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From Ignorance to Independence: An Ecological search for sustainable future in "The Tree of the Century" by Mridula Garg

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Abstract

The paper focusses on the repercussions of creating harm to the environment which backfires all the living systems in the world through the short story "The Tree of the Century" by Mridula Garg. It portrays the cruelty of humans who intend to commodify nature for their own luxury. The story warns that humans should not forget that nature stands at the forefront in the hierarchical natural order of the world where humans themselves have established their roots through nature and became the sole reason for them to sustain. The selfless care of nature to express its motherly love towards its children shows ecocentric concerns. Nature extends its heart and considers both humans and all living organisms as its own children and bearing their pain in spite of ignorance for their upliftment. It expresses the agony of her children for their commodified view who are still unaware of the future impacts. The paper compares the attitude of nature who include humans as "Self" with the attitude of humans who disintegrate from nature and consider them as "Other". The paper intends to transform humans from "Ruthless beings" to "Responsible beings" showing their interest towards preserving nature. The theoretical concept of deep ecology along with its eight supporting principles has been applied to foster a symbiotic relationship between human and nature. Additionally, the story of Amrita Devi from Bishnoi village has been related to indicate

the necessity for unlocking the new era of ecocentricism. The paper shatters all anthropocentric intentions by highlighting their follies and futile words of pretending to conserve nature through ecocentric sarcasm. The main objective of the paper lies in indicating the dire need of humans to preserve the natural world without their selfish needs and to focus on the quality of living of both humans and non-human entities.

Keywords: Nature, Responsibility, Deep Ecology, Anthropocentric, Humans

Introduction

"The Tree of the Century" is a short story written by Mridula Garg that emphasizes the importance of maintaining ecological protection for a long run and serves as a platform to appreciate the aesthetics of natural values. She is an Indian author from Calcutta who is fond of writing short stories from her childhood. She received the Sahitya Akademi Award in the year 2013. The uniqueness of "The Tree of the Century" lies in giving voice to non-human entities like trees to communicate their emotion to the entire world. Sarcasm, a literary device is used as a defense mechanism for trees to mock at the false preaching of humans who do not put their words into action. It teaches a lesson for humans to understand their mistake of ignoring nature. This story acts as a tool to navigate the literary values along with, providing awareness for people to understand the vital role of ecological independence. The theoretical framework of deep ecology which comprises of eight principles has been utilised to gain a deeper support for the arguments present in the research paper. But the paper has infused four principles which are needed to bring the idea of deep ecology. Along with, the real-life story of Amrita Devi from Bishoi village has been added to attain a greater significance for understanding the immediate need for people to indicate their responsibility in conserving Environment.

Storyline

The short story begins with a tree narrating its feelings to the entire world. It compares its life with humans and thinks about the fact that their routine remains unchanged until they reach their resting stage of life. But it is not the same in the case of humans who transgress through different phases and become unpredictable in every stage of life. There is no retirement age for nature because it wishes to prolong its service to its maximum without expecting any rewards, salary hikes, or recognition from others. But humans retire after a particular period and cannot continue to work with the same spirit when they were young and their routine changes according to their own needs. The relentless service by the trees will stay in the minds of people through historical record and many generations will be benefited across the globe. But for humans it does not apply the same because death reaches them after a certain period of time marking an end to their service which is done for the sake of material needs and paves the way for the next generation to occupy the space. This shows the idea that even after centuries the routine of the tree remains unchanged fulfilling its duties which benefits all kind of living beings showing its crucial importance in the world and the need to prioritise environment over humans to ensure survival for a long run.

The story talks about the tremendous benefits of trees which has been rending its service across many centuries. The main duties of the tree include providing shelter, fruits, perfumes, resting place for birds, seeds for next generation, providing oxygen for all living beings etc. The wholehearted quality of nature to provide endless benefits to other living beings is appreciated throughout the short story and makes human to take inspiration from trees. It is painful to visualise the pain of trees when they provide numerous benefits to others without any expectation and facing the condition of isolation which is caused by humans through merciless act of destroying the gift of nature. It explores the selfish attitude of humans who just utilise the benefit and regard it as trash after its usage. There is a no genuine care in terms of human's relationship with the natural world. In contrary to the prevailing condition, there are few legendary people like Amrita Devi, Sunderlal Bahuguna, Salim Ali, and Jadev Payeng, among others, whose contributions becomes the reason for the mother earth to sustain despite of several disturbances which are lurking around. Among these great visionaries, the story of Amrita Devi has been taken as an example to indicate the importance of conserving nature. The paper has attempted to make humans as responsible citizens who understands that it is their duty to protect nature for its own sake rather than to satisfy their selfish motives.

