uncompromising as granite...Miss Lessing is a novelist of remarkable power.” Iyer further quotes Antonio White, “...The Grass Is Singing is an extremely mature psychological study. It is full of those terrifying touches of truth, seldom mentioned but instantly recognized by any standard, this book shows remarkable power and imagination. As a first novel by a woman barely thirty, it excites interest in her future.” (7)

### **Effects of Racism**

Racism and its ill-effects were experienced by Lessing at an early age. Iyer studies her life and points at, “The seeds of racialism, colonialism, injustice, inequality and the feeling that to allocate rights and privileges on the basis of physical characteristic was really tantamount to sin, which was later to take fictional shape, was sown in her very childhood when her father migrated to Rhodesia with the family. ...The enforced isolation of the farm life and chronic conflict with her mother developed the urge for freedom and oppression. (33) Lessing after observing those inequities documented it in her works.

### **Unhappy Marriage, Desolate Life**

Mary Turner and Dick Turner, farmers in Rhodesia suffered because of self imposed poverty. A conscientious farmer, Dick’s inability to succeed in his farming drives them apart. Mary, whose childhood is troubled, is unable to mingle with people in the ‘veld’. Her friends in the town, upon whom she depended morally, drove her into an unhappy marriage. The failed farmer, Dick Turner, is unable to provide Mary what she wanted most – emotional and financial support. Her parents’ unhappy marriage also left a trail of insecurity in Mary and that too played havoc in their marriage. Besides her unhappy marriage, the company of the natives became unbearable for her. After repeated attempts to mend her life, Mary became a prey to a native upon whom she depended mentally and physically. The story opens with a newspaper clipping telling about her murder.

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## **White Farmers in Rhodesia**

The life a white farmer leads in Africa is quite different from that of others. The farms they hold span acres and so they lived in isolation and “met only very occasionally, hungry for contact with their own kind, to talk and discuss and pull to pieces, all speaking at once, making the most of an hour or so’s companionship before returning to their farms where they saw only their faces and the faces of their black servants for weeks on end.” (Grass, 10)

The old settlers teach the new arrivals how to carry themselves in that land. Lessing brings out their mindset as, “When old settlers say ‘One has to understand the country,’ what they mean is, ‘You have to get used to our ideas about the native.’ They are saying, in effect, ‘Learn our ideas, or otherwise get out: we don’t want you.’ (Grass, 18) But the new comers are “... young men brought up with vague ideas about equality” and were prepared “to treat them as human beings” but after few months they would change. Lessing portrays the change as, “...sensitive, decent young men had coarsened to suit the hard, arid, sundrenched country they had come to; they had grown a new manner to match their thickened sunburnt limbs and toughened bodies.” (Grass, 18)

## **Mary and Moses: White Woman and Black Man**

Mary’s closeness to Moses, a native, is never forgiven. Though others were not aware of Mary’s mental breakdown they accused her for relying on Moses. Her obsession with Moses can be traced to her yearning for a strong shoulder to rely upon. Her dependence on others can be traced from the beginning. Initially, a child born out of mismatch between a drunkard and a house wife, she inherited the quarrelsome nature of the mother. Mary often acknowledges that she has the qualities like her mother. She initially averts marriage to avoid landing like her mother. Her mother in order to get sympathy of other men “enjoyed complaining in a hard sorrowful voice about her husband.” (33)

The lack of compassion between the father and mother left her a disturbed child. She dreaded at the thought of home. “When Mary thought of ‘home’ she remembered a wooden box shaken by passing trains; when she thought of marriage she remembered her father coming home red-eyed and fuddled; when she thought of children she saw her mother’s face at her children’s funeral – anguished, but as dry and as hard as rock.” (39) After getting herself a job she led a happy life like, “...the daughters of the wealthiest in South Africa, could do as she pleased –

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could marry, if she wished, anyone she wanted.” (35) After listening to her friends’ gossip, she traps herself in an unhappy marriage.

Her friends’ gossip dismantles her and emptiness pervades in. At night she started to question herself as, “Is this all? When I get to be old will this be all I have to look back on? (39) The void grew in her and she started to feel, “...restlessness, a vague dissatisfaction that took the pleasure out of her activities for a while.” (39) but the thought is gone in the daytime. The hollowness can be reasoned as, “She did not know what she wanted.” (39)

### **Wounded Psyche – Worrying about Nothingness**

Mary’s wounded psyche makes a hasty decision to marry Dick Turner, a farmer who “disliked town”. She on the hand is a complete town girl. She admits that, “She loved the town, felt safe there and associated the country with her childhood.” (44) Her hatred for country life can be reasoned to two aspects – she associates her childhood to country life and the other is, “they were all surrounded by miles and miles of nothingness – miles and miles of veld.” (45) It is this nothingness she is afraid of. Dick married her for, “it is essential for him to love somebody.” Also he, “was lonely, he wanted a wife, and above all, children.” (47) Mary too felt “Nothing” about Dick. This lack of feeling pervaded throughout the marriage where both were unable to give anything for the other. After the marriage Mary “felt alien to him, unable to fit herself to his need.” (53)

### **Relationship with White Families**

The helping hand lent by Slatter’s wife, the neighbouring farmer, is not acceptable to Mary. Her hatred for country and its people is more evident by her refusal to mingle with the farmers in the area. “Towards the end of that week a note came from Mrs.Slatter, asking them both for an evening party. Dick was really reluctant to go, because he had got out of the way of organized jollification; he was ill at ease in crowds. But he wanted to accept for Mary’s sake. She, however, refused to go. She wrote a formal note of thanks, saying she regretted, etc.” (80) It further isolated the Turners. Her inability to mingle with them is misunderstood as aloofness and Charlie tells his wife, “She’ll come off her high horse. Got ideas into her head, that’s what’s wrong with her. She’ll come to her senses. Not that she’s much loss. The pair of them need some sense shaken into them.”(81)

### **Seeking Anonymity in City**

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Unable to stand the country life she runs away from the veld only to be rejected and rebuked by town people. Humiliated she “got home, and found herself back in her routine, with now not even day-dreams to sustain her, facing her future with a tired stoicism, she found she was exhausted”(102) It marks the beginning of her disintegration. “It seemed as if the trip into town had drained her reserves of strength and left her with just enough each day to do what had to be done, but nothing more. This was the beginning of an inner disintegration in her. It began with this numbness, as if she could no longer feel or fight.”(102)

Mary tried to run the veld when Dick fell ill. It rescued her from disintegration for some time and the field work gave a vent to her hatred. “The sensation of being boss over perhaps eighty black workers gave her new confidence; it was a good feeling, keeping them under her will, making them do as she wanted.”(112) Her authority was not accepted by the natives. Their protest made her tougher. She deducted half a crown for those who disobeyed her. When they protested, “she said shortly and finally that she had said she would deduct that amount and she intended to keep her word.”(113). After a vain protest they left the place. She felt victorious and “was filled with vindictiveness” (115)

### **Growing Void**

The void in her grew after learning Dick’s way of farming. Earlier, he complained about bad luck but after she took it over she learnt about his incompetence. “Everywhere she found things begun and left unfinished. Here it was a piece of land that had been half-stumped and then abandoned so that the young trees were growing up over it again; there it was a cowshed made half of brick and iron and half of bush timber and mud. The farm was a mosaic of different crops. A single fifty-acre land had held sunflowers, sunhemp, maize, monkeynuts and beans. Always he reaped twenty sacks of this and thirty sacks of that with a few pounds profit to show on each crop. There was not a single thing properly done on the whole place, nothing! Why was he incapable of seeing it? Surely he must see that he would never get any further like this? (117). It is then she decides to talk to him so as to enable him “to face clearly where he would end if he did not change his methods.” (117) But when he took the reins he never discussed it with her. And “she felt aggrieved and insulted...and the old fatigue came over her.”(121)

After a few more futile conversations she fell into “Emptiness”. (132) The emptiness reflected in her appearance and she started to speak in fragmented sentences. Often she forgot to do what she was doing and it is then Moses started to persuade her. Initially, his attitude irritated her but later started, “a new relation between them.”(154) Moses started to tower her and “it was impossible for her to thrust him out of her mind like something unclean, as she had done with all the others in the past. She was being forced into contact, and she never ceased to be aware of him.” (156) In her dreams “he had stood over her, powerful and commanding” (156)

Charlie Slatter visited them when Dick fell sick and realized the relationship between Mary and Moses is beyond master and servant. He is horrified to learn that she has gone native by wearing the cloth sold for natives in the store. Considering himself as a savior of Dick and other white farmers in the country, Charlie makes preparations for the departure of Dick and Mary to a sea shore. Also he hires a manager, Tony, to look after the farm. Mary viewed Tony as her rescuer initially, but later she realized that none could rescue her and the veld will definitely overpower her.

### **Unable to Mend Life**

On the verge of total collapse she confides to Tony, “It’s long time since I came here,” she said, looking straight at him, in appeal. ‘So long I can’t quite remember...I should have left long ago. I don’t know why I didn’t. I don’t know why I came. But things are different. Very different.’ She stopped. Her face was pitiful; her eyes were painful holes in her face. ‘I don’t know anything. I don’t understand. Why is all this happening? I didn’t mean it to happen. But he won’t go away, he won’t go away.’ (187)

The problem with Mary is that she is upset with her life and unable to mend it falls a prey to life. Her inability to face life alone dismissed her. The realization that one must lead one’s own life dawns in her much later. She acknowledges it finally, “She would walk out her road alone, she thought. That was the lesson she had to learn. If she had learned it, long ago, she would not be standing here now, having been betrayed for the second time by her weak reliance on a human being who should not be expected to take the responsibility for her.” (201) She also realizes that the illness crept inside her long before, “I am ill, she said confidently,...I’ve always been ill, ever since I can remember. I am ill *here*. She pointed to her chest, sitting bolt upright in

bed.” (203) Her complete destruction is inevitable for she knows “she was in a trap, cornered and helpless”.(203)

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## Emergence of the Urdu Discourses in Kashmir

M. Ashraf Bhat, Ph.D.

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### Abstract

This paper investigates the role of the various overt and covert dimensions, which have led to the emergence and acceptance of a non-native language (Urdu) in defining community identities among the members of Kashmiri speech community in the Kashmir region of India.

The paper based on quantitative and qualitative techniques is part of a larger effort, which was aimed at studying the linguistic assertions of community identities in the multilingual context of the Kashmir region.

Urdu was nobody's first language in the state of Jammu and Kashmir, and yet it has come to represent the state on the linguistic map of India. It is the official language of the state, and acts as the *lingua franca* for the three culturally diverse regions of the state.

Within the region of Kashmir, the language functions as the prestige norm. Urdu is the medium of instruction in the government schools, and is learnt as the first language under the three-language formula of the Indian Union. It occupies the central space in print and broadcast media; education, religious and political discourses, the legislature and the judiciary, and can even boast of an indigenous literary tradition. The Kashmiri speaking community in Kashmir reports Urdu as one of the languages in its repertoire, and language choices with respect to Urdu and Kashmiri reflect a sharp functional separation comparable to the English/regional language divide in many regions of the country. Attitudes to Urdu across the community reflect accommodation and acceptance. In the context of the separatist

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movement, Urdu has acquired another dimension: it is perceived as the symbol of the sub-continental pan-Islamic identity.

This paper examines the various factors by providing an account for the probable dimensions responsible for creating persuasive space for the acceptance and the maintenance of (non-native) Urdu—not only as the language of masses but also as the state official language—devoid of any resistance.

## 1. Introduction

Urdu is the mother tongue of sixty million Indians (2001 census). It is also a national language of Pakistan. It also functions as an identity symbol of Indian Muslims. It is associated with Islam and the Muslims in South Asia. This association is a result of the British colonial rule that replaced Persian, the official language of the Mughal rule, with Urdu at lower and English at higher level, particularly, in North India. Urdu is one of the languages recognised in the 1950 by the Eighth Schedule of the Indian Constitution.

As far as the religious and the linguistic significance of the Muslim religion is concerned, Urdu is not as sacred as Arabic, despite the fact that it has also a number of Arabic loanwords. Nevertheless, it has borrowed large number of lexical items from Persian and some Turkish origins; it is a derivative of *Hindvi* (also called early Urdu), the parent of both modern Hindi and Urdu. It originated as a new common language of Delhi, which has been called *Hindavi* or *Dahlavi* by Amir Khusrau. (Amir Khusrau Dehlavi (1253-1325 AD), a prolific classical poet, was associated with the royal courts of more than seven rulers of Delhi Sultanate. Hundreds of playful riddles, songs, and legends were attributed to him. Through his enormous literary output and the legendary folk personality, Khusrau represents one of the first (recorded) Indian personages with a true multi-cultural or pluralistic identity.)

After the advent of the Mughals on the stage of Indian history, the *Hindavi* language enjoyed greater acceptance and space. The Persian words and phrases came into vogue freely. The *Hindavi* of that period was known as the *Rekhta*, or the Hindustani and later as Urdu. The name Urdu seems to have been used first time around (1780), before that it was called *Rekhta*.

Amity and tolerance between the Hindus and the Muslims tended to foster the *Rekhta* or Urdu, which represented the principle of “unity in diversity,” so marked a feature of Indian life at its best.

The ordinary spoken version (bazaar Urdu) was almost identical with the popularly spoken Hindi. Most of the prominent scholars in India hold the view that Urdu is neither a Muslim nor a Hindu language; it is an outcome of a multicultural and a multi-religious encounter.

## 2. Urdu in Kashmir

With the advent of Islam and the Muslims in the Kashmir valley, Turkish, Arabic, and Persian languages also came along, but the encounter of Urdu in Kashmir has a unique

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historical background. Urdu did not encounter resistance from the inhabitants of Kashmir. However, the Urdu language and associated culture encountered several issues in Kashmir, as discussed below in this paper.

More specifically, Urdu played a neutral role of not being a native language among the three geolinguistically different regions, Kashmir, Ladakh and Jammu, with Kashmiri, Ladakhi and Dogri as the primary languages of the regions respectively. In addition to other factors, religious-affinity was one of the significant factors, which made the ingress and acceptance of Urdu among the Kashmiri speech community confrontation free.

During the middle of the 18<sup>th</sup> Century, there was enormous increase in religious writings in Urdu within the sub-continent. Urdu emerged as a language of Islamic revivalism. A journalist from Delhi, Maulana Maududi (1903-1979), wrote various religious books and interpretation of various Arabic scriptures in accessible Urdu. He wrote in easily comprehensible Urdu rather than the Arabic-laden jargon of *molvis*. His writings (in terms of language) were the main source of religious literature that arrived in Kashmir, and influenced the people deeply. Furthermore, Urdu was a link language between Maharaja Pratap Singh and the Britishers. He recognised Urdu as the state official language in 1889.

During the linguistic reorganisation of the Indian states in 1956, Urdu continued to be the state official language of Kashmir, ironically, the only state in India where a non-native language is the official language.

Farouqui's (2006) discussion shows that how Urdu in India has become largely confined to the Muslim minority educational institutions and *madrassas* (Muslim religious schools), which mostly accommodated the backward and the poor Muslims. However, in Kashmir, Urdu is being associated with social prestige, and is perceived as means of upward economic and social mobility. In North India, Urdu and modernity first became social forces to reckon with in the Muslim culture and identity.

Nevertheless, in case of Kashmir, it depicts a different picture, where it was promoted by the socio-economically upper sections of the society, and where Muslim middle class adopted it as a path and tool for socio-economic mobility, growth and as a symbol of prestige. During the early stages of the development of Urdu in Kashmir, it was embraced by educated upper middle class who could afford to send their children to Urdu medium educational institutes, and could talk to their children in Urdu even in their homes, as a symbol of prestige.

### **3. Language Interference**

In language contact situations, there is always interference from L1 (first language) to L2 (second language/s) or the other varieties. Analogous situation appears in the Kashmiri-Urdu language contact situation. Because of mother tongue or L1 interference, the pronunciation, accent, and intonation of some Kashmiris speaking Urdu (as L2), do not wholly resemble the Urdu variety spoken by people of Delhi, Uttar Pradesh and other Urdu speaking zones. Even highly qualified people in the state who have learned Urdu as L2 make mistakes while speaking Urdu.

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Kashmir had various rulers of different cultural and linguistic backgrounds. However, in the past, the people of Kashmir never accepted the languages of the rulers. The interesting question is: why are they assigning a different role for Kashmiri while they extend their favour and preference for Urdu now? There is no overt force on them from any quarter to use Urdu as it was the case with some other languages like Persian.

This paper seeks to provide an answer to this question by describing the factors responsible for the acceptance and maintenance of Urdu among the Kashmiri speech community.

#### **4. Urdu Discourses in Kashmir: Major Factors of Acceptance**

The question to be asked is how Urdu became the official language of the diverse, plural, multicultural, and multi-religious state like Jammu and Kashmir. It is an implicit fact that for Pakistan, Urdu is the symbol of Islamic identity and is somehow linguistically similar to Punjabi, Pahari, and Dogri, hence, the people of these geolinguistic expanses seem to have accepted Urdu without much reservation. However, Urdu is structurally, genealogically, culturally and linguistically different from Kashmiri. In spite of that, there was no resistance to Urdu, and it was easily endorsed by the masses of the state. As a matter of fact, there are many social, political, cultural, and religious factors for the recognition and acceptance of Urdu in Kashmir as a language of masses in general and official language in particular.

Persian prevailed in Kashmir for a quite long time; consequently, it had an immense impact on the socio-cultural psyche of the people. Following the downfall of the Mughal rule in Kashmir, Persian started losing its hold, which created a vacuum in the literary and socio-cultural spaces. Urdu was perceived to be the only language to compensate for this lacuna, because of its cultural and linguistic proximity vis-à-vis Persian.

In other words, following Sanskrit and Persian, only Urdu attested to be the source of literary accomplishment of the people of the State. During the regime of the Dogra rulers, Gulab Singh and Ranbir Singh, Persian served as the state official language. However, Maharaja Pratap Singh in 1889, declared Urdu as the state official language. It is perceived as the golden period for the growth and establishment of Urdu, as it was already flourishing in other parts of the India with greater acceptance. By the time Urdu got the privilege of being on the official linguistic map of the state, its usage had already been extended to schools, government offices, and judiciary of the state.

#### **5. Religious and Cultural Dimensions**

There has always been a strong correlation and nexus between religious discourses and language/s religions employ. From the cultural and the religious perspectives, Persian was perceived to be more associated with the Muslim dominated population and culture. The presence of Persian speaking people and Kashmiri-Persian language contact situation lasted for almost six hundred years. When Urdu became the medium of religious awareness and moral education among the masses, Urdu got considerable recognition among the Kashmiris. Nevertheless, it could not replace Kashmiri as their mother tongue.

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When Persian started downswing from the linguistic space of the state, the only accessible culturally and religiously close language, the Kashmiris could have thought of and affiliated with, was Urdu. Urdu encountered Kashmir with religious sentiments; a significant amount of literature (including religious) was published, printed and reprinted in Urdu. Urdu started establishing its space in *madrassas* (religious seminaries) and *maktabs* (part time religious schools) and replaced Persian, since very few people in Kashmir were able to read/understand Arabic—the language of the Holy Qur'an. Thus, Urdu translations and interpretations of the Holy Qur'an, *Islami Fikha* (Islamic jurisprudence or Islamic law extracted from detailed Islamic sources) and other important Islamic literature, which had not reached the Kashmiris' earlier, were made available through Urdu, which could be comprehended with ease.

While Persian and Arabic were available to only those who had formal education, Urdu as a language of common parlance across North India became more accessible to all, especially at the spoken level. This practice succeeded to construct associate religious sentiment with Urdu, which proved to be rewarding for its acceptance and subsistence.

Religious movements played significant role in encouraging the growth and development of Urdu in Kashmir. Both the Muslim and Christian missionaries used Urdu as a tool to achieve their goals and expand their projects. In this context, the *madrassa* education played an essential role for the promotion of Urdu, as *madrassas* wholly employed Urdu as the medium of education and instruction. Similarly, the Christian missionaries also began with Urdu medium schools. Swami Dyanand's Arya Samaj movement used Urdu as a medium to popularise the movement. Besides all these efforts, Urdu in Kashmir also enjoyed the support of the writings and poetry of famous writers from the subcontinent like Mirza Ghalib, Allama Iqbal, Faiz Ahmad Faiz, and Mir Taki Mir. Their writings deeply influenced the psyche of the Kashmiri people. Interestingly, Urdu was flourishing in other parts of India also; Urdu patriotic poetry and writings played a significant role in India's freedom movement from the British. Urdu acted as a unifying force among the people of different faiths and cultures. This indeed created an accommodating environment for the maintenance of Urdu in the Kashmir valley.

Furthermore, many *Imams* (religious preachers, who lead in the prayers and memorise the Holy Qur'an) were well-conversant in Urdu, and employed 'pure' Urdu for preaching and Islamic teachings. These Imams have been employed from other parts of India, particularly the northern India. This definitely had overtly or covertly supported the acceptance of Urdu in Kashmir inculcating a religious sentiment.

Islam accords great importance to written texts/scriptures. For Muslims, the language of religion acquires special significance. For example, the Holy Qur'an must be recited only in its original tongue to maintain the sacredness of its contents. While Arabic and Urdu cannot be treated as equal based on the functions they are called upon to perform in Islam, the use of Urdu for centuries to expound Islamic tenets has led Muslims to highly value Urdu as the language of Muslims in the Indian subcontinent. Richness of the Islamic heritage and content in Urdu, the ease with which common people could understand it in northern India and the status of a lingua franca bestowed upon Urdu/Hindustani by both Mughal and British

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rulers, and ultimately its recognition as the official language of Kashmir by the Maharaja, all added to the emergence of Urdu as the preferred medium of religion and education in Kashmir. Urdu became a symbol and part of religious identity.

In Kashmir, as far as religious discourses are concerned, Urdu entirely dominates in praying and conceptualising the religious scriptures. The people associate the religious identity with the Urdu language, as one Kashmiri scholar, M. M. Shah (2009), mentions that “our identity—religious-intellectual identity—is linked not only to Kashmiri but to Urdu as well”.

The additional affinity of Islam with Urdu happens to come also from the script similarity with the Arabic language. Thus, it is being considered as sacred as Arabic and is symbolically associated with the Muslim culture and identity.

More significantly, in the South Asian region, there has always been a nexus between language and religion. Religious discourses, as discussed earlier, overtly or covertly, have supported Urdu by providing the translation of all the major Islamic texts including the Holy Qur’an. Most people in Kashmir, like in other parts of South Asia, are unable to understand the original Arabic texts. Therefore, they use Urdu translations and interpretations to understand them. This ultimately has created a space of religious affiliation for the Urdu language.

Urdu is also seen as a pan-Islamic identity within the subcontinent. Walter Lawrence (2004) pointed out that there was a time when the preachers of the famous *Jamia Masjid* in Srinagar (grand mosque) never spoke in any language but Kashmiri. Nevertheless, in recent times, most preachers deliver their speeches in Urdu in the same mosque.

There may be two reasons for such a language choice. Firstly, to make sure that the message reaches to wider audiences including the political circles in New Delhi and Islamabad through national and international news circles. Secondly, the speakers may presume that all the people present in the mosque know/understand Urdu language. Thus, the careful language choice makes it possible to communicate a single message via common code for diverse audiences. It would not be an exaggeration to claim that the strong affiliation of Urdu with the religious ideology has played a prominent role in the acceptance of Urdu language in Kashmir.

## **6. Role of the Political Discourses**

The Kashmiri people started travelling for various purposes to other parts/states of India and adopted Urdu as a link language to communicate with the people of the country, specifically, in north India. Urdu discourses extended from revenue offices and legislature and made its space in almost every important sphere of life like educational, literary, media, religious and cultural discourses. Moreover, most of the administrative officers of early period in Kashmir were non-Kashmiris, and were well-read Urdu scholars and writers. They started interacting with common masses in Urdu, which consequently had a great influence on the people. Interestingly, Urdu is still used in judiciary, revenue records, *Nikah Namah* (Nikah or marriage is a solemn and sacred social contract (in a written form) between bride

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and groom) invitation cards, police records, business, and journalism. The Urdu language maintained the order of formal discourse in administration and government meetings. Court and legislature use Urdu for the pleading and proceedings of the cases.

One of the reasons why Urdu was embraced and why it attained a strong hold is that Urdu imparted political consciousness among the masses. It became the voice of the common masses, raised through various newspapers. Newspapers were very cheap and affordable for the common masses. Sheikh Abdullah, (an important political figure, and the then Prime Minister, and later, the Chief Minister of Jammu and Kashmir State) employed Urdu poetry to create socio-cultural and political consciousness among the masses. He inaugurated a library in June 1931, and subscribed several Urdu newspapers, journals, periodicals and other literary material. It not only served as a centre for the political consciousness but also a nerve centre for the awareness for the importance and nuances of Urdu language.

In 1940, Molvi Abdul Haq, a renowned Urdu scholar, visited Jammu and delivered an exciting lecture in favour of Urdu, which resulted in the establishment of the first branch of *Anjuman Tahreeki Urdu* (Hind), (Society for the Promotion of Urdu) in Jammu and Kashmir. In the same year 1940, the government asked the then chairperson of education, Khwaja Ghulam Syideen, to prepare a linguistic report of the state education system. In the report, he acknowledged that:

Urdu is a medium of education from first to M.A. It is true that Urdu is not the native language of the most of the Kashmiris, but it is close to Dogri, Ladakhi, and Punjabi and to some extent, it resembles Pahari and Gojri also. Therefore, it should not be a problem even for the students who do not know the Urdu language (Sarwari 2:25).

In the same year (1940), the government implemented *Aasan Urdu* (easy Urdu) to teach in Nagri and Persian scripts in the government schools. The objective of the implementation of the two scripts was to exercise them as a unifying force and conciliation factor for both the Urdu and the Hindi speakers.

Sarwari (1993) notes that on 8<sup>th</sup> January 1941, Sheikh Mohammad Abdullah in a public speech mentioned that his party (the National Conference) believes that “Urdu is the language adopted by the people of the state of Jammu and Kashmir that would fulfil the educational and constitutional needs in the coming years. This language is accomplished for the growth and development of the people” (2:27). Hence, the National Conference decided to continue with Urdu as the state official language. However, post-1947, the Kashmiris sensed threat to their national and linguistic identity. To preserve their distinct identity, they employed the instrument of the Kashmiri language. Nevertheless, Urdu had already pervaded in the linguistic space of Kashmir, and established as the language of trade, judiciary, revenue, and media discourses. As Taseer (1973) explains, the National Conference, the major political party of that phase raised the slogan of *Nayaa Kashmir* (New Kashmir) in their manifesto, promising that Urdu would continue to be the state official language. This historical manuscript of National Conference, *Nayaa Kashmir: Seyasi Aayeen aur Aktisadi Mansooba*, (New Kashmir: Constitutional and Political Manifesto) was based on fifty Articles concerning the issues of the management of the state, in general, and law and order,

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political, socio-cultural, and economic development of the state, in particular. The Article 28 deals with the development and enrichment of literature and languages of the state. The Article emphasises that national languages of the state would be Kashmiri, Dogri, Dardi, Baltistani, Punjabi, Urdu, and Hindi. Urdu would have the status of an “international language” in the state of Jammu and Kashmir. This encouragement at the political front, proved to be a significant approval for the sustenance of Urdu.

The assertion of Urdu as the state official language could be its nonaligned role as compared to the other languages spoken in the state. For instance, had the Maharaja or the succeeding regimes introduced Ladakhi, Dogri, or Kashmiri as the state official language/s, every other group might have objected to it. Since Urdu was nobody’s mother tongue, it was the only “best available neutral alternative” to unite the people of different geolinguistic zones speaking diverse mother tongues, holding different cultures and faiths. Although, the Maharaja himself was a native speaker of Dogri, he could not formulate it as the state official language, being aware of the prestige and power of Urdu, and the linguistic and cultural diversity of the state. Thus, Urdu was easily incorporated in the repertoire of the people. Keeping the diverse nature of state in mind, Urdu was designated the status of link and the state official language. Besides, people from all the three regions, that is, Kashmir, Jammu, and Ladakh had been conversant with Urdu and felt closer to it. The Kashmiri Hindus and the Muslims had been writing and speaking Persian since the era of the Shahmiri Sultans. The similarity of script, homogenous alphabets, grammar, and a great treasure of vocabulary absorbed in Urdu made it more acceptable to Dogra rulers than the Punjabi or Dogri languages. The state’s practical association with Urdu, therefore, became imperative.

Nevertheless, the significant issue one would like to argue is that why Sheikh Mohammad Abdullah, the successive regimes and the Indian state even after 1956 (linguistic reorganisation states) continued with Urdu as the state official language. The most probable reason could be that it had already been recognised, accepted, and adopted by the people of all the three major regions of the state, and had occupied enough space in the psyche of the masses. Moreover, its attachment with the religious sentiments of the Muslim-majority of Kashmir was significantly adequate for its maintenance. Thus, had the then Government replaced it with Kashmiri, the people of the other two regions might not have accepted it so easily. Similarly, had they introduced Dogri and Ladakhi or Pahari, any of them might not have been accepted by the Muslim majority Kashmiri speaking people and/or the people of the other regions. Moreover, Urdu was the only language that was able to operate as a lingua franca with the other regions of the state, the country and the subcontinent.

In the year 2008, the state government advertised the posts of revenue officials where the knowledge of Urdu was the main criteria for the job. In the assembly elections of 2008, National Conference, the leading political party, in its manifesto mentioned that they would promote Urdu. In the same way, another political party, the Indian National Congress, published its manifesto in Urdu. According to the state Congress Party president Prof. Saifudin Soz (2008) with and NDTV interview, “people enjoyed reading it in Urdu.” Moreover, in the legislative assembly of Jammu and Kashmir most of the members took oath in Urdu. All the court proceedings, revenue and police records employ Urdu as a medium of communication. Thus, the political discourses proved to be a great cause for the emergence and provisions of Urdu discourses in Kashmir.

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## 7. Urdu and the Separatist Movement

The historical link of language with identity and with nation, according to John Edwards (1985) is, in large part, a product of the German Romanticism of the late Eighteenth and the early Nineteenth Centuries. Emphasising the nature of the relationship between language and national identity, he avers that nations are really language groups, and thus nationalism is a linguistic movement. His discussion further offers an explanation to the fact that how the Germans were considering “themselves and their nation superior” than others because of “the power of the German language, which they think, was superior to other languages” like French and Latin (25-26). It is being contended that language is associated with the “soul” or the “spirit” of the nationality.

The two decades old separatist movement has also overtly or covertly nurtured and flourished the use of Urdu in Kashmir. Firstly, the separatist movement and its ideological, cultural, and religious constructs of Kashmir and its people have further weakened the case for support and promotion of the Kashmiri language as an exponent of *Kashmiriyat*. All the printed material related to the movement, the constitution, proceedings of the meetings, press releases, notifications, pamphlets, banners, slogans, names of the organisations, speeches in public places and mosques were entirely in Urdu. One of the separatist leaders clearly announced in a public meeting: “Urdu is our language, it is our identity and Urdu is our future.” However, the conclusion which can be drawn from the interviews with some separatist leaders is that they are not very clear almost what would be the language policy of the (imaginary) independent Kashmir vis-à-vis the Punjab separatist movement which was having a clear language policy of promoting Punjabi language in the Gurmukhi script.

Secondly, the movement brought almost six lakh (six hundred thousand) security forces to Kashmir, who mostly communicate with all the Kashmiris in Hindi/Hindustani, which is mutually intelligible with Urdu. Present in the remote rural settings, the security forces communicate even with the older and illiterate people in Hindustani/Urdu who try to reply in broken Urdu/Hindustani. In this exercise, several people (for example, the shopkeepers) who were constantly interacting with the security forces have learned spoken Hindustani/Urdu. In this way, the separatist movement implicitly or explicitly have supported the sustenance of Urdu discourses in Kashmir further. In other words, while emphasis is on Kashmir in the ideology of separatism, the only discourse that flourishes is Urdu language.

## 8. Role of the Media Discourses

One more important factor for the flourishing of the Urdu language in Kashmir is the media, specifically the Urdu press. Presently, besides Srinagar and Jammu cities, various Urdu dailies, weeklies, fortnightlies and monthlies, journals and periodicals are being published in every town of the State. Urdu journalism and media impact changing the proper names, place names, kinship-calling from Kashmiri to Urdu root words in the Kashmiri speech community. Urdu press is flourishing in Kashmir, with wider readership. Interestingly, even the English dailies (like Greater Kashmir) publish some content, specifically advertisements and notifications, in Urdu also. Within the media discourses, the most popular cable television networks (e.g., Star Plus, Colors, Zee TV) play an imperative

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role. The much-celebrated family television serials e.g., *Kyunki Saas Bhi Kabhi Bahu Thi* meaning “because a mother-in-law was once a daughter-in-law” telecast on the most-watched television channel Star Plus are watched even by the womenfolk of remote areas who hardly have seen a book or gone to school in their childhood. Besides, the songs sung and the language used in the world’s second largest film industry, the Bollywood, also play a crucial role at least in the learning and the conceptualisation of the Urdu/Hindustani songs. It is interesting to note that people in Kashmir can easily comprehend the language (Hindustani) employed in the Bollywood Hindi movies and may take them as Urdu movies, because both the languages are mutually intelligible. Similar is the case with serials telecast over cable television networks like STAR Plus, Sony Entertainment Network, and Zee TV Channels.

It is complex for the common masses to differentiate between the Hindi-Urdu lexicon and the sentence structure, which, of course, is very much alike. Most of the people in the valley are able to read and write Urdu, which helps expand the circle of Urdu readership. Very few people are able to read or write Kashmiri and the availability of the literary material in Kashmiri is almost negligible. Media is interestingly emerging as a new context for the acquisition of Urdu. However, most of the people are as illiterate in written Hindi as they are in Kashmiri.

In a study by this researcher, the respondents were asked to state their preferences for various programmes broadcast over radio and television. The analysis of the responses showed that Urdu in general dominates such preferences. Due to the prevailing circumstances in the last two decades, people who were keen to know the daily happenings around switched to Urdu news channels broadcast from independent sources like the BBC Urdu and Voice of America. People were of the opinion that the Indian and the Pakistani News channels do not provide objective reporting of the facts and happenings, whereas the BBC Urdu Service and Voice of America provide the factual reporting without any exaggeration, prejudice, and partiality. Surprisingly, the local cable television channels in Kashmir telecast news reporting and programmes in Urdu more than in Kashmiri. Time slots allotted for telecasting the Kashmiri programmes including songs are much less than those for Urdu programmes. It is notable that a good amount of code-mixing (Urdu-Kashmiri) is being employed while broadcasting programmes in Kashmiri. As far as the music and songs are concerned, keeping in mind the rising market for Urdu/Hindi songs, some noted Kashmiri singers have started singing in Urdu/Hindi also.

Radio forms an important mass medium in Kashmir. In this context, the role of Radio Kashmir Srinagar, the important media institution of Kashmir in the development of Kashmiri and literature, cannot be underestimated. It used to broadcast programmes in Kashmiri, which includes songs, news bulletins, and other programmes. However, it also was influenced by the prestige of the Urdu language. For example, during the Muslim holy month of *ramazaan* (month of fasting for the Muslims), the radio Kashmir used to broadcast the religious programmes in Kashmiri during *saheer* (eating before dawn), but it is currently broadcasting such programmes in Urdu.

Among the several channels, the most important one is the *DD Kashir*, a Kashmiri language satellite channel supported by Doordarshan studios in Srinagar, Jammu, and Leh. It was launched in 2003 and it telecasts everything ranging from entertainment serials,

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infotainment programmes, news, and current affairs, social and cultural programmes, and the movies. In the terrestrial mode, *DD Kashmir* is available to 96 % of the population of the valley. It used to be operated from Delhi, but in the year 2006, the Ministry of Information and Broadcasting of the Government of India decided to shift the operations of Doordarshan's *Kashmir* channel back to Srinagar from Delhi after more than seventeen years since the outbreak of the separatist movement in Kashmir in late 1980s. *DD Kashmir* had already become a 24-hour channel from 15 August 2000. Earlier, it used to telecast a fourteen and half hour programme daily. Another four and half-hours are taken by in-house and news/current affairs programmes. The remaining four hours were devoted to the archival programmes daily. The special audience programmes cover Gojri, Pahari, Ladakhi, Dogri, Shina, Balti, Pushtu, Bhadarwahi and Punjabi audiences. The channel telecasts the verses from famous Kashmiri Sufi poets like Sheikh Noor-ud-Deen and Lal Ded, but translates them in Urdu, as most of the people could not comprehend the lexicon employed in these verses. Interestingly, *DD Kashmir*, telecasts Kashmiri-Urdu bilingual serials like *aab dar naav* (water and boat), *lalvin dag* (experiencing pain) where the characters often employ code-switching from Kashmiri to Urdu and vice-versa. More often, the characters wearing old traditional Kashmiri attire communicate in Kashmiri, where as the characters wearing western clothes articulate/respond in Urdu also. Such Kashmiri-Urdu bilingual serials on the television channel simply demonstrate the essence of Urdu discourses among the common masses in Kashmir. It also telecasts documentaries in Urdu with casting in Kashmir, Urdu, and English. It is significant to note that *DD Kashmir* employs Perso-Arabic script for the Kashmiri language.

One unobserved factor of language change would be that Kashmir has become a highly accommodative place for labourers, skilled and unskilled workers from the other states of India. They mostly communicate in broken Hindustani with most of the Kashmiris. This exercise, overtly or covertly, has also helped the growing trend of Urdu in Kashmir. Among other agencies of communication, the State Information Department, State Cultural Academy, Radio Kashmir Srinagar, Doordarshan Kendra Srinagar, newly launched *DD-Kashmir*, the Iqbal Institute and the Urdu department of the University of Kashmir are in the forefront.

## 9. Conclusion

The paper examines the diverse ways in which the non-native code, Urdu language, has been accepted, accommodated and mixed in the repertoire of the Kashmiri Speech community implicitly and explicitly and also how Urdu is perceived as a symbol of prestige and upward social movement. Although, the Kashmiri language had been in contact with several other languages from the past several centuries, history is witness to the fact that the Kashmiri language was never given due encouragement or support to give it its deserving lingua franca status among the vast population of the valley. Other non-native languages had not occupied any place of importance in any context as Urdu did.

The acceptance, growth, development and maintenance of Urdu are an outcome of several social, cultural, attitudinal, literary, religious and media discourses. All the factors have contributed equally for the sustenance of Urdu and finally it was welcomed openheartedly and had become the language of the masses. The other possible reasons for the

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acceptance and maintenance of Urdu in Kashmir include the printing press, schooling system, government policies, semi-government agencies, NGOs, the textbooks, political speeches, the separatist movement, pamphlets and other written discourses, the media (both print and electronic). All such factors play a prominent role in the emergence of Urdu discourses in Kashmir.

Arguments in favour of expanding the domains of use for the Kashmiri language in Kashmir are not forcefully adumbrated. It is doubtful whether such arguments in favour of the native language, a prominent voice in every major linguistic region in India, will ever be made at all in Kashmir, given the prevailing socio-political and religious context.

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## Technical Usage of English Syntax

P. Malathy, MA., Ph.D.

### 1. Introduction

‘Syntax’ is a Greek word, which means order or arrangement. “Syntax is the study of the way in which phrases and sentences are structured out of words” (Andrew Radford, p.1) It is the study that examines the relationship between words as component parts of a sentence sustaining their proper arrangement to exhibit the meaning intended. Every language is rich with its syntactic rules and linguists believe that those rules are descriptive in nature. They are the rules that underpin the life of the language and which are extremely slow to change. To enunciate this descriptive rule of an imperative syntax of technical English, a few exemplifications where the verbs precede the nouns, are taken for discussion.

Wear gloves before welding - Wear / gloves / before welding.

(V) (N)

Note the measurement thrice - Note / the measurement / thrice.

(V) (N)

Connect the circuit properly - Connect / the circuit / properly

(V) (N)

(VI)

In the above stated examples, the main verb ‘wear’ precedes the noun ‘gloves’ in the first instruction. The verb ‘note’ precedes the noun ‘measurement’ in the second

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example and the verb 'connect' precedes the noun 'circuit' in the third example. The precedence of an auxiliary verb before the noun contributes to the interrogative structure and the precedence of main verb before the noun accounts for the imperative structure in the English syntax. The imperative syntax is exhaustively used in technical English exclusively to give instructions.

## **2. Juxtaposing Syntax and Grammar**

At this point, we may explore the distinction between grammar and syntax. In fact, grammar is a wholesome unit of a language and syntax is a component of it. The term 'grammar' refers to the whole structure of a language, whereas 'syntax' refers only to the relationship between the grammatical components in use. Grammar is the study of each minute field of a language like parts of speech, rules of tense, types of sentences, phrases and clauses and its sound system. The term 'grammar' is comprehensive by itself. But the province of syntax is only the nature, quality or type of relationship between the terms of a language. In other words, syntax is the study of grammatical arrangement of words thus by implying the structure of a sentence.

## **3. Components of Syntax**

The study of syntax of English language shall be observed through its word order, subject + verb agreement (Concordance), and agreement within the verb structure of a sentence. Being the prime constituent of syntax, 'agreement' studies the arrangement and positioning of words in syntax. It exhibits the relationship in person, number, gender, case, mood, and tense. The arrangement of words in a sentence reveals the collocation or relative position of the secondary constituents of syntax namely, Word order and Subject + Verb agreement. Perhaps, this paper focuses on word order in technical English.

## **4. Word Order**

"In linguistics, word order typology refers to the study of the different ways in which languages arrange the constituents of their sentences relative to each other, and the systematic correspondences between these arrangements. Some languages have relatively restrictive word orders, often relying on the order of constituents to convey important grammatical information." ([www.wikipedia.org](http://www.wikipedia.org))

Word order is the vital factor in sustaining the concordance of a sentence. The uniqueness of English language in its inflectional strategy, of course, has made it essential to study word order in particular. Other than morphological inflections, English language hardly undergoes inflection. Perhaps, this could result in several vulnerable problems on the syntactic and semantic facet of the language, if word order failed to come for the refuge.

When a language is adaptive to inflections, the change either in the subject or the object can seldom cause a semantic havoc. Whereas, when the ambience is not conducive for such inflections in a language, the need for solving the conundrum of sustaining the syntactic harmony becomes essential. As the incredibility sustains for such inflections in English language, word order becomes a crucial factor in maintaining the structural harmony of the sentences. Especially in technical usage of English language, word order plays a pivotal role.

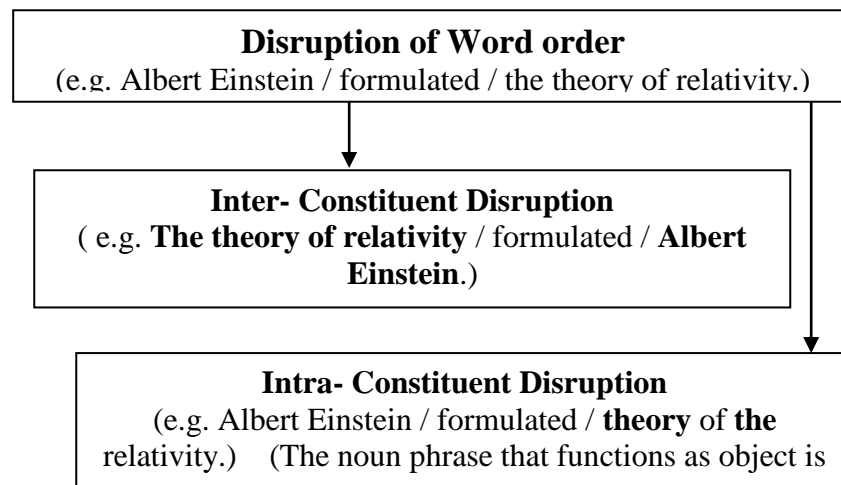
The fulcrum factor in the irregular usage of word order is due to the vernacular influence.

## 5. Change of Word Order

Word-order or relative position of the words in the string is by far the most important structural device in English (Baruah, T.C., p.93).

Perhaps, the incorrect positioning of word order results in corruptive syntax thus leading to grammatical and semantic fallacy. Factually, word order exhibits the relationship between its constituents like subject, verb, object, complement and Adjunct in a sentence. Hence, the disruption may occur in any part of its constituents. It may be either an Inter-constituent disruption or an Intra-constituent disruption. Fig.1.1 illustrates the classification of the disruption of the word order.

**Fig. 1.1. Classification of disruption of word order**



## 6. Inter-Constituent Disruption

Every sentence follows a pattern accustoming the noun phrase, verb phrase, adjectival phrase and adverbial phrase. The deviation of a sentence pattern occurring

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due to the interchange of any of the constituents of a sentence like subject, verb, object, complement or adjunct of the same sentence is called inter-constituent disruption. The subsequent exemplification overtly exhibits the consequences of the inter-constituent disruption of word order.

**Subject (NP) +Verb (VP) + Object (NP)**  
Barometer / measures / atmospheric pressure.

The 'subject' and the 'object' are generally Noun Phrases (NP). However, the interchange of 'subject' and the 'object' in active voice would result in erroneous and ungrammatical syntax by disrupting the semantic balance of a sentence as enunciated below.

**1. Object (NP) +Verb (V) +Subject (NP)**  
Atmospheric pressure / measures / Barometer.

## **7. Inter-Constituent Disruption Due To Vernacular Influence**

Generally, the trace of mother tongue influence is seen in the inter-constituent disruption of word order of a sentence. For instance, a native speaker of Tamil might get into the inter-constituent disruption of the subsequent categories very quickly as these structures are permissible in Tamil language.

**2. Object (NP) +Verb (V) +Subject (NP)**  
Barometer /Atmospheric pressure / measures.

**3. Object (NP) +Subject (NP) + Verb (V)**  
Atmospheric pressure / Barometer /measures.

The immediate presence of the 'object', 'atmospheric pressure' after the 'subject', 'barometer' besides, the precedence of the 'object', 'atmospheric pressure' before the 'subject', 'barometer' that precedes the 'verb', 'measures' in the above stated sentences lead to a total collapse of the syntax.

## **8. Intra-Constituent Disruption**

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The term ‘intra-constituent disruption’ denotes the disruption of syntax caused due to incorrect positioning of the words within the same constituent.

**1. Subject (NP) +Verb (VP) + Object (NP)**  
Barometer/ measures / *atmospheric pressure*  
**Object (NP = Adjective + Noun)**

**2. Subject (NP) +Verb (VP) + Object (NP)**  
Barometer/ measures / *pressure atmospheric*  
**Object (NP = Noun + Adjective)**

The syntactic relationship of English permits exclusively the adjectives to qualify the nouns and the case hardly goes vice versa. But in the example illustrated above the structure is inverted and the noun is preceded by the adjective. Even though the sentence patterns resume the same in both the examples enunciated above, the second example is infected by the interchange of adjective, ‘atmospheric’ and noun, ‘pressure’. This interchange resulting in a syntactic havoc is perhaps witnessed within the same constituent called ‘object’. The disruption of word order of this nature is termed as intra-constituent disruption.

## 9. Conclusion

The discordance of syntax either collapses the flow of technical discourse or makes it vulnerably ambiguous. This happens due to the factors discussed above. The vernacular influence paves the way for syntactic errors in technical usage. Hence, it becomes indispensable for a professor of English to keenly observe the nature of one’s syntax errors before getting involved in the stereo-typed pattern of teaching the usage of English technically. The application of remedial measures to curtail syntactic errors of students in their technical usage of English will not yield desired results, if we do not identify their mistakes / irregular sentence constructions in advance.

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## Students' Learning Styles at the University Level

Tiaba Jamil, M.A. Education

Shazia Naureen, Ph.D. Education

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### Abstract

The research was planned to explore the students learning styles at the university level. Students from the University of Agriculture Faisalabad, Pakistan constituted the sample. A sample of 200 respondents (100 male and 100 female) was selected. To probe the learning style of university students an inventory was adopted. Data was analyzed and interpreted in tabular form.

The study found that from the four stages of learning cycle, majority of the students preferred abstract conceptualization (Thinking). The results indicated that according to the division of gender, the male students preferred Assimilative learning style and Divergent learning style was the minor preference. The female students preferred Convergent learning style and the minor preference was Accommodative learning style.

It is recommended the Convergent learner prefer to do things themselves as teacher may interact with students and involve them, it's more effective.

*Key words: Learning styles, Learning preferences, Cyclic.*

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## Introduction

Learning plays significant role in every individual's life. It is a fundamental component of education. Learning includes vast experiences which influence behavior and attitude of a person. Learning should be constructive and in the benefit of the society. Through learning, skills, attitudes, habits and mental states change (Ahmad, 2006).

According to Kolb (1984) education is a process in which knowledge is created because of the change in the happenings. Four learning modes are the main features of experiential learning: (a) Concrete Experience CE (feeling); (b) Reflective Observation RO (watching); (c) Abstract Conceptualization AC (thinking); (d) Active Experimentation AE (doing).

The guidelines of partiality can be differentiated in terms of the following learning styles: diverge dominant learning abilities are (CE & RO), assimilator preferred (AC & RO), converge dominant learning abilities (AC & AE), accommodator preferred (CE & AE).

The divergent dominant learning abilities are concerned with the observation instead of action. More attention is paid to the collection of information and critical thinking is used to respond to problem situations. They focus on various aspects of the problem. Innovative ideas and creative thoughts are vibrant in Divergent learning. They prefer group while working. They are very open-minded and consider feedback as a very important element.

Assimilation revolves around the understanding of knowledge and rationally organizing it. They are science-oriented and rely on theory. Their interest areas are reading, lectures and thinking. Converging individuals are focused on solving problems. They explore the solutions on the basis of technical and practical implications. The Accommodating individuals rely on their intuitional indications. They accept challenges, prefer fresh experiments and are in the favor of implementing the latest course of actions. They form their personal opinion based on assembled information. They work best in team. They work intelligently keeping in mind from various aspects to achieve the desired objective (Kolb 1984).

Cezair, et al (2003) explored in his study that female students extremely preferred Divergent learning style whereas male students were in favor of Assimilative learning style. Both male and female students least preferred Accommodating learning style.

Adel.Lari and Louis (2003) examined for subjects: accounting, management, marketing and business. They explored that all the four learning styles existed in these areas. However preference of majority was Assimilator and Convergent Learning style.

The present study examines students' learning styles at university level. The University of Agriculture, Faisalabad, Pakistan is taken as a sample to examine learning styles at higher education level. 200 students were taken from different departments. Focus of the study was to explore the most preferred learning style at university level.

### **Objectives**

- 1) To discover the learning styles of male and female students at university level.
- 2) To uncover the major and minor learning style preferences.
- 3) To present recommendation for the improvement of learning styles.

### **Research Methodology**

This study was conducted to explore students' learning styles at higher level. This research first identifies types of students learning style at the university level. The second part of this investigation explores the association between student's preferred learning style and their disciplines of the study. The investigation was delimited to the University of Agriculture, Faisalabad, Pakistan.

Students were selected from the University of Agriculture, Faisalabad through convenient sampling technique. 25 male and 25 female students each were taken from Department of Business Management Sciences (MBA), Rural Sociology, Agricultural Economics and from Department of Marketing and Agri business. A total of 200 students selected from four departments.

For measuring the learning style preference of students a "Learning style Inventory based on David Kolb model" was adopted. Each LSI-item consists of two opposed proclamations (comparable with a semantic differential), out of which the respondent should make a choice. It consisted of twelve items.

The inventory was distributed to the 20 students for the purpose of pilot testing. Inventory was modified after pilot testing. In this study data was collected through personal visit to the target sample institution.

Data was collected from 100 male and 100 female students. After the collection of data a score sheet was prepared. Data was further analyzed and interpreted to draw conclusions and make necessary recommendations. Mean was used as statistical technique to analyze the data.

### **Results**

- ⇒ Primary Learning Mode/Style: as students give first preference
- ⇒ Secondary Learning Mode/Style: as students give second preference

**Table 1: Mean score of Learning Cycle Preferences (Learning Modes).**

Learning Cycle Preferences	Male		Female	
	No. of students	Mean	No. of students	Mean
Concrete Experiences (Feeling)	19	6.90	17	5.85
Reflective Observation (Watching)	26	8.83	23	7.05
Abstract Conceptualization (Think)	35	9.54	34	9.45
Active experimentation (Doing)	20	7.50	26	8.86

Table 1 indicates that both male and female students preferred abstract conceptualization (thinking) as primary learning mode. Male secondary preferred reflective observation (Watching) and female active experimentation (Doing) as secondary learning mode. While both the male and female students less preferred concrete experiences (Feeling).

**Table 2: Gender wise mean scores of learning styles.**

Learning styles	Male		Female	
	No. of students	Mean	No. of students	Mean
Converging	30	8.75	38	8.65
Diverging	15	8.21	18	8.47
Assimilator	32	8.83	27	8.56
Accommodator	23	8.33	17	8.38

Table 2 indicates that male students preferred assimilator (watching and thinking – AC/RO) as primary learning style and convergent (doing and thinking - AC/AE) as secondary learning style. Female students preferred convergent (doing and thinking - AC/AE) as primary and assimilator as secondary learning style. While male less preferred to divergent (feeling and watching - CE/RO) and female to accommodator (doing and feeling - CE/AE) learning style.

These results are also supported by the study conducted by Cezair, et al (2003) that male students, however, overwhelmingly favor the assimilating learning style and female students have the least preference for the Accommodative learning style.

**Table 3: Gender wise mean score of learning styles of students of Sociology, Economics, MBA and Agri Business**

Dept.	Converging				Diverging				Assimilator				Accommodator			
	Male		Female		Male		Female		Male		Female		Male		Female	
	N	M*	N	M	N	M	N	M	N	M	N	M	N	M	N	M
Soci-Ology	5	8.25	8	8.85	4	8.6	6	8.4	7	8.51	8	8.5	9	8.78	3	8.00
Econ Omics	7	8.71	10	8.75	4	8.5	4	8.33	8	8.87	6	8.6	6	8.25	5	8.15
MBA	7	8.71	9	8.87	5	8.4	6	8.5	10	8.8	6	8.6	3	8.33	4	8.00
Marketing & Agri	11	8.81	9	9.11	2	8.0	5	8.4	7	8.71	7	8.85	5	8.5	4	8.75

\*N: Number

\*\*M: Mean

Table 3 indicates that in Sociology male students preferred accommodator (doing and feeling - CE/AE) as primary and assimilator (watching and thinking - AC/RO) as secondary learning style. Female students preferred convergent (Doing and Thinking- AC/AE) as primary and assimilator (watching and thinking - AC/RO) as secondary learning style. While male less preferred diverging (feeling and watching - CE/RO) and female to accommodator (doing and feeling - CE/AE) learning style.

Male students of Economics preferred assimilator (watching and thinking - AC/RO) as primary and convergent (doing and thinking - AC/AE) as secondary learning style. Female students of Economics preferred convergent (doing and thinking - AC/AE) as primary and assimilator (watching and thinking - AC/RO) as secondary learning style while both male and female students less preferred divergent (feeling and watching - CE/RO) learning style. It shows that in Economics males prefer assimilator-learning style while females prefer converging learning style.

Male students of MBA preferred assimilator (watching and thinking - AC/RO) as primary and convergent (doing and thinking - AC/AE) as secondary learning style. Female students of MBA preferred convergent (doing and thinking - AC/AE) as primary and assimilator (watching and thinking - AC/RO) as secondary learning style. Accommodator (doing and feeling - CE/AE) learning style was less preferred by MBA students. It shows that the male students of MBA preferred assimilator-learning style and female preferred converging learning style.



In Marketing and Agri Business both male and female students preferred convergent (doing and thinking - AC/AE) as primary and assimilator (watching and thinking - AC/RO) as secondary learning style. While both male and female students less preferred divergent (feeling and watching - CE/RO) learning style. It shows both the male and female students of Marketing and Agri Business preferred converging learning style.

**Table 4: Discipline of Study wise mean score of Learning styles (MBA, Sociology, Economics and Marketing and Agri business).**

Learning Styles	Sociology		MBA		Economics		Marketing and Agri business	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean
<b>Converging</b>	13	8.75	16	8.8	17	8.8	20	9.1
<b>Diverging</b>	10	8.33	11	8.44	8	8.28	7	8.42
<b>Assimilator</b>	15	8.84	16	8.8	14	8.5	14	8.78
<b>Accommodator</b>	12	8.63	7	8.1	11	8.5	9	7.66

Table 4 Indicates that students of sociology preferred assimilating (watching and thinking - AC/RO) as primary learning style and converging (doing and thinking - AC/RO) as secondary learning style, whereas the students of MBA preferred equal to convergent (doing and thinking - AC/AE) and assimilating (watching and thinking - AC/RO) learning styles. Students of sociology less preferred Divergent (feeling & watching) and students of MBA less preferred to accommodator (doing and feeling - CE/AE) learning style. Economics and Marketing and Agri business preferred convergent (doing and thinking - AC/AE) as primary learning style and assimilating (watching and watching - CE/RO) learning style in both Economics and Marketing and Agri business.

These results were also supported by Adel, Lari and Louis (2003) that most of students prefer Assimilator and Convergent learning styles.

## Conclusions

Following conclusions are drawn from the findings:

1. Majority of the students preferred Abstract Conceptualization (Thinking) as primary learning style mode of learning cycle. The male student's secondary preference was for Reflective Observation (watching) and females preferred Active Experimentation (Doing) and both preferred less the Concrete Experience.
2. Most University students preferred convergent as primary leaning style, assimilative as secondary learning style and preferred less the divergent learning style.
3. According to the division of gender, the male students preferred assimilative and less preferred divergent learning style and female students preferred

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convergent learning style and less preferred accommodative learning style, which is also supported by the study of Cezair, et al.

4. The female students of departments of Sociology, economics and MBA preferred convergent learning style and male preferred assimilative learning style. The male and female students of marketing and Agri Business preferred converging learning style which is supported by the study of Adel, Lari and Louis.
5. The students of the departments of Economics, MBA and Agri business preferred Converging as primary learning style and assimilative as secondary, while the students of sociology preferred assimilative as primary learning style and converging as secondary. The students of sociology, Economics and Agri business less preferred divergent and MBA less preferred accommodator-learning style.

### **Recommendations**

On the bases of conclusions following recommendations are drawn:

1. Teachers may apply different AV-aids and teaching method for effective teaching.
2. The convergent learner prefers to do things themselves. Teachers may interact with students and involve them; it is more effective to do practically on innovative ideas
3. The best ways to teach the assimilator is to start from abstract concepts and then present details of analytical models. Give them reading material and thought provoking ideas before lecture.
4. Learning styles also provide guidelines to teachers, to present content in an established way suitable to the multiplicity of the classroom. Teachers must also revolutionize instructions.
5. Academic institutions may arrange awareness among the faculty about manifold learning styles within different disciplines.
6. Create awareness among students about their learning styles than they may exhibit great achievement and personal satisfaction.

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## The Role of Language Resource Centre in ESL Classrooms

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### The Idea of a Language Resource Centre

Language Resource Centre is an innovative solution for imparting English Language skills to learners. A simple Language Resource Centre may be established in every college and even school to help our teachers and students to use English better.

There are a number of factors that determine the method of teaching English Language and a new approach needs to be evolved to motivate learners so that they adapt the English Language to the communicative demands of our social situation in terms of pronunciation, vocabulary and grammar. Language Resource Centre can equip learners for their present and future academic pursuits and also prepare learners to function effectively in actual professional, social and everyday situations. Language Resource Centre will help develop their ability to learn the four skills of Listening, Speaking, Reading and Writing in a more learner-centred and communicative way.

### Teachers' and Students' Reluctance and Sense of Fear

There is a sense of fear at the beginning of the use of Language Resource Centre. Fear gives way to cautious reciprocation to what the learning material demands. Progressively learners understand the advantages of the Language Resource Centre and begin to like it and

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learn from it. Though, initially learners are hesitant and afraid of even touching the state of the Language Resource Centre paraphernalia, gradually it was observed that learners adopt the technology and start participating in the process of learning English through Language Resource Centre. They respond and reciprocate favorably to the demands of the learning materials. The responses of learners indicate that, Language Resource Centre really helps in expediting the whole process of teaching English language. The learners show a marked change in their behavior towards learning of English skills, especially listening and speaking.

### **Aims of a Language Resource Centre**

The Language Resource Centre aims to improve communication competency of learners. It prepares the target learners for job market and also for international certificate courses such as Business English Certificate and IELTS.

There are three fundamental issues pertaining to the viability of Language Resource Center as detailed below.

### **Success Depends on Many Factors**

There is a doubt whether Language Resource Centre is successful or failure. Certainly language resource centers are successful. In terms of proficiency enhancement of any language, the role of language resource centre is paramount. It gives learners a structured pattern of language acquisition. The paraphernalia such as computers, headphones, speakers, LCD projectors, and microphones make the whole process standardized and easy to acquire. Once the learners come out of the language resource centre with training, they try to identify themselves with the speakers and the dialogues they come across while in the language resource centre and there is a marked improvement in their pronunciation. In other words, Language Resource Centres may replicate the situation within the Centre and thus help students to succeed in using language even outside the Centre.

### **Updating Technology**

Language Resource Centre improves upon the technologies like tape recorders and provides personalized attention of teachers to individual learners. The traditional pattern consists of a tape-recorder which helps the learners to record their voice and enables the learners to listen on one track and record on the other track, the individual recorders are connected to the teacher and the teacher can plug into any of the learners' system and monitor the individual performance of the learner. Learners' access to Internet and Web materials in the Language Resource Centre is a clear improvement over the tape-recorder based technology. Language Resource Centre expands the resources available to learners. It enables them to sort out different kinds of information and prepares them to use language in a meaningful way.

### **New Methods Adopted**

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The Role of Language Resource Centre in ESL Classrooms

In Language Resource Centres, we will have computers and internet connections that enable learners to learn better using advanced methods.

The following are the methods generally followed in a language resource center.

- 1) The learner observes a video clipping and listens.
- 2) The learner repeats the dialogue as well as the body language of the model.
- 3) The learner listens and records his voice.

This method helps the teacher to assess and monitor the individual performance of the learners. The teacher can control the activities of the learners as well as can give individualized attention to the whole class.

### **Basic Pattern Adopted in Language Resource Centres**

The basic pattern of the Language Resource Centre remains the same, whereas some new features are introduced in these programmes.

- 1) The learner listens or watches (the model).
- 2) The learner repeats.
- 3) The learner records.
- 4) The learner repeats and tries to imitate the model.
- 5) The learner tries to learn the sound pattern.
- 6) The learner learns the basic sound patterns and records.
- 7) The learner listens and practices the sound pattern.

This helps learner to acquire the basic skills of communication such as listening and speaking.

### **Intermediate Level**

In the intermediate level the following techniques are used:

- 1) Learner listens and watches a clipping (dialogues).
- 2) Learner answers the questions in the dialogue.
- 3) Learner finally exposed to the right answer.

This level exposes the communicative ability of the learner. The teacher can control and test them using on-line tests.

- 1) Learner observes a clipping.
- 2) Learner takes roles.

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- 3) Learner repeats and practices the dialogues.
- 4) Learner tries to take different roles.
- 5) Learner answers and records.
- 6) Learners are exposed to the correct pronunciation and dialogue delivery.

### **Advanced Level**

In the advanced level the following techniques are introduced.

- 1) Learner listens and observes the model.
- 2) Learner identifies the sound pattern.
- 3) Learner imitates the original sound.
- 4) Learner practices and records his voice.

This method enables the teacher to monitor the level of the learner and corrects the pronunciation level of the learner. This helps the learners to test their fluency level.

### **Providing a Variety of Resources**

There are varieties of resources available in the Language Resource Centre. Some of the modern aids have not yet been exploited fully. A set of criteria for evaluating the performance of learners are necessary. The most important is syllabus. Syllabus design and material production is an important aspect of the language resource centre. The evaluation pattern too could be explained in the syllabus.

e- learning can be a part of language resource center. e- learning helps to create material, deliver the material to learners, helps the teacher to assess the performance of learners, track the mistakes and correct learners, on the whole it helps the teacher to manage and assess the overall performance of learners.

### **Live versus Virtual Situations in Learning English**

The present scenario reveals that learners need to learn in 'live' rather than 'virtual' situations. So the language resource centre should help learners to learn in 'live' situations. Since the resources available in the centre presents the material in an interesting way with colorful pictures, characters, even video and audio aids, learners are attracted to the Language Resource Centre. Through on-line the teachers can ask learners to prepare their assignments using on-line resources available in the lab. The materials could be from CD-ROM and the Internet. Learners can use LAN (Local Area Network), it works like a classroom, and the whole class can access the same material and do the tasks given by the teacher. It can be evaluated by the teacher on the spot.

### **Limitations**

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Language Resource Centres have certain limitations which at times hamper the smooth and targeted performance of a Language Resource Centre. The first and foremost problem is that of uninterrupted power supply. At times the electricity supply is so low that it becomes totally impossible to run any system. Faulty equipment dampens the whole process. The demand for English learning is so high that it is in fact very difficult to accommodate each and every student of the university. Computer literacy of the students is very poor, which is a stumbling block in the handling of Language Resource Centre paraphernalia. At times many functions of the teacher do not work properly and which defeats the very purpose of smooth transference of data from the teacher to the learners. And yet advantages seem to outweigh the disadvantages.

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The Role of Language Resource Centre in ESL Classrooms

# LANGUAGE IN INDIA

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## The Prospect of Reading

Naseem Achakzai, Ph.D. Scholar

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### Abstract

Life demands different types of answers for diverse sorts of questions in our altered, designed and reconstructed space and time. The horizon of meanings expands day by day. On the other side of the coin, signs rotate, moment by moment, culture by culture, tradition by tradition and by the availability of a research skill and research equipments spin meanings with the change of social values and their problems, particularly here in India and Pakistan and other South Asian nations. Many times a solution rotates into one of the trajectory meanings of art and literature.

This paper will project as well as inject one of the aspects of understanding which results when a scholar or a student of art and literature borrows an equipment of measurement with the help of classical, neo-classical, romantic, New-critical, structural of modern approach or system as a reader. But there also exists a common reader, not in America, Europe and Russia, but in the deserts of Africa and Asia – the readers who do not have any skill or tools of critical values but have merely a zeal of interest to read, simply for the sake of reading and enjoying shades of events and characters on the canvas of certain language. In this kind of situation it is either art that rotates language, or it is actually the magic of language that rotates art. It is the reader that is under the super power of reading, that not only gives meaning to life, but also sense to the life of reading process. This paper encompasses cultural expectations with audience-readers' purpose.

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**Key Words:** Rotation, expectations of horizons, radiation, reconstruction of horizon, figure and ground, selection and combination.

## **Introduction**

If we look carefully, we can see that reading by itself rotates with different aspects and approaches of expectations of different horizons of the readers on vertically developed goals and skills. A reading process generates its own velocity of higher or lower trajectory value with its own radiations. Each progression, in a reading process, is vividly interesting. It has spirit in it that moves into the zone of agreement and acceptance – that does not only merit reading and study, but is calling for an action on mind's stage and on any stage of life, anywhere all over the world. Just because of filtered out creative lines from the process of challenging vision, each line loses no time. A piece of writing composed hundreds of years ago still has freshness, even on the very threshold of the 21<sup>st</sup> century. Just because of its precision, a writer's each line is still definite, concrete and is interesting that becomes part of the cognitive design of the reader's mind.

A sense of surprise of a reader envelops writer's expression that makes a mark on human senses in their vertical, and horizontal poles. A general common reader is like a still snap without any fore-or-background that does not have any generated force of being helped or pushed to comprehend, or manipulate either a character, a situation or a symbol which contains coded materials. He or she only sustains a link of understanding from a sentence to sentence, to have the pleasure or taste of language on vocabulary basis, particularly in the form of quotations. He or she does not dive into its structural or cognitive values. For a few, reading merely is a hobby, a time passing activity or is merely to divert his or her attention from bitter realities. A book turns to be a 'ground' of either an escape, or an entertainment for a reader as a 'figure'. So far as this still snap is concerned, he or she has his or her own cognitive rotations around different kinds of expectations as 'grounds' and 'figures'.

## **Distinction between poetic and practical language**

A practical or common language turns into poetic language on the axis of apprehension, either to change the sequence of the signs horizontally, or to paint it with the texture of mythical, social, cultural or folk patterns. We may easily call it a combination and selection within the texture of the text. This is why a scholarly attempt in constructing meaning survives the process of reconstruction of horizon, either to track down a sequence of signs in rhythm or a writing pattern in a plain practical language, if we put 'reading' as a figure on the 'grounds' of different approaches, studies, skills, expectations, questions, answers and horizons. Therefore, the fore as well as the back-ground of the true meanings alters and even its time and space change its horizontal sequence from 'reading of mind' to the 'mind of reading'.

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The same sequential modification either from left to right or right to left turns poetic into practical and practical into poetic language with its meter or non-metrical treatment.

### **A close reading**

There are different choices of different people in 'reading' prose or poetry merely for the taste or pleasure of the rhythm they have developed through specific poetry of a poet, or a prose or a prose writer as 'patients'. In our modern time the same habit occurs in novel and fiction reading too. It is also a matter of selection and combination to observe prose in poetry, or poetry in prose sequences. The cosmos of a literary work attaches itself to the cosmos of the readers. Now, in our main current an academic measurement encompasses the readers in the frame of *patients*, who receive codes in containing specific messages from a smaller scale to an International and global level of identifying process, which Gérard Genette<sup>1</sup> felt from Aristotle to the current needs of reconstruction. But in past, from T. S. Eliot onward modern criticism till 20<sup>th</sup> century puts emphasis on close reading. It is the demand of the on going time that how we can manufacture a 'close understanding'<sup>2</sup> of a concise means of access in signs. A close reading enlarges our knowledge into the whole creative and literary responsibility and the symphony of creation that gives importance to text and context level handling to reveal its impact on society. A close reading in its time frame would individually reveal the psychological attachment of the reader-level accessory that takes 'cue from Derrida's assertion in '*Structure, Sign and Play*' that language bears within itself the necessity of its own critique'.<sup>3</sup>

### **Systematic free play**

A scientific approach provides another angle of addition of modern criticism in which any kind of text shows an already configured area of targeted meanings. It contains its systematic free *play* that each reader designs it mentally on his or her grafted level. Each social or top of the individual stage of performance and attributive process, if a specific presumption is applied to it, can structurally be reconstructed on the landscape of the main current poetics. This necessity or reader level accessory that enlarges the area of attitude and a reach of interpretation on the level of various kinds of readership depends on reader's social combination, reasoning and political consciousness of configured site selections to re-link what a writer thought or thinks in or on a present linked time and space.

A literary text transmits into a mirror that everyone in a literary world wants to look from his or her implanted degree of perceptions. Someone derives or follows the altitude sequence of his or her sadness or happiness. Or someone attains the political relational procedure. Someone tries to derive an aesthetic pleasure the sentimentalism or the feeding of education in time that has taught or trained him so, or someone goes through it in a body of a reader to arrive at delight in the quality of a beauty that

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appeals to the external feelings in a vertical-paradigmatic axis – that awards sensual pleasure by its ability and activity to flatter or filter outside *moves*, and their *patterns* in relation to their personal steps in a manner of association. This cognitive diversity in our present poetics is dipped in value of life that designs a strong network. Its cognitive diversity tags to traditional and stable proportions of life. For instance, politics, economic, violence, peace, protection and social security with health and education in a diagram of connection and presentation offers different scales and patterns of ‘reading’ for a reader in a selected text as a creative pattern.

### **The canvas of reader’s mind**

This emerging presentation of ‘reading’, in a scientific lab, performs the quality of certain retrospective images in the edges of *drawings* and *signs*. These signs are intricately and flexibly interwoven between modern poetics and life with the shifting colors of the canvas of reader’s mind. As a matter of constructional graph, a text’s reader level approach always depends on each reader’s enjoyed degree of perception that varies all over the world.

Now, in the lab of rules in our current organized treatment we follow the strings of a writer’s details in its contextual elements in linear as well as in a spatial arrangement. For instance, a single voice that might have been once a solitary one in central London or in Stratford, but nevertheless, this singularity has turned into a worldwide and global voice of all humanity now, because Shakespeare as an actant had a poet/artist/silhouetted character in his very situated reality. Now this voice remains no more a single or solitary of its nativity, but is echoed into an accepted voice of a creative international value.

### **Impact of life-giving stimulus**

The essential part of the study of the 21<sup>st</sup> century systematically shows the impact of life-giving stimulus that allows the readers of an author’s art to have an immediate contact in the field of five senses. So, readers or the audience of a creative work find a direct entry into the compact study of man (writer, not only a *figure*, but as a *molded-clay* as well) his art and creation as a figure/ground reality. A writer in the 21<sup>st</sup> century is considered giving our modern reader a far better idea of his tamed skill, power, limitations and accomplishments. ‘In truth, this is what mainly happens when the vast majority of people read the vast majority of literary texts: they then for themselves, and are happy neither to discuss them, nor work out the craft in their construction, nor intellectualize them, nor fit their understanding into a theoretical framework out load for other people to read or hear. This is ‘reading’ as it happens most of the time, ‘reading’ as an object in the world. This is reading as an entirely natural phenomenon.’<sup>4</sup>

### **Shakespearean readers**

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If we take Shakespearean poetics as a 'figure' on the 'ground' of our existing creative mechanism then the experiences of Shakespearean poetics from a *reader's* level is one of coherent assessment-manufacturing makeup, in which each Shakespearean reader is the patient in the countryside of his, or her mind that creates his or her own virtual studio of aesthetic reception. This reception is run by its cognitive function where codes and signs locate<sup>5</sup> themselves. They (signs) play the role of a virtual designing. 'We can read literature anytime we want to, but when we want to *think about what we are doing* when we read, when we want to reflect on it and understand it, then we are not simply reading, we are engaged in a science of reading.'<sup>6</sup>

The more clearly a writer's subject is projected in the command of his senses, the more clearly could he present it to the minds of his audience. Shakespearean writing in form of sign was and is received by a virtual site and his general illustrations as well as specific instances from life can be found, understood, seen, spoken, heard, touched and smelled anywhere in the world. His contact with normal and common life can be registered on all occasions. If it connects us with the court of a king or with a street scene that Shakespeare, an inhabitant of the countryside, had his chief interest in the people (patients) what we *do* or he himself *did*, creating them (patients) from extraordinary facts.

A writer seems to be serious of dealing even ordinary things with an extraordinary fact with a receptive virtual energy. The entire sequence of a writer's knowledge appears to be in a sufficient order in writing his life or someone else's life and the more he gains confidence in his matter, the greater he sounds out of confusion of his thought. He shows full usage of his visionary sense. This confidence awards him well-constructed lines, which are full of clearly stated sequences.

### **Cultural properties and Reader's mind territory**

The ability of recorded objects in a creative written world carries social and cultural meaning and forms the basis of their (objects) value in each current time. Different kinds of objects of a writer evidenced from a 'stone' to a 'flower' are materialistically definite. These real objects are sensually concrete. They have certain cultural and constructing properties, all of which contain the formative density of the human acceptance with their background and foreground in mind's territory. In the process of man's socio-historical existence, objects and social mechanism become involved into the sphere of human interests, acquiring social characteristics, with the 'sensual — super-sensual' character, with an inventive perceptive quality.

If we read Shakespeare, for instance, from an imperialistic view point and particularly from cognitive dimension, then a heavy physical use of human body in Shakespearean art does not have that impact on mind that a smile has. No object, or human gesture in Shakespearean tragedies, shed meaning until that is used and is

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processed in the device of a vision. The 'eye' is one of the most important organs or senses a human body holds, which also becomes the symbol of a personal figurative opinion in Shakespearean world. This visual faculty goes around an inviting eye that attracts sense of modesty in Shakespearean poetics that each character is always followed closely by a writer to make it part of life that he or she has watched from a balanced distance that eyes can witness them in a creative masterpiece.