Deep Ecology and Analysis

Deep ecology is an environmental movement brought by Norwegian philosopher Arne Naess to represent the inherent value of nature irrespective of their benefit to humans. It has been used as a structural framework for the research paper helps to analyse the work of literature to project its ecological concerns to the entire world. It analyses the level of intimate relationship between humans and the natural world. There are eight primary principles which provide a firm structure to deep ecology. The paper has applied a few principles that align with the short story "The Tree of the Century". The principles include:

1) Humans are a part of nature and has the potential to exist independently irrespective of the benefits provided by them.

2)Appreciation of Diversity of life

3) Destruction is permitted only to satisfy essential needs

4) Focus on quality of life over Standard of Living

The research paper utilizes these principles of deep ecology and relates to the story of Amrita Devi from Bishnoi Village with an aim to realize the importance of conserving natural bodies irrespective of the benefit they yield to the world. The core concept of deep ecology fits within the first principle which stands as a base to build the strong structure of Deep Ecology. Humans think that they are superior beings among the creations of the world. This dominant status gives them the power to recreate the world in a way it benefits them regardless of the state of other living beings which are surrounded around them.

Humans and non-human entities have their own value of existence regardless of the benefit provided by each other. Each entity has its own value and necessitates the interdependence of both of them to survive in the natural world. In "The Tree of the Century", the author Mridula Garg introduces the benefits of tree and how they have crossed centuries surviving in the planet. They have provided many benefits such as providing shelter, seeds for generations, food, perfumes etc. The benefits provided by the tree are its regular tasks and even after its retirement it remains the same. The generous nature of trees benefits everyone through its precious leaves, fruits, and seeds, which humans often take for granted. The benefits of trees as follows are: "Hundred years are just a blink to a tree. However old a tree may grow, its daily routine remains the same. Housing birds, giving shelter to the weary, shedding leaves to enrich the top soil, manufacturing seeds for the future greenery and contributing to the arts. Yes sir. The trees make music by making their branches and leaves play on the breeze. A veritable orchestra, playing different ragas at different times of the day and seasons".

To a greater extent, humans exploited trees and treated them objects with a purpose to provide benefits to humans, rather than to protect to maintain an eco-friendly relationship between humans and nature. Trees expect mutual relationship but humans exhibit their selfish nature through over exploitation and it is as follow: "Some of them are excellent perfumeries too. Correction. Not some, all of them are perfumeries but not all fragrances reach the cussed humans. The fault lies not with the fragrance but our bewildered senses, afflicted by the stench of over consumption".

The Principles of Deep Ecology

The first principle states that humans are part of nature and they need to protect nature irrespective of the benefit nature may provide. It demands humans to express reciprocal behavior to trees, which benefit humankind without any expectation of benefit from them. The story of Amrita Devi from Bishnoi village can be related with aspect of preserving nature and turning individuals to consider it as duty to preserve them. In the year 1730, the king Abhay Singh ordered his men to cut Khejri trees to construct his new place. When the soldiers came to cut the tree, Amrita Devi, a woman from Bishnoi community hugged the tree preventing them from killing the trees. Amrita's initiation invited nearly 362 people to join the protest by hugging the trees. They all are determined to sacrifice their life for survival of trees. Soldiers ignored their effort and killed everyone who are involved in the protest. The king, after hearing the news of more than 300 people being killed along with Amrita, was shocked and apologized in front of the people realising his mistake and declared that trees should not be cut in the village. This is the expected outcome of deep ecology which wants people to be responsible in protecting nature for its wholeheartedness rather than their commercial purpose. Their true love was the real gift for nature to prolong its benefits to serve all the living organisms in the world.

The second principle talks about the lifeforms which become the reason for the formation of biodiversity. India's biodiversity serves as a reserve for millions of organisms that exist in the natural world. It is a space for them to lead their life. The rich heritage of biodiversity invites many migratory birds to visit the place. These birds return to their motherland in spite of their duties in the alien land. They treat alien land as a "space of survival" and return to their motherland which is their permanent "place of existence". The story compares the life of migratory birds with nomads and shows the importance of the drive to return to their place marking the diversity of life forms. Both organisms do not have a permanent place to reside but treat nature as their only common place which permits everyone without imposing any restrictions. It is a place where there is an urge for living organisms to return. The migratory birds which move during summer to meet its survival demands, return during winter to their motherland in spite of any hectic situation. Similar to migratory birds, nomads move from one place to another and return to nature which is their home. The interest of nature to bring the element of inclusivity increases the diversity and it is clearly represented in the following lines: In the winter months, the stories grew spicier as the migratory birds made their rounds, God knows where they flew to in the summer months but they never forgot to return in the winter. That is how it is with nomads: however far they go, they do not lose the yearning to return, a nomad is not mendicant, you see. The stories, the birds from faraway lands related, were sometimes so strange, that the shock made him forget to laugh for a while (Garg 550).