Assessing the variety of visionary lab, man establishes the degree of his supremacy over the world. This degree is determined by the level and nature of the development of society and its production with influence. The latter reveals the universal significance of the natural properties of objects that defines their (objects) natural relationships and qualities with the cultural affiliation of human bodies. As a part of reality the perception of the qualities of nature is always determined by the degree to which man has understood with the measure and character of an exploration that exists in the masterpieces of art and creation of an author that the reader tries to approach to. The greater man's social practice, the broader the sphere of communicative mechanism of human body receives its results in creative strokes of signs in sounds and meanings.

### **Social and historical experience through human senses**

Reading art, as a *frame* on the *base* of poetics regulates the mechanism of individual assimilation of social and historical experience accumulated by man. In the very essence of art in human vocal sounds in written form, when human mind as a reader dives in, experiences the information about the world that a personal sensation depicts it on the surface of a visual virtual performance. A writer seems to check and issue signs of clarity in its two dimensional world. A command of sight in a written world of art explores a sketch, which is later called a piece of size and order that spreads pleasure in the countryside of human mind (readers as patients) and the cosmos of an art-emotions remains incomplete without a proper sight, both sight of human eye and the sight of an object being converted into an 'anatomy', which specifically points out the targeted event that surrounds a particular space and time.

### **Human language and dialogues in a social and perceptual context**

Reading of literature in a sign-ordering effort and skill is a textured experience. A writer's wishful thinking is supported by systematic sensory links he keeps activated to protect human interests of each epoch. This potentiality is already accepted by great authors and observers of their recomposed times when they acknowledge that a writer's works remain superior and stand above all what the original events of life produced in the womb of its own actuality, particularly related to readers' interest.

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Even now, in the beginning of the 21<sup>st</sup> century, new millennium art of film does not become a piece of literary or artistic work, unless it includes the hint of drama or the mood and mode of drama what dramatic situation means in a movie accompanied by a fine written dialogue that readers/listeners do appreciate . It must represent human language and dialogues in a social and perceptual context that shows man in his sensory kits. In this context a drama or drama of life in a novel or poetry possesses the drama of sound effects within the drama of human life, which includes absorption of the speech type of the common people that becomes filtered through an act of reading.

In this respect, all common readers of all times follow Shakespearean work as fresh as it was and most of the people on an International level still accept him as one of the famous authors on the *stay* of present time. Now, in current angle of material, mental, relational and circumstantial elements we are facing a few serious kinds of problems in between the readers who read without an awareness of knowledge of literary, critical, or different mental domain pre-requisites, or those who do not have skills, or we mostly face those readers who do not have contact with modern system of analysis and appreciation and these kinds of problems will generally occur throughout the world.

It is a matter of fact that linguists, literary scholars, or authors will never have the general readers of the world to be well equipped before they read a literary text. Mr. Stockwell differentiates between these two categories of readers. The former in Mr. Stockwell's opinion goes through on-the-spot-made interpretation and the latter goes through a system that is called 'reading'. In this kind of 'close' reading, Mr. Stockwell suggests, 'Some interpretations are only available to analysts who have knowledge of Cognitive poetics.'<sup>7</sup>

## **Conclusion**

Reading is an active (well-equipped in linguistics) as well as a passive (general readers) act that has turned out to be a science now-a-days. An act of reading always remains the same like structure, but its function can be changed or investigated from different angles and combinations. The reader (an actant) possesses his or her own equipment either consciously or unconsciously, according to his or her own space (text) and time (context), because not only time, but space is also relative in an act of reading in reader's mind as a patient.

A literary work with the passage of time achieves the serenity of every epoch, but this is achieved with the composure that stems out of education, practice and competency. A writer employs his or her own sense of reading. They connect not only individuals but also a sense of society's consciousness to achieve intelligibility of voice of their voice, and they take their readers travel through universality and nationality in time and space. A writer may never think of becoming a 'figure' or

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‘ground’, or if fortunate enough, may be aware of the literary fact that his or her creative task through an act of reading, will serve and perform the purpose of a message, conveying meanings of life a human agent passes in the development of ages. A writer’s plain import of the presentation of life is artistically delivered in the train of sensory perceptions via reading that time and contemporary analysis cannot deny, because the authenticity of each time travels on the terrain of senses and this is why a ‘reader’ in the character of a patient receives a ‘writer’ in time.

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Notes:

<sup>1</sup> David Lodge, *Modern Criticism and Theory*, Gérard Genette: Structuralism and literary criticism, pp. 72, 73.

<sup>2</sup> Nicholas Marsh, *Shakespeare The Tragedies*, General Editor’s Preface.

<sup>3</sup> David Lodge, *Modern Criticism and Theory*, Introduction to Jacques Derrida, p. 108.

<sup>4</sup> Peter Stockwell, *Cognitive Poetics: an introduction*, p. 1.

<sup>5</sup> Jonathan Culler *The Pursuit of Signs*, p. 43.

<sup>6</sup> Peter Stockwell, *Cognitive Poetics: an introduction*, pp. 1, 2.

<sup>7</sup> Ibid. p.7

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# LANGUAGE IN INDIA

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## Target Language: Proficiency & Intelligibility

Nagen Bhusan Patnaik, M.A., PGCTE, M.B.A., Ph.D. Scholar

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### Abstract

Target language or Second language (L2) learning reflects the complexity of learning a language which is the other tongue rather than the mother tongue. This paper focuses on the prospects and benefits of the skill-based learning of Second language. Adult L2 learners have two means for internalizing a target language. The first is acquisition, a subconscious and intuitive process, similar to that used by a child to pick up L1. The second is conscious learning, in which a learner attends to form and is aware of his/her own learning process. The conscious learning processes and the subconscious acquisition processes are mutually exclusive. Thus, the scholar asserts that speech would emerge after the acquirer had been exposed to enough comprehensible input. In the present competitive world, where the use of English is widespread, we have to learn and teach L2 in order to cope up with the existing system as it is beneficial for a learner, based on his/her own needs.

### Target Language: Proficiency & Intelligibility

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Target Language: Proficiency & Intelligibility

At the outset, I would like to focus on my personal experience to justify how the interference of the Mother Tongue leads to less intelligibility of the Second Language. I had been to KSR College of Science and Arts, Erode, to attend the contact programme of PGCTE, CIEFL, where I encountered caustic comments from the guide regarding my articulation of some of the consonantal phonemes. While articulating /s/ and /sh /, the guide found the interference of my mother tongue Oriya. As a result I had been given a tongue twister “She sells sea shells on the sea shore” to practice. It took the whole night to practice this tongue twister. And finally I succeeded in articulating these two sounds exactly. Similarly the interference of our mother tongue is rampant in our spoken English which snatches away the charm of the language. Further, it also creates difficulties in intelligibility which leads to communication failure. Therefore, in order to attain success in the process of communication, the speaker has to achieve proficiency in speaking English properly.

R. Krishnaveni (2010) points out

“Language is the most important tool of communication. Linguistic problems of understanding arise even when people speak the same language. Tone, facial expressions and voice play an important role in one’s speech and the process of communication. Words with relative meanings, jargon, technical terms, connotative and denotative meanings of words also make it difficult for people to understand the communication they are exposed to.”

([www.languageinindia.com](http://www.languageinindia.com) 10:5)

In our country, we can find many factors that are responsible for affecting the teaching-learning process of the target language. For instance, the medium of instruction in many schools in different states is the regional language but not English, which leads to very less exposure of English. The students in India can be categorized into two groups: groups of students who adopt their regional language/s as medium of instruction from the primary level and the other groups of students who adopt English for the same. Hence, the problem of teaching English as a second language to the Indian students starts from the pre-school stage. Furthermore, the environment and family background play a vital role in learning processes. In India, poorer family background, with inadequate literacy and education of the family members, leads to poor or low standards in education. The parents are not able to provide support in learning activities of their children at home and they cannot afford to send their children to well-equipped schools. The children are engaged in different jobs to earn money to meet the daily needs of the family. This is the prime hurdle affecting teaching learning process. Secondly, the infrastructure, viz. school buildings, class rooms, labs, etc., are not adequate to facilitate the conducive ambience for learning. (MJAL, vol: 1:1 February 2009 1:1 Teaching English as a second in India –a review Murali.M.)

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Nagen Bhusan Patnaik, M.A., PGCTE, M.B.A., Ph.D. Scholar

Target Language: Proficiency & Intelligibility

## **LSRW: The Skills**

Employing all four linguistic skills – Listening, Speaking, Reading and Writing - while working through a lesson will help us reprocess language during the lesson. Learning rules are not sufficient, but practicing the language is even more important. All these aspects add variety to learning a lesson and facilitate the learner to practice the language. It has been found that learners can knock off a grammar sheet without mistakes. But, when asked, "Could you describe your father?" they have problems in answering this sort of question. This happens due to the emphasis given in many school systems to learning grammar and not on how to enhance Oral or Spoken communication.

### **Listening - the Primary Skill**

Listening is the absorption of the meanings of words and sentences by the brain. It leads to the understanding of facts and ideas. This primary skill is rarely taught in schools because the educators assume that it can be achieved automatically. But effective listening is a skill. Like any other skills, competence in listening is achieved through learning and practice. A good listener is not just a silent receptacle, passively receiving the thoughts and feelings of others.

To be an effective listener, we must respond with verbal and nonverbal cues which let the speaker know that we are listening and understanding. One can follow the following steps to fine-tune the listening skill and to become an effective listener.

- Face the speaker and maintain eye contact.
- Be attentive.
- Keep an open mind.
- Listen to the words and try to picture what the speaker is saying.
- Don't interrupt.
- Ask questions only to ensure understanding of something that has been said.
- Pay attention to what isn't said -- to feelings, facial expressions, gestures, posture, and other nonverbal cues. ([www.learningthroughlistening.org](http://www.learningthroughlistening.org) )

Listening is certainly a precious gift. It enables a new born baby to speak L1 without even learning alphabet.

### **Speaking**

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The importance placed on Oral Communication skills by employers has been well recognized. Knowledge and technical know-how are clearly important, but these must be presented with an excellent standard of communication skills, particularly oral. Furthermore, oral communication and presentation skills are considered one of the best “Career enhancers” and to be the single biggest factor in determining a student’s career success and failure.

In the Oral Communication Competency Report published by University of Virginia, oral communication is defined as “the effective interpretation, composition, and presentation of information, ideas, and values to a specific audience.” Individual and business relations can be developed and maintained with the help of this skill. (<http://www.buzzle.com/articles/oral-communication-skills.html> )

But it is a regrettable fact that in our country, particularly in rural schools, speaking skill is given least importance. Though we know the importance and benefits of spoken communication, yet we are unable to justify and prove its importance. For instance, during our schooling we get very less opportunity and suitable platform for speaking. Because the classes are totally teacher-centered, where teachers are only teaching and the students are playing the role of mute spectators. As a consequence, when we go for higher studies to colleges and universities, the fear factor still prevails while speaking, which becomes an obstacle in career progress. Consequently, this fear factor snatches away the opportunity of enhancing the skill. This is one of the prime reasons for poor placement in technical colleges.

Furthermore, the mother tongue influence (MTI) in learning and speaking the second language, causes less intelligibility of L2. The problem of speaking can easily be found while learning and practising sounds of English. For instance, the consonantal phonemes /f/ and /v/ are labio-dental in RP (Received Pronunciation). But Oriya speakers of English make them bilabial by closing both the lips. In Oriya we have the terms like *FALA* (fruit), *FALTU* (useless), *BHATA* (rice), *BHAI* (brother), etc., which are bilabial. As a result, the bilabial and labio-dental sounds overlap in our spoken English. By articulating the IPA (International Phonetic Alphabet) symbols, we can make our spoken English acceptable and intelligible.

In India where English is spoken as a second language, English has developed a variety of accents. For example, the speech of an Oriya speaker of English will differ markedly from that of a Bengali or Tamil or Telugu speaker. Even the accents differ in different parts of the state of Orissa. For instance, the speakers of Cuttack (Orissa) area articulate the words fat /fæt/, cat /kæt/ as /fjɑ:t/ and /kjɑ:t/. The speakers of English in Berhampur (Orissa) articulate the words poor /pʊə/, and /pɜ:sn/ as /pu:r/ and /persɒn/. This makes their spoken English less intelligible.

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## **Steps to Improve Speaking**

Improving English speaking skills will help us communicate more easily and effectively.

- Practice where you can, when you can. Any practice is good – whether you speak to someone who is a native English speaker or not.
- It's important to build your confidence. So far as intelligibility is concerned, it is wise to use simple and correct English sentence structure. As more intelligibility of the listeners increases the confidence level of the speaker.
- Try to experiment with the English you know. Use words and phrases you know in new situations. Doing things or playing with words is really a good exercise of getting feedback.
- Try to respond to what people say to you. One should respond to what others say in a natural way to build rapport.
- Don't speak too fast: It's very important to use a natural rhythm when speaking English. Because speaking too fast may lead to less intelligibility.
- Try to relax when you speak: As we know that the mouth does most of the pronunciation work. When we speak English at normal speed, we'll discover that many of the pronunciation skills, such as linking between words, will happen automatically.

## **Reading**

Reading skills enable readers to turn orthographic writing into meaning and achieve the goals of independent comprehension and fluency. These are specific skills which enable a reader to read the written form as meaningful language and to mentally interact with the message. Reading aloud helps twist the tongue properly which leads to proper articulation of different words. It is a means of discovering information to expand one's knowledge and understanding of the subject of any kind. That is why it is said "Reading is to mind what exercise is to the body". In fact, reading strengthens the mind. (Alex, K. 2009 Soft Skills: Know Yourself & Know the World. S. Chand, New Delhi. ) In the modern age of information, reading truly is a fundamental survival skill. Here are certain tips to improve reading skill:

- Know the purpose of reading: Are you reading for entertainment or to learn something.
- Decide why you're reading before you start and you'll greatly improve your comprehension and enjoyment.

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- Be choosy: Select the chapters and articles that are important. Ignore the rest.
- Scan before you read: Look at the table of contents, index, topic headers, captions, etc. These will help determine if, a) you have a real interest in this reading, and b) what information you're likely to get from it.
- Optimize your reading environment: Reading will be faster and more comprehensible in a comfortable atmosphere.
- Once you start, don't stop: Read each item straight through. If you finish and have questions, go back and re-read the pertinent sections. If you don't have questions, you got what you needed and are ready to move on.
- Be Consistent: One has to focus on the purpose of reading the material. You can be on the track by following along with your hand. This simple technique helps you focus and increase your concentration and consistency.

## **Writing**

Writing is considered the toughest skill. We need to do a lot of homework to fine-tune our writing skill. Good writing skills are essential for a career in Public Relations. A solid foundation in writing basics is good, but to succeed as a professional, it takes practice and commitment. If you are giving your writing to anyone else to look at, accurate grammar will show that you are professional and competent, as well as making your writing look clean, neat, and generally easy to follow. Constructive criticism may be the best way to highlight flaws in your work. Because your audience is exposed to an increasing number of writings each day, your standard of writing must be livelier, easier to read, more concise, and more interesting than ever before. To compete for attention, writing must be purposeful, audience-centered, and concise. The goal of effective writing is to express your ideas rather than to impress your audience.

## **Tips to Improve Writing**

- Plan ahead. The first priority in writing is planning. Take the time to think about your writing task before you even start to write. What is the purpose of your writing? Is it a fictional story, a journalistic interview for a newspaper, and what not?
- Identify your audience. Will your readers be children or adults? Is English their first language, or not? Are they reading for pleasure, or is this a technical article? Both the topic you choose and its audience will determine your writing approach. It is wise to use Standard English when you are writing formal, instructional, or technical pieces.

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- Proper spelling. Nothing makes a piece of writing less professional than an article that is full of spelling errors, and that means your audience may not take your work seriously. Keep a good dictionary on your desk, or use an online dictionary if that appeals to you.
- Use proper grammar. Good grammar can help make your writing better by making it clear and easily comprehensible.
- Review your writing. Last but not the least, proofread your work for spelling and grammar errors, and correct any that you find. Once the mechanics of grammar and spelling are taken care of, read it out loud to yourself. Do a final check to ensure proper and effective writing.

## Conclusion

I would like to conclude that deliberate effort is required to learn the target language. Otherwise it would be an impossible task to achieve proficiency and competence. It is a fact that we are frequently exposed to L1 throughout our life time. On the contrary, we are less exposed to L2. That's why deliberate and intensive learning is required for more exposure of L2 and to make the other tongue we use more intelligible. We may not be able to achieve one-hundred percent proficiency in the second language like that of the native speakers; but we can try to speak like them.

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# LANGUAGE IN INDIA

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## A Study on Sources and Management of High School Principals and Their Views About Anxiety

Maqsood Ahmed, M.Phil. (Education)

R.A. Farooq, Ph.D

Ishtiaq Hussain, Ph.D.

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### Abstract

The research was conducted to examine impact of stress and anxiety on the high school principals and to explore their ways of stress management. The population of the study was all the High School principals District Kohat (Khyber Pakhtunkhwa). Five female and five male schools were taken as sample of the study. An instrument (questionnaire) containing 35 items was developed for the collection of data. Researcher collected the data personally. The collected data was analyzed in terms of percentage. Results of the study show that majority of the principals of high schools are under anxiety due to overload, long working hours, non co-operative attitude of teachers, concern about education and marriage of their daughters. Some respondents responded that prayers and adhering to religious principles are the factors that bring comfort and relaxation.

**Key Words:** anxiety, stress management, attitude

### 1. Introduction

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There has been considerable debate on anxiety among experts as to how to adequately define stress. If we say that stress is the level of anxiety produced by the individual we are left with the question of whether or not someone is under anxiety without being consciously aware of it. On the other hand, if we talk about anxiety, we are confronted with the fact that not everyone reacts to the same situation in a stressful manner. Stress is with us all the time. It comes from mental or emotional activity, as well as physical activity. It is unique and personal to each of us. Without stress, life would be dull and unexciting. Stress adds flavor, challenge and activity to life. But too much stress, however, can seriously affect your physical and mental well-being. In the present era life is so complex and hard that its existence without stress is unthinkable. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous, or over-anxious.

According to Webster's International Encyclopedia the meaning of stress is "in medicine, physical chemical or emotional factor that causes tension, whether physical or mental and may result in disease or malfunction."

According to Palmer (1989) "stress is the psychological, physiological and behavioral response by an Individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands which, over a period of time, lead to ill health.

According to Cambridge International Dictionary of English "management is the control and organization of something".

There is no generally accepted definition of management as an activity, although the classic definition is still held to be that of Henri Fayol. His general statement about management in many ways still remains valid after eighty years, and has only been adapted by more recent writers, as shown below: 'To manage is to forecast and plan, to organize, to command, to coordinate and to control (Fayol, 1916).

Management is a social process ...the process consists ...planning, control, coordination and motivation (Brecht, 1957).

The researcher considers that the principals are the key persons of the school; if they are stressful then the entire school management schedule will be disturbed. This study will be significant for those principals who are under high stress and they might benefit from the remedies how to reduce the stress for the effective environment of the school.

## **2. Review of Literature**

### **2.1 Concept of Stress**

We can define stress as "body's non-specific response to any demand made on it". Stress is not by definition synonymous with nervous tension or anxiety. On one side stress

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provides the means to express talents and energies and pursue happiness. On the other side it can also cause exhaustion and illness, either physical or psychological.

## **2.2 Importance of Studying Stress**

There are several sound reasons for studying stress.

1. Stress can have damaging psychological effects on employees, health and on their contributions to organizational effectiveness .it can cause heart disease, and it can prevent employees from concentrating or making decisions.
2. Stress is a major cause of employee absenteeism and low turnover. Certainly, such factors severely limit the potential success of an organization.
3. A Stressed employee can affect the safety of other workers or even the public.

## **2.3 Sources of Stress**

Landy (1994) defines various factors of stress are

1. Work factors (job factors).
2. Non-work factors (non-job factors).
3. Personal factors.
4. Organizational stresses.

### **2.3.1 Extra Organizational Factors**

These factors include External Environment, Economic situation, Development of new technology and Political changes etc.

### **2.3.2 Organizational Factors**

Organizational factors are Organization structure, Communications, Organization culture, Management style and Career development etc.

### **2.3.3 Domestic Situations**

- a) **Home life**-upheavals at home due to family illness, care of elders, parents, unhappy marriage, debt problem etc are problems that can overflow into the workplace and adversely affect an individual's performance and attitude
- b) **Outside social life**- individuals with a rich social life may find that work and leisure clash, especially if their work requires unsocial hours or availability at short notice.

### **2.3.4 Personal Factors**

Individual's perception of job, Ability to adapt to change, Motivation and Tolerance for ambiguity etc can be considered as Personal factors.

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## 2.4 Some Problems That Stress Principals

Being a principal is a very stressful job. Principals put in long days, including evenings and weekend hours. They are responsible for the well being of hundreds of students, each of who has special abilities and needs. They lead what amounts to small corporations that are rated on their output (test scores). New mandates are frequently imposed on already high expectations. Add to that a mountain of paperwork and meetings, inquiries and complaints from parents, playground and lunchtime duties, and you have the potential for a huge amount of stress. But since stress comes with the territory, principals are also masters of dealing with it. They get pretty creative when it comes to finding ways to battle the stress that is "just part of the job."

- Political interference
- Parents' interference
- Unscheduled transfer
- Unhealthy Environment
- Teachers' personal jealousy
- Teachers' irregularity
- Lack of in-service training
- Insufficient funds
- Domestic problems
- Teachers' non-cooperative attitude

## 2.5 Techniques to Reduce Stress

All people feel stress sometimes but people react to stress in different ways. For example, some people might feel a lot of stress when driving, while others might find driving relaxing

- Take a Walk
- Plant a Garden
- Time Management
- Listen To Music
- Eat a Balanced Diet
- Take exercise
- Eating right—limit foods with fat, sugar and salt
- Talking to a friend about your troubles
- Change the things that cause you to stress
- Focus on the good things in your life!
- Learn Assertive Communication Skills
- Drink Green Tea
- Take a deep breath
- Close your eyes and resting
- Think of relaxing things
- Autogenic
- Journeying
- Meditation
- Play Games
- Self-Hypnosis

## 3. Research Methodology

### 3.1 Population

All the High schools of Kohat District comprised the population of the study.

### 3.2 Sample

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Ten High schools (5 Male, & 5 Female) of District Kohat were randomly selected as sample of the study.

### **3.3 Research Instrument**

An instrument (questionnaire) containing 35 items was developed for the collection of data. The specific objectives are an appropriate and useful data-collecting device in a particular research work.

## **4. Results And Discussion**

Data collected from principals of high schools was interpreted and results were drawn. After the results the researchers agreed that most of the principals were under stress. According to the data collection:

1. **50%** of the principals under stress due to political pressure for enrollment of students and also due to their transfer to a remote area.
2. **40%** of the principals were disturbed due to their low income.
3. **50%** of the principals were worried about the better education of their children and were also stressful for not having their own house.
4. **70%** of the principals were disturbed because of teachers' irregularity and their non-cooperative attitude.
5. **50%** of the principals were stressful due to parents' interference in their work (due to the pressure of parents they pass weak students), overwork and responsibilities of the institution.
6. Due to stress **50%** of the principals feel indigestion, high blood pressure and headache.
7. **80%** of the principals feel relaxation after discussing stressful situation with their friends and **60%** relaxation when they spend time with their family.
8. **70%** of the principals feel less stress when they offer their prayers and **50%** of the principals feel relaxation when they go on tour.

On the whole, the response of the principals remained unsatisfactory, but it is evident from the study that prayers give relaxation to them.

## **5. Recommendations**

In the light of results and discussion the following recommendations were made.

1. Pay package should be increased so that the principals are able to maintain their social status.
2. The government should provide incentives for the principals and their children also. It has been observed that political leaders' involvement is not only the cause of stress but it is a great hurdle in teaching-learning process. So, the involvement of political people should end by using the government rules strictly.

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3. Job safety, security and surety should be provided according to policy provisions.
4. The government should also support them the facility of cheap education and special grant for higher education in the abroad countries.
5. Parents' undue interference in school affairs should be reduced.
6. The burden of over-work should be mitigating.
7. Proper facilities for the staff, teaching facilities, improvement of the school environment, etc., should be attended to.

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## Treatment of Female Oppression - An Insight into Selected Stories of Chitra Divakaruni

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

=====  
"I have always been scared of you"

- Sylvia Plath

### Female Plight in All Cultures, Civilizations and Religions

Nothing could be as meaningful as the verse above. There could be no better line of expression than this. It is simple, yet strong in voicing the female plight. It is not just the summary of Sylvia Plath's life, it is the testimony and collective voice of every woman living and dead.

Throughout history, no matter to what age, to what region and to what religion one belongs to, there has always been a current of events happening around us all the time flashing how women are being treated and exploited. It is certainly not new to us, what was actually experienced by women of those times are just what our contemporary women encounter. There has been a change only in the lifestyle, but human condition remains unchanged. She is just what she has always been all through the ages. No doubt she will always be the same.

### Successful Writers Who Deal with Female Plight

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**Chitra Divakaruni**

Among many, only a handful of writers have been very successful in expressing the plight of women. Towering among them are names like Sylvia Plath, Kamala Das who have lived a life of suffering, which became the predominant raw material for their compositions. What else could be better than expressing ourselves, indeed, the highest degree of writing, the noblest expression of thought, is what we write about ourselves.

### **Chitra Banerjee Divakaruni's Special Place**

Chitra Banerjee Divakaruni, the modern epitome of Indian writing in English deserves a place among the literary giants. For, she is herself the expression of what she writes. Her stories are filled with her own experiences as an immigrant.

Chitra Divakaruni in her works largely discusses about the cultural divisions, the diasporic experiences and mainly focuses on the effect of migration especially on her women characters, thereby depicting the transformation it brings into their lives. She brilliantly blends such experiences with personal and domestic matters, flavoring her stories with a wide variety of themes. Her characters beautifully represent the status, the feeling, the expectation, the need of every immigrant.

As an immigrant author, she pictures the position and identity of her immigrant characters in variety of ways to provide a clear account of their cultural transition and suffering. Divakaruni gifts her characters with a voice to articulate their suppressed feelings and naturally portrays through them their difficulties in being between two worlds.

Divakaruni has shown her capacity of integrating varied themes into her storyline, each one extremely unique in its own way. Among the themes, what she has presented peculiarly on women is of much importance. Divakaruni has dealt elaborately on how women are being handled by men. Her characters emerge from different contexts; develop a sort of resistance against giving up their deep-rooted native culture.

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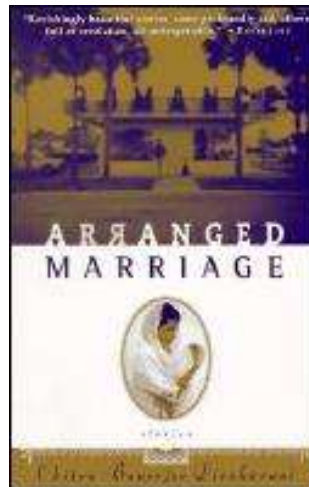
## Deep-rooted Native Culture in Women's Plight

Sylvia Plath expresses her strong disapproval towards her father in her poem *Daddy*. She writes:

I never could talk to you.  
The tongue stuck in my jaw.  
It stuck in a barb wire snare.  
Ich, ich, ich, ich,  
I could hardly speak.  
I thought every German was you.

How well Plath explains her misery. She treats her own father as a universal symbol of all men. What she has to say about her father is in fact an attack on male atrocities.

## The Disappearance of Self-hood in Arranged Marriage



There is not much difference between Plath and what Divakaruni expresses in her story, “The Disappearance” appearing in her book *Arranged Marriage*. The specialty of this story lies in the way the author has constructed and exhibited her message on oppression. When most writers explode while handling themes as such, Divakaruni diverts from the usual violent expressions and makes use of the language of love to communicate her message. She is almost trying to present the same idea, but with a different perspective. Let us discuss how she achieves it.

In “The Disappearance” we are introduced to a young woman who is married and settled in U.S. The very first line of the story: “*At first when they heard about the disappearance, people didn't believe it.*” serves as a remarkable clue to what is to follow.

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We come to know about the disappearance of the wife. Before we could wonder what went wrong, the author photographs the cause thus: *“What a shame, they said, it’s getting so that you aren’t safe anywhere in this country nowadays...because that’s what everyone suspected, including the husband.”*

She has left her family but not for the reason what people believed it to be. Her disappearance has a lot more to say. This is where Divakaruni brilliantly and indirectly integrates the other side of the coin.

### **The Unseen Protagonist**

Divakaruni writes a simple and striking sentence when explaining about the unseen protagonist. She writes, *“She never did wear American clothes.”* This line appearing at the very beginning is a sign from which we understand how her husband treated her. In fact, she was not allowed to wear dresses of American style though she had an intense desire for it.

Additionally, we comprehend from the following lines the strong message that the author wants to convey: *“She’d been out for her evening walk, she took one every day after he got back from the office. Yes, yes, always alone, she said that was her time for herself”*.

Divakaruni explains how much women are caught and made use of in the world of men. They are not allowed to do what they wanted to. Women are continuously struggling and searching for a couple of minutes to be released from the cuffs of men. The protagonist in the story finds a way of escape through her evening walk. She finds this particular exercise as a momentary solace to forget her burden. *“He didn’t quite understand that.”* this is how the author categorizes men. The woman preferred to go for a walk alone. As a husband, he had failed to understand why his wife wanted to be left alone. There was no quarrel between them, they loved each other, everything was normal, yet, she was not happy. In this story, oppression seems to occur smoothly. There is no quarrel, no fight, no violence, but oppression makes its way through her life very tenderly.

### **Men in the Matters of Women**

Men always try to involve in women’s matters. They are eager to know each and every inch of their move. Hardly have they left any space for them to act independently. In the name of love, in the name of power, in the name of a family head, in every way possible, it is not surprising to know how men are governing women. Women appear to be liberated in the society, but every household has a tale of domination. Divakaruni brings to light the type of oppression that most women face in the contemporary society. She writes about the bridal expectation of the husband, *“If you can find me a quiet, pretty girl, someone who would be relieved to have her husband make the major decisions.”*

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Men are very cautious about what they want. They need every item to be arranged in the way they wanted it to be. Most men are ready to treat women well provided they are dependent. There are rarely men out there who could let their wives have their way.

Divakaruni beautifully brings out the nature of men thus,

He was a good husband. No one could deny it. He let her have her way, indulged her, even. When the kitchen was remodeled, for example, and she wanted pink and gray tiles even though he preferred white. Or when she wanted to go to Yosemite Park instead of Reno, although he knew he would be dreadfully bored among all those bearshit-filled trails and dried-up waterfalls. Once in a while, of course, he had to put his foot down, like when she wanted to get a job or go back to school or buy American clothes. But he always softened his no's with a remark like, What for, I'm here to take care of you, or, You look so much prettier in your Indian clothes, so much more feminine. He would pull her onto his lap and give her a kiss and a cuddle which usually ended with him taking her to the bedroom.

It does not end with this.

## **The Bedroom**

We move on to another important area. It's the bedroom. A woman not only expects sex, she wants her husband to provide her with comforts beyond sex. Most women are very sensitive about what they actually need. What Kamala Das had expected from her husband is just what I believe every woman strive for. Kamala Das expresses her wish thus, "I had expected him to be all that I wanted my father to be, and my mother. I wanted conversation, companionship and warmth. Sex was far from thoughts."

When Divakaruni speaks of sex in the story, she writes,

He was always careful not to hurt her, he prided himself on that. And he always told himself he'd stop if she really begged him, if she cried. After some time, though, she would quit struggling and let him do what he wanted. But that was nothing new. That could have nothing to do with the disappearance.

It is quite clear that sex was not a problem. The woman had learnt to resist. She had always known what her husband needed and accordingly cooperated as much as she could. She knew well that her excuses will never be considered when it comes to sex. "*She was always saying, Please, not tonight, I don't feel up to it. He didn't mind that.*" It is a clear indication of how women are being subjugated and their feelings are being ignored.

Though the protagonist in the story suffers sexual torment, it is certainly not a cause for her disinterest towards her husband and disappearance. What actually makes this character more

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noticeable is that she all of a sudden disappears without leaving a single clue. Her husband is not the only one to be left, she even leaves her only son. But for her husband her disappearance is only a momentary loss. He did not let this incident to stop his progress. He kept moving, forgetting what had happened. He was prepared for a new life, a remarriage of course.

### **The Bats**

In the story, “The Bats” we are introduced to a woman who is incapable to endure the tortures of her husband. There seems to be no love in their union. The child appearing in the story becomes the narrator and shows us the condition of her mother who is leading a loveless life. The child expresses the state of her mother, *“That year mother cried a lot, nights. Or maybe she had always cried, and that was the first year I was old enough to notice.”*

This story makes it clear how most women have been tolerating and adjusting with their husbands. Though it is not right or appropriate to accuse everyone, it is true such conditions are existing. When her child enquires her mother about the wound marks on her face, she is left with no answer, instead she tries to divert those questions.

### **Disillusion and Disappointment after Marriage**

This is typically a story of a woman who as most others realize only after the marriage that there seems to be nothing what she had expected her husband to be. Her whole life is left unfulfilled. She is caught in a strong dilemma that does not let her to either accept or ignore her condition. She indeed needs him not for what he is, but for the sake of the society in which there is no place for a woman to survive independently. Her life out in the society without the protection of a man is more miserable and complicated than the life she is at present living. Even if there is no fault on her side, in the eye of the society she becomes the culprit. It is she who is ultimately stamped upon. The Indian society and culture, in its typical form and way has its own model of the woman who whether good or bad has to clay herself to marriage life.

At one point in the story, when her struggle and suffering becomes unbearable, she leaves with her child to “grandpa-uncle’s” house where she tries to have some comfort forgetting her sorrows. The following line as it flows out of the mouth of the child, beautifully expresses for how long she had had the idea of leaving her husband *“She never had much money, and whenever she asked for any, father flew into one of his rages. But maybe she’d been saving up for this trip for a long time.”* Some women have the courage to quit and some don’t. Majority of women accept life the way it is.

### **Understanding of Life at the End**

This short story, quite contradictory from “The Disappearance”, takes an unexpected and reasonable shift towards the end enabling the character to have a broad understanding of life. The woman becomes sensible and emotionally matured thereby ready to deal with the same life

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which she had once rejected. The following sentences about the fate of bats serving as an association to the story are wonderful representation of her actual condition. *“I guess they just don’t realise what’s happening. They don’t realise that by flying somewhere else they’ll be safe. Or maybe they do, but there’s something that keeps pulling them back here.”*

She reconsiders her decision and accepts her husband for the sake of their relationship and child. She realises that a bit of adjustment could bring them back together and finally she gives way for it. It is not that she has forgiven him, it is not even that his domination has vanished, but, it is that she has no other option she chooses to return to the same life.

### **Fine Specimens of the Damage and Disaster**

Both the stories are fine specimens of the damage and disaster caused to women through oppression. The women characters become disinterested, behave abnormal and develop a deep alienation towards their marriage life as a consequence of their continuous subjugation and are eventually left to a loveless, pitiable state. Though so many years have rolled by, so many advancements have elevated and civilised us, it is true we still remain domestically unchanged. Unless oppression could be completely ruled out, it is certainly impossible for any women to attain prosperity in both personal and professional life.

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## Role of Private Schools' Teachers in the Enhancement of Quality Education at the Primary Level in District Kohat, Pakistan

Ishtiaq Hussain, Ph.D.

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### Abstract

A study was conducted to investigate the role of private schools' teachers at primary level in Khyber Pakhtunkhawa. The current study was significant in that the teachers of government schools may also use the techniques and methods which were most beneficial for the students in private schools. This study was also useful for the future researchers who wish to find the hurdles in the enhancement of quality education. All primary teachers of Khyber Pakhtunkhawa constituted the population of the study. The study was delimited to the primary teachers of all private schools in Kohat. Sample of the study was taken randomly from the ten private schools. So, 32 teachers were taken as sample of the study. A questionnaire was prepared for primary school teachers to collect the data. Data was thus tabulated and analyzed by using appropriate statistical tools. On the basis of information given by the teachers were highlighted and appropriate suggestions were given to meet the future challenges.

### Introduction

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Generally speaking, there are three levels of education, namely, primary level, secondary level and higher or tertiary level. Primary education is the foundation of secondary and higher education. Secondary is a bridge which connects primary and higher education. Secondary education is considered the backbone of all education system all over the world. A private school is a school, as defined, that is owned or operated by a private person, firm, association, organization, or corporation, rather than by a public agency.

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to tertiary, “post-secondary”, or “higher” education. It is important to realize that the best school is the school that fulfills students’ needs. By first determining their academic motivation, personality and how they process information, we will have a clearer understanding in the selection process of which schools’ philosophy’ goals and long-term plans are best suited for them.

### **Review of Related Literature**

Education is organized into five levels in Pakistan: primary; middle; high; intermediate and twelve, leading to F.A diploma in arts or in science; and university programs leading to undergraduate and advanced degrees. Preparatory classes were formally incorporated into the system in 1988 with the Seventh- Five year plan.

Academic and technical education institutions are the responsibility of the federal ministry of education, which coordinates instruction through the intermediate. After that level, a designated university in each province is responsible for the coordination of instruction and examination. In certain cases, a different ministry may oversee specialized programs. Universities enjoy limited autonomy; their finances are overseen by a university grants commission, as in Britain.

The first all Pakistan education conference was called at Karachi from November 27, to December 1, 1947. In spite of ideas set for the nation by the resolutions of the first all Pakistan education conference of 1947 and subsequent decisions and recommendations of the annual advisory board of education, no impressive change was achieved in the education system in general, and in the secondary education in particular (Government of Pakistan,1947).

Femur Redman envisioned that the standards aimed at in the secondary and the higher secondary stages would be much higher than those being obtained at the beginning of the second half of the twentieth century. He maintained that the standards would compare favorably with the university admission tests prescribed in the western countries. He expressed concern for the low standard of education in the county and observed that the inferiority of the academic training imparted by Pakistani universities was shown by the fact that the graduates of the universities, who went to British and American universities for higher studies, enrolled in undergraduates or graduate courses. The conference had emphasized that the secondary stage should be a complete stage in itself and that those who wished to enter a career upon completion of the secondary program should be able to do so with the requisite intellectual equipment. (Govt. of Pakistan, 1951).

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Only 63% of Pakistani children finish primary school education. Furthermore, 68% of Pakistani boys and 72% of Pakistani girls reach grades 5. The standard national system of education is mainly inspired by the British system: Pre-school education is designed for 3-5 year olds and usually consists of three stages. Play group, nursery, kindergarten (also called 'KG or Prep) after pre-school education. Students go through junior school from grades 1 to 4. This is preceded by middle school from grades 5 to 8. At middle school, single-sex schooling is usually preferred by the community but co-education is also common in urban cities. The curriculum is usually subject to the institution. The eight commonly examined disciplines are Urdu, English, mathematics, arts, science, social studies, Islamiyat and sometimes computer studies which is subject to availability of a computer laboratory. Some institutes also give in foreign languages such as Arabic, French, and Chinese. The language of instruction depends on the nature of the institution itself, whether it is an English-medium school or Urdu-medium school.

In many countries, Private schools, also known as independent schools, are not administered by local, state or national or national governments; thus, they retain the right to select their students and are funded in whole or in part by charging their students tuition, rather than relying on public funding. Students can get a scholarship to enter a private school which makes the cost cheaper depending on a talent the student may have, e.g. sport scholarship , art scholarship, academic scholarship, etc., in the United Kingdom and several other Commonwealth countries, the use of the term is generally restricted to primary and secondary education levels; it is almost never used of universities and other tertiary institutions. Private education in North America covers the whole gamut of educational activity ranging from pre-school to tertiary level institutions.

Private schools exist in the United States as corporate entities separate from public schools, which are supported by the government. Though they differ widely in function, geographical location, size, organizational pattern, and means of control, these schools have two features in common – they are ordinarily under the immediate control of a private corporation, not of a government agency or board; and they are supported primarily by private funds. They are characterized by a process of double selection because the schools select their teachers and students and the parents select the school for their children.

### **Problems with Public Sector Schools in Pakistan**

In Pakistan during the 1970s, the government nationalized all private schools, severely restricting the growth of this sector and its potential in educating young Pakistanis. Fast forward twenty years though, private sector initiatives in the area of education have re-emerged all over the country. Private schools are more in demand than ever before at a time when Pakistan's public system is facing massive problems. Some of the major problems public schools face include limited financial resources, poor quality of content and a greater demand for education amongst parents of school-aged children. Pakistan's public schools are overcrowded and/or underfunded. These issues have largely fuelled the revival of private school in Pakistan.

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Public schools in Pakistan have largely failed their Pakistani children. According to the human development in south Asia's 1998 report, 70 per cent of the schools in Pakistan have no toilets, 68 percent no drinking water, 92 percent no playgrounds, 60 per cent no boundary walls and 16 percent are without a building. A delegation from the UK to Pakistan has also noted a lack of desks, books, blackboards, electricity, doors, and windows, not to mention the problem of overcrowded classrooms. And the phenomena of "ghost schools", institutions which receive government grants but do not exist, are now common knowledge. These are just some of the realities of Pakistani public schools, especially in rural areas. The country's public school system was once able to churn out literate, disciplined students. Today, it is a cesspool of corruption and backwardness. This is why private schools have become an alternative for parents serious about educating their children, despite personal financial constraints.

### **Private Schools in Pakistan**

Although traditionally, private schools have been a luxury only the rich can afford, this is not necessarily the case in the current reemergence of the private sector in Pakistan's education system. Nationally, overall private school primary enrolment (as a percentage of total primary enrolment) is 13 percent in Pakistan. A recent survey in urban Pakistan found that 59 percent of households earning less than 3,500 had children who were enrolled in private schools in the city of Lahore.

Similarly, in the low-income and economically-deprived Orangi district of Karachi, a surprising 60 percent of all enrolled children went to private primary schools. The findings of this study are given added support by 1996 study conducted in the urban areas of five districts in the province of Punjab. This study found that even among low-income households, there was private school enrolment rate of 50 percent. This trend towards private school education, even amongst those on the lower economic echelon is not surprising though.

Although generally speaking, private schools have often been criticized for worsening the problem of quality in education, the available evidence clearly indicates that the private education sector is very important in Pakistan. It is providing quality education in the context of the government's failure to impart good basic education that is accessible to all Pakistanis.

### **Research Methodology**

#### **POPULATION**

All primary teachers of Khyber Pakhtunkhawa were constituted the population of the study.

#### **DELIMITATION**

The study was delimited to the primary teachers of all private schools in Kohat.

#### **SAMPLE**

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Sample of the study was taken randomly from the ten private schools. So, 32 were taken as sample of the study.

## RESEARCH INSTRUMENT

A questionnaire was prepared for primary school teachers to collect the data.

### Results and Discussion

Data was collected through questionnaires from male teachers from the private schools of district kohat. It was observed that mostly teachers were very dedicated and enthusiastic to teach the students for their better futures. They used their utmost efforts to inculcate their knowledge to the students. They never assume that they are in private schools or not having permanent jobs but they think that they are doing job for their country or to make this nation strong and powerful. Results showed that due to the following differences private schools have their standards and quality of education.

**TABLE No: 1 Private Schools Provide Better Educational And Physical Facilities.**

Total no. of teachers	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 1 shows that 91 percent teachers were in the opinion that private schools have better educational and physical facilities while 9 percent teachers were in the opinion that private schools have not better educational and physical facilities.

**TABLE. 2 Private schools have furniture facilities according to the strength of the students.**

Total no. of teachers	Yes	No	Yes %	No %
32	28	4	87.5	12.5

Table 2 shows that 87.5 percent teachers were in the decision that private schools have furniture facilities according to the strength of the students while 4 percent teachers were in the decision that the private schools have not furniture facilities according to the strength of the school.

**TABLE .3 Private schools have good facilities of transport.**

Total no. of teachers	Yes	No	Yes %	No %
32	14	18	44	56

Table 3 shows that 44 % teachers have approved that private schools have good facility of transport otherwise 56 percent were in the judgment that there were no facilities of transport.

**TABLE .4 Refresher courses are arranged in private schools.**

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Total no. of teachers	Yes	No	Yes %	No %
32	16	16	50	50

Table 4 shows that 50 percent teacher were in the favor that refresher courses are arranged in private schools. On the other hand 50% teachers were against of the decision of that in private schools refresher courses are arranged properly.

**TABLE .5 Private schools have well discipline.**

Total no. of teachers	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 5 shows that 91% teachers acknowledged that private schools have well discipline while 9 % were in the decision that private schools have not proper well discipline.

**TABLE .6 Private schools students follow the school discipline.**

Total no. of teachers.	Yes	No	Yes %	No %
32	28	4	87.5	12.5

Table 6 shows that 87.5% teachers were in the decision private schools students follow school discipline and 12.5% teachers were in the decision that some students did not follow school discipline.

**TABLE .7 Private schools teachers cover course with in time.**

Total no. of teachers	Yes	No	Yes %	No %
32	32	0	100	0

Table 7 shows that 100% of teachers were in the opinion that they always cover course with in time and no teacher had negative judgment.

**TABLE .8 Private schools provide better educational environment than Govt. schools.**

Total no. of teachers.	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 8 shows that 91% teachers had views that, private schools provide better educational environment than Govt. schools while 9.3% teachers were in the opinion that some private schools does not provide better educational environment than Govt. schools.

**TABLE .9 Homework is daily checked and proper feedback is provided to students in private schools.**

Total no. of teachers.	Yes	No	Yes %	No %
32	29	3	91	9.3

Table 9 shows that 91% teachers were in the decision of that they check the homework daily and properly feedback is provided to students in private schools while some expressed in against of this statement.

**TABLE .10 Confidence building of students is given due importance in private schools.**

Total no. of teachers	Yes	No	Yes %	No %
32	32	0	100	0

Table 10 shows that 100% teachers showed positive response that all the private schools teachers develop confidence building in their students which is of due importance. This data indicates that almost all the private schools are able enough that they develop confidence building in the students.

### **Conclusion**

In the light of the analysis of data and findings of the study following conclusions were drawn.

1. Majority of teachers agreed that private schools provide better educational and physical facilities.
2. Majority of teachers agreed that private schools have furniture facilities according to the strength of the students.
3. More than half of the teachers agreed that private schools have not good facility of transport.
4. Majority of teachers agreed that private schools have well discipline.
5. Majority of teachers agreed that private schools follow school discipline.

### **Recommendations**

1. Although the private schools are mostly working commercially but they should try to make education affordable for middle class by charging nominal fees and government should assist such schools financially. So that these schools can meet their expenses.
2. Private schools organization should make it sure that the teaching staff is not only qualified but also professionally trained.
3. For untrained teachers, private school organization should conduct professional training on the job and can prove to be a better teacher.
4. Government should develop proper measure to assess the performance of private school and they should be closed, if they do not improve their performance.

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## **An Investigation of Speaking Strategies used by University Learners to Cope with English Language Anxiety**

**Rabiah Rustam, M.Phil.**

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### **Abstract**

This study aims to examine spoken English strategies used by a group of learners enrolled in first semester at the university level. During under graduate study at the university, these learners are asked to communicate using English language. This situation creates anxiety among the learners who speak Hindko, Pashto, Brushaski, Shina or Seraiki as their native languages. In order to overcome spoken English anxiety, the learners use number of strategies. This study will discuss the frequency of the speaking strategies used by ESL learners as well as learners' self awareness of different ways to overcome language anxiety.

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An Investigation of Speaking Strategies used by University Learners to Cope with English Language Anxiety



## **1. Introduction**

### **1.1 Aim**

This research paper aims to investigate speaking strategies used by a group of university ESL learners who feel anxious while speaking English language.

### **1.2 Background**

ESL learners studying in the first semester at COMSATS Institute come from such backgrounds where English is not their first or second language. Most of the learners do not get opportunity to learn English language properly as their native languages are different. The native languages of the students are Hindko, Pashto, Brushaski, Shina and Seraiki.

During the school level or college level study there is hardly any emphasis given to spoken English. When these learners join universities where most of the communication takes place in English language, they find it difficult to communicate using English language and as a result develop language anxiety. As they are bound to speak English language at the university, with the passage of time they overcome language anxiety.

The researcher decided to conduct this study in order to find out the strategies used by the learners that help them overcome language anxiety. Understanding the speaking strategies would help to find out proper ways to support the learners in their efforts to speak English language effectively.

### **1.3 Research Questions**

The research questions are:

- i. What is the frequency of the speaking strategies used by ESL learners to overcome language anxiety?
- ii. Are ESL learners aware of other strategies to overcome language anxiety apart from the strategies mentioned in the questionnaire?

## **2. Literature Review**

According to Horwitz, et al. (1986) as mentioned by Meihua Liu and Wenhong Huang (2011), when the learners have to deal with the foreign language and the

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foreign culture, they face language anxiety that evokes negative reaction towards language learning. Horwitz et al. (1986) gave three components of language anxiety that include communicative apprehension, fear of negative evaluation and test anxiety.

Renee von Worde (2003) conducted a study on students' foreign language anxiety and found that it casts negative impact on the language leaning of the students. He emphasized that reducing anxiety helps to increase language acquisition, language retention and learner motivation.

Kondo and Ying-Ling (2004) as cited in Mortaza Yamini (2006) conducted research to develop a typology of the strategies used by language learners to cope with English language anxiety. They found seventy tactics used by learners to cope with language anxiety. These tactics were categorized into five types that are preparation, relaxation, positive thinking, peer seeking and resignation.

Ohata (2005) discussed the physical signs of anxiety among learners that include playing with their hair, avoidance of eye contact, sweaty palms, blushed faces, nervous facial expressions and shaky body movements.

Muhammad Tanveer (2007) investigated the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence anxiety casts on communication in the target language. He found that learning speaking skill in English language provokes more anxiety as compared to other skills. Speaking skill is a challenge to learners' communicative abilities.

Areti Keramida (2009) emphasized the role of teacher as a researcher in the classroom. He explained that the teachers need to know the learners, their attitudes towards spoken language and the factors behind learners' dissatisfactory performance and unwillingness to participate in speaking tasks. It can help students reduce anxiety, increase motivation and the rate of language acquisition.

### **3. Methodology**

Survey method was used to find out the strategies used by the ESL learners.

#### **3.1 Population**

A population of 100 learners was selected who were studying English language in their first semester at COMSATS Institute of Information Technology

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Abbottabad, Pakistan. All of them included the learners who felt anxious while speaking English language.

### 3.2 Sampling

A random sample of 50 learners was selected out of 100 learners in order to collect data.

### 3.3 Tool for Data Collection

Questionnaires were used to collect data from the learners who had English language anxiety. The questionnaire was adapted from the research conducted by Muhammad Tanveer (2007). A scale of four values was selected to find out the frequency of the strategies mentioned in the questionnaire. Four-point scale was used that included following options:

- i. Always
- ii. Most of the time
- iii. Rarely
- iv. Never

An open ended question was given at the end of each questionnaire to find out the strategies used by the learners themselves apart from the strategies mentioned in the questionnaire.

### 3.4 Tool for Data Calculation

SPSS 14 was used to make the calculations.

## 4. Findings

The tables indicate the frequency of each strategy used by the learners.

**Table 4.1: I use positive self-talk (I can do it; it doesn't matter if I make mistakes; others also make mistakes).**

Scale	Percent
Always	30.0
Most of the time	50.0

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Rarely	20.0
Never	0.00
<b>Total</b>	<b>100</b>

The results indicate that out of 100% learners 30% learners always use positive self talk. 50% learners use it most of the time while 20% learners rarely use this strategy.

**Table 4.2: Actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.**

Scale	Percent
Always	16.0
Most of the time	60.0
Rarely	24.0
Never	0.00
<b>Total</b>	<b>100</b>

The results indicate that 16% learners always actively encourage themselves while 60% learners encourage themselves most of the time and only 24% learners use this strategy rarely.

**Table 4.3: Imagine that when I am speaking in front of others, it is just a friendly informal chat.**

Scale	Percent
Always	30.0
Most of the time	36.0
Rarely	18.0
Never	16.0
<b>Total</b>	<b>100</b>

This table shows that 30% learners always use this strategy while 36% learners use it most of the time. 18% learners rarely use this strategy while 16% never use

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this strategy.

**Table 4.4: Tell myself that when I speak, it won't take long.**

<b>Scale</b>	<b>Percent</b>
Always	36.0
Most of the time	32.0
Rarely	24.0
Never	8.0
<b>Total</b>	<b>100</b>

This table indicates that 36% learners always make use of this strategy while 32% use it most of the time. 24% learners rarely do so and only 8% never use this strategy.

**Table 4.5: Give myself a reward or treat when I do well.**

<b>Scale</b>	<b>Percent</b>
Always	28.0
Most of the time	30.0
Rarely	20.0
Never	22.0
<b>Total</b>	<b>100</b>

The calculations indicate that out of 100% learners 28% learners always give themselves a reward. 30% learners give themselves a reward most of the time. 20% learners never do so while 22% never use this strategy.

**Table 4.6: I try to be aware of physical signs of stress that might affect my language learning.**

<b>Scale</b>	<b>Percent</b>
Always	20.0
Most of the time	38.0
Rarely	34.0
Never	8.0

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<b>Total</b>	<b>100</b>
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The results for this strategy indicate that 20% learners always try to be aware of the physical signs of stress. 38% learners use this strategy most of the time. 34% learners rarely use this strategy while 8% learners never use this strategy.

**Table 4.7: Write down my feelings in a notebook.**

<b>Scale</b>	<b>Percent</b>
Always	4.0
Most of the time	14.0
Rarely	20.0
Never	62.0
<b>Total</b>	<b>100</b>

The table indicates that 4% learners always write down their feelings of anxiety, 14% write down most of the time, 20% rarely write while 62% never write their feelings.

**Table 4.8: Share my worries with other learners.**

<b>Scale</b>	<b>Percent</b>
Always	14.0
Most of the time	36.0
Rarely	22.0
Never	28.0
<b>Total</b>	<b>100</b>

The calculations indicate that 14% learners always share their worries while 36% do so most of the time. 22% rarely share their worries while 28% never like to share their worries.

**Table 4.9: I let my tutor know that I am anxious.**

<b>Scale</b>	<b>Percent</b>
Always	26.0
Most of the time	26.0
Rarely	22.0
Never	26.0
<b>Total</b>	<b>100</b>

The table indicates that 26% learners always let their tutor know when they are anxious while 26% use this strategy most of the time. 22% rarely let their tutor know while 26% never let their tutor know when they are anxious.

**Table 4.10: Use relaxation techniques e.g. deep breathing, consciously speaking more slowly, etc.**

<b>Scale</b>	<b>Percent</b>
Always	24.0
Most of the time	32.0
Rarely	30.0
Never	14.0
<b>Total</b>	<b>100</b>

This table indicates that 24% learners use relaxation techniques always, 32% use these techniques most of the time. 30% learners rarely use this technique while 14% never use relaxation techniques.

**Other strategies used by the learners themselves apart from those mentioned in the questionnaire:**

An open ended question was given in the questionnaire to mention different strategies used by learners themselves to cope with anxiety apart from the strategies mentioned in the questionnaire. Following are the findings:

**Table 4.11: Strategies used by learners themselves**

<b>S. No.</b>	<b>Strategies</b>
<b>i.</b>	I try to imitate the speaking styles of the people having good command on English
<b>ii.</b>	Listeners may never remember what I said so I speak up
<b>iii.</b>	I try to improve grammar
<b>iv.</b>	I avoid eye contact with audience for some time
<b>v.</b>	I make arrangement of a sentence in mind before I talk
<b>vi.</b>	I do not copy British or American accents
<b>vii.</b>	I speak English every time with a friend
<b>viii.</b>	I try to have conversations with other people in English language
<b>ix.</b>	I try to calm down myself when anxious
<b>x.</b>	I go to language lab and interact only in English
<b>xi.</b>	I try to improve pronunciation
<b>xii.</b>	While speaking I think that other people are dumb and I am the only one who dares to speak
<b>xiii.</b>	I listen to the conversations in English carefully and try to improve spoken English
<b>xiv.</b>	I try to talk to my family in English

## **5. Discussion**

This study involved 50 ESL learners who gave their views about the use of speaking strategies. The objectives of this study were to find out the frequencies of speaking strategies used by the learners and to find out how learners overcome language anxiety using their own ways. The first question was to find out the frequency of strategy use. The results of the study indicate that the following strategies are most frequently used by the learners:

- i. Use of positive self-talk
- ii. Actively encouragement to take risks in language leaning
- iii. Learners tell themselves that speaking English doesn't take much time
- iv. Learners try to be aware of physical signs of stress
- v. Use of relaxation techniques

The least used strategies are:

- i. Imagining that speaking in front of others is just a friendly, informal chat

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- ii. Giving one's self a reward for doing well
- iii. Writing down the feelings of anxiety
- iv. Sharing worries with other learners
- v. Informing the tutor about English language anxiety

The second research question was to find out speaking strategies used by learners themselves apart from those mentioned in the questionnaire. A total of fourteen strategies were found that have been mentioned in table 4.11.

The results indicate that ESL learners use multiple strategies themselves to overcome language anxiety. Learners think that pronunciation can be improved by listening to the speakers having good pronunciation. Improving English grammar is considered helpful by the learners as it is difficult for them to speak without being aware of grammar rules.

Another important point given by the learners is the avoidance to imitate British or American accents. It is quite difficult for non native speakers to imitate native speaker accent as the manners of articulation are different and cause language anxiety. Language labs provide best opportunity to improve speaking skills by providing audio visual aids. Continuous day to day conversations with friends and family can help learners cope with language anxiety.

The response given by the learners shows that they are aware of the fact that there are multiple ways they can use themselves to overcome language anxiety that are called language learning strategies by researchers.

## 6. Conclusion

This research helped to find out that learners use different strategies to overcome language anxiety. They prefer easier strategies to the complex ones. A wide range of speaking strategies is used by the ESL learners themselves. Learner autonomy in learning English language requires more research on speaking strategies used by learners themselves. There is a need to make learners aware of effective speaking strategies in order to facilitate them so that they can overcome spoken English anxiety.

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**Appendix**  
**English Language Anxiety Questionnaire**

**Dear Learners:**

English language anxiety means feelings of stress or nervousness that causes problems in speaking English language. Most of the learners feel anxiety while speaking English language and use certain strategies to cope with the stressful situation.

You are requested to mark the strategies that apply to you according to the scale given.

1. I use positive self-talk (I can do it; it doesn't matter if I make mistakes; others also make mistakes).

**Always**  **Most of the time**  **Rarely**  **Never**

2. Actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.

**Always**  **Most of the time**  **Rarely**  **Never**

3. Imagine that when I am speaking in front of others, it is just a friendly informal chat.

**Always**  **Most of the time**  **Rarely**  **Never**

4. Tell myself that when I speak, it won't take long.

**Always**  **Most of the time**  **Rarely**  **Never**

5. Give myself a reward or treat when I do well.

**Always**  **Most of the time**  **Rarely**  **Never**

6. I try to be aware of physical signs of stress that might affect my language learning.

**Always**  **Most of the time**  **Rarely**  **Never**

7. Write down my feelings in a notebook.

**Always**  **Most of the time**  **Rarely**  **Never**

8. Share my worries with other learners.

**Always**  **Most of the time**  **Rarely**  **Never**

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9. Let my tutor know that I am anxious.

Always  Most of the time  Rarely  Never

10. Use relaxation techniques e.g. deep breathing, consciously speaking more slowly, etc.

Always  Most of the time  Rarely  Never

11. Other strategies you use apart from those mentioned above-----

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**Language Proficiency in Second Language Learners of Urdu  
Speaker, reference to Persian Phonology**

**Md.Rizwan, Ph.D**

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**Introduction:**

Language functions in communication of those things which are commonly called ideas and feelings. Language can be visualised (a) as a subject and (b) as medium of instruction. The choices and arrangement of the words give language its forms. In written language pronunciation, spelling, and handwriting, contribute additional elements of forms. The ideas and feelings which language communicates may be described as its content/ components.

The rules of grammar definitely describe many items of form. For example, the selection of sounds and their arrangement into patterns constitute the phonology of the language; a verb must agree with its subjects in number and person; pronouns are reflected for person, case, gender and number; and so on. The constituents of education could be broadly categorised into language and non-language subjects.

Language as a subject and language as medium could apply to the First Language (L<sub>1</sub>) / Mother Tongue (MT)/ Native Language (NL), Second Language (L<sub>2</sub>) and Third Language (L<sub>3</sub>) / Foreign Language (LF) / Other Language (OL). The non-language subjects include science, mathematics, philosophy, civics, technology and a host of other subjects.

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Language proficiency has been defined in many ways from the framework like:- ‘the skills and components’(Lado&Carroll, 1961&1968); ‘to the context of discourse and situation’ (Halliday, Hasan, Hymes,1976); and ‘a communicative language ability of language proficiency’ (Bachman, 1990). Language proficiency can be operationally defined in the following ways.

(i) If a test developer uses the skills and components model, the proficiency test could reflect those components, and the language proficiency tests under development would focus on skills and components.

(ii) If a test developer uses communicative language ability model, the proficiency test could reflect the components of the communicative language ability model, and the language proficiency test under development would focus on the communicative language ability components.

### **Objective:**

The paper is going to discuss about language proficiency in Second Language learners of Urdu speaker, with reference to Persian phonology. Language proficiency is the ability of an individual to speak or perform in an acquired language. It is measured in terms of receptive and expressive language skills in the areas of phonology, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains to language proficiency: reading, writing, speaking, and listening. Language proficiency is measured for an individual by each language, such that the individual may be proficient in First Language and not in Second Language. The proficiency test could reflect here the knowledge of the components attained by the learners.

### **Main Text:**

The natural language refers to the relationship between sound and meaning. There was an instinct in the primitive human being, by which every impression from without received a vocal expression from within. Just as a particular sound is produced when any object is struck by a solid body; similarly human being mind gave a particular response to every impact the world made it. Language evolves because human needed it for the purpose to get information, to convey emotions and feelings, to maintain social contact on a friendly level.

Human beings instinctively understand the pattern of natural language, and manipulate ‘structure chunks’ of language , eg. they understand that group of words can be ,

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at times, the structural equivalent of one word. For instance, the boy who proposed me, gave me a bouquet of flowers. He gave me a really beautiful bouquet of flowers. This chunk can be rearranged according to the background rule of the language.

It is relevant here to discuss in brief about the contexts in which different kinds of language are taught as subjects and are made use of as a medium of instruction. To the extent that the First Language (L<sub>1</sub>)/Mother Tongue/ Native Language is concerned that the individuals pickup such a language in a natural and informal situation thereby gain control of relevant and reasonable quantum of vocabulary relating to various situations in common day to day life and the sentence patterns related to these situations. Further, the ability/competency that individual gain through such informal and natural environment before entering the formal schooling system relates primarily to the spoken skills viz, understanding and speaking. In most cases, the development of written skills takes place through the formal course of instruction in early stages of schooling.

The Second Languages are important in more than one reason. It is preferred to as a medium of instruction more in comparison to the First Language (L<sub>1</sub>), because of wider acceptability and easier mobility beyond the regions. For instance, though English is a Foreign Language, it remains a Second Language to many of Indian people for the reason that it is used intensively in the education system.

In case of my study **Persian** as a Second Language is used in the context that developed languages are richer in comparison to the underdeveloped languages i.e, Mother Tongue (**Urdu**) from the point of view of the vocabulary and the style and registers established for different discipline. The argument for argument sake can be extended from the point of view of its (MT-Urdu) origin and development from the popularity of Persian scholar Amir Khusrau, who led the foundation of Urdu<sup>1</sup> language in India in the medieval past.

The relevance of linguistic concepts and principles for the explanation of various facts about Second Language proficiency has been widely discussed with reference to pronunciation in Second Language learning. The paper has intended to build an understanding of several well known problems relating to phonemic contrasts in the learning of Second Language pronunciation.

---

<sup>1</sup> . Urdu is a Central Indo-Aryan language of the Indo-Iranian branch, belonging to the Indo-European family of languages. It developed as a register of the Hindustani language which arose in the contact situation, from the invasions of the Indian subcontinent by Persian and Turkish dynasties from the 11th century onwards.

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The competing influences of SIMILARITY and DIFFERENCE between First Language(L<sub>1</sub>)and Second Language(L<sub>2</sub>) sound systems, in particular, are central to this understanding, which we believe will show that Second Language phonology is a highly abstract enterprise parallel to the phonologies of primary languages, rather than, as often has been assumed, a mere imitation of the target language's pronunciations.

We start with the assumption that, in order to learn a target language, the second language learner must acquire a lexicon (a set of phonemes, morphemes, and words) along with a way of combining the lexical items into larger utterances, and then pronouncing them.

Focusing particularly on pronunciation, we can identify at least **three** interesting learning situations which involve the Second Language (L<sub>2</sub>) having different phonemic contrasts from the First Language:-In the **first**, the First Language has neither of the sounds which contrast in Second Language.The **second** situation is one in which the First Language contains one of the phonemes which are in contrast in the Second Language. The **third** case, where the First Language has both of the phones in question but lacks the contrast, is characterized by a phoneme of the First Language having two (or more) allophones that categorize as separate phonemes in the Second Language. In other words, both the First Language and the Second Language have the same relevant phones, but these constitute separate phonemes in the Second Language whereas they are allophones of the same phoneme in the First Language. The task of the learner here, is to split the two allophones into separate Second Language phonemes.

As per the third case, Urdu is written right to left in an extension of the Persian alphabet, which is itself an extension of the Arabic alphabet.

Only 32 phonemes are in Persian language which all are used in Urdu and their phonemic representation, with sound have given below.

They are ----

ج	ث	ت	پ	ب	ا
/dʒ/	/s/	/t/	/p/	/b/	/ɪ/,/ʊ/,/ə/,/ɑ/ <sup>2</sup>
Jim	Se	Te	Pe	Be	Alif

<sup>2</sup> .It is not counted as phoneme and its phonemic representation, eg, /ɪ/,/ʊ/,/ə/,/ɑ/ depending on diacritical marks.

Note:-Phoneme/z/ (/ذ/, /ز/, /ض/, /ظ/). These are the different phonemes but homophonous sounds in Urdu and Persian. Similarly, /s/ (/ث/, /س/, /ص/) are the homophonous sounds.

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ر	ذ	د	خ	ح(بڑی)	چ
/r/	/z/	/d/	/x/	/h/	/tʃ/
Re	Zal	Dal	Khe	He(bari)	Che
ض	ص	ش	س	ژ	ز
/z/	/s/	/ʃ/	/s/	/ʒ/	/z/
Zwad	Swad	Shin	Sin	Zhe	Ze
ق	ف	غ	ع	ظ	ط
/q/	/f/	/ɣ/	/ʔ/	/z/	/t/
Qaf	Fe	Ghain	Ain	Zo'e	To'e
و	ن	م	ل	گ	ک
/v/	/n/	/m/	/l/	/g/	/k/
Va'o	Nun	Mim	Lam	Gaf	Kaf
		ي	ه (چھوٹی)		
		/j/	/h/		
		Ye	He (Choti)		

Of these 32 phonemes the following have been taken from Arabic, therefore they are sometimes called Arabic phonemes:-

ط	ض	ص	ذ	ح(بڑی)	ث
/t/dental	/z/	/s/	/z/	/h/	/s/
To'e	Zwad	Swad	Zal	He (bari)	Se
	ق	ع	ظ		
	/q/	/ʔ/	/z/		
	Qaf	Ain	Zo'e		

Four phonemes, namely -----

گ	ژ	چ	پ
/g/	/ʒ/	/tʃ/	/p/
Gaf	Zhe	Che	Pe

are not Arabic. These are called Persian phonemes.

The remaining 19 phonemes are used in Arabic and Persian both.

Leaving aside the 9 Arabic phonemes there remain only 23 phonemes, of which the sounds of the following six are not used in Hindi :-

ق	ف	غ	ژ	ز	خ
/q/	/f/	/ɣ/	/ʒ/	/z/	/x/
Qaf	Fe	Ghain	Zhe	Ze	Ḫhe

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The remaining 17 are comprised in Persian and Hindi and these can be called the chief phonemes of Urdu.

There are 14 such sounds in Hindi, equivalent to which there was no letter in Persian, therefore 3 simple phonemes i.e.,

ر	ڈ	ٹ
/ɾ/	/d/	/t/
Re	Ḍal	Ṭe

and 11 voiceless aspirated (plosive/stop) phonemes viz,

چھ	جھ	ٹھ	ٹھ	پھ	بھ
/tʃ <sup>h</sup> /	/dʒ <sup>h</sup> /	/tʰ/	/t̪ <sup>h</sup> /	/p <sup>h</sup> /	/b <sup>h</sup> /
Chha	Jha	Ṭha	Ṭha	Pha	Bha
	گھ	کھ	رھ	دھ	دھ
	/g <sup>h</sup> /	/k <sup>h</sup> /	/ɾ <sup>h</sup> /	/d <sup>h</sup> /	/d̪ <sup>h</sup> /
	Gha	Kha	Ṙha	Ḍha	Dha

have been introduced<sup>3</sup>.

Thus, there are altogether 46 phonemes in Urdu. But now-a-days the above 11 voiceless aspirated phonemes are not counted as one phoneme, and therefore not included in the present-day alphabet of Urdu. Of course

ر	ڈ	ٹ
/ɾ/	/d/	/t/
Re	Ḍal	Ṭe

are included. Including these 3 and 4 more, i.e.,

ع	ہ	ل	ھ
/e : /	/ʔ/	Lam-alif	/h/
Baṛi ye	Hamza		Dochashmi he <sup>4</sup>

which are added in the alphabet, there are 39 phonemes now-a-days in Urdu.

The sound systems of Urdu and Persian languages have been studied here. In which the phonetics part which is chiefly concerned with the physical nature of speech sounds have been discussed.

<sup>3</sup>. These are also known as *Hakkari Aawaz* or Aspirated letters (*huruf-e- makhloot*) and also used in *Devanagri*.

<sup>4</sup>. Note :- /ل/ and /ھ/ are also not considered as separate phonemes.

Accordingly, speech sounds are classified in two categories, eg. Vowels (*Huru'f-e-Illat* or *Huru'f-e-Masawwat*) and Consonants (*Huru'f-e-Sahih* or *Huru'f-e-Masammat*). Urdu vowels have the following sounds:-

## I Non –Nasalized Vowels:

### (1) Front Unrounded Vowels

Phoneme	Symbol	Sounds
(i) ا	i	(High Front Unrounded Vowel)
	Initial	Medial
	Final	
ايجاد (ija:d - invention)	بیمار (bima:r – Sick)	قاضی (qa:zi – Judge)
(ii) ا	ɪ	(Lower High Front Unrounded Vowel)
	Initial	Medial
	Final	
انکار (Inka:r - refusal)	ضد (zɪd - persistence)	It does not occur in final position.
(iii) اے	e:	(Mid Front Unrounded Vowel)
	Initial	Medial
	Final	
ایک (e:k – one)	بیکار (be:ka:r – useless)	چھولے (dʒʰule: - swings)
(iv) اے	æ	(Mid Low Front Unrounded Vowel)
	Initial	Medial
	Final	
عیب (æb – fault)	دئی (dæ r – temple)	مئی (mæ – wine)

### (1) Central Unrounded Vowels:

(i) آ	ɑ:	Low Central Unrounded Vowel
	Initial	Medial
	Final	
آب (ɑ:b – water)	نام (na:m – name)	ادا (ada: – style)
(ii) ا	ə	(Lower- mid Central Unrounded Vowel)
	Initial	Medial
	Final	
اسباب (əsbɑ:b – causes)	بد (bəd – bad)	-----

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## (2) Back Rounded Vowels:

(i)	اُو	u	(High Back Rounded Vowel)
	Initial	Medial	Final
	اُوپر (upər – above)	دُور (dur – far)	اُرْدُو (Urdu – camp)
(ii)	اُ	U	(Lower High Back Rounded vowel)
	Initial	Medial	Final
	استاد (Usta :d – teacher)	چست (t/Ust – smart)	-----
(iii)	او	o:	(Mid Back Rounded Vowel)
	Initial	Medial	Final
	اوس (o:s – dew)	دوست (do:st – friend)	دو (do: - two)
(iv)	اُو	o	(Lower Mid Back Rounded Vowel)
	Initial	Medial	Final
	اوراق (ɔrɑ:q – leaves)	دور (dɔr – period)	رَو (rɔ – speed)

## II Nasalized Vowels:

(i)	اِیں	ĩ:	
	Initial	Medial	Final
	اِینٹ (ĩt: - a brick)	سینچنا (s ĩ: tʃna: - to irrigate)	نہیں (nəh ĩ: - no)
(ii)	اِن	ĩ	
	Initial	Medial	Final
	انتظام (ĩtiza:m – arrangement)	پنجرہ (p ĩndʒrɑ - cage)	-----
(iii)	اِیں	ē:	
	Initial	Medial	Final
	----	سینکنا (s ē: knɑ: - to warm)	کتابیں (k itɑ: b ē: - books)

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(iv)	اَیْن	æ		
	Initial		Medial	Final
	اَیْنٹھٹھا (æ tʰna: - to tighten)		پینتالیس (p æt α:lis - forty five)	میں (mæ - I)

(v)	اَآ	ã:		
	Initial		Medial	Final
	اَآسوں (ã:sõ: - tears)		پانچ (pã:tʃ - five)	ماں (mã:- Mother)

(vi)	اَا	ǎ		
	Initial		Medial	Final
	اَنجام (ǎndʒɑ:m - result)		چند (tʃǎd - some)	-----

(vii)	اَؤں	ũ		
	Initial		Medial	Final
	اَؤنچا (ũ:tʃɑ: - high)		مونگ (m ũ:g - kind of pulse)	جوں (dʒũ: - ant)

(viii)	اُن	Ū		
	Initial		Medial	Final
	اُنتالیس (Ūnta:lis - thirty one)		جنبش (dʒŪmbɪʃ - motion)	-----

(ix)	اَوں	õ:		
	Initial	Medial		Final
	-----	گوند (g õ:d - gum)		لڑکوں (lɔrkõ: - boys)

(x)	اَوں	õ		
	Initial	Medial		Final
	اَوندھا (õ dʰɑ: - upside down)	موند (mõd - dumb)		بھوں (bʰõ - eyebrow)

### Persian vowels:

Similarly, in Persian there are three short vowels, three long vowels and two diphthongs.

The short vowels are:-

(i) اَ , َ /æ/ is Low Front Vowel;  
Example, نہ (næ - no)

(ii) اِ , ِ /e/ is Mid Front Vowel; and  
Example, کہ (ke - that)

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(iii) و, ُو, اُ /o/ is Mid Back Vowel.

Example, تو (to - you (singular))

The Long Vowels are:-

(i) اُ, آ /ɑ:/ is Low Back Vowel;

Example, تا (ta:- till)

(ii) ی /i:/ is High Front Vowel; and

Example, کی (ki: - who)

(iii) و /u:/ is High Back Vowel.

Example, تو (tu: - in)

Similarly, there are three Diphthongs.

(i) ی /ej/

Example, کی (kej: - when)

(ii) و /ow/

Example, نو (now: - new)

## Urdu Consonants:

These are the consonants of Urdu. In the following charts IPA sound symbols has been used to compare with the consonants of Persian.