The next principle states that humans have no inherent right to exploitation. It is considered ethical to use the resources to a level which is needed for the survival. It is common for humans to extract some products of nature which is needed for their survival like the parasite which gets its food from the host as per the law of nature. But the problem occurs when there is an extremity in both the cases which leads to an exponential rate of destruction. Humans due to greed and sophistication end up in exploiting the resources. In the short story, the effects of over consumption and Industrialization has led to an adverse condition resulting in negative effect for both humans and non- human entities. It is a pathetic state where roots of the trees are suffocating due to the lack of sufficient breathing space for roots due to Industrialization and the difficulty of the trees is represented here: "Roads have gained precedence upon trees to such an extent to such an extent that they forget to leave enough breathing space around their roots, when laying the concrete slabs.

Without mother earth to sustain them, they can barely breathe what to say of growing robust trunks" (Garg, 554).

It is greatly surprising that trees are taking revenge like humans and it is mentioned by the incident in the story. Chinese rulers issued an order to kill all the birds in the city due to its intake of grains. The citizens residing the city blindly followed the instructions given by the rulers and did their best to kill them. They did not expect the revenge taken by nature against human. The destruction of birds increased pests and humans found it difficult to control and the chaotic condition is given below: "We took our revenge soon enough. One year went well without the birds but faster that, the burgeoning population of worms and pests paid put to the harvest. There were no birds to control their numbers by making a meal of them. Everyone knows birds prefer worms to grain any day" (Garg 551).

The last principle which forms the ultimate focus of the research paper is to focus on the quality of life over standard of living. Humans and non- humans should develop an understanding of enhancing the quality of leading a sustainable life rather than building asserts. Devika in her research article "Deep Ecology - Conceptualisation and Interconnection with Nature" has used various literary works as a tool for creating awareness for people to think of an alternative future which prioritises the well-being of people over assets (Devika).

Life would be pleasing when people have sufficient food to eat, fresh air to breathe and a good bonding between nature and humans. But humans who live in the material world would exceed this limit in rush for a luxurious lifestyle. This luxury can be pleasing for certain groups of people, while affecting a large section of other organism who are struggling to lead a minimal life of survival. Sanjay Kumar, in his article " Deep Ecology in Thoreau's Walden: A philosophical and Literary approach" addresses the importance of leading a simple, self-sufficient life which is needed for a successful survival in the world (Kumar). Humans think that with a help of luxurious wealth they can buy anything and lead a life without the dependence of anyone. But the short story trashes the egocentric behaviour of humans and makes them Eco centric. By presenting the pitfalls of humans it tries to bring responsibility in conserving them and the sarcastic comment made by nature adds more spark to it. Tree's sarcastic outlook of realising that humans cannot lead a life without their support and laughs by the false pretentions made by humans to conserve nature through their futile words without action is presenting here: “Save the environment! Grow more trees!” (Garg 555).

Trees laugh at humans because the same people who inflicted pain on nature are preaching to the world through their false vows. Nature knows that humans would not save environment for its state of existence but to derive benefits from them. But they are unaware of the silent power of mother earth without which their survival itself is put into question and the sarcasm by trees shows that without giving importance to nature they cannot lead their life. The ironic ending of the story ‘”The Tree of the Century” shows that nature is testing human’s survival in the world for a long run who are in the verge of exploiting natural resources for their comfort. The open ending of the novel warns about the uncertainty of life in the future where humans look environment as a commodity and preserve them as an object of use rather than to benefit biodiversity which is a home for millions of living organisms. Md Rafiqul Islam in his article " A study of Deep Ecology and Environmental Sustainability: Through an Eco feminist lens" has analyzed the pathetic state of nature being treated as an object of human exploitation and through the use of Eco feminism indicates the importance coexisting with natural world (Islam).

The sarcastic laugh of trees is an alarming sign given by them to indicate the threat before emerging and demands humans to act as responsible beings to conserve nature which helps for creating a sustainable future is given below: “The irony of the slogan made him forget all about breathing. He burst out laughing and laughed through the day, holding its breath as if he would never ever breathe again. It so happened that when the tree laughed for the first time in living memory during the day, it was the dawn of the touted twenty- first century” (Garg 555).

Conclusion

The paper demands people to focus on Ecological Independence which moves towards establishing a sustainable future. It encourages people to prioritize on natural needs than material benefits. It has tried it’s best to appreciate the utilitarian value of trees and the vital need for survival. It encourages to lead a simple life rather than running after luxuries. It has tried to change the perspective from egocentric to ecocentric. The literary device of satire is being used in the paper to mock on human's futile words in the name of conservation. The main motive of the research paper is to make humans as responsible beings to preserve mother earth and enabling a mutual bond of independence of both human and natural world.