	<u>Bilabial</u>	<u>Labio-dental</u>	<u>Dental/Alveolar</u>	<u>Retroflex</u>	<u>Post-alv./Palato-alv.</u>	<u>Palatal</u>	<u>Velar</u>	<u>Uvular</u>	<u>Glottal</u>
<u>Nasal</u>	m		n	(ɳ)			ŋ		
<u>Plosive</u>	p b	t̪ d̪	t̪ d̪	t̪ d̪		tʃ dʒ	k g	(q)	ʔ
	p <sup>h</sup> b <sup>h</sup>	t̪ <sup>h</sup> d̪ <sup>h</sup>	t̪ <sup>h</sup> d̪ <sup>h</sup>	t̪ <sup>h</sup> d̪ <sup>h</sup>		tʃ <sup>h</sup> dʒ <sup>h</sup>	k <sup>h</sup> g <sup>h</sup>		
<u>Fricative</u>		f	s z		ʃ ʒ		(x) (ʁ)		h
<u>Tap or Flap</u>			r	(ɽ)					(ɽ <sup>h</sup> )
<u>Lateral</u>			l						
<u>Approximant</u>		v				J w			

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## Persian Consonants:

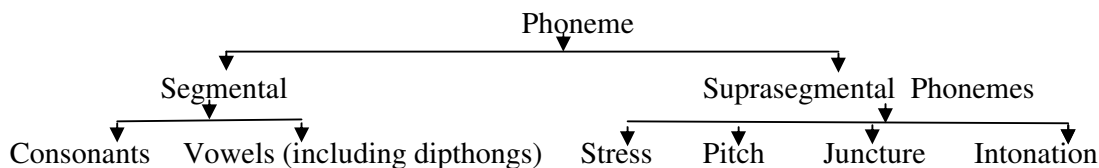
	<u>Bilabial</u>	<u>Alveolar</u>	<u>Post-alveolar</u>	<u>Palatal</u>	<u>Velar</u>	<u>Uvular</u>	<u>Glottal</u>
<u>Nasal</u>	m	n			[ŋ]		
<u>Plosive</u>	p b	t d			k ɡ	[ɣ/ q]	ʔ
<u>Affricate</u>			tʃ dʒ				
<u>Fricative</u>	f v	s z	ʃ ʒ		x ɣ		h
<u>Tap</u>		ɾ					
<u>Trill</u>		[r]					
<u>Approximant</u>		l		j			

It is important to mention here that the phonemes of Persian and Urdu consonants are similar, except some additional phonemes in Urdu.


  
 /b<sup>h</sup>/ /p<sup>h</sup>/ /t<sup>h</sup>/ /t/ /t<sup>h</sup>/ /dʒ<sup>h</sup>/ /tʃ<sup>h</sup>/ /d<sup>h</sup>/ /d/ /d<sup>h</sup>/ /ɾ/ /ɾ<sup>h</sup>/ /k<sup>h</sup>/ /g<sup>h</sup>/

In linguistics (specially, phonetics and phonology), the term segments are called ‘discrete’, because they are separate and individual, as in consonants and vowels (including diphthongs), that occur in a distinct temporal order. Other units, such as tone, stress and sometimes secondary articulations such as nasalisation, may coexist with multiple segments and can not be discretely ordered with them. These elements are termed ‘suprasegmental’. For instance, a syllable is a unit of organisation for a sequence of speech sounds, e.g. the word, /watan/ ‘country’ is composed of two syllables: ‘(CV-CVC) ‘wa’ and ‘tan’.

It is diagrammatically shown below.



Similarly, allophone is one of a set of multiple possible spoken sounds (or *phones*) used to pronounce a single phoneme. For example, [p<sup>h</sup>] (as in *pin*) and [p] (as in *spin*) are allophones of the phoneme /p/ in the English language. For example /j/ or /z/ phoneme is

both in Persian and Urdu. When we pronounce ‘زبان’ in Urdu and Persian, both has different allophones as ‘zaban’ used in Persian and ‘zuban’ or ‘zaban’ used in Urdu.

In this paper, qualitative and quantitative description of Urdu and Persian of proficiency level in terms of phonetic and phonological, and syntactic level has been explained. Therefore, the above pre-assumption, we could possible to say that language proficiency in Second Language learners of Urdu speaker, to acquire proficiency in Persian phonology is not much difficult.

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# LANGUAGE IN INDIA

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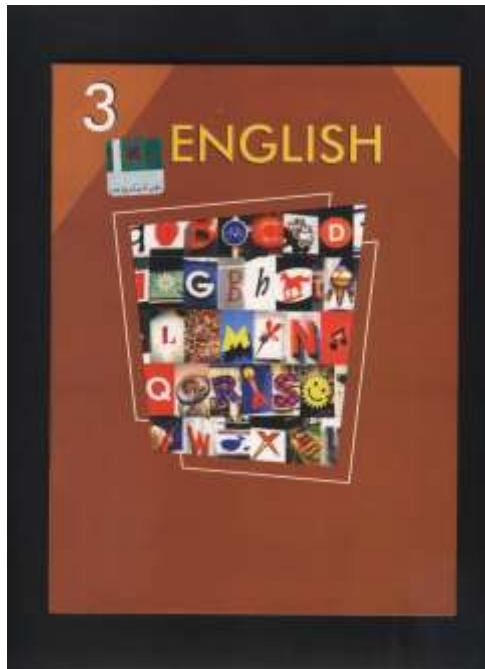
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## Readability: A Major Issue in Language Learning A Case Study

Muhammad Asim Mahmood, M.Phil.

Rashid Mahmood, M.Phil.



### Abstract

Textbook plays a vital role in the successful working of any language programme. Textbooks

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must be carefully planned. Linguistic and psychological principles must be applied for attaining good results. The present research aimed to make a corpus based evaluation of the textbook of English for class 3, used in the state-run primary schools to find out the reasons of the learners' inability to comprehend the text and their failure in the acquisition of English language. The yardstick applied to evaluate the text is the reading age of the text, and the level of difficulty of the text - lexical difficulty, determined by the length of sentence, number of new vocabulary items introduced in the book, and the number of syllables. The research proved that the book is well beyond the reading age and level of the students.

## **Introduction**

Any organized teaching-learning situation can be basically construed as consisting of a specific curriculum which, in turn, would include the syllabus, the instructional materials and the transactional strategies. The ultimate efficacy of the learning situation would thus be dependent to a large extent on the relevance of each of these components in the context of the learner and the learning outcomes (Brumfit, 1984).

In the national context of Pakistan today (and all of South Asia), the significance of an appropriate curriculum becomes even more critical in view of the efforts towards universal primary education wherein the diversity of students' needs will inevitably become still greater and so will the need to adapt educational approaches to match curriculum, instruction and learner.

In the Pakistani situation (and all of South Asia), at the primary stage the textbook continues to be the most essential, in majority of cases the only aid in the hands of the teacher and the learner through which the given curriculum is transacted (Mahmood, 2001). This situation consequently places a heavy responsibility on the quality of the textbook for ensuring effective teaching-learning interactions and outcomes. For any instructional material to be effective, it has to be necessarily planned keeping in view the requirements of the learners particularly with reference to their age, their educational and cultural background, their immediate environment as well as their proficiency in the language which is the medium of instruction.

A large number of textbooks are being prepared in Pakistan every year, both at the Federal level and in the different provinces. The effectiveness of these textbooks is often restricted because of a lack of parity between the skill levels required by the textbooks and those available with the students (Mahmood, 2001). There is a dearth of research input or base to facilitate informed decisions regarding appropriateness and sequencing of content to match the linguistic competence of the target group (Mueen, 1992).

From the point of view of the quality of a textbook, its level of readability becomes a critical factor which could help or hamper the understanding or learning by the learner depending on the extent of match/mismatch between the linguistic competences demanded by the text and that available with the learner. There is an imperative need, therefore, for an in-depth corpus based study of the existing textbooks.

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## **Readability**

Readability has been defined as, the sum total of all those elements within a given piece of printed material that affects the success; a group of readers have with it. The success is the extent to which they understand it, read it at an optimum speed and find it interesting (Dale and Chall, 1949).

It could thus encompass several quantifiable and non-quantifiable dimensions including legibility of print, illustrations and colour, vocabulary, conceptual difficulty, syntax, text organisation, text redundancy, etc. For the purpose of this study, however, considering its limited scope and focus, readability has been considered in terms of Vocabulary, Conceptual difficulty and Syntax.

There are many ways of measuring the readability of a textbook. Four of them have been applied in this research, to determine, the reading age of the book, and the level of difficulty for the learners. The reasons for choosing these formulas specifically are:

- 1) “Fry’s Readability Graph” devised by Edward Fry (1977) is specifically for use with ESL texts (English as a second language) and is suitable for all ages from infant to upper secondary.
- 2) Power-Sumner Kearl formula developed by Power, et.al.(1958) is the only formula suitable for primary age books.
- 3) “Flesh-Kincaid formula” developed by Kincaid, et.al. (1975) is a standard readability formula used by the US Government Department of Defense.
- 4) “McLaughlin’s ‘SMOG’ Formula” devised by McLaughlin(1969), gives higher values than the other formulae because McLaughlin wanted it to predict the necessary level for 100% comprehension of the text.

## **How Much New Vocabulary?**

The purpose of education is to enhance the knowledge of the learners. This is to be done through the introduction of new items in the textbook. There is difference of opinion, as how much new items should be introduced at one particular level. Language items, which are used frequently, should be introduced in the beginning and the less frequent, gradually at a later stage.

Different frequency lists are prepared by the linguists. One of the more widely known word-counts is the “General Service List of English Words” compiled and edited by West (1953), compiling 2000 most commonly used words in English. Later research found that 80% of the language used by the native speakers is covered by the first 1000 words.

The increase in vocabulary should be gradual, so that there may be a natural flow of language and vocabulary from one class to the other. The vocabulary items once used must be repeated

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for reinforcement and revision (Low, 1989).

Gairns and Redman (1995) suggested that there should not be more than 7 to 8 new items in a lesson that also is for the native speaker of language. Carter and McCarthy (1988) have recommended 2% new/ unknown words in a lesson. If the text is full of new / unknown words it would become difficult for the young learners and they will soon be disappointed. So at the primary level, the number of new and unknown vocabulary items should be as low as possible. This will give confidence to the young language learners.

### **Structural Difficulty**

Readability is not a matter only of vocabulary. Structural difficulty is another factor in this regard. It can be assessed by readability index. New grammatical forms may cause problems.

One of the major causes of structural difficulty at the primary level and beyond is sentence length and complexity, which can make relationships between the various parts of the text difficult for the reader to sort out. The shorter, the sentence, near to the basic sentence structure, the better, the comprehension of language would be (Johnson: 1982).

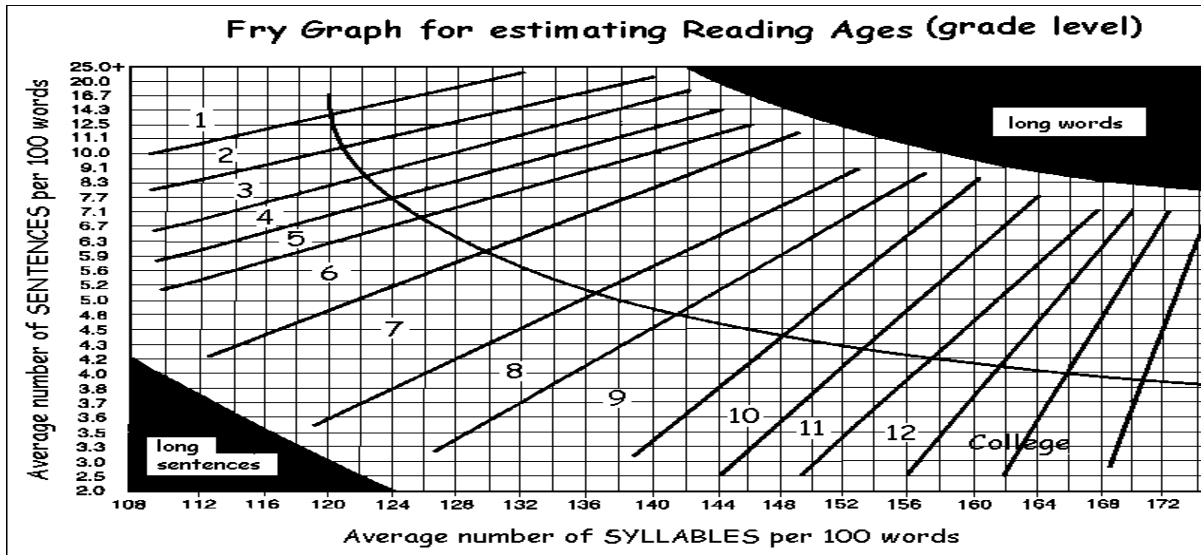
While writing textbooks for the second language learners, one thing must be kept in mind that pupils prefer to read below their reading level. Research by Klare (1985) shows that they retain more in these circumstances. "For a pupil to read independently, the reading level of the text should be two years below the pupils reading level" Klare (1985). Klare also found that if there is little motivation, as in the case under study, differences in readability affect the student's comprehension even more strongly.

### **Textbook of English for Class 3 in Punjab, Pakistan**

The reading age of the textbook for class 3 has been determined by using four of the famous readability formulas. The criterion for determining the results varies from one formula to the other. The results are given as under;

#### **A) "Fry's Readability Graph"**

Average number of sentences per 100 words =  $y = 9$   
Average number of syllables per 100 words =  $x = 132$



According to Fry's graph the reading age of the book is about 8 years.

The graph shows that the vocabulary used in the textbook is more difficult.

**B) "Power-Summer Kearl Formula"**

Average sentence length = L = 9  
 Number of syllables per 100 words = N = 132  
 Grade level = (L \* 0.0778) + (N \* 0.0455) — 2.2029  
 = (9 \* 0.0778) + (132 \* 0.0455) — 2.2029 \*  
 = (0.7002) + (6.006) — 2.2029  
 = 6.7062 — 2.2029  
 Grade level = 4.5033  
 Reading age = (L \* 0.0778) + (N \* 0.0455) + 2.7971  
 = 6.7062 + 2.7971  
 Reading age = 9.5033

**C) "Flesh-Kincaid Formula"**

Average sentence length = L = 9 words Average number of syllables per word = N = 1.32  
 Grade level = (L \* 0.39) + (N \* 11.8) — 15.59  
 = (9 \* 0.039) + (1.32 \* 11.8) — 15.59  
 = 3.12 + 15.546 - 15.59 Grade level = 3.076 Reading age = (L \* 0.39) + (N \* 11.8) — 10.59  
 = 3.12 + 15.546 - 10.59 Reading age = 8.076

**D) "McLaughlin's 'SMOG' Formula"**

Three samples, of ten consecutive sentences each, from the book were collected.

Total number of sentences collected = 30  
 Number of words with 3 or more syllables = N = 11  
 Grade level = (square root of N) + 3  
 = 3.3166 + 3  
 Grade level = 6.3166  
 Reading age = (square root of IN) + 8 years  
 = 3.3166 + 8  
 Reading age = 11.3166

Another method for finding grade level by Smog formula is to look up the approximate grade level on the SMOG Conversion Table:

SMOG Conversion Table

Total Word Count	Polysyllabic	Approximate Grade Level (+1.5 Grades)
1-6		5
7-12		6
13-20		7
21-30		8
31-42		9
43-56		10
57-72		11
73-90		12
91-110		13
111-132		14
133-156		15
157-182		16
183-210		17
211-240		18

According to this table the approximate grade of the book is 6.

The data is collected in the form of tables and is discussed here.

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Table no. 1

Particulars of book 3		
1	Pages	46
2	Lessons	20
3	Pictures	92
4	Sentences	543
5	Words	3374
6	Exercises	10
7	Poems.	05

Table no.2 Number of words per sentence

Number of words per sentence		
1—3	213	6.3%
4—6	1313	38.9%
7—9	1071	31.7%
10—12	393	11.6%
12—15	231	6.8%
16-18	66	02%
19-21	40	1.2%
27	47	1.4%

Table no.3 Progression of Vocabulary from Book 1 to 3

Sr#	POS	B1	B2	B2	B3	B3
		New	Repeat	New	Repeat	New
1	Proper noun	02	—	43	09	20
2.	Common noun	60	34	152	61	193
3	Collective noun		—	01	01	—
4	Pronoun		—	16	12	11
5	Verb		--	51	14	130
6	Helping verb		—	04	03	13
7	Article		—	50	03	—
8	Adjective		—	07	12	58
9	Adverb		—	09	04	16
10	Preposition		—	07	05	12
11	Conjunction		—	02	01	02
12	interjection		—	01	01	02

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Table no.4 Average Sentence Length

Average Sentence Length	Book 2	Book 3
	5 words	9 words

Average number of new words per chapter is =  $450/25 = 18$

Percentage of new words =  $450/3370 * 100 = 13.35$  words per chapter

### Results

1. The results show that the book is well beyond the reading age and grade level of the students. The book may be appropriate for class 5 students but by no means appropriate for class three.
2. The load of vocabulary is very heavy. This raises the difficulty level of the book and the students are all the time busy in knowing the new vocabulary. There are about 450 new words introduced in the book.
3. The amount of new vocabulary introduced per chapter is 13%, that is 18 words per chapter against the recommended limit of 2 % or 7 to 8 words per chapter.
4. The average sentence length used in the textbook is 9 words, which is very high against the recommended sentence length for this level that according to Edward Fry is 5 to 7 words per sentence (Fry, 1977).
5. Very little vocabulary is repeated for revision and review.
6. There is a wide gap between book 2 and book 3. The texts require a jump in reading age of four years (or perhaps even more).
7. This book might be suitable for the native speakers of English but, in Pakistan, with the little role and exposure of the learners to the English language, the present book is far from achieving the avowed claims.

### Conclusion

The research shows that the book is far above the reading age of the students of class 3. The number of vocabulary items is very large. Introduction of a huge number of new lexical items makes the textbook difficult for the young learners of English as a second language.

The fact must be kept in mind that everything written by native speakers might not be equally good for the second/foreign language learners.

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While writing course materials for second language learners, the social conditions, linguistic situation, the needs and reading age of the learners should be considered.

The reading age of the book should be at least one or two year lower than the actual reading age of the students. The word and sentence length should also be according to grade and reading level of the learners.

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## From Retreat to Revelation - A Prismatic Study of Edith Wharton's *Ethan Frome* and *Summer*

Seetha Balakrishnan, M.A., M.Phil. , Ph.D. Candidate



Edith Wharton 1862-1937

### A Disciple of Henry James

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Edith Wharton, the most distinguished woman writer of American fiction before World War II, was the chief disciple of Henry James. A long-time friend of Henry James, Wharton regarded him as a master contemporary novelist, and her work has marked resemblances to his, both in theme and technique. Like James, she considered the novel “as a vehicle for presenting a moral problem involving personalities in a highly civilized background” (Sands 19).

Edith Wharton started writing at the turn of the twentieth century. It was around that time that women writers in America started making a serious contribution to the field of literature. According to John Cournos and Sybil Norton, Edith Wharton began writing fiction “on the advice of Dr. S. Weir Mitchell, an author of note himself, to relieve the mental and nervous tension created by her husband’s ailing condition, his care devolving upon her” (170).

### **Outstanding Feature: Importance of Women Characters**

The outstanding feature in Edith Wharton’s novels is the importance that she gives to her women characters. As Khan observes:

They may be seen in various roles, that of a social parasite like, Lily Bart in ‘*The House of Mirth*’; a Madame de Treymes who represents the solidarity of the French family system in the novel ‘*Madame de Treymes*’; the social climber like Undine Spragg in ‘*The Custom of the Country*’; the exotic Ellen Olenska with an estranged marriage behind her in ‘*The Age of Innocence*’; the humble Ann Eliza Bunner who sacrifices her happiness for the sake of her sister in ‘*The Bunner sisters*’. (81)

Her readers and critics acknowledge that whatever their roles be, all these women characters are central to the novel.

### **From a Conservative Family**

Born in 1862, Edith Newbold Jones was brought up within the graceful, wealthy yet conservative, confining circle of New York society, which fostered sexual repression and prided itself on the innocence of its young girls. Edith Wharton herself was discouraged from expressing her emotions or developing her intellect which was supposed to be very unbecoming traits in a woman. This is the reason why she stressed in her fiction the need for growth, and has shown how painful and frustrating this process can be for a woman. This process of growth and development is revealed in her major works *Ethan Frome* (1911), and *Summer* (1917).

### **Individual Constrained by Traditions**

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The situations in Edith Wharton's novels are usually that of an individual thrown against the rigid conventions of a small social group. They emphasize the honor of the family at all costs. The family must stick together and protect its women at all costs. Divorce, she viewed as a tragedy, but from a social, not a human or personal viewpoint.

Like many women, Edith Wharton knew that the claims of the outside world, of marriage and the woman's duty to home and society could be merciless and that the inner life could become a source of strength. This experience and knowledge enabled her to write her best novels which are like "inspired rooms, places which create for us with a completeness of moral and psychological detail" (Howard 29).

### *Ethan Frome and Summer*



The two novels that proclaim Edith Wharton's psychological and artistic emancipation from the internalized voices of the past are *Ethan Frome* (1911) and *Summer* (1917). In them, she attempts to do personally and aesthetically to see "beyond an unpleasant subject" (Goodman 67). On the surface these texts seem straightforward and familiar but beneath the surface, however each contains a story about an unpleasant subject: "incest" (Goodman 67).

*Ethan Frome* and *Summer* are clearly related to the author. *Ethan Frome* in its original version is entitled "Hiver" while Wharton called *Summer* the "Hot Ethan". Despite the correspondence between these two New England novels, *Summer* marks a change in Wharton's view of America and the world. The two novels do not represent parts of the same seasonal life cycle. In the impenetrable and infertile landscape of *Ethan Frome* "sexual passion offers a siren call to smash upon the rocks" (Waid 78).

The narrator constructs a vision of cold hearth and a rocky landscape that offer the "lure of death, a world barren of the fruit that would generate other fruit" (Waid 78-79).

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*Summer* includes the possibility of cyclical passage that would escape dangerous repetition. It reveals “a more fertile world that offers growth, flowering, fruit and a reseeded that takes place after a period of necessary dormancy” (Waid 79).

Unlike the vision of *Ethan Frome*, *Summer* represents a cycle of growth in which repetition is welcomed as necessary renewal. The juxtaposition of love and suffering in *Ethan Frome* and *Summer* reflect in some degree the intensity that Wharton gained from direct sexual experience as well as some of the ambivalence she experienced in love from 1907 to 1911.

### **Use of Symbols**

Dealing with the themes analogous to the incidents that took place in her own life in *Ethan Frome* and *Summer* Wharton has made use of symbols to express her ideas. In *Ethan Frome* the gloomy atmosphere is highlighted by using winter as the seasonal background. In *Summer* the seasonal background is summer. These symbols reveal not only the minds of the characters described in the novels but the suppressed and expressed views of Edith Wharton as well. In *Ethan Frome* Ethan’s denial of sexuality is revealed by his withdrawal from sexual relationship. In *Summer* Charity’s revelation is revealed by her sheer ecstasy and joy at having experienced sexual relationship.

### **The Protagonist in *Ethan Frome***

Ethan Frome, the protagonist in *Ethan Frome* is a victim, because of his suppression of feelings, and inarticulateness. The pain experienced mentally and physically is projected by the gloomy atmosphere and background picture of winter. Ethan Frome is a man set apart from his neighbours by education, intellect and feeling, but lacks the force or courage either to impose him or to get away. This retreat leads to a kind of stasis in his life. As Lubbock observes: “Ethan’s history was just a flash of inarticulate passion, thrown against the blinding whiteness of the New England Winter” (54).

*Ethan Frome* depicts the tragedy caused by the challenging convention. Ethan Frome, a young man of good and gentle character is the only son of a New England farm couple. He has some intellectual gifts and some desire to know the world, and for a year he is happy attending a technical school. But when his father becomes disabled by a farm accident, Ethan dutifully returns to manage the failing farm and saw mill. After his father’s death, his mother loses her mental faculties and during her last illness she is nursed by a female relative whom Ethan marries for no other reason than that he is in fear of loneliness.

The new wife, Zeena, who is elder to Ethan, immediately becomes a shrew, and lives only to be ill. To help Zeena in her household work, the Fromes take into their

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home, a gentle and charming young girl, Mattie Silver, a destitute cousin of the wife. Ethan and Mattie fall in love, innocently but deeply. The wife perceiving this, plan to send the girl away. At the thought of separation Ethan and Mattie decide to commit suicide. They mean to die by sledding down a steep hill and crash into a great elm tree. Their plan fail and they survive. Ethan is sorely crippled and Mattie is bedridden in perpetual pain and Zeena becomes the devoted nurse and the jailer of the lovers.

### Issues in *Summer*



Charity, the protagonist, in *Summer* is caught in the stifling environment of North Dormer. Trapped in a society she scorns and in lives she despises, Charity resorts to a consolation – the fantasy of escape.

Charity Royall a young woman of obscure parentage is reared by foster parents, Lawyer Royall and Mrs. Royall. Mrs. Royall is dead when the narrative begins. Charity lives with Royall in a small Massachusetts town called North Dormer. Although she yearns to escape she turns down a chance to attend boarding school because she feels obligated to Lawyer Royall, who will be too lonesome without her. However, Royall eventually tries to seduce his foster daughter, and then twice asks her to be his wife, but Charity revolts. She instead falls in love with a young urban architect named Lucius Harney.

As Charity becomes more sexually experienced through her affair with Harney, her interest in her own origins grows. She eventually becomes pregnant with Harney's child, only to learn that he is engaged to a girl of his own, more privileged class. In desperation, Charity seeks her own mother, who lives with a group of outlaws on the mountain, but her mother dies before the two could reconcile. Charity assists the local minister at a nightmarish burial, spends one night on the mountain, then leaves, hungry, cold and upset.

While making her weary way down the mountain, Charity encounters Lawyer Royall, who knowing she is pregnant, immediately takes her to a nearby city and marries her. "You're a good girl" (S 216) Royall tells Charity the day after their marriage. "I

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guess you're good too" (S 216) she responds. Charity returns with Royall to his house in North Dormer, married to the only father she knows.

### **Seasons in Contrast, Symbols in Contrast**

*Summer* is portrayed in contrast to winter, where the characters undergo rebirth rather than stagnation. The protagonists Charity and Lawyer Royall experience their desires without suppression in the stimulating season summer which leads to revelation in their lives.

*Ethan Frome* and *Summer* unfold the tragedy of circumstance. The former is the symbolic presentation of winter-frozen-life held in abeyance. The latter is its antithesis, lush, bursting with every rebellious life force. In the desolate communities which witness the agonies of Ethan Frome and Charity Royall, not only is there a stubborn village decorum, but there are also the bitter compulsions of a helpless poverty which binds feet and wings as the most ruthless decorum cannot bind them. This dulls all the hues of life to an unendurable dinginess. Wharton considers these two novels as "one conception-literary twins" (Kellogg 221).

*Ethan Frome* symbolically referred to as 'Cold Ethan' reveals suppression leading to death in life. In *Summer*, the protagonist, though faces defeat in life, is able to overcome and accept the fate, leading to happiness in life. *Summer* is symbolically referred to as 'Hot Ethan'. The symbolic terms reveal that 'Cold Ethan' is a tragedy of wintry emotional starvation, while 'Hot Ethan' is a richly sensuous book set in the season summer.

Life begins unhappily for the deprived; they move through crucial moments of intense suffering, and they simply continue to live after the single drama of life for them has dissipated. Neither villains nor heroes emerge in these novels. Edith Wharton's protagonist Ethan Frome faces intense suffering and simply continues to lead a retreated life. On the other hand Charity Royall is able to cope up with her fate and overcome it, even after her life seems a crisis. Charity's revelation makes her a successful woman. The final uncompromising message seen in *Ethan Frome* and *Summer* is "freedom can never be absolute, and in so far as joy can be sustained it must accommodate the limiting demands of circumstances" (Wolff 411).

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## Computer Assisted Language Learning – Some Aspects

Taher Bahrani, Ph.D. Candidate

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### Abstract

There is no doubt that there have been impressive technological developments in the last few years affecting our lives one way or another. During this outstanding period in technological developments the computer and the Internet have been developed as the leading ones. The integration of different technologies such as computers has long been established in the field of language teaching and learning. Moreover, the pedagogical values and contributions of computers in language learning have been supported by many scholars.

In the same line, the present paper tried to provide some more insights regarding the integration of computer assisted language learning for language teachers as well as the learners. Accordingly, computer assisted language learning and its history were considered first. Then, the use of computer-assessed language learning based on behaviorist, communicative, and integrative approaches to language learning was considered. Finally, a detailed illustration regarding the advantageous of using CALL was investigated.

**Key words:** Technology, Pedagogical, CALL, Advantages

### Introduction

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Today, almost all aspects of our lives are affected in some way by emerging technologies such as computers. Computers have the ability to control countless devices in modern homes, such as those that generate electricity or purify water.

The development of Information Technology (IT) has embedded the application of computers in the language learning process. This very application of computer in language learning is known as Computer Assisted Language Learning (CALL). In this regard, a computer as a medium is used for the sake of facilitating people in language learning. However, a computer is solely a tool and a medium which is totally dependent on the users. In this case, the computer is considered to be a part of the entire language learning process (Hartoyo, 2008).

Recently, the use of CALL in language classrooms has increased all over the world in different language classrooms. In addition, many articles have been written about its role in language learning (Clark & Sugrue, 1991; Hubbard, 1998; Clifford, 1998; Phillips, 1998, just to name some). Although the potential of the Internet for educational use has not been fully explored yet and the average school still makes limited use of computers for some reasons, it is obvious that we have entered a new information age in which the links between Information and Communication Technologies (ICT) and English as a foreign language (EFL) have already been established.

Computer Assisted Language Learning (CALL) has emerged as a kind of technology to aid reinforcement and assessment of authentic language materials to be used and learned.

More importantly and in relation to language learning, CALL highlights the role and the use of Information and Communication Technologies (ICT) in second/foreign language learning and teaching. It includes a wide range of activities, courseware development, pedagogical practice and research.

### **Nature of CALL Programs**

Although CALL has been used since the 1960s, it still lacks research methods and a clear theoretical foundation (Chapelle, 1997).

The development of CALL can be divided into behaviorist, communicative and integrative as the three distinct phases (Warschauer, 1996).

Typical CALL programs present a stimulus to which the learner must respond. This is based on behaviorism which emphasizes habit formation through stimulus and response. In this regard, the stimulus may be presented in any combination of text, still images, sound, and motion video. The language learner responds by typing at the keyboard, pointing and clicking with the mouse, or speaking into a microphone. The computer offers feedback, indicating whether the learner's response is right or wrong. Some developed CALL programs also try to analyze the errors and help the language learner to learn the correct form.

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CALL was implemented in the 1960's and 70's based on behaviorism when the Audio-lingual method was mostly used and provided the language learners with repetition and drills. However, some computer based programs are still being used based on behaviorism.

Traditional CALL programs presented a stimulus to which the learner had to provide a response. In early CALL programs the stimulus was in the form of text presented on screen, and the only way in which the learner could respond was by entering an answer at the keyboard.

Using the CALL based on the communicative approach focuses on the real world communication. Putting the communicative approach into consideration, CALL programs provide non-drill format of the materials, through different games, reading and text reconstruction.

Another approach is that of the integrative. Accordingly, multimedia computers and the Internet are used to provide authentic language input. These technological developments have brought text, graphics, sound, animation and video to be accessed on a single inexpensive computer.

### **CALL and Language Learning and Teaching**

Computer Assisted Language Learning (CALL) is usually described as the computer-delivered combination of a large range of communications elements – text, sound, graphics, pictures, photographs, animation and moving video. Language learning is concerned with the development of communication skills and has traditionally and creatively exploited all these communication elements in its classroom context. Each media element has its own particular advantages in conveying particular kinds of messages and evoking particular kinds of language learner responses.

According to CALL, communication and language use are not a one-way process. Multimedia environments provide a further and more powerful dimension to communication when the control and manipulation of meaningful information is passed into the hands of the learner. The ability to interact with these communication elements via interactive CALL allows language learners to explore, discover, ponder, search, question, answer and receive feedback.

Authentic language input provided either through the internet or CD-ROMs is now accessible easily. Language learning via multimedia technology such as TV is already familiar to us. The expansion of the capacity and the speed of the World Wide Web can deliver real world audio/visual language input.

As language teachers, we regularly use in our classes teaching all the media types that go to make up multimedia. These can be written texts, pictures, sound, and video. Each of these delivers messages in a particular manner and can exemplify or elicit communicative language in its own particular way. Accordingly, multimedia delivers the ability to juxtapose these essential language learning media, they can now exist within the same space as each other.

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## **Advantages of CALL**

Many educators (Decker, 1976; Breland, 1996; Esteras, 2003; Hartoyo, 2006; just to name some) indicate that the current computer technology has many advantages for second language learning. The following are the advantages as stated by the above-mentioned experts:

- *Interest and motivation*

Traditional and classical language teaching in classroom can be monotonous, boring, and even frustrating at times. This can cause language learners lose their interest and motivation in learning. CALL programmers can provide student ways to learn English through computer games, animated graphics, and problem-solving techniques which can make drills more interesting.

- *Informal language learning*

CALL allows learners to learn the language even without having to attend language classes by creating a personal learning environment out of the classroom border.

- *A compatible learning style based on the proficiency level*

Language learners have different proficiency levels with different learning styles. Turning blind eyes to these factors will cause serious conflicts to them. In this regard, many computer based programs can provide different drills based on the language proficiency level of the learners. For example, from easy drills to very difficult ones or from slow drills to fast ones.

- *Optimal use of learning time in formal and informal settings*

Thanks to the portability of laptops, computer assisted language learning can be used anytime and anywhere. As a matter of fact, the time and place flexibility of using computer are two essential factors that enable language learners to choose appropriate time and place for learning.

Accordingly, Kiliçkaya (2007) stressed the importance of flexible learning, learning anywhere, anytime, anyhow, and anything you want, which is very true for the web-based instruction and CALL. Learners are given a chance to study and review the authentic language materials supplied by different computer based programs as many times they want without limited time.

- *Feedback and error analysis*

Students can sometimes benefit from feedback given by the computers. Computer can give instant feedback and help the students to solve the related language problem at the very first stage. Decker (1976) also argues that most significantly CALL provides instant feedback

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correcting drill exercises and tests. It seems that Decker has based his arguments regarding the use of CALL in informal settings based on the behaviorist approach that emphasizes stimulus and response for habit formation. In other words, language learners use the computer which is a kind of technology in both formal and informal learning settings to do some repetition and drills which are believed by the behaviorists to boost language learning.

Kiliçkaya (2007) listed the advantages of CALL as giving immediate feedback, allowing students at their own pace, and causing less frustration among students. Moreover, computer database can be used by teacher to classify and differentiate the type of general. A computer can analyze the specific mistakes that students made and can react in different way from the usual teacher, which make students able to make self-correction and understand the principle behind the correct solution.

- *Repetitive practice*

Students have freedom of expression within certain bounds that programmers create, such as grammar, vocabulary, etc. They can repeat the course they want to master as many as they wish. However, I do not want to hold the view that repetition is beneficial to language learners or not. What I try to emphasize here is that computer technology gives the freedom to repeat any authentic language materials as many times as language learners need.

### **A survey on the advantageous of using CALL into language classrooms**

In order to obtain more empirical evidence on teachers' attitudes and motivation toward the application of CALL into language classrooms at different proficiency levels, a survey was conducted.

#### *Participants*

The participants in this survey were 15 language teachers including 6 senior lectures and 9 M.A. holders. The participants have been teaching various English language courses at different proficiency levels for 3 to 11 years now.

#### *Instruments*

This research utilizes qualitative research methodology. In this relation, a sample questionnaire (see appendix I) which was verified prior to the main study during a pilot study was used as the instrument to collect the necessary data.

#### *Procedure*

The qualitative method of data collection was utilized through the use of a survey questionnaire. The questionnaire was designed to investigate language teachers' attitudes and motivation towards the use of CALL in language learning. This set of questionnaire contained 11 items

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regarding teachers' attitudes toward the use of CALL. It should be mentioned that 4 of the items are related to the improvement of different language skills via the application of CALL (Appendix I).

Before the actual data collection was conducted, a pilot study was carried out to assure the validity of the questionnaire. To this end, the questionnaire was given to 5 trial language learners majoring in TESL. Then, the questionnaire was modified in order to achieve better results.

After the pilot study and the modification of the questionnaire, it was distributed to 15 language teachers including both males and females at 2 different universities in Iran to collect the necessary data.

## **Results**

The results obtained from the questionnaire can be summarized as follow:

- 12 teachers in the study employed computer and computer based technologies such as the internet, face book, and twitter in their classes. Accordingly, the participants had a positive attitude toward the use of computer. 12 of them acknowledged that they use computer for the improvement of speaking proficiency and listening comprehension more than the other language skills.
- 3 of the participants had a negative toward the use of CALL. Accordingly, they preferred traditional print material rather than new technologies. However, those who said no to the use of technologies in language learning had no specific reason for that to be reported here.

Moreover, the analysis of the answers indicated that 11 participants used the CALL because they believed that CALL motivates their language learners. 12 participants also agreed that CALL can be best used for error correction. The error correction based on CALL can be supported by many educational programs designed to enhance different language skills particularly speaking and listening skills.

Thanks to the rapid developments in computer technology, language learners can also utilize various CALL-based programs in informal language learning setting without always having to wait for the teachers to feed the with language learning ingredients.

To sum up, the study tried to add more light on the current pedagogic rationale of incorporating CALL into language learning. However, the study could be expanded to find out the possible problems associated to the use of CALL in language learning.

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## Conclusion

Today, technology is growing so fast that no one can deny or avoid its effect on different aspects of our lives. Accordingly, many technologies such as computers have been used in language teaching classrooms. In the same way, the present paper aimed at considering the use of CALL based on some language learning approaches. Moreover, it considered some advantageous and disadvantageous of CALL.

The advantages of CALL can be outlined as providing motivation and autonomy for learner, compatible and time flexible learning, immediate and detailed feedback, error analysis, and a process syllabus. Some considerations must be given to the disadvantages of CALL, such as less handy equipment, high cost of education, lack of trained teachers and of CALL programs of perfect quality, and limited capacity of computers to handle unexpected situations.

However, CALL has certain advantages and disadvantages and teachers should know the strengths and weaknesses in applying CALL in ESL classrooms. It is agreeable that technological advancement and development has enabled the application of CALL programs in language learning and instruction. Even so, computer technology still has its limitation and weaknesses. Therefore, we must first realize the advantages and disadvantages of current CALL programs before applying them to improve our teaching or to help student learning. In the end, we can avoid the mistake in employing CALL program and get the maximum benefit for our ESL teaching and learning.

One important point to mention regarding the use of CALL is that the learning situation that a second-language learner faces is various and ever changing. Computers merely have artificial intelligence, and it cannot deal with learner's unexpected learning problem or response to learner's questions immediately as teachers do. Computer technology with that degree does not exist, and are not expected to exist quite a long time. In other words, today's computer technology and its language learning programs are not yet intelligent enough to be truly interactive.

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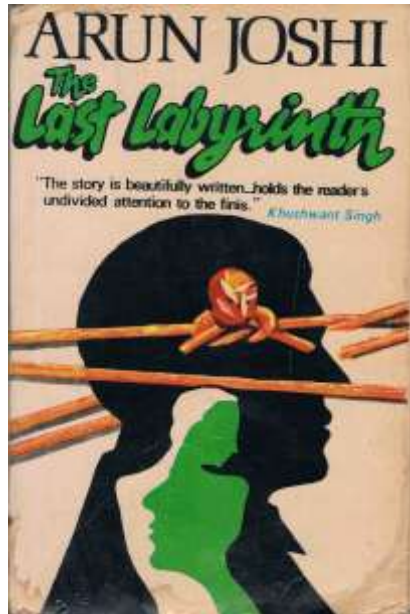
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## Women Characters in Arun Joshi's Novels - An Embodiment of Human Values

Shivani Vashist, Ph.D.



### Arun Joshi and His Novels – Emphasis on the Senselessness of Contemporary Life

Arun Joshi's literary career began in 1960's. He produced 5 novels and a short story collection *The Survivor*. His novels emphasise the absurdity and senselessness of contemporary life in which technological domination has reduced man to a marionette caught up in life's chaotic surge with no avenue to escape. Almost all his protagonists represent common man's disenchantment with materialistic aggrandisement. The novelist shows the

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hollowness of relationships and the absence of any ameliorating vision in a world order dominated by technology through several incidents.

### **Arun Joshi's Female Characters**

Much emphasis has been given to Joshi's male characters, but his female characters too need due recognition. His novels are replete with association and interaction of protagonists with women characters who are the torch bearers to the ones caught in the labyrinth.

#### **Kathy and Anna**

Joshi's first novel, *The Foreigner* is the story of a youth born of an English mother and an Indian father who died when he was only four, his uncle in Kenya brought him up. In England, where Sindi had his early education, he had amorous relationships with Anna and Kathy. Anna, a woman of about thirty-five, a minor artist and separated from her husband, gets physically involved with Sindi just to regain "her lost youth" (143). Once she regains her self-respect, she deserts him without any consideration for his feelings. Kathy also leaves him after having intimate relations with him for a few weeks to go back to her husband because "she thought marriage was sacred and had to be maintained at all costs" (144).

Sindi's futile association with both these women characters, Anna and Kathy, gives a distinct shape to his character and personality. Another female character in the novel is June who embodies human values. She feels entrapped by the materialistic entropy of the American society. She also attempts to provide inner peace and contentment to Sindi.

#### **Billy and Tuula**

Chronologically the second novel by Arun Joshi is *The Strange Case of Billy Biswas*. Tuula is perhaps the first person to correctly read Billy's mind. She correctly perceives Billy's acute awareness of the incongruity of the modern civilisation influenced by materialistic aggrandisement. Billy, due to his hypersensitivity, is constantly haunted by the call from the primitive world which is still uncontaminated by the sophistications, restraints and interference of the civilised world wherein lie the roots of man. Tuula informs Romi that Billy is "an exceptional person" (22) and "feels something inside him... A great force, *urkraft*, a... a primitive force" (23).

#### **Billy and Meena**

Billy comes back to India and is appointed Professor of Anthropology at the Delhi University. His mother introduces him to Meena, a pretty young daughter of a retired civil servant. He hurriedly gets married to Meena. Meena represents the hollowness and superficiality of the modern phoney society and lacks that "rare degree of empathy" that could have enabled her to understand her husband's vexed mind (185). Her lack of empathy and "sufficient idea of human suffering" leads to a marital fiasco.

Meena's upbringing, her ambitions, twenty years of contact with a phoney society - all had ensured that she should not have it. So, "the more I tried to tell her what was corroding me, bringing me to the edge of despair so to speak, the more resentful she became" (185). Billy is soon estranged from her. She herself acknowledges to Romi "perhaps I just don't understand him as a wife should" (76). Meena in reality is a hollow character, truly symbolic of her generation. Her incapacities are generic, rather than individual:

He feels terribly sick of the post- independence upper class Indian society lost in the superfluity of life. The 'kitch' culture of the affluent India which his wife Meena, the daughter of a civil servant and educated in the best missionary convent, represents, drives him out of the society (Mathur and Rai 1980:35)

### **Billy and Bilasia**

Contrary to Meena is Bilasia. Through her Billy receives "the truest perceptions of life" which were elusive and communicable only in the language of visions (142). She represents the purest essence of a life affirming source. Billy's union with Bilasia is not only the union of two bodies, but also an attempt of a split-self to realise the whole. Bilasia represents real love as opposed to Meena who is a representative of the greedy mercenary civilisation.

Bilasia is the essence of the primitive force who helped Billy to replace his restlessness with "Divine serenity" (Urmil 2001: 58). Unlike Meena who had repelled and deadened it, she is able to enliven Billy's soul.

### **Tuula – Total Disregard for Money**

Like Bilasia, Tuula, an educated and sensitive woman, also has a great influence on Billy. Devoid of exhibitionism or self-consciousness, which was common in other people living in a phoney materialistic world, Tuula attracts him because of her "total disregard of money" (176). She follows a simple philosophy of life based on "hindu beliefs" that establishes need of a minimum of goods for survival by man (176). She embodies extraordinary intuition and empathy, which Meena lacks and, thus, is unable to understand her husband.

### **Leela in *The Last Labyrinth***

In *The Last Labyrinth*, Leela symbolises the scientific attitude and also showcases its inability to impart inner satisfaction to man. Bhaskar is attracted towards her fetish for analysis and explanation. Though he maintains sexual relationship with her for six months, yet is still baffled with her:

She analysed like others breathe. If we are talking of compulsions, there was a woman who had compulsions- to talk, to analyse. There was nothing that she could not work out through cool analysis: the universe, the living and the dead, worlds seen and unseen (78).

Leela reads and analyses, but she has little knowledge about "the roots of the world's confusion" (80). Bhaskar tells her about his emptiness and the voices that he hears all the

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time. She feels concerned, analyses his problem but is unable to solve it. Bhaskar frankly remarks:

Leela Sabnis was a muddled creature. As muddled as me. Muddled by her ancestry, by marriage, by divorce, by too many books. When she made love-when she made love, the confusion momentarily lifted. But immediately after, as she stood smoking looking down at me... The confusion descended in one roaring storm (77-78).

Som Bhaskar's affair with Leela Sabnis fizzles out as it does not give him any sense of true belonging. Bhaskar's mother's reliance on faith and his father's fetish for knowledge goad him to leave Leela.

### **Geeta**

Bhaskar's wife Geeta is an embodiment of trust and faith, "it enveloped her, this trust, like the amniotic fluid envelopes the embryo protecting her slim shanks and tender white arms" (63). Bhaskar, on the other hand, is totally devoid of it. From the very beginning he is very much aware of his handicap.

I needed the trust- who doesn't? I needed it all the more because i did not trust myself, or my men, or my fate, or the ceaseless travel on the social wheel. Between the empty home and the cluttered offices-so many men, unknown, unknowable, each with a quiver of axes to grind –between these two poles of existence, friendless in a city i did not love and which, for that matter, did not love me, even though it eyed my money, in this whore of a city what i neede most was to be reassured that all was well (63).

Geeta is the perfect wife anyone can ever dream for - she is intelligent, sophisticated, "aware of the pitfalls of the world", sensible, loving and trusting (63). When Bhaskar meets Geeta, it is basically her trust in life that draws him towards her. "If discontent is my trademark, trust is Geeta's... Geeta trusts like birds fly, like fish swim" (63). Geeta, like Bhaskar's mother and Anuradha, is a firm believer of religion and has great enthusiasm for temples, shrines, saints and astrologers. Bhaskar, though married her and possessed her physically, is unable to understand her. "Why then this trust in the world's mechanism, this faith that the engine shall not seize, or worse, explode" (63). Her endurance, equanimity and certitude - qualities so completely lacking in Bhaskar, make her look like a "child of another world, traversing, like a plane at a higher altitude" (69).

The novel projects the contrast between Bhaskar's obsession with doubt and reason, and Geeta's unwavering reliance on trust and faith. Despite Bhaskar's "little fascinations" that puzzle her, she has only an enduring trust in him (73).

### **Anuradha and Bhaskar**

Bhaskar's relentless and hysterical pursuit of Anuradha is a traumatic affair that makes him aware of the meaningless existence in the modern civilisation and brings him face to face

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with the absurdity and senselessness of the urbanised civilised world. Bhaskar's first encounter with Anuradha takes place first at a meeting of the Plastic Manufacturer's Association in Delhi Intercontinental Hotel where he has gone strictly from business point of view. Being an ambitious person, he is bent upon grabbing Aftab's company. But when he meets Anuradha, he is fascinated by her charm and determines to wrench her away from her husband along with the shares of the company. Anuradha, of indeterminable age and origin, gradually becomes more and more the centre of his life.

Anuradha is an illegitimate child of an insane mother, who was molested in her childhood. She has witnessed "murders, suicides, every conceivable evil of the world" (190). As K, a character in *The Last Labyrinth* puts it, "you know, Som, my life has been spent amidst misery and suffering but I know of no other human being who suffered as much as Anuradha" (189-90). She possesses Bhaskar's mother's unfailing faith in Krishna, the inhuman suffering she has undergone also endows her with an understanding of certain fundamentals of life. She is endowed with a rare insight and intuitive power, and Bhaskar is not able to resolve her mystery. She seems to him, "[...] a city without a name, a city set in an oasis, plundered a thousand times and waiting to be plundered again by men like Aftab and me who forever lurked in its desert purlieus" (37).

### **Joshi's Fascination with *Shakti***

Anuradha is Bhaskar's 'shakti' and it is through her only that he can find solution to his predicament. Joshi seems to have a strange fascination for this concept. In his interview with Piciucco, he remarks that 'shakti' is "the Indian worship of the Mother Goddess, of the Divine Mother, a thing which is also common in your parts...People have experienced it quite similarly. That concept is not that the Queen or the female power is stronger than male, but rather she creates everything for the pleasure of man. How and why, do not know?" (1997:94).

Bhaskar gets extremely frustrated in his yearning for Anuradha because he does not know how to possess her. Back in Bombay, Bhaskar learns more about Anuradha and her past from K, his family doctor, and his curiosity further increases. The more he comes to know about her, the more mysterious she appears to him. He reflects:

There was a mystery about Anuradha that I had yet to crack... She should have been transparent. Why should she appear mysterious unless, possibly, there was a mystery within me that in her proximity, gets somehow stirred as one tuning fork might stir another (89)

Certain characters in *The Last Labyrinth* besides being the living creatures are also the symbols. Geeta symbolises endurance, faith and trust. Anuradha is Bhaskar's *Shakti*.

Thus Arun Joshi, in almost all his novels, has endeavoured to present women characters with firm belief and trust on human values. The women characters are the main source of inspiration to the protagonists and assist them to follow the correct path. Also the contrast

between the virtuous life of female characters and vicious life of the protagonists make the distinction more striking. The women characters play a vital role in Joshi's novels.

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## **Stress Coping Strategies Adopted by School Administrators at Elementary Level**

**Amna Iqbal Awan, M.S. Education (ongoing), M.A. Education, M.A. Political Science**

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### **Abstract**

Stress is basic to life whether we are wealthy, powerful, good looking, happy, employed or unemployed. Stress is experienced by all in their everyday lives in a wide variety of situations and settings, in the family, in school and on the job. Sometime it continues for a long time. Sometimes it is intense and sometimes it is mild. It varies across time in a particular individual and it varies between individuals. An experience that is stressful for one person may not be stressful for another, and may even be exciting or challenging for still another.

People experience stress while taking a difficult examination, going to a dentist, being stuck in traffic, losing a job, moving to a new community, entering a parenthood, losing a spouse through divorce or death, or retiring from a career. We often have people say they are “under lot of stress”, usually meaning that they feel unable to deal with the demands of their environment and they feel tense and uncomfortable. We understand the meaning because majority of the people have had similar experience, which are labeled stressful (Robbin, 1998).

The dynamic nature of culture makes it imperative that we seek education. Pakistan’s commission on national education rightly observed that education is a complex and highly specialized field. In this field, teacher plays a vital role in behaviors modification and academic progress of students. He always keeps in mind the individual differences, attitudes and aptitude of the students.

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The present state of the teaching profession is one of confusion, dissatisfaction, and failure. Teachers have a wide range of meanings, when they use the term *stress* and they accept or deny existence of stress in themselves or in their colleagues. Some teachers/administrators define stress as an anxiety, fear, inability to cope, frustration and unhappiness while others associate stress with personal weakness and professional competence (Seley, 1983).

**Key Words:** Stress, Coping, Job Burnout, Eustress

## **Introduction**

According to Feldman (1996), the response to events that threaten or challenge a person whether it be a paper or exam deadline, a family problem or even a cumulative series of small events.

According to Lazarus, stress is state we experience when the demands that are made upon us cannot be counterbalanced by our ability to deal with. (Johns, 1997: p15)

## **The Terminology Related to Stress**

### **Eustress**

Seley 1983 pointed out that the sources of stress need not be bad. Stress need not to be bad. For example receiving a bonus and then having to decide what to do with the money can be stressful, so can getting a promotion, gaining recognition, getting married, and similar “good” things. Seley called this type of stress eustress. As we will see later, eustress can lead to a number of positive outcomes for the individual.

### **Distress**

Of course, there is also negative stress, called distress. This is what most people think of when they hear the word “stress”. Excessive pressure, unreasonable demands on our time and bad news all fall into this category. As the term suggests, this form of stress generally results in negative consequences for the individual.

For purpose of simplicity, we will continue to use the simple term “stress” throughout this chapter. But as you read and study, remember that stress motivate and stimulate us, or it can lead to any number of dangerous side effects. (Moorhead, 2001: 223)

### **Stress**

The stress in faculty of higher education is one of the highly touched areas of academicians and researchers (Hui & Chan, 1996, Cole & Walker, 1989; Dunham, 1992; Kyriacou, 1987). Number of stress related issues such as burnout is considered important study area in literature.

Dictionary delineates stress as any stimulus that “disturbs or interferes with the normal physiological equilibrium of an organism” and as “physical, mental, or emotional strain or tension” (Duke 1990).

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Robbins (1996) defines stress as a “dynamic situation of an individual, where he faces an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important”.

Rocca & Kostanski (2001) attempted to study relationship of burnout and job satisfaction and concluded that “employment status does not impact too greatly on the issues of job satisfaction and burnout. However, certain facets of job satisfaction (i.e., operating conditions, nature of work and rewards) across all employment status groups influence components and levels of burnout within secondary teaching”.

The nature of profession is exposed to number of external strains along with internal pressures, which ultimately causes numerous types of stress. As Kinicki & Kreitner (2001) pointed out that “stress is an adaptive response, mediated by individual characteristics and psychological processes, that is a consequences of any external action, situation, or event that places special physical and/or psychological demands upon a person.”

Kyriacou & Sutcliffe, (1978) have reported number of other stress definitions in reference to literature like, unpleasant emotions experienced by faculty as a result of the pressure of work “a procedure of behavioral, emotional, mental, and physical reactions caused by prolonged, increasing or new pressures which are significantly greater than coping resources”. Citing to Dunham's, 1992, Kyriacou & Sutcliffe narrated few contributing factors of faculty stress such as expectation of future demands and eagerness to deal with them, their overall preparation and ability to handle work pressure.

### **Complexity in Defining Stress**

The multidimensionality of stress is described by various definitions, which lead to scholarly complexity, characterized by three interrelated aspects of stress: environmental demands, adaptive response and individual differences (Kinicki & Kreitner 2001). The complication in defining stress is primarily avoided by Lazarus' (1997) description about the stress that it is situation we are involved in when the demands on us are perceived to be exceeding the ability we have to perform the task.

Another important aspect of stress is highlighted in the definition of Moorhead & Griffin (2001) as “stress is caused by a stimulus, that the stimulus can be either physical or psychological, and that the individual responds to the stimulus in some way. Here, we define stress as a person's adaptive response to a stimulus that places excessive psychological or physical demands on him or her”.

Fleet Van (1991) has successfully tried to compose the various definitions of stress into a single meaningful definition that “stress is a person's adaptive response to excessive psychological or physical demands caused by some stimulus”. Mason (as cited in Green Burg, 2002, p. 9) has attempted to bring forward different components of stress such as: stimulus, response, whole spectrum of interacting factor, and stimulus-response interaction. According to Joseph's (2000, p.15) definition, the “stress is an excess of demand made upon the adaptive capacities of the mind and body.”

### **Major Types of Stress**

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- **Eustress**

Selye (cited in Kinicki & Kreitner, 2001. p.588 ) tried to construct a distinction between stressors and stress reaction of both types; positive being beneficial and negative causing harm.. He used the term “Eustress” for the stress having positive outcome and strengthen the person’s ability to perform more effectively. He exemplified the getting of an award in front of the large crowd, accomplishing a difficult task and winning a tricky match as stressors that fabricate Eustress. Selye described stress as foreseeable in practical life and recommended to manage it rather skipping it. In lieu of Selye approach, George et al (1995), describes Eustress as “positive or pleasing stress to which the body tends to adapt”. Among the advantages of Eustress, George et al reported personal growth, improvement of performance at workplace, and consequently a positive outcome.

- **Distress**

Moorhead and Griffin, (2001.p.223) narrated “Distress” as type of stress having negative outcome. Distress is categorized with number components as extreme pressure, perverse demand on awkward times, and unhappy news. This type of stress generally results in depressing consequences for the person. As George et al (1995), referred Distress as “a condition, when body tries to adjust in negative stress with disease, meager performance, and spoiled interpersonal relationships”. a person, having failed to cope with stress, may indulged in long term harmful effects of the stress.

- **Burnout**

Literature has paid much focus on various dimensions of burnout, its implication and proposed remedial measures. Primarily burnout is defined as set of symptoms of total physical and emotional collapse with psychological, psychophysiological, and behavioral aspects. Among the indicators of burnout, include cynicism, rigidity, fear, decreased sense of humor, increased physical complaints, self-medication, and social isolation (George et al 1995). The peoples involved in social services or human welfare like teachers, doctors, lawyers, nurses, social workers and police officers are likely to suffer this chronic condition of burnout. More attention of academicians is required to set clear lines between stress and burnout, their meanings and implications. Conceptual clarification and terminological standardization is also reported as need of future research (Freudenberger, 1981, Moorhead & Griffin, 1999, p.234).

Burnout is characterized by emotional exhaustion and a combination of negative attitudes, which occurs over the longer period of time. Kinicki, & Kreitner, (2001, p595) in a magnificence way, specified the overall scene of burnout as a stress-inducing common problems among members of “helping” professions such as teaching, social work, human resources, nursing, and law enforcement.

- **Organizational Processes**

**Table: Attitudinal characteristics of Burnout\***

Attitude	Description
Fatalism	A feeling that your lack control over your work.

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Boredom	A lack of interest in doing your job.
Discontent	A sense of being unhappy with your job.
Cynicism	A tendency to undervalue the content of your job and the rewards received
Inadequacy	A feeling of not being able to meet your objectives.
Failure	A tendency to discredit your performance and conclude that you are ineffective.
Overwork	A feeling of having too much to do and not enough time to complete it.
Nastiness	A tendency to be rude or unpleasant to your co-workers.
Dissatisfaction	A feeling that you are not being justly rewarded for your efforts
Escape	A desire to give up and get away from it all
*SOURCE: Kinicki & Kreitner, (2001,p 596) - <i>Adapted from D P Rogers, "Helping Employees Cope with Burnout, " Business October-December 1984, p 4.</i>	

Togia, Koustelios and Tsigilis, (2004) reported the deficiency of literature in treating job satisfaction and burnout as unidimensional approach. Therefore, considerations for individuals work condition, which contribute to burnout and satisfaction is needed and multivariate approach is suggested to understand their associations.

### **Occupational Stress**

It refers to the incapability of worker to respond to the dynamic work requirement. Work-related health problems are generally caused by occupational stress and considered as one of ten leading health problems. Stress disorders have negatively impacted the industry, causing loss over US\$ 150 billion because of decreased productivity, absenteeism and incapability. (Blix, Cruse, Mitchel & Blix 1994). By working on occupational stress, we can make substantial improvements in teachers' ability of faculty, overall graduates learning outcome and quality of education. The class sizes, conditions of class rooms and academic burden of faculty contribute a lot in the productivity of university faculty (Rocca & kostanski 2001).

Occupational stress is one of the largely discussed areas by various educationists, researchers, psychiatrists, physicians and management gurus. They have highlighted different sources and symptoms of stress faced by various professionals. Dictionary gives definitions of occupational stress as "any stimulus that disturb or interferes with the normal physiological equilibrium of an organism and as physical" (Duke 1990). Griffin (1990.P.584) defined the stress as "an individual's adaptive response or physical demands on that person and stimulus that induces stress is usually called a stressor. Stressors can be either psychological or physical."

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Occupational stress is the result of individuals to know alarming issue in their work environments. Obviously it is stress on the job, which occurs in a person. The worker when involved in problem, bring occupational stress as results on the floor (Arnold & Feldman, 1998,p.459). In the case of university teachers, the occupational stress is described as “university teaching is a consistently reported to be a satisfying profession by its practitioners being a professor is accompanied by a certain trait with low occupational stress” (Greenberg 2002, p.271).

Greenberg (2002, p.271) has found that “many teachers are now under stress due to fact that teaching profession is not well paid and promotion chances are limited and particularly at the university level where teacher has to face very challenging and demanding tasks”. Hence occupational stress is the composite of different sources of stress at university workplace, faculty characteristics and extra institutional stressors. Greenberg (2002, p.271) has described the several sources of occupational stress such as intrinsic to the job, employee’s role within the organization, relationship at work and atmosphere of the institutes.

### **Categories of Stressors**

- Organizational stressors.
- Personal stressors.
- Environmental stressors.

### **Different Organizational /Job Stressors**

- Role conflict.
- Role ambiguity
- Over and under load stress.
- Responsibility for others.
- Lack of social supports.
- Lack of participation in decisions.
- Poor performance appraisal.
- Working conditions.
- Organizational changes.
- Career development
- Home/work interface.
- Unclear job specification.
- Poor pay, status and promotion prospects.
- Long or unsocial able hours.
- Unrealistic expectations. (Joseph, 200: pp: 24-26)

### **The Most Common Symptoms of Stress**

#### **Physical Symptoms:**

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- Headaches
- Heart disease
- Palpitations
- Hypertension
- Nail biting
- Peptic ulcer
- Neck and backbone pain
- Loss of appetite
- Indigestion
- Diabetes mellitus
- Loss in weight
- Cold fingers and toes
- Pulse rate
- Blood pressure
- Erythrocyte sedimentation rate
- Somatic complaints

### **Psychological Symptoms**

- Job dissatisfaction
- Boredom
- Anxiety
- Depression
- Irritation
- Self esteem
- Occupational and general fatigue

### **Mental/Emotional Symptoms**

- Increased arguing
- Relationship problems
- Food craving
- Night mares
- Fighting spouse, boss
- Anger

### **Behavioral Symptoms**

- Feeling unable to cope
- Difficulty in decision making
- Constant tiredness

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- Lack of interest in hobbies
  - Difficulty in concentrating
  - Loss of sense of humor
  - Suicide
  - Accidents and errors, with harm to others
  - Impaired interpersonal relations
- (Goldberger.1982: p, 428-429)

According to Pearlin and Schooler (1978), coping refers to things people do to avoid being harmed by life strains. At the heart of this concept is the fundamental assumption that people are actively responsive to forces that impinge upon them. Since many of these impinging forces are social in their origins the understanding of coping is a prerequisite for understanding the impact that societies come to exert on their members.

The concept is being used to refer to any response to external life strains that serves to prevent avoid and control distress. Thus we regard coping as separable both from the life strains experienced by people and from the state of their emotional life.

According to Lazarus (1996), coping as defined as constantly changing cognitive and behavioral efforts to manage specific external or internal demands that are taxing which exceed a person's resources.

In Webster's Third Unabridged Dictionary coping means to maintain a contest or combat usually on equal terms or even with success or to face encounter or overcome problems and difficulties.

### **Coping with Stress**

There is no way to avoid stress. But avoiding it may not be necessary. The amount of stress you face isn't nearly as important as how you deal with it. If you can learn to treat stress in the right way you can defuse it.

Psychologists have concentrated much of their effort on training people to cope directly with their stress. Coping does not always come naturally. It is a skill that must be learned and honed like any other skill.

Coping consists of efforts to control, reduce or learn to tolerate the threats that lead to stress. There are several coping techniques that encompass attempts to control one's psychological responses to stress including meditation, progressive relaxation, feedback and exercise.

### **Reducing Stress**

The daily hassles and stress reactions influence each other. Both have important implications for successful coping.

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Lazarus demonstrates the process a person goes through when faced with a life event. Meditation is a learned technique for refocusing attention that brings about an altered state of consciousness.

In progressive relation, various muscular groups are alternately tensed and then relaxed. Bio-feedback is a procedure in which a person learns to control internal physical physiological process. It entails the use of electronic monitoring devices that provide continuous feedback regarding the physiological response in questions. Physical exercise and a change in diet are also effective techniques for

There are three key features:

- 1 A life event is not a problem unless we appraise it as such. In primary appraisal we want our primary appraisal to be realistic so that we attend to legitimate problems and threats but do not overburden with events that must be accepted as part of life.
- 2 When a life is appraised as problem or threat and results in stress, the negative effects of this stress can be moderated with a secondary appraisal that results in a self-perception of efficiency and competence.
- 3 A successful coping response will serve to further control and minimize stress. An unsuccessful coping response should prompt us to reappraise the life event or to try different coping strategies. (Chris L. Kleinke, 1983, p15)

## **Types of Coping**

### **1. Problem Focused Coping**

Problem focused coping seeks to modify or eliminate the sources of stress (destroying an alcoholic husband's liquor supply) to deal with the tangible consequences of a problem (taking over family responsibilities when the head of the household is ill) or activity to change the self and develop a more satisfying situation (learning new skills and enhancing independence.)

### **2. Emotion Focused Coping**

Emotion focused coping includes responses whose primary function is to manage the emotion aroused by stressors and thereby maintain effective equilibrium. It can provide the resources necessary to handle a problem (mediating to reduce anxiety may help one in studying for an exam; expressing tension by crying or shouting may elicit advice about alternative ways of handling a problem).

### **3. Religious Focused Coping**

Religious focused coping can be considered as relevant to emotion focused coping. One might turn to religion when under stress for a wide reason. Religion might serve as a source of positive reinterpretation and growth as a tactic of active coping with stressors.

## Methodology

To find the strategies adopted by the educational administrations to reduce the stress. So the target was to obtain the opinion of the educational administration of middle schools. We applied the questionnaire to know about the sources of their stress, consequences of their stress and the strategies, which they adopt to reduce their stress. All educational administrators of Lahore city were considered population of this study. As there were many schools in Lahore city. It was not easy to obtain the opinion of all the educational administrators of elementary schools. Hence a sample of 20 educational administrators was drawn from the Lahore city (govt. schools) randomly. A questionnaire was used as tool of research. It consisted of 83 questions designed at 4-point scale (never, seldom, sometime, frequently) by Farmer's books "stress management for human services".

## Data Analysis:

Table 1

Percentage on statements

Q	No	Never		Seldom		Sometime		Frequently	
S	1	2	10%	1	5%	10	50%	7	35%
\	2	1	5%	2	10%	11	55%	6	30%
\	3	2	10%	3	15%	8	40%	7	35%
\	4	6	30%	4	20%	7	35%	3	15%
\	5	2	10%	4	20%	11	55%	3	15%
\	6	10	50%	4	20%	2	10%	4	20%
\	7	12	60%	3	15%	3	15%	2	10%
\	8	12	60%	3	15%	5	25%	0	0%
\	9	14	70%	3	15%	1	5%	2	10%
\	10	6	30%	7	35%	7	35%	0	0%
\	11	2	10%	4	20%	11	55%	3	15%
\	12	3	15%	4	20%	11	55%	2	10%

\\	13	3	15%	4	20%	11	55%	2	10%
\\	14	2	10%	5	25%	13	65%	0	0%
\\	15	8	40%	5	25%	7	35%	0	0%
\\	16	4	20%	7	35%	7	35%	2	10%
\\	17	4	20%	2	10%	13	65%	1	5%
\\	18	3	15%	7	35%	7	55%	3	15%

A: Stress is Due to

S: The source of stress is some personal problems.

### **S1. “Poor Physical Working Conditions (Noise, Temperature etc)”**

50% administrator sometime feel, 35% administrator frequently feel, 10% never feel and 5% administrators seldom feel stress due to this factor.

**S2. “Work Overload”** 55% administrator sometime feel, 30% frequently feel, 10% seldom feel and 10% never feel stress due to this factor.

**S3. Time Pressure**, 40% administrator sometime feels, 35% frequently feel, 15% seldom feel and 10% never feel stress due to this factor.

**S4. “Poor Decision Making”** 35% administrator sometimes feel, 30% never feel, 20% seldom feel, and 15% frequently feel stress due to this factor.

**S5. “Lack of Job Security”** 55% administrators some time feels, 20% seldom feel, 15% frequently feel, and 10% never feel stress due to this factor.

**S6. “Lack of effective Consultation”** 50% administrators never feel, 20% frequently feel, 20% seldom feel, and 10% some time feel stress due to this factor.

**S7. Restriction on Behavior**, 60% administrators never feels, 15% some time feels, 15% seldom feel and 10% frequently feel stress due to this factor.

**S8. Poor Relation with Subordinates**, 60% administrators never feels, 25% some time feels, 15% seldom feel and 0% frequently feel stress due to this factor.

**S9. First Appointment**, 70% administrators never feel, 15% seldom feel, 10% frequently feel and 5% some time feel stress due to this factor.

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**S10. Trying to do Several Things at the Same Time**, 35% administrators sometime feel, 35% seldom feel, 30% never feel, and 0% frequently feel stress due to this factor.

**S11. Job Dissatisfaction**, 55% administrators sometime feel, 20% seldom feel, 15% frequently feel and 10% never feel stress due to this factor.

**S12. Inadequate Salary**, 55% administrator sometime feel, 20% seldom feel, 15% never feel, and 10% frequently feel stress due to this factor.

**S13. Long Journey at the Start and the Finish or Each Working Day**, 55% administrators sometime feel, 20% seldom feel, 15% never feel and 10% frequently feel stress due to this factor.

**S14. Insufficient Resources**, 65% administrators sometime feel, 25% seldom feel, 10% never feel, and 0% frequently feel stress due to this factor.

**S15. Unable to Understand Others Point of View**, 40% administrator never feel, 35% sometime feel, 25% seldom feel and 0% frequently feel stress due to this factor.

**S16. Competition for Advancement**, 35% administrators seldom feels, 35% sometime feel, 20% never feel, and 10% frequently feel stress due to this factor.

**S17. Problems of Subordinates**, 65% administrators' sometime feels, 20% never feel, 10% seldom feel and 5% frequently feel stress due to this factor.

**S18. Insufficient Knowledge of Workplace**, 35% seldom feel, 35% sometime feel, 15% never feel and 15% frequently feel stress due to this factor.

Table 2

Q	No	Never		Seldom		Sometimes		Frequently	
P	1	5	25%	2	10%	6	30%	7	35%
\	2	1	5%	0	0%	10	50%	9	45%
\	3	1	5%	2	10%	12	60%	5	25%
\	4	6	30%	2	10%	7	35%	5	25%
\	5	4	20%	4	20%	8	40%	4	20%
\	6	2	10%	5	25%	12	60%	1	5%
\	7	3	15%	6	30%	11	55%	0	0%
\	8	4	20%	5	25%	10	50%	1	5%
\	9	2	10%	1	5%	14	70%	3	15%
\	10	4	20%	4	20%	9	45%	3	15%
\	11	5	25%	3	15%	10	50%	2	10%
\	12	4	20%	5	25%	9	45%	2	10%
\	13	4	20%	2	10%	12	60%	2	10%
\	14	6	30%	3	15%	9	45%	2	10%
\	15	8	45%	3	15%	6	30%	3	15%

A: Stress is due to

S: The source of stress is some organizational problems.

**P1: Loneliness**, 35% administrators frequently feel, 30% sometime feel, 25% never feel, 10% seldom feel stress due to this factor.

**P2: Financial responsibilities**, 50% administrators sometime feel, 45% frequently feel, 5% never feel, and 0% seldom feel stress due to this factor.

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**P3: Health Worries**, 60% administrators sometime feel, 25% frequently feel, 10% seldom feel, and 5% never feel stress due to this factor.

**P4: Recent Personal Failure**, 35% administrators' sometime feel, 30% never feel, 25% frequently feel, and 10% seldom feel stress due to this factor.

**P5: Problems with Family Members**, 40% administrators some time feel, 20% never, 20% seldom, and 20% frequently feel stress due to this factor.

**P6: Self Growing Older**, 60% administrators sometime feel, 25% seldom feel, 10% never feel and 5% frequently feel stress due to this factor.

**P7: Family Members Growing Older**, 55% administrators feel sometime, 30% feel seldom, 15% feel never, and 0% frequently feel stress due to this factor.

**P8: Always having to Act Nice to others**, 50% administrators sometime feel, 25% feel seldom, 20% feel never, and 5% frequently feel stress due to this factor.

**P9: Wishing to be Liked by Everybody**, 70% administrators sometime feel, 15% frequently feel, 10% never feel, and 5% seldom feel stress due to this factor.

**P10: Uncertainty about Future**, 45% administrators' sometime feel, 20% never feel, 20% seldom feel, and 15% frequently feel stress due to this factor.

**P11: Exerting other to Satisfy my Needs**, 50% administrators' sometime feel, 25% feel never, 15% feel seldom, and 10% frequently feel stress due to this factor.

**P12: Many Demands Placed on me**, 45% administrators some time feel, 25% seldom feel, 20% never feel and 10% frequently feel stress due to this factor.

**P13: Impatience**, 60% sometime feel, 20% never feel, 10% seldom feel, and 10% frequently feel stress due to this factor.

**P14: Lack of Self-Confidence**, 45% feel sometime 30% feel never, 15% feel seldom, 10% feel frequently stress due to this factor.

**P15: Feeling Unappreciated**, 45% administrators feel never, 30% feel some time, 15% feel seldom and 15% feel frequently feel stress due to this factor.

Table 3

Q	No	Never		Seldom		Sometime		Frequently	
H	1	1	5%	1	5%	15	75%	3	15%
\	2	14	70%	1	5%	5	15%	0	0%
\	3	6	30%	8	40%	5	25%	1	5%
\	4	17	85%	2	10%	1	5%	0	0%
\	5	16	80%	1	5%	3	15%	0	0%
\	6	15	75%	1	5%	3	15%	1	5%
\	7	2	10%	8	40%	9	45%	1	5%
\	8	1	5%	9	45%	10	50%	0	0%
\	9	0	0%	6	30%	14	60%	0	0%
\	10	1	5%	5	30%	10	50%	4	20%
\	11	1	5%	3	15%	15	75%	1	5%
\	12	6	30%	3	15%	11	55%	0	0%
\	13	11	55%	4	20%	5	25%	1	5%
\	14	13	65%	2	10%	5	25%	0	0%
\	15	5	25%	7	35%	5	25%	3	15%
\	16	1	5%	1	5%	14	60%	4	20%
\	17	1	5%	0	0%	17	85%	2	10%
\	18	4	20%	0	0%	12	60%	4	20%

Effects of stress

H: Stress causes health problems.

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**H1: Get Headache**, 75% administrators feel sometime, 15% administrators feel frequently, 5% never feel, and 5% feel seldom stress due to this factor.

**H2: Get Stomach Upset**, 70% administrator never feel, 15% sometime feel, 5% seldom feel and 0% administrator frequently feel stress due to this factor.

**H3: Do not feel good**, 40% administrator seldom feel, 30% never feel, 25% frequently feel, and 5% frequently feel stress due to this factor.

**H4: Get Stomach Pain**, 85% administrator never feel, 10% seldom feel, 5% sometime feel and 0% frequently feel stress due to this factor.

**H5: Have Trouble of Breathing**, 80% administrator never feel, 15% sometime feel, 5% seldom feel, and 0% frequently feel stress due to this factor.

**H6: Have Trouble of Breathing**, 75% administrator never feel, 15% some time feel, 5% seldom feel, 5% frequently feel stress due to this factor.

**H7: Feel Depressed**, 45% administrators feel sometime, 40% feel seldom, 10% feel never and 5% frequently feel stress because of this factor.

**H8: Feel Board**, 50% administrators feel sometime, 45% administrator feel seldom, 5% feel never and 0% feel frequently stress due to this factor.

**H9: Get Sick (Cold, Flu, etc)**, 60% administrators feel sometime, 30% feel seldom, 0% feel never and 0% feel frequently stress due to this factor.

**H10: Feel Angry**, 50% administrators feel sometime, 30% administrator feel seldom, 20% feel frequently and 5% feel never stress due to this factor.

**H11: Feel Tense**, 75% administrators feel sometime, 15% feel seldom, 5% feel seldom 5% never and 5% feel frequently stress due to this factor.

**H12: Feel Hope Less**, 55% administrator feel sometime, 30% feel never, 15% feel seldom and 0% frequently feel stress due to this factor.

**H13: Have a Strange Thought**, 55% feel never, 25% feel sometime, 20% feel seldom and 5% feel frequently stress due to this factor.

**H14: Feel like no Body loves me**, 65% administrator never feel, 25% feel sometime, 10% feel seldom and 0% frequently feel stress due to this factor.

**H15: Feel Lonely**, 35% administrator feel seldom, 25% feel never, 25% feel sometime and 15% frequently feel stress due to this factor.

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**H16: Feel Powerless**, 60% administrators feel sometime, 20% feel frequently, 5% feel seldom and 5% feel sometime stress due to this factor.

**H17: Get Fatigue**, 85% feel sometime, 20% feel never, 20% feel frequently and 0% feel never stress due to this factor.

**H18: Forget many Things**, 60% administrator feel sometime, 20% feel never, 20% feel never, 20% feel frequently and 0% feel seldom stress due to this factor.

Table 4

Q	No	Never		Seldom		Sometime		Frequently	
\	1	6	30%	2	10%	12	60%	0	0%
\	2	10	50%	3	15%	7	35%	0	0%
\	3	15	75%	0	0%	4	20%	1	5%
\	4	8	40%	5	25%	7	35%	0	0%
\	5	12	60%	3	15%	5	25%	0	0%
\	6	9	45%	7	35%	4	20%	0	0%
\	7	8	40%	7	35%	3	15%	2	10%
\	8	11	55%	2	10%	3	15%	4	20%
\	9	6	30%	5	25%	9	45%	0	0%
\	10	9	45%	7	35%	4	20%	0	0%
\	11	9	45%	5	25%	5	25%	1	5%
\	12	10	50%	5	25%	5	25%	0	0%
\	13	6	30%	8	40%	6	30%	0	0%
\	14	11	55%	3	15%	3	15%	3	15%
\	15	11	55%	3	15%	6	30%	0	0%

Stress causes organizational problems.

**O1: Cancel or Postpone Appointments**, 60% administrators sometime feel, 30% never feel, 10% seldom feel and 0% frequently feels stress due to this factor.

**O2: Concerns and Issues at Work**, 50% administrators never feel, 35% sometime feel, 15% seldom feel, and 0% frequently feel stress due to this factor.

**O3: Blame and panelize others for Work Mistake**, 75% administrators never feel, 20% sometime feel, 5% frequently feel and 0% frequently feels stress due to this factor.

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**O4: Argue with Subordinates**, 40% administrator never feel, 35% sometime feel, 25% seldom feel, and 0% frequently feel stress due to this factor.

**O5: Criticize the Actions of Subordinates**, 60% never feel, 25% feel sometime, 15% seldom feel and 0% feel frequently feel stress due to this factor.

**O6: Lose Interest in the Job**, 45% administrators never feel, 35% seldom feel, 20% sometime feel, 0% frequently feel stress due to this factor.

**O7: Counts the Days for Retirement**, 40% administrators never feel, 35% seldom feel, 15% sometime feel, and 10% frequently feel stress due to this factor.

**O8: Deliberately Disobey rules and Regulations**, 55% administrator never feel, 20% frequently feel, 15% sometime feel, and 10% seldom feel stress due to this factor.

**O9: Frequently Watch the Clock**, 45% administrator sometime feel, 30% never feel, 25% seldom feel, and 0% frequently feels stress due to this factor.

**O10: Avoid Discussing Work with Subordinates**, 45% administrator never feel, 35% seldom feel, 20% sometime feel and 0% frequently feel stress due to this factor.

**O11: Try to Extend the Length of Tea Break**, 45% administrator never feel, 25% seldom feel, 25% sometime feel, and 5% frequently feel stress due to this factor.

**O12: Am Frequently Late for Work**, 50% administrators never feel, 25% seldom feel, 25% sometime feel, and 0% frequently feel stress due to this factor.

**O13: Do as Little Work as possible in Order to get by**, 40% administrators seldom feel, 30% feel never, 3% feel sometime, and 0% frequently feel stress due to this factor.

**O14: Fail to keep Records and forms Updated**, 55% administrators never feel sometime, 15% seldom feel, 15% sometime feel, and 15% frequently feel stress due to this factor.

**O15: Avoid taking with Subordinates**, 55% administrators feel never, 30% feel sometimes, 15% feel seldom, and no administrators feel frequently feel stress due to this factor.

Table 5

Q	No	Never		Seldom		Sometime		Frequently	
SS	1	0	0%	3	15%	2	10%	15	75%
\	2	1	5%	2	10%	6	30%	11	55%
\	3	2	10%	1	5%	7	35%	10	50%
\	4	2	10%	6	30%	7	35%	5	25%
\	5	12	60%	3	15%	5	25%	0	0%
\	6	3	15%	6	30%	6	30%	5	25%
\	7	0	0%	1	0%	2	10%	17	85%
\	8	4	20%	3	15%	10	50%	3	15%
\	9	6	30%	4	20%	10	50%	0	0%
\	10	0	0%	3	15%	11	55%	6	30%
\	11	1	5%	4	20%	12	60%	3	15%
\	12	2	10%	4	20%	10	50%	4	20%
\	13	5	25%	5	25%	9	45%	1	5%
\	14	2	10%	6	30%	8	40%	4	20%
\	15	1	5%	5	25%	9	45%	5	25%
\	16	0	0%	3	15%	15	75%	2	10%

SS: Educational administrators manage their stress.

**SS1: Take Proper Diet**, 75% administrators frequently use, 15% seldom use, 10% sometime use and 0% never use this strategy to reduce stress.

**SS2: Manage the Time**, 55% administrators frequently use, 30% sometime use, 10% seldom use, 5% never use this strategy to reduce stress.

**SS3: Go for a Walk**, 50% administrators frequently use, 35% sometime uses, 10% never use, and 5% seldom use this strategy to reduce stress.

**SS4: Consult Subordinates**, 35% sometime use, 30% seldom use, 25% frequently use and 10% never use this strategy to reduce stress.

**SS5: Take Medicine**, 60% administrators never use, 25% sometime use, 15% seldom use, and 0% frequently use this strategy or reduce stress.

**SS6: Take some Exercise**, 30% administrators sometime use, 30% seldom use, 25% frequently use and 15% never this strategy to reduce stress.

**SS7: Pray to God (Mosque, Recite, etc)**, 90% administrators use this strategy, 10% sometime use, 0% never sue and 0% seldom use this strategy to reduce stress.

**SS8: Evaluate the Situation**, 50% administrators sometime use, 20% never use, 15% seldom use and 15% frequently use this strategy to reduce stress.

**SS9: Relax myself by (Radio, T.V., Music, Reading, etc)**, 50% administrators sometime use, 30% never use, 20% seldom use and 0% frequently use this strategy to reduce stress.

**SS10: Develop a Plan of Action**, 55% administrator sometime use, 30% frequently use 15% seldom uses and 0% never uses this strategy to reduce stress.

**SS11: Recognize myself and Control the Situation**, 60% heads sometime use, 20% seldom uses, 15% frequently use, and 5% never use this strategy to reduce stress.

**SS12: Go in the Company of my Friends**, 50% administrator sometime use, 20% seldom use, 20% frequently use and 10% never use this strategy to reduce stress.

**SS13: Prepare a Balance Sheet**, 45% sometime use, 25% seldom use, 25% never use and 5% frequently use this strategy to reduce stress.

**SS14: Change Sleep Patterns**, 40% heads some time use, 30% seldom use, 20% frequently use, and 10% heads never use this strategy to reduce stress.

**SS15: Identify the Sources of Stress**, 45% heads sometime use, 25% seldom uses, 25% frequently use and 5% never use this strategy to reduce stress.

**SS16: Improve the Feelings of Competency**, 75% administrators some time use, 15% seldom use, 10% frequently use and 0% never use this strategy to reduce stress.

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## Major Findings

- 1 “Poor physical working conditions (noise, temperature, etc)” simple percentage has value 50% which is equal to 50% so normal stress is accepted and stress due to this factor is normal.
- 2 “Work overload” simple percentage has P. values 55% which is greater than 50% so Ho normal stress is rejected and stress due to this factor is greater than normal.
- 3 “Time Pressure” simple percentage has P. value 40% which is less than 50% so Ho normal stress is rejected and stress due to this factor is less than normal.
- 4 “Poor decision making” simple percentage has P. value 35% which is less than 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

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- 5 “Lack of job security” percentage has P. value 55% which is greater than 50% so Ho normal stress is rejected and stress due to this factor is greater than normal.
- 6 “Lack of effective consultation” simple percentage has P. value 20% which is less than 50% so Ho normal stress is rejected and stress due to this is less than normal.
- 7 “Restriction on behavior” simple percentage has P. value 15% which is less than 50% so Ho normal stress is rejected and stress due to this factor is less than normal.
- 8 “Poor relations with subordinates” simple percentage has P. value 25% which is less than normal 50% so Ho normal stress is rejected and stress due to this factor is less than normal.
- 9 “First appointment” simple percentage has P. value 15% which is less than normal value 50% so Ho normal stress is rejected and stress due to this factor is less than normal.
- 10 “Trying to do several things at the same time” simple percentage has P. value 50% so Ho normal stress is rejected and stress due to this factor is less than normal.

## **Conclusion and Recommendations**

Following organizational problems poor physical working conditions, work overload, lack of job security, job dissatisfaction, inadequate salary, long journey at the each working day causes normal stress. Insufficient resources, problems of subordinates cause stress greater than normal. Time pressure, lack of effect consultation, restriction of behaviors, poor relations with subordinates, first appointment, trying to do several things at the same time, unable to understand other’s point of view, competition for advancement insufficient knowledge of workplace causes stress less than normal value for the educational administrators. To reduce stress Manage the time, go for a walk, relax myself by (radio, TV, music, reading), develop a plan of action, recognize myself and control the situation go in the company of my friends, prepare a balance sheet of work are adopted normally. Take proper diet, pray to Allah (mosque, recite, etc) recognize my needs are adopted greater than normal. Consult subordinates, take medicine, take some exercise, change sleep pattern, identify the source of stress, improve the feeling of competency are adopted less than normal value.

- 1 Source of stress is some organizational problems. So clear, understood and accepted goals are essential. They should be specific, measurable and realistic.
- 2 A programmed should provide both individual and organization benefits.
- 3 Educational administrators should clarify personal and professional goals.
- 4 They should develop personal coping skills such as exercise programmes, relaxation methods, proper diet and social networks.
- 5 They should take care to maintain good health, ability to participate in sports and outdoor activities and exercise programmers.

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6 The focus should be on the acquisition of skills, attitude, adjustment and modification of behavior that is a comprehensive approach.

7 They should avoid being inflexible to change and be more willing to try out new ways of behaving in order to reduce or minimize the consequences of stress.

8 They should establish a hierarchy of difficulty. This means that they draw up a list to identify problem areas according to the level of difficulty in handling the situation.

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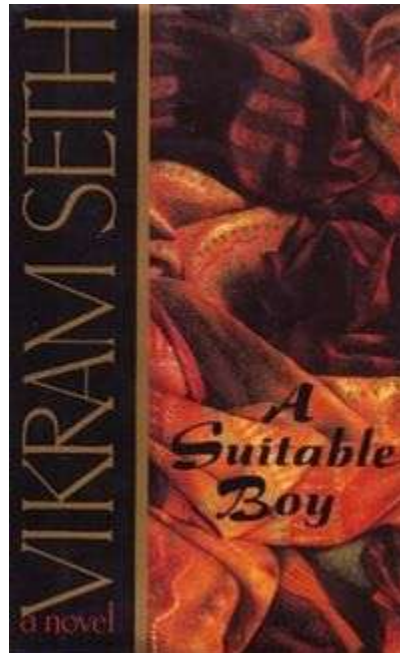
G. Baskaran, Ph.D.

L. Ramamoorthy, Ph.D.

## Vikram Seth's *A Suitable Boy* - An Approach to the Society

A. Vijayalakshmi M.A., M.Phil., (Ph.D.)

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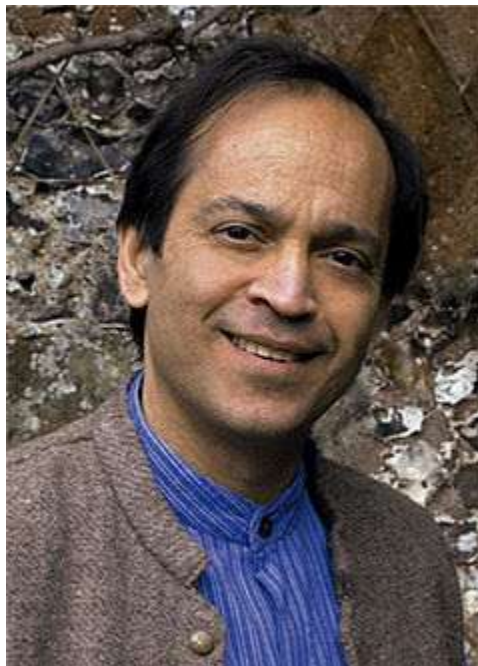
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A large number of Indian writers in English of the post-1980's boom either lived outside the Indian subcontinent or have spent considerable years abroad as part of the diasporic migration. The work of such writers is open to contradictory interpretations and critical responses. They are, more often than not, appreciated for their extra-literary circumstances. This is particularly so in Vikram Seth's case.

The publication of *The Golden Gate* (1986) – Seth's first Indian novel in verse made an immediate sensation in 1986. *A Suitable Boy* made publishing history in 1993, by attracting unprecedented attention from all quarters and by placing it on track for the highest honor – Noble Prize. All the national newspapers vied with each other to mark him out as “a writer with the golden pen, [...] a writer with a golden touch, [...] and a possible genius” (qtd. in Kumar).

### **Travel and Literary Career**



**Vikram Seth**

Spatial factors of geographic movement are central to an understanding of the identity of any writer who has experienced a considerable degree of global migration in the course of his career. The extent of travel that a writer has undertaken becomes vital to his literary career. Seth's work thus has an international variety. Seth is able to move with considerable ease from medieval Chinese poetry to San Francisco Yuppiedom and from the Hindi belt in North India to the world of Bach and Beethoven in Britain and Vienna.

### **Family in Centre Stage**

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*A Suitable Boy* is saturated with the ideology of the family, and this chimes in perfectly with its conservative realistic aesthetic. It is the family that assumes centre stage in Seth's narrative. As Anita Desai puts it,

Although, in their rash youth, they (Lata and Maan) might be tempted by the possibilities of change, defiance, and the unknown, they learn their lessons and return, chastened, to the safety and security of the familiar and the traditional, represented here, in the Indian fashion, by the great god family (23).

## **The Background**

How a novelist chooses particulars of characters to depict his point of view is an important factor in evaluating any novel. Any novel owes its existence to the interest which men and women everywhere and at all times have taken in men and women in the great panorama of human passion and action. Every piece of fiction, whether it is a novel, a drama or a short story, presents a view of life. Time and place of action embrace entire milieu of any society, including political and social life. Very often reputation of the novel rests on skillful portrayal of life and manners of a particular class, social group or place.

*A Suitable Boy* is written in the background of social, economic, political and cultural upheaval of newly independent India. *A Suitable Boy* deals with the most eventful period of Indian history.

Every work of literature creates its own world. Henry Fielding who stressed the idea of the novel as a comic epic in prose and sought to encompass the whole of the eighteenth century social life in his works, In *A Suitable Boy* which has more than thirteen hundred pages, Seth sets out to bring the entire post-independence India into his fictional vision. As a writer, Seth is conversant with life at various social levels. Well acquainted with both the high and the lower strata of society in India, he portrays the mid-twentieth century society in all its diversity. He uses the technique of contrasting characters and their lifestyles with remarkable aesthetic effect.

## **Dealing with a Variety of Passions**

The novel does not only deal with sexual passion, but with passion for religion, politics and domestic and public power, and passion for careers. These are all dealt with in a fulsome manner in *A Suitable Boy*. Unless the readers understand Seth's moral intention of writing against all passions in all fields of human activity and his writing in favor of all moderation, tolerance, rationality and self-discipline, they would fail to see the integrating factor that brings the panoramic events of this gigantic novel together. Seth has perhaps shaped *A Suitable Boy* with this manifesto against the passions of sexual love as well as politics and religion. Western readers who find the heroin Lata Mehra's rejection of her passionate love for Kabir puzzling or repugnant, would do well to bear this larger religious and political context in mind.

## **Religious Passion as Religious Bigotry**

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Seth regards passion in religion as fanaticism, bigotry and murderous hatred of other religions. The stupidity and destructiveness of such zealotry are seen as the equivalent of the insane jealousy caused by passion in sexual love. Similarly on the religious scene, Seth shows his distaste for the fanatical ascetics and Swamiji's at the Pul Mela festival; he emphasizes this distaste by viewing this scene through the eyes of the gentle religious seeker Dipankar Chatterji and showing Dipankar's alienation when he realizes that the charade of saintliness masks vanity and power-seeking egoism. Note the deliberate choice of the name: Dipankar. In Indian tradition which includes Buddhism, Dipankar is shown to be one of the older Buddhas, who inspires Gautama in his spiritual journey, which ultimately focuses on *nirvana*. The horror of the mob, stampeding and crushing the elderly and the frail to death, and almost killing Bhaskar, the boy who is a mathematics genius, is a further reinforcement of Seth's moral contrivance in condemning passion in religion.

### **Condemnation of Sectarian Fanaticism**

Symbolically, Seth's condemnation of sectarian fanaticism is made clear, when the obnoxious Raja of Marh's attempt to raise the *shiva linga* from the bottom of the Ganges and erect it, which will enrage devout Muslims, ends in abject failure. The gigantic phallus – a symbol of both the sexual and the religious passions – rolls down the steps of the gate, crushes a priest and returns to the Ganges. The novel is set during the period after the partition of India which resulted in the emergence of two independent nations, Pakistan and India. More importantly, note also that *A Suitable Boy* was published at the time of the Babri Masjid destruction in 1993. The writing is thus more in a prophetic mode. It only means that Seth may have anticipated a bleak happening based on his reading and understanding of what happened during the partition days. His symbolism further reveals his own position in sectarian fratricide.

### **Forced Migrations as Aftermath of Partition of India**

The partition of the country was accompanied by Hindu-Muslim riots, when the old and long cherished human values suffered and lost all relevance. In this loss, the commonly accepted concepts of tolerance and faith were completely shattered. The human instinct was taken over by a new law of the jungle, where blood and death has no consideration. This setback to values was followed by the migration of population from both sides. The migration was on an unprecedented scale and those who attempted to seek shelter in their respective strongholds were tortured and humiliated before and after crossing the borders. The magnitude of this catastrophe was not comparable to any other such event in the history of mankind. This was also a period where people developed a fear complex that continued in the hearts of all those who stayed or left, whether they were a part of the majority or the minority. This sense of insecurity is sustained and remains in the background throughout the novel.

### **Purva Pradesh, a Parody on Uttar Pradesh?**

The novel opens with a political background where the scene is set in a small province of India, Purva Pradesh, away from Delhi, the seat of central power. It is in this province that the

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vibrations of internal political conflicts are evident, just as in any other part of the country. The political instability originated from Delhi where Nehru, a symbol of tolerance, and Tandon, a symbol of aggressiveness, carried their commitment to every corner of the country, Purva Pradesh is no exception. The same conflict or clash is symbolized through Mahesh Kapoor, Minister of Revenue, and L.N. Agarwal, Minister of Home Affairs. They are the persons engaged in struggle for power, where Mahesh Kapoor stands for tolerance and L.N. Agarwal for aggressiveness. The struggle continues throughout the novel.

### **Vikram Seth is At Home with His Context**

This struggle is reflected in all phases of Indian life, culture, faith, economic conditions and personal relationship. In the culture sphere, the author has shown a deep knowledge of innovative music, Rabindra Sangeet, Urdu ghazal, Hindu mythology, Muslim faith and Shia-Sunni conflict. At the same time he also relies on his knowledge of English Literature and preference for change in teaching, so as to include new writers in addition to the ones already in circulation in the university campus. During the discussion, a volume of knowledge and insight is scattered about for students of literature, where the talent of James Joyce finds an echo in the logic and reason of Pran Kapoor, the elder son of Mahesh Kapoor, opposed by Professor O.P. Mishra, the head of the department, who is rather casual in his rejection of the proposal put forward by Pran Kapoor.

### **The Heroine Lata**

The heroine of the novel, Lata is the youngest daughter of the Mehra family. She is under strict scrutiny of Rupa Mehra a highly conventional mother. Mrs. Rupa Mehra is a widow who lost her husband when her children were very young. But she derives her strength from this loss, and whenever there is a crucial decision due, she takes advantage of this position. To select a suitable boy for Lata, she has her own sense of judgment and tolerates no compromise in this respect. At times, Lata does make an attempt to assert her freedom and dignity, but fails to move beyond convention. While making a choice, Lata is faced with three contenders. Of these three suitors the first is Kabir Durrani, and they fall in love at first sight, the second contender is Amit Chatterji and the third Haresh Khanna.

Like Jane Austen's heroine Emma, Lata can just as well say "I am quite enough in love. I should be sorry to be more" (232-233). It is not enough to say that Lata is incapable of love; rather she is cool in both public and private life. Probably no heroine in fiction thinks more of her lover's intelligence than of his good looks, as does Lata. She adopts a rational perspective of the young man's virtues and weaknesses. In the letter to Kabir, she writes in a controlled rational tone:

I have got your note [...] I got your letter too when I was in Calcutta. It made me think over and remember everything. I am not annoyed with you in any way; please do not think so. But I feel that there is no purpose at all in our writing or meeting. There would be a lot of pain and very little point (776).

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## **In Search of Perfect Adjustments and Harmony**

Seth's men and women are in search of perfect adjustments and harmony in domestic as well as in social life. They believe that a harmonious relationship within the family is but a prelude to stable society. It is not that they have no hardships and difficulties but there is no hint of a mutual betrayal leading to an inevitable clash, Seth sees the institution of marriage as a stable one and hence his faith is in stability and solidarity of society.

## **A Variety of Episodes: A Special Structural Feature**

In addition to the main story, there are numerous episodes in the novel, each in the shape of a story, such as Saeeda Bai's relations with Maan Kapoor and Nawab of Baitar; Tasneem's lessons with Rasheed, a young socialist from a rural landed background; Meenakshi's passion for her lover; the Nawab of Baitar's faith of the Shia sect, Mrs. Rupa Mehra's old father Dr. Seth and his eccentric behavior; Mrs. Mahesh Kapoor and her religious faith; Zainab (Nawab's daughter) and her effort to save the family's town house, Baitar house from acquisition as evacuee property; L.N. Agarwal's attitude towards minorities, etc. most of these episodes are interrelated and find some relevance with the main plot.

### **Central Theme**

Seth takes love and marriage as the central theme for his novel. He considers both as the fundamental mode of human life. Human nature seems to unfold itself through this most intimate of personal relationships. Seth believes that people ruin their lives with excessive demands, unnecessary anxieties and self-defeating ways. Distrusting romanticism and modernism, as promoting alienation, despair and unhappiness, he disapproves of romantic love, political ideals and causes any kind of intolerance, obsession and fanaticism or frenzy.

Seth revitalizes the literary conventions and forms of the past for the comfort of the writer and the reader. Even sentimentality gets renewed life here rather than as mere postmodernist formalism, yet his relaxed, eclectic use of older styles, rejection of alienation and appreciation of money and success share in the postmodernist formalism, yet his relaxed, eclectic use of older styles, rejection of alienation and appreciation of money and success share in postmodernist aesthetics of recent decades.

### **Not an Anti-Intellectual**

For an extremely successful serious writer, Seth has been shamefully ignored by the academic critical elite, probably because he does not fit into current expectations of the postcolonial. He is, however a major writer, very much the opposite of Rushdie in temperament, interests and attitudes. For all his pretense of middlebrow anti-intellectualism, he is very intelligent, sophisticated and cosmopolitan. He has an interesting vision of life and is one of the best literary craftsmen of present time, who keeps scaling previously unimagined heights. A

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*Suitable Boy* is at times very witty, at times a bit flat, but it has the fullness of life of the great nineteenth century novels.

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## A Hybrid POS Tagger for Indian Languages

M. Mohamed Yoonus M.Sc., M.Phil., PGDNLP and Samar Sinha, M.A., M.Phil.

### Abstract

This paper describes the work on building Part-of-Speech (POS) tagger for 12 Indian Languages using hybrid approach, and presents the performance of the tagger for each Indian language. Unlike the most of the previous POS taggers for Indian languages which are designed to annotate few languages, the present tagger called 'POS Tagger' is an attempt to facilitate annotation of several Indian languages following a computational approach. The POS Tagger is trained on 80K to 85K tagged corpora for each language from the LDC-IL corpus. Finally, this paper highlights the performance of the tagger and the need of language specific resources required for obtaining optimal result.

### 1 Introduction

The basic objective of Natural Language Processing (henceforth, NLP) is to facilitate human-machine interaction through the means of natural human language. Research on NLP has focused on various intermediate tasks that make partial sense of language structure without requiring complete understanding which, in turn, contributes to develop a successful system. Part-Of-Speech (henceforth, POS) tagging is one of the processes in which grammatical categories are assigned to each token in its context from a given set of tags called POS tagset. It serves wide number of applications like speech synthesis, and recognition, information extraction, partial parsing, machine translation, lexicography, Word Sense Disambiguation (WSD), question-answering etc.

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A Hybrid POS Tagger for Indian Languages

Although various automatic POS taggers have been developed worldwide using linguistic rules, stochastic models and hybrid approaches, but each approach has its own merits and demerits. In this context, Indian languages further present a challenge in developing an automatic POS tagger as the languages are highly inflectional and morphologically rich. Hence, we need to consider text processing prior to POS tagging in order to achieve high performance, more reliability, and to incorporate most of the Indian languages into a single framework of POS annotation.

## 2 POS Tagger for Indian Languages: An Overview

In the last few decades of NLP initiatives on Indian languages and in India, different research groups working on various languages have developed POS tagger for respective or a group of Indian languages. In this paper, a brief summary of POS tagger for Indian languages is provided language family-wise as overview information.

Assamese POS tagger [8] has been developed using HMM and provides an average tagging accuracy of 87%. A word based hybrid model (Dandapat 2004) for Bengali POS tagging uses the HMM in which probabilities of words are updated using both tagged as well as untagged corpus. In the case of untagged corpus the Expectation Maximization algorithm has been used to update the probabilities. Another tagger for Bengali [10] follows an approach suitable for morphologically rich languages in a poor resource scenario. For Gujarati, machine learning algorithm has been developed [11] following the CRF model in which the features given to CRF are considered with respect to the linguistic aspects of Gujarati. Scutt and Brants (1998) has developed a POS tagger for Hindi based on the HMM. This tagger, however, fails to account for the language specific features and context to address the partial free word order characteristics of Hindi. The other POS tagger developed by Aniket Dalal, et.al (Aniket Dalal, 2006) is based on Maximum Entropy Model. In this POS tagger for Hindi, the main POS tagging features are word based context, one level suffix and dictionary-based features.

In addition to these taggers, a simple HMM based POS tagger [12] for Hindi employs a naïve (longest suffix matching) stemmer as a pre-processor and achieves reasonably good accuracy of 91.57%. Unlike for other languages, Punjabi has an online POS tagger developed by AGLSoft [21]. But it is not efficient to tag large size corpora. The TnT POS Tagger for Nepali [18] has an accuracy of 56% for unknown words and 97% for known words. Along with it, Unitag by Andrew Hardie [19] is designed for POS-tagging of Nepali text. Sajjad and Schmid [26] reports that the existing Trigram and Tag (TnT) and PENN Treebank for Urdu has an accuracy of 93.40% and 93.02%, respectively.

Malayalam POS tagger [14] is designed to capture finer morphological analysis; and consequently, generates the most suitable POS tag using statistical approach. It has an accuracy rate of 80% for the sequence generated automatically for the test case. SVM based POS tagger for Malayalam has also been developed [15]. Tamil Morpheme Components based POS Tagging [22] has an overall accuracy of 95.92%. Similarly, POS Tagging for Tamil using Linear Programming [24] provides an overall accuracy of 95.63%. Apart from these two approaches, the hybrid POS tagger using HMM and a rule based system is also developed for Tamil [23].

For morphologically rich Tibeto-Burman languages like Manipuri, a morphologically driven POS tagger [16] is developed; however, the accuracy is limited due to lack of morphologically defined rules. On the other hand, CRF and SVM approaches based POS tagger for Manipuri [17] provide a promising result of 72.04% and 74.38%, respectively.

It is important to note that these POS taggers use different POS tagsets, which are developed to cater specific needs of the individual project. In other words, the basis of each POS tagset is different. Similarly, different computational approaches are used on these POS tagsets yielding different performance result. Such lack of a common basis for POS tagsets along with the different computational approaches which are used in developing POS tagger, cumulatively, has made the basis of comparison heterogeneous. Consequently, it serves in creating an unequal ground to access the performance of an approach as well as of the computational approach across Indian languages.

This paper primarily attempts to address such an issue regarding Indian languages. We have designed a tagger for labelling POS called POS Tagger, primarily for the twelve Indian languages following the POS tagset based on the ILPOSTS Framework. In this paper, we present the performance of the POS Tagger based on the hybrid approach.

### **3 Training Data Preparation**

In the preparation of the training data, we have used in-house developed POS AnnTool v0.3, a manual annotation tool, and Simple Pattern Matching Tagger (SPMT) Tool. The former is used to annotate the 10K corpora and the latter is used subsequently for annotating 70K – 75K data following pattern matching and partial manual annotation. The size of the training corpus, therefore, is 80K to 85K for twelve Indian languages. These stages are described in detail.

#### **3.1 Stage 1**

With the help of the POS AnnTool v0.3, minimum of two annotators in each language annotated the randomly sampled data text containing approximately 10K words. In the process of annotation, the annotators are advised not to discuss the issues so that the mutual decisions do not influence the assignment of tags. Later on, the Inter Annotator Agreement based on the disagreement on the assigned tags is carried on to examine the variations in tags assigned among the annotators [7]. The 10K words annotated corpus is sanctified as a Gold Standard (GS) Corpus.

#### **3.2 Stage 2**

The GS 10K tokens are trained on untagged corpus of 25K using SPMT Tool. We observed that an approximately 30% of tokens are tagged and the remaining tokens are untagged. In this stage too, the untagged tokens are manually tagged and validated.

#### **3.3 Stage 3**

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After stage 2, the size of the training data increases to 35K, which is trained on untagged corpus of 50K. The result shows that an approximately 60% to 65% of tokens are tagged and the remaining tokens are left untagged. Once again, the untagged tokens are manually annotated and validated.

In general, this process can be iterated until good reasonable training corpora for developing a POS tagger can be satisfied. The structure of training data development process is shown in Fig 1.

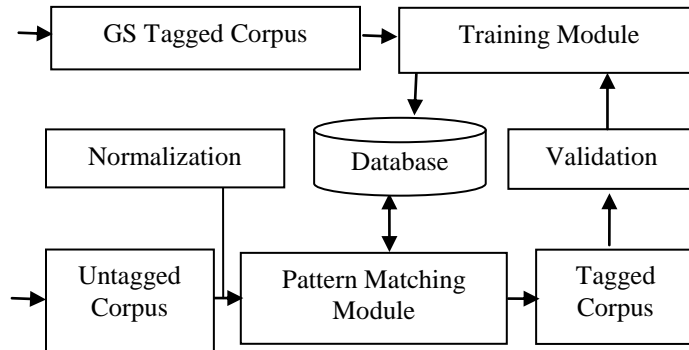


Fig 1: Training Data Development Structure

## 4 POS Tagging Issues

A POS annotation process encounters several issues regarding normalization, ambiguity and unknown words among others. In our POS Tagger, we have incorporated the modules to facilitate tagging. Some of these issues that are incorporated are discussed in detail providing illustrations from Indian languages.

### 4.1 Normalization

A process of organising data to tokens from a given corpus is called normalisation. In Indian languages, normalisation plays an important role since a wide variety of scripts and orthographic conventions and practices are followed which also differ language-wise as well as within categories in a language. The tagging algorithm, hence, needs to be designed to handle such cases optimally. For example in Nepali, भा'थ्यो (bhA'thyO) or भा'-थ्यो is contracted form of भएको थियो. The contracted form भा is a contraction of a participial भएको (bhaEkO) which is different from a dubitative particle भा [7].

In such cases, apostrophe is not considered as a delimiter in the process of normalization in the concerned languages. As a result, it also retains single quote marker as it is in the text. To resolve the issue of normalization in these languages, single quote marker is normalized when an apostrophe comes with boundaries of token.

### 4.2 Ambiguity

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In computational linguistics, ambiguity refers to a state where there is a choice of tag to a given token. Interestingly, it is observed that ambiguity varies from language to language and also from corpus to corpus. Although the most of the words in a language are unambiguous and can be tagged straight forwardly but there is also a good size of words that are ambiguous. Consider the following sentence in Tamil and its corresponding POS tag.

1. இன்று\NC என்ன\DWH கிழமை\NC ?\PU (in'Ru en'n'a kiZamai?)  
'What day is today?'
2. அவர்\PPR இன்று\ALC வரலாம்\V (avar in'Ru varalAm)  
'He may come today.'

In (1) and (2), இன்று (in'Ru) has a lexical ambiguity either as an NC (Noun Common) or an ALC (Adverb Location) depending on its context. To resolve such ambiguity, the POS Tagger incorporates context based rules to disambiguate them.

### 4.3 Unknown Words

One of the issues that a POS tagger encounters frequently in tagging new corpus is respect to new tokens that do not exist in the training data. Such tokens are generally known as unknown words. In our POS Tagger, we have tried to resolve the issue using context driven rules to tag them.

## 5 POS Tagger: Procedure and Architecture

POS tagger involves basically two tasks: learning or training task and tagging task. The former task is also classified into base-level learning and context-rule learning. In developing the POS Tagger, first, we have trained the validated tagged data into base-level training module. This module generates a database that provides statistics regarding the frequency and the status of ambiguity associated with the input data (i.e. token with its POS tag).

On the basis of the database generated by the base-level module, an n-gram table is created. The learning algorithm, further, generates context-rules for disambiguation following the n-gram tables. Later on, this table is utilized by the POS Tagger to assign the appropriate tag.

In the tagging module, the input for the tagging algorithm is a token and the output is a POS tagged token. While assigning the appropriate tag to a token, the tagging process follows the following procedural steps:

1. Text normalisation and Tokenisation
2. Non-ambiguous tokens are assigned a POS tag through pattern matching method.
3. Ambiguous tokens are assigned the most appropriate tag based on the context-rules for disambiguation.
4. A common list containing names of common and important person, place, months, days, etc. is prepared for Indian languages but following language specific script. This list is provided to the system to tag the untagged tokens.
5. The remaining untagged words are assigned tags following bi-gram, tri-gram and penta-gram.

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In the initial step, POS Tagger normalizes the untagged corpus and the information is updated in the metadata of the file normalized. It is largely carried out to avoid the repetition of the normalisation process of the input file. In the following step, POS tags are assigned to the known words of the file normalised. Finally, the system assigns an appropriate tag to the unknown tokens. The flowchart can be illustrated as below.

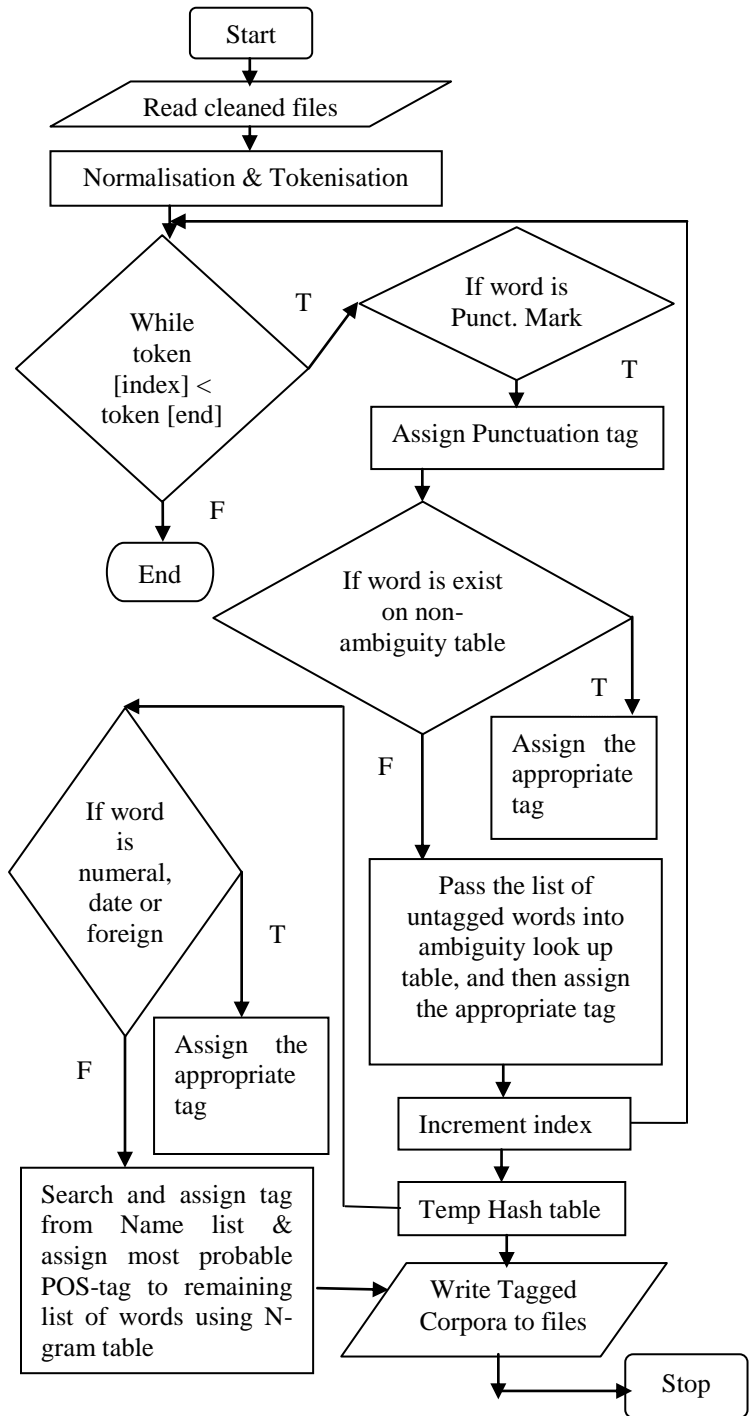


Fig 2: Flowchart diagram for POS Tagger

Our POS Tagger is built upon a hybrid approach that puts together the stochastic approach and the rule-based approach. The architecture of POS Tagger consists of three layers such as Data Layer (DL), Business Layer (BL) and Presentation Layer (PL). The system architecture is shown schematically in Fig 3.

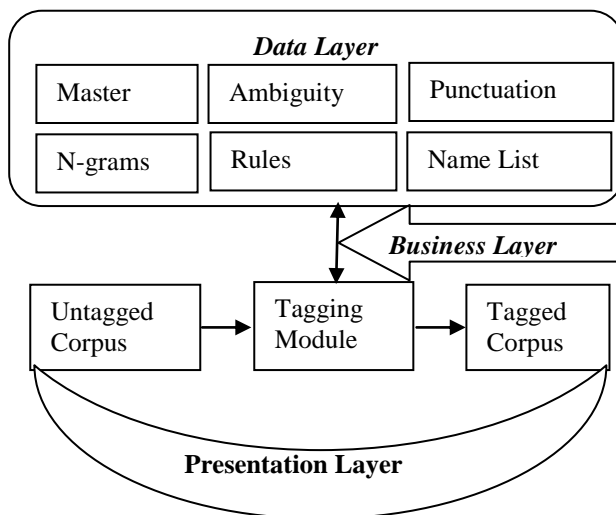


Fig 3: POS Tagger Architecture

The DL is prepared at the time training. It encapsulates all information related to data from the tagging module. The BL contains logic for retrieving persistent data from the DL and placing it into business objects. The PL gives graphical user interface (GUI) environment.

## 6 Experiment

### 6.1 Set-up

In this section, we are describing the POS annotation experiment carried out on twelve Indian languages in eight different scripts that each language uses using the POS Tagger written in C# using Microsoft Visual Studio 2008.

The LDC-IL tagset is a hierarchical tag set based on the EAGLES Guidelines which is designed to tag the maximum morpho-syntactic features of the Indian languages. It contains Category, Type and their Attributes. For this experiment, we have removed Attribute level from this tagset in order to test the efficiency of the POS tagger with respect to the Category and the Type levels. Such a strategy is designed to achieve objective of the larger research project of which this experiment is a part.

The size of tagset in each of the twelve languages is presented in Table 1 and their details in appendix 1.

The LDC-IL team has carried out manual POS tagging with help of the POS AnnTool v0.3. This manually tagged data is used as our training and test set data. The training set consists of tagged corpora of 70K to 75K and the test set consists of 10K of the GS corpus for 12 Indian languages.

TABLE 1  
LDC-IL TAGSET SIZE

<b>LDC-IL Tagset - Category and Subcategory</b>	
<b>Language</b>	<b>Tagset Size</b>
Malayalam, Manipuri	37
Tamil	38
Assamese	39
Bengali	40
Hindi, Punjabi, Urdu	43
Bodo, Oriya	44
Gujarati, Nepali	50

## 6.2 Result

Our experiment with the hybrid POS Tagger has two sets of data. The training set has approximately 70K to 75K and the test set contains approximately 10K. In this particular experiment, we have merged the training and the test data, and the resultant data was equally divided into seven data sets. Of the seven data sets, the six data sets were used for training the POS Tagger, and the seventh data set was used to test the performance. Similar test was carried on all the data sets in which one of the data sets was used for the performance testing. Finally, the average result was calculated from the results obtained from the seven data sets. We have used the standard Information Retrieval (IR) metrics of Precision, Recall and F-Score to evaluate the system.

The Precision, Recall and F-score evaluation results as shown below in Table 2.

TABLE 2  
EVALUATION OF THE SYSTEM FOR TWELVE LANGUAGES

<b>S No</b>	<b>Language</b>	<b>Precision</b>	<b>Recall</b>	<b>F-Score</b>
1	Assamese	83.65	98.21	90.35
2	Bengali	84.26	98.52	90.84
3	Bodo	83.32	97.94	90.04
4	Gujarati	84.45	98.47	90.92
5	Hindi	86.11	99.55	92.34
6	Malayalam	81.14	95.45	87.72
7	Manipuri	81.51	96.17	88.02
8	Nepali	86.17	98.65	91.99
9	Oriya	86.78	99.14	92.55
10	Punjabi	88.97	99.77	94.06
11	Tamil	81.41	95.66	87.96
12	Urdu	82.62	99.18	90.15

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### 6.3 Error analysis

The performance error analysis provides information about the nature of error that the system makes. In our experiment, to ascertain the nature of error with respect to the POS tags that our hybrid POS Tagger assigns, we have used confusion matrix method. Table 3 shows the result for Punjabi data.

TABLE 3  
ERROR ANALYSIS RESULT (Punjabi)

Actual Tag	Assigned Tag	Percentage
NC	NP	0.12
NC	DAB	0.13
NC	JJ	0.33
NC	VM	0.41
NC	PP	0.38
NP	VC	0.62
NP	DAB	0.12
NP	JJ	0.24
NP	VM	0.12
NP	PP	0.1
NV	VM	0.1
NV	VA	0.09
NST	PP	0.11
PPR	DAB	0.46
DAB	PPR	0.17
JJ	NC	0.58
JJ	DAB	0.13
JJ	VM	0.1
JJ	PP	0.15
JQ	JINT	0.23
JINT	JQ	0.14
VM	NC	0.45
VM	NV	0.24
VM	VA	1.1
VM	PP	0.48
VA	VM	1.07
PP	CCD	0.28
CSB	CCD	0.28

The error figures can be reduced if we can find some mechanisms to handle the significant number of unknown words.

On the basis of the confusion matrix, it was found that the most of the errors occur with respect to Noun, Verb and Adjective categories in the twelve Indian languages. It is often the case that, in these languages, Common Noun and Proper Noun are often tagged reverse. The similar misappropriation of tag is witnessed between Main Verb and Auxiliary Verb, and Adjective and Noun.

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## 7 Conclusion

The above experiment on twelve Indian language regarding POS tagging based on the LDC-IL POS tagset v0.3 using hybrid POS Tagger shows that the most frequent errors occur with respect to Noun, Verb and Adjective categories. On the computational front, it is also observed that due to the unknown tokens the time taken to assign the tag is more as the system undergoes through several modules to assign the most appropriate tag. However, its efficiency and accuracy increase as we increase the training data size.

In our future work, we would like to introduce a finer algorithm that reduces the margin of error regarding POS category tags. However, developing such an algorithm is not an easy task as the Indian languages do have free word ordering property. In other words, the n-gram statistics based on individual token as used in this experiment may not be adequate enough and reasonable to account for the property. Further, these facts point to develop an algorithm that accounts for such property of Indian languages with respect to the above mentioned categories. Similarly, to accelerate the computational speed, developing a Named Entity Recognizer (NER) and a module to identify category based on the morphological/morph syntactic cues of the unknown token is at the forefront of our endeavour to develop a generic toolkit for all Indian languages.

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**APPENDIX** (LDC-IL Tagset without Attributes)

Assamese	Bengali	Bodo	Gujarati	Hindi	Malayalam
NC	NC	NC	NC	NC	NC
NP	NP	NP	NP	NP	NP
NV	NV	NV	NV	NV	NV
NST	NST	NST	NST	NST	PPR
PPR	PPR	PPR	PPR	PPR	PRF
PRF	PRF	PRF	PRF	PRF	PRC
PRC	PRC	PRC	PRC	PRC	PWH
PRL	PRL	PRL	PRL	PRL	DAB
PWH	PWH	PWH	PWH	PWH	DWH
DAB	DAB	DAB	DAB	DAB	JJ
DRL	DRL	DRL	DRL	DRL	JQ
DWH	DWH	DWH	DWH	DWH	JINT
JJ	JJ	JJ	JJ	JJ	V
JQ	JQ	JQ	JQ	JQ	AMN
JINT	JINT	JINT	JINT	JINT	ALC
VM	VM	VM	VM	VM	LRL
VA	VA	AMN	VA	VA	LV
AMN	AMN	ALC	AMN	AMN	LN
ALC	ALC	LV	ALC	PP	LC
PP	LV	LC	LPR	CCD	PP

Manipuri	Nepali	Oriya	Punjabi	Tamil	Urdu
NC	NC	NC	NC	NC	NC
NP	NP	NP	NP	NP	NP
NV	NV	NV	NV	NV	NV
NST	NST	NST	NST	PPR	NST
PPR	PPR	PPR	PPR	PRF	PPR
PRF	PRF	PRF	PRF	PRC	PRF
PRC	PRC	PRC	PRC	PWH	PRC
PWH	PRL	PRL	PRL	DAB	PRL
DAB	PWH	PWH	PWH	DWH	PWH
DWH	DAB	DAB	DAB	JJ	DAB
JJ	DRL	DRL	DRL	JQ	DRL
JQ	DWH	DWH	DWH	JINT	DWH
JINT	JJ	JJ	JJ	V	JJ
V	JQ	JQ	JQ	AMN	JQ
AMN	JINT	JINT	JINT	ALC	JINT
LRL	VM	VM	VM	LNF	VM
LV	VA	VA	VA	LRL	VA
LC	AMN	AMN	AMN	LV	AMN
CCD	LPRF	LRL	PP	LN	PP
CSB	LPFV	LV	CCD	PP	CCD

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CCD	LC	PP	LPS	CSB	CCD
CSB	PP	CCD	LFU	CIN	CSB
CIN	CCD	CSB	PPC	CAGR	CIN
CAGR	CSB	CIN	PPNC	CEMP	CAGR
CDLIM	CIN	CAGR	CCD	CTOP	CCON
CDED	CAGR	CEPM	CSB	CDLIM	CDLIM
CDUB	CCL	CTOP	CIN	CHON	CX
CSIM	CSIM	CDLIM	CAGR	CDED	NUMR
CX	CINT	CDED	CEMP	CEXCL	NUMS
NUMR	CX	CEXCL	CTOP	CINT	NUMC
NUMS	NUMR	CTERM	CDLIM	CDUB	NUMO
NUMC	NUMS	CDUB	CHON	CSIM	RDP
NUMO	NUMC	CSIM	CNEG	CX	RDF
RDP	NUMO	CX	EXCL	NUMR	RDS
RDF	RDP	NUMR	CTERM	NUMS	UNK
RDS	RDF	NUMS	CDUB	NUMC	PU
UNK	RDS	NUMC	CSIM	NUMO	
PU	UNK	NUMO	CINCL	RDP	
	PU	RDP	CCOM	RDF	
		RDF	CX	RDS	
		RDS	NUMR	UNK	
		UNK	NUMS	PU	
		PU	NUMC		
			NUMO		
			RDP		
			RDF		
			RDS		
			UNK		
			PU		

CIN	LIPFV	LC	CSB	LC	CSB
CAGR	PP	PP	CIN	CCD	CIN
CTERM	CCD	CCD	CAGR	CSB	CAGR
CDELIM	CSB	CSB	CEMP	CIN	CEMP
CCUM	CIN	CIN	CTOP	CX	CTOP
CDED	CCL	CCL	CDLIM	CARG	CDLIM
CX	CEMP	CAGR	CHON	CCON	CHON
NUMR	CEVID	CEMP	CDED	CDLIM	CDED
NUMS	CDLIM	CDLIM	CEXCL	NUMR	CEXCL
NUMC	CHON	CEXCL	CDUB	NUMS	CINT
NUMO	CDED	CTERM	CINT	NUMC	CDUB
RDP	CCLU	CDUB	CSIM	NUMO	CSIM
RDF	CTERM	CSIM	CX	RDP	CX
RDS	CDUB	CX	NUMR	RDF	NUMR
UNK	CSIM	NUMR	NUMS	RDS	NUMS
PU	CCOM	NUMS	NUMC	UNK	NUMC
	CPRT	NUMC	NUMO	PU	NUMO
	CACCD	NUMO	RDP		RDP
	CDLNK	RDP	RDF		RDF
	CX	RDF	RDS		RDS
	NUMR	RDS	UNK		UNK
	NUMS	UNK	PU		PU
	NUMC	PU			
	NUMO				
	RDP				
	RDF				
	RDS				
	UNK				
	PU				

## Description

Noun (N)	Nominal Modifier(J)	(Dis)Agreement (CAGR)	Comparative (CCOM)	Others (CX)
Common(NC)	Adjective (JJ)	Emphatic (CEMP)	Classifier (CCL)	<b>Adverb (A)</b>
Proper(NP)	Quantifier (JQ)	Topic(CTOP)	Interrogative(CINT)	Manner (AMN)
Verbal(NV)	Intensifier (JINT)	Delimiting (CDLIM)	Dedative(CDED)	Location(ALC)
Spatio-temporal (NST)	<b>Verb (V)</b>	Honorific (CHON)	Confirmative (CCON)	<b>Numeral (NUM)</b>
<b>Pronoun (P)</b>	Main Verb (VM)	Negative (CNEG)	Cumulative(CCUM)	Real (NUMR)
Pronominal (PPR)	Auxiliary Verb (VA)	Exclusive(CEXCL)	Evidential (CEVID)	Serial (NUMS)
Reflexive (PRF)	<b>Particle (C)</b>	Terminative (CTERM)	Clusive (CCLU)	Calendric (NUMC)
Reciprocal (PRC)	Co-ordinating(CCD)	Dubitative (CDUB)	Partitive (CPRT)	Ordinal (NUMO)
Relative (PRL)	Subordinating (CSB)	Similative (CSIM)	Accordance (CACCD)	<b>Reduplication (RDP)</b>
Wh-pronoun (PWH)	Interjection (CIN)	Inclusive (CINCL)	Discourse-linking (CDLNK)	

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<b>Demonstrative (D)</b>	<b>Postposition (PP)</b>	Verbal (LV)	Future (LFU)	<b>Residual (RD)</b>
Absolutive (DAB)	Case (PPC)	Nominal (LN)	Perfective(LPFV)	Foreign Word RDF)
Relative Demonstrative (DRL)	Non-Case (PPNC)	Conditional (LC)	Perfect(LPRF)	Symbol (RDS)
Wh-demonstrative (DWH)	<b>Participle (L)</b>	Present (LPR)	Imperfective(LIPFV)	<b>Unknown (UNK)</b>
	Relative (LRL)	Past (LPS)	Infinite (LNF)	<b>Punctuation (PU)</b>

=====

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# LANGUAGE IN INDIA

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## Some Linguistic Aspects of Proofreading in Indian Languages

M. S. Thirumalai, Ph.D.

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### What Is Proofreading?

To proofread means reading printers' proofs, copy, etc. according to standard definition. However, in practice, to proofread means correcting our own errors in whatever we have written and have printed, or are about to print and submit to others to read.

### A Proofreading Checklist

It is useful to have a proofreading checklist when we wish to proofread our material:

1. Have I followed the directions provided in writing this material? Or have I followed the instructions that I set for myself in writing this material?
2. Are the title page, chapter headings, paper setup (portrait/landscape), numbering, and margins in the style sheet that I followed in writing this material? Have I consistently followed these design elements?
3. Have I used consistently the same font and font-size? How about italics? How about bold fonts? Did I use them sparingly and with a definite purpose and rule in mind?

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4. Have I given the line-spacing required for the type of material I've written? Did I follow the line spacing consistently?
5. Have I omitted the use of first- and second-person point of view in my writing, especially if my material is for an audience of academics? Have I followed consistent policy relating to the use of first and second persons?
6. Are the paragraphs indented five spaces? Or indented consistently in the same way in every paragraph?
7. Have I avoided one-sentence paragraphs and lengthy paragraphs?
8. Have I cited sources in the text for direct quotations, paraphrases, and summaries?
9. Have I carefully used the bulleted lists only when this is absolutely necessary?
10. Have I listed the works cited on a reference page?
11. Have I ensured that all citations and references are in the same style sheet format for all items?
12. Have I used simple and plain language, avoided complex and lengthy sentences, and used words that are easy to understand? Have I deleted any vague or unnecessary words, such as well, okay, very, things, really, a lot of, and so forth?
13. Have I read the paper aloud to catch any grammatical or spelling errors?

You can certainly more items to the above list and keep the list with you when your write an article, a book or a report, etc.

### **Some Proofreading Problems in Indian Languages**

While the above items are common items that can be applied across languages, there are some special features that demand some special attention when we write our material in Indian/South Asian languages.

1. Morphophonemic sandhi is a big problem for us. How do we split the compounds, how do we avoid sandhi insertions, how do we recognize the importance of the use of sandhi insertions, etc. are important questions. There does not seem to be any well-set standard even in major Indian languages. While newspapers must lead us in this area, they are also greatly confused. The very same newspaper may adopt different techniques to include/avoid sandhi as reflected in spelling, based on the assumptions of individual editors. An important source is the writings of well-established writers - both language scholars and other subject scholars. They continue to strive to

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improve the situation. However, textbooks produced by various State Textbook Boards do not seem to have any mastery over this subject. So, students are not instructed adequately in this area.

2. Most of the time, our focus is on spelling. This is good practice. However, spelling alone would not result in appropriately proofread material. For one thing, alternative spellings are available in several lexical items. As pronunciation changes, our spelling may also change. For example, although there is a difference between r and R in Tamil in writing, no such distinction is maintained in the spoken language. In addition, a tremendous merger is taking place between the six nasal consonants, each of which has its own letter in the Tamil script. It is already confusing to many writers whether to use alveolar n, dental n, or retroflex n in some words. Likewise the difference between the three laterals is fast disappearing at the spoken language level, with its consequence felt at the written level also. Then the trend (perhaps now it is arrested) to remove the *krantha* Tamil letters and use native Tamil letters in their place also adds to confusion in spelling. Tamil written by various groups of students clearly show that spelling is a major problem across all classes. In non-Tamil languages, I expect the students get confused between aspirated/non-aspirated letters, etc. Yet another problem faced in all Indian languages is how to write the borrowed words, especially from English.

3. Choice of sentence types is another major issue. Even newspapers are not able to choose sentence types appropriately to narrate the news items. The strategy adopted is to narrate or tell the story in every news item. In this strategy, unfortunately the most recent items occur only at the end, testing the patience of the readers. The writers should begin with the most recent and avoid adding a narrative part to the news items they present. However, they may also argue that this narrative/telling the story helps the less educated readers of these newspapers.

4. Subject-Verb concord is under great stress in many languages. In Hindi, the gender distinction may cause some proofreading problems here.

5. Singular-Plural distinction is another area that needs our attention. Current tendency at the spoken level is to merge these two when the verb is inflected, in Tamil.

6. In general, we need to check and control our tendency to write as we think: avoid long sentences. Use short and direct sentences. It may look and sound odd, but readability is improved if sentences are short and to the point, carrying only limited content. Gone are the days when authors were proud that they wrote a sentence that ran into several pages. What we need now is short and precise sentences without unnecessary words. Even with short sentences we can be very elegant.

7. Punctuation is a major problem when we proofread materials in Indian languages. Available conventions in this area are not really strong and binding. Most of us were not taught how to use Language in India [www.languageinindia.com](http://www.languageinindia.com)

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punctuation in Indian languages. We simply transferred what little we knew about punctuation in English into our Indian language writing. Once again, we notice confusion in this area even in established and popular newspapers in Indian languages. In fact, punctuation was perhaps a borrowed item from European languages. But these days punctuation is necessary to make our presentation clearer, and to communicate with ease.

8. Paragraph writing is another important element that we need to consider. Short paragraphs are always better, with each paragraph focusing on one important point. However, most Indian language writers indulge in writing long paragraphs. Our students also seem to assume that a long paragraph alone should be used to communicate important thoughts. On the other hand, there are also many successful writers who have written their materials effectively using short paragraphs.

9. How are we going to transliterate words from English? I have already touched above on this subject. However, it is a very important point to consider when you proofread. Are we going to use the transliteration in some standardized format or simply use English words as part of the Indian language text? I've noticed that many Tibeto-Burman languages spoken in the North-east simply adopt English spelling for the English words they use in their text. It was easy and looked natural as these languages use the Roman Script for their writing, with significantly devised adoptions. The Dravidian and Indo-Aryan languages have begun to adopt this strategy these days. Or should we simply give the English spelling in parentheses, while presenting the English word in Indian language scripts?

### **A Lot More to Consider**

I'm sure that there are many other issues that we need to consider. A good beginning will be to develop style sheets for the textbook writers, which should be shared with the teachers. Teachers will design exercises and impart some standardized practices to our students.

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## **Cueing Hierarchy as an Effective Treatment Approach in the Treatment of Anomic Aphasia**

**Sudhin Karuppali, M.Sc. (SLP), Buddhima Samaraweera, M.Sc. (SLP),  
B. S. Premalatha, MASLP, Ph.D.**

### **Introduction**

One of the most common devastating features of aphasia is impairment in the ability to retrieve words (Davis, 2000), whether it involves naming seen objects, or producing nouns, verbs and other words conveying meaning in spontaneous propositional speech (Goodglass, 1993). The clinical literature comprises of many reports of therapeutic approaches which have successfully been employed in reducing the word retrieval difficulties of aphasic patients (Keenan, 1966; Croskey and Adams, 1969), as well as reports of strategies which these patients employ spontaneously in their efforts to retrieve a desired word (Marshall, 1976).

One of the principles that formed the foundation of the development of the word-retrieval program follows the notion that, the elicitation of a response is a major concept of aphasia rehabilitation. This suggests the fact that by eliciting the desired response with minimal cue helps in the recovery process. Hence to achieve utmost benefit from stimulus presentation, the patients are expected to retrieve the desired word with minimum external facilitation than required; leading to the concept of “stimulus power” (Bollinger and Stout, 1976). During the development of the research reported here, cues were drawn from different communication areas such as gestural, phonologic, semantic, orthographic - and were hierarchically arranged according to stimulus power. Various factors were considered before the implementation of the stimulus power – number of repetitions of the cue, number of input

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modalities, contextual constraints, and the form in which they were provided (descriptive statement; sentence completion; closed-end questions, etc.).

However, the stimulus power varies with respect to each individual patient; hence the cueing hierarchy that is appropriate for one patient may not be appropriate for another. Thus it is essential that the stimulus power for a wide variety of cues be assessed for each patient, and subsequently a cueing hierarchy be individually structured.

### **Importance and Relevance of Cueing**

Rosenbek, LaPointe and Wertz (1989) consider cueing to be the heart of aphasia treatment. According to them, the cue which has the lowest stimulus power should be presented first, followed by increasingly powerful cues until the desired response is elicited. Hence the objective is to elicit the desired response with the least powerful cue. A study conducted by Wiegel-Crump & Koenigsnecht (1973) used cueing as a primary treatment approach for word retrieval problem and concluded that the naming deficit exhibited by their patients was indicative of an access problem or an underlying loss of efficiency in retrieval words from the lexical store.

Also Linebaugh and Lehner (1977) suggested that stimulation of word retrieval could be achieved with the presentation of minimal cues which indirectly require greater concentration. The patient is required to concentrate on the intended word with minimal assistance from the clinician. The presentation of the cues in therapy sessions moves from minimal cueing to more redundant cues.

Howard and Orchard-Lisle (1984) proposed three ways by which cueing may have an effect on aphasia treatment: (1) cues may have a “prompting” effect; (2) cues may have an effect at a later point in time - a “facilitation” effect; or (3) cues may have a permanent effect, not only on the target word, but also generalized to other words - a “therapeutic” effect.

Hickin, Best, Herbert, Howard & Hillis (1989) and Osborne (2002) suggested that in order to achieve this therapeutic effect, the cues should be repeatedly applied following a hierarchical format from least informative to most informative (e.g., first phoneme, first syllable, whole word for repetition).

### **Different types of Cueing as treatment for naming deficits**

In many single and multiple case studies the long-term effect of semantic cueing treatment on naming was established, not only on trained but also on untrained items (Drew & Thompson, 1999; Coelho, McHugh, & Boyle, 2000; Wambaugh et al., 2001).

Thompson, Raymer & LeGrand (1991) developed a phonological treatment and indicated improved naming of trained items and some evidence of generalizations to untrained items.

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Hickin et al (2002a) & Hickin et al (2002b) have noted positive effects of phonological techniques in word-retrieval strategies and also feel treatment based on orthographic cues to be equally or more effective than treatment based on phonological cues (Basso, Marangolo, Piras & Galuzzi, 2001).

Howard et al (1985) devised a study which examined separate semantic and phonological treatments sequentially in a group of 12 patients with varied aphasic classifications and found significant improvement in them.

According to Wambaugh et al (2004), phonological and semantic cueing treatments may have utility in facilitating action naming for some individuals with aphasia, but the effects may vary across speakers.

Nickels (2002) has opined that the combination of semantic and phonological techniques may prove to be most effective. Patterson (2001) revealed the evidence for the effectiveness of cueing hierarchies, and also that the technique is useful across individuals with a variety of word finding and naming impairments.

According to Avila et al (2001), when a person with aphasia experiences difficulties in finding a word, a semantic, phonological or orthographic cue may provide additional information and help to activate the target word above threshold.

This multicue approach to tailor therapy provides individuals with aphasia with a range of different cues and encourages them to discover for themselves which cues they find most suitable. This may enable them to develop self-cueing strategies by internalising the relevant parts of the cueing system.

### **Need to Develop Appropriate Blend of Cues**

With a variety of hierarchy of cues used in the literature, it is essential to arrive at a consensus about the appropriate blend of cues which can be achieved with a case-study design. The traditional approach to treat word retrieval problems has been focused on semantic/phonologic/orthographic cueing or any combination of them. This study also explores the effectiveness of using a hierarchy with both semantic and phonological cues. Hence the aim of the present study was to introduce a cueing hierarchy and to examine its effectiveness in therapy by comparing the pre and post therapy response time.

### **Methodology**

The present study was conducted at the Kasturba Medical College, Mangalore. Institutional ethical board approved the study and the informed consent was obtained from the subjects before the commencement of the study.

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## Subject Description

The present paper is a prospective control study done on a 31 year old right handed male subject (AH). The subject presented with a complaint of not speaking clearly since eight months post-stroke. Medical history revealed that he had a left middle cerebral artery occlusion leading to an infarct in the left basal ganglia. He also had a right sided hemiparesis.

## Evaluation

The demographic details were collected and an oro-motor evaluation was carried out as part of a routine assessment. AH exhibited weakness in his right facial muscles, with a poor lip closure, having a structural deviancy towards his affected side, along with restricted speed and range of the tongue movements and inadequate intra-oral breath pressure. The deficits in his oro-motor system had a corresponding influence on his articulatory precision as well. An informal articulatory test revealed the presence of distortion for almost all the sounds of his language. Language assessment was done with Western Aphasia Battery (WAB) by Andrew Kertesz (1982). WAB is a language test for individuals between 18-89 years of age testing the language abilities in a variety of sections – fluency, auditory verbal comprehension, repetition, naming, reading, writing, apraxia and construction. The type of aphasia can be determined based upon the aphasia quotient which the individual attains after he has been scored for the first 4 sections.

## The Present Study

In the present study, the subject attained relatively better score in auditory verbal comprehension than the other sections. Though he was able to convey adequate information, he had evident semantic and phonemic paraphasias. His repetition skills were poorer for longer phrases and sentences. He had confabulatory errors in naming skills, being unable to define referents even with adequate semantic cues and also had prolonged reaction times for other naming tasks. Deficits were also observed for phonemic and semantic categorical naming. Response times were prolonged for automatic closure tasks. For a lexical fluency task which involves the individual to retrieve and produce items from a particular category in 60 seconds, the subject was only able to retrieve 2 items. Hence a diagnosis of ‘Anomic aphasia’ was arrived at, based on the taxonomic classification of aphasia of WAB.

## Procedure

Speech therapy was initiated with oro-motor strengthening exercises given to improve the muscular control of the subject’s oral mechanism. As language was the area of study, a structured approach was planned which consisted of 4 phases:

### *Phase 1: Stimuli selection*

A list of nouns (4 items from eight lexical categories – animals, body parts, clothing, household items, vegetables, fruits, vehicles and professionals) and action verbs (16 items)

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were selected as the stimuli for the experiment, and pre-therapy baselines of the response time to name the respective words (pictorial representation) were noted during the course of two sessions. The stimuli for the task was adapted from an early language training kit “With a Little Bit of Help”, developed by Karanth, Manjula, Geetha & Prema (1999). The lists of words selected for the study are shown in the following table (Table1).

NOUNS				ACTION VERBS	
Dog	Shirt	Onion	Car	Playing	Combing
Elephant	Pants	Carrot	Bus	Washing	Running
Monkey	Chappal	Tomato	Train	Swimming	Brushing
Horse	Cap	Potato	Scooter	Jumping	Eating
Tongue	Kitchen	Mango	Doctor	Drinking	Writing
Ear	Bathroom	Banana	Policeman	Reading	Climbing
Nose	Chair	Apple	Carpenter	Flying	Standing
Finger	Table	Orange	Postman	Sweeping	Sitting

**Table 1: The stimuli list comprising of nouns and action verbs used for the present study**

*Phase 2: Estimation of stimulus power*

Subsequently the stimulus power was obtained for each of the listed words. This was achieved by trying to elicit the desired response using varying language areas such as – semantic and phonologic cues and thereby grading their contribution to elicit the target response. After the establishment of the stimulus power for each of the categories, it was arrived at a consensus that semantic cueing is to be used first followed by phonological cueing, in order to follow an appropriate hierarchy to elicit a word. The phonological cueing comprised of rhyming and phonemic cueing, indicating that the subject responded better in the latter than the former. Semantic cueing consisted of describing the target item in terms of its color/features/size/category/etc.

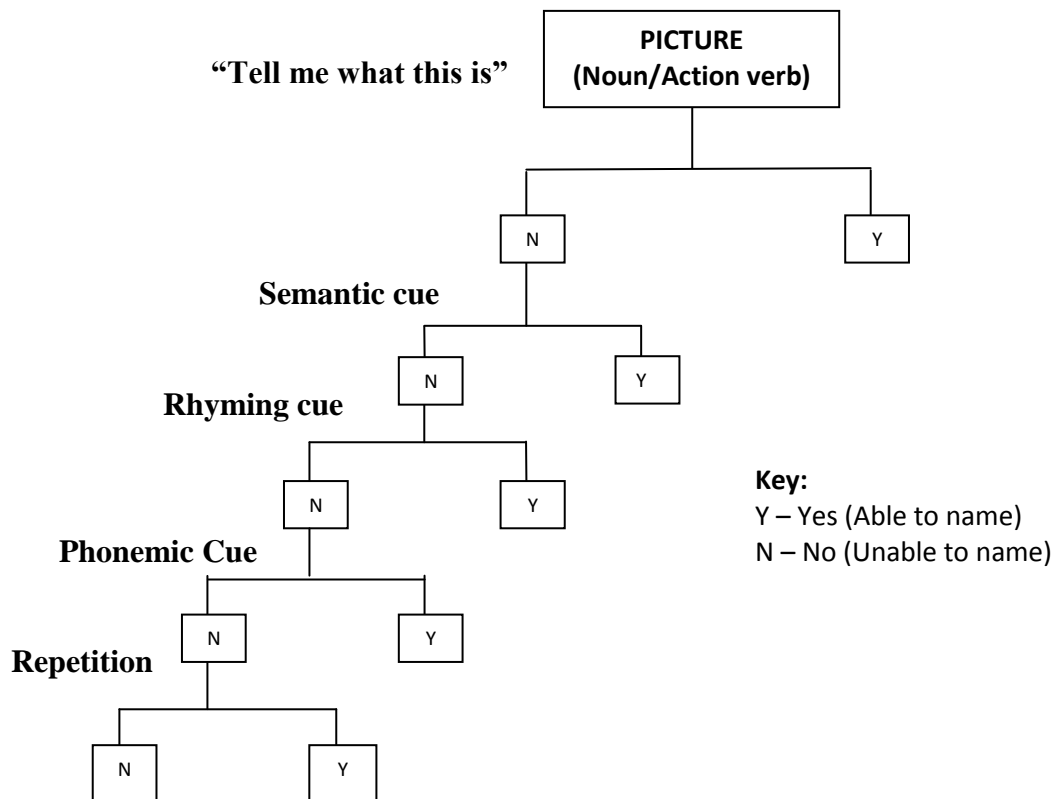
*Phase 3: Implementation of cueing hierarchy*

The constructed cueing hierarchy was employed as part of the intervention program. The words were presented using a confrontation naming task. Figure 1 shows the hierarchical pattern of the organization of the cues for the subject. The subject was presented with pictures in random, using a simple random generator. This order of presentation was chosen to avoid effects of neighbourhood activation. The subject was asked to name the particular picture shown to him. Whenever there was a failure to name the target picture, semantic cueing was provided. On failure to name with the semantic cue, a rhyming cue was presented. Following this, a phonemic cue was presented on subsequent failure with the rhyming cue. Finally if necessary, the target word was modelled and the subject was asked to repeat. The intervention program was carried out for 15 sessions, each comprising of 1 hour for speech and language therapy (15 min of oro-motor exercises/articulation therapy and 45 min of language therapy)

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**Fig I: Flowchart explanation for cueing hierarchy which was used to improve lexical retrieval**

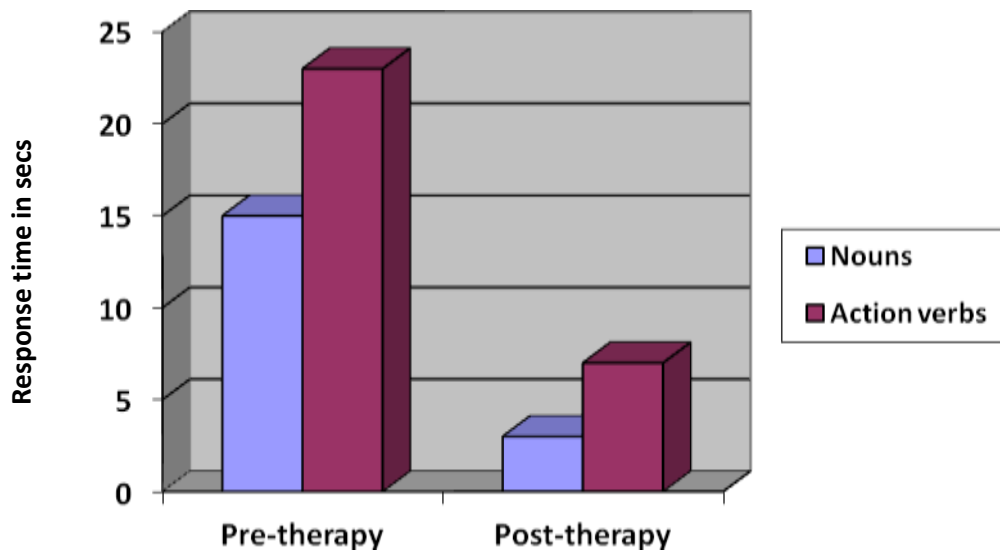
*Phase 4: Tabulation of the results*

The post therapy response time was obtained for the same words. The pre and post therapy results were compared and tabulated.

**Results**

The present study was carried out to find out the efficacy of using a structured cueing hierarchy for a subject having anomic aphasia. Nouns and action verbs were used as the stimuli for the study and a baseline response time was obtained of naming each of words. Subsequently, semantic and phonological cues were used to determine their position wherein which they have to be employed in the cueing hierarchy. The cueing hierarchy was constructed after preliminary probing to determine the more or less effective cues for the individual. Language intervention continued for 15 sessions, the post-therapy response times were also noted and compared to the pre-therapy response times.





#### Confrontation naming task

**Figure 2: Pre and post therapy response times to name nouns and verbs in a confrontation naming task**

As shown in figure 2, a considerable improvement was seen in the confrontation naming tasks for both noun and action verbs. The blue bar indicates the mean response time to name nouns in both pre and post therapy conditions; and the red bar indicates the mean response time to name action verbs. As a whole, the client's performance after therapy was better in semantic categorical naming than in phonemic categorical naming. Significant improvement was also seen in tasks pertaining to lexical fluency, in which he was able to name 9 items (post-therapy), when compared to 2 items (pre-therapy) in 60 seconds.

#### Discussion

The organization of language in an individual depends upon various components such as phonology, semantics, syntax-morphology and pragmatics. Every component has its own relevance in the usage of language. Semantics forming the content of language contains nouns and verbs as a core vocabulary for the formulation of language. Studies have been done focussing on the significance and the time taken to produce nouns and verbs in the normal populations (Deepa et al, 2011). However, considering disorders such as aphasia, the retrieval of target words such as nouns and verbs can be mainly affected.

The efficacy of using cues in order to elicit an easy retrieval of a target word has been the focus in many studies (Wiegel-Crump & Koenigsnecht, 1973; Rosenbek, LaPointe and Wertz, 1989; Coelho, McHugh, & Boyle, 2000). The cues to be included in a therapy program will depend upon its effect on the patient, and cannot be generalised to all. The

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present study focuses on the inclusion of semantic and phonological cueing in a hierarchical format.

The results of this study revealed a positive effect of using both types of cueing in the elicitation of nouns and action verbs, after an intensive intervention program that lasted for a period of 2 months. Howard & Orchard-Lisle (1984) suggested that cues can have a permanent effect, not only on target words but also on other words. Though our study did not focus on permanent effect on other words, we did observe a significant positive effect on the target words that comprised of nouns and action verbs.

Although much is known about the efficacy of different cueing techniques on naming, it is not fully understood which cues are suitable for which individuals. A simple association cannot be derived to link the loci of impairment with the type of cue to be used. Semantic techniques can improve naming for individuals with good semantic processing (Nickels & Best, 1996) and phonological tasks can improve naming for individuals with semantic impairments (Raymer, Thompson, Jacobs, & Le Grand, 1993).

Hence even in the present study AH benefited with semantic and phonological cues to elicit the retrieval of a semantic word. Doesborgh et al (2004) also have reported similar findings, in which they investigated the effects of multicue for a short period with minimal therapist involvement in persons with chronic aphasia and found a beneficial effect on word finding in picture naming. The present study also is supported by the evidence provided by Howard et al (1985), Nickels (2002), and Wambaugh et al (2004) suggesting the positive effect of semantic and phonological cues in the word-retrieval.

## **Conclusion**

The treatment for word finding difficulties is focused on therapy approaches that include different types of cueing. One such cueing strategy that was used, included cueing based on a particular hierarchical format, which depends upon the patient's severity of the lexical retrieval. It comprised mainly of semantic and phonological cues. As noted in the present the study, the patient exhibited significant improvement after the introduction of this particular hierarchical format. Hence using a combination of cues is always better than using one in isolation.

Though this study could establish a permanent effect on the target words using the selected cues, it did not focus on the generalization on other words. The effect of cueing treatments on verbal communication is also unknown. Only a handful of work has been done explicitly looking at the generalisation to spontaneous speech, with contradictory results. Hence it would have also been interesting to study its generalisation to spontaneous speech rather than just restricting it to a naming task. Future research has a wide scope to develop a plethora of strategies after considering all the previously mentioned aspects.

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