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Text evaluation of *Macmillan New Primary English* as English textbooks at the middle basic primary in Southeast Nigeria

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Abstract

This study undertakes an evaluative analysis of the *Macmillan New Primary English* textbooks, which are approved by the Universal Basic Education (UBE) programme for use in middle primary classes (Primary 4-6) under the Enugu State Ministry of Education in Southeastern Nigeria. The primary objective is to assess the extent to which these textbooks align with the goals of English language education at the middle primary level. Employing a mixed-method approach to data analysis, the study focuses on the Nsukka Central Local Government Education Area of Enugu State. Data were elicited from fifteen (15) English language teachers using a structured checklist adapted from AbdelWahab (2013). In addition to teacher input, classroom observations were conducted, and a detailed content analysis of the textbooks was undertaken.
Findings indicate that the textbooks generally reflect the objectives of English language instruction as prescribed for the Nigerian middle primary curriculum. However, certain aspects, particularly those related to listening and pronunciation skills, require pedagogical enhancement. These areas, if improved, would better support the comprehensive realization of the UBE English language education objectives.

1. Introduction

In the Nigerian educational system, every child who embarks on Western education is required to study English for a minimum of twelve years; six years in primary education and six years in secondary education. Throughout this period, English remains a compulsory subject and is a core requirement for progression across educational levels. Given this centrality, learners must receive high-quality English language instruction at the foundational stage, as this serves as the bedrock upon which subsequent learning is built.

The 9-Year Basic Education Curriculum (BEC), structured into three categories: Lower Basic (Primary 1–3), Middle Basic (Primary 4–6), and Upper Basic (Junior Secondary 1–3), is designed to support the objectives of the Education for All (EFA) initiative. The overarching aim is to deliver "relevant, dynamic and globally competitive education that would ensure that learners at the Basic Education level are capable to compete favourably anywhere in the world" (Igbokwe, 2015, p. 32).

To achieve quality education, specific critical components must be addressed, one of which is the provision of effective teaching materials. As Nur and Hesty (2022) emphasise, instructional materials play a pivotal role in the teaching and learning process, particularly in language education. Alongside teaching materials, the roles of the teacher and the learner are equally indispensable. Kelishadi and Sharifzadeh (2013) conceptualise these three elements, the teacher, the learner, and the textbook; as a "triangular net of elements in language learning" (p. 60).

Cunningsworth (1995) distinguishes between two types of instructional materials: teacher-generated materials, which include classroom aids such as hand-drawn charts and visuals, and commercially produced resources, including textbooks, workbooks, audio-visual aids (e.g., CDs and tapes), and digital content. Among these, textbooks play a particularly central role in shaping curriculum delivery. According to Richards (2001), textbooks provide both the structural framework and syllabus for language programmes.

The selection of appropriate textbooks is, therefore, a critical decision in language pedagogy. It involves aligning the content of instructional texts with educational goals, classroom context, and the teaching methodology employed. As such, careful evaluation of textbooks is necessary to ensure that they meet both curricular expectations and learner needs.

This study presents an evaluative review of selected Universal Basic Education (UBE)-approved textbooks used in teaching English at the Middle Basic level (Primary 4–6), with a focus on public primary schools within the Nsukka Central Local Government Education Area in Enugu State, Nigeria. The evaluation centres on *Macmillan New Primary English* (MPE) Books 4–6, authored by Biola Odejide, Wale Osisanwo, Agatha Bajah, Ikechukwu Kanu, and Mohammed Audu. These texts were developed to enhance learners' communicative competence in English, with a specific focus on developing reading, listening, speaking, writing skills, and grammatical accuracy. The analysis assesses the extent to which the textbooks align with the goals of the UBE curriculum and supports the broader objectives of foundational English language education in Nigeria.

2. Approaches to text evaluation

Some scholars have proposed varying approaches to text evaluation. Among these scholars is Cunningsworth (1995), who presents two approaches to evaluation: impressionistic and in-depth evaluation methods. According to Cunningsworth (1995), impressionistic evaluation involves:

- forming a quick overall impression of a book by glancing through the book,
- forming a general notion of the strengths and weaknesses of the textbook, and
- observing evident significant qualities of the book.

McGrath (2002) opines that an impressionistic method is a sweeping examination of a text to determine the teaching method, objectives and practicality of the textbook. An in-depth evaluation, according to Cunningsworth (1995), is a more penetrating evaluation, and beyond seeing what is prominent and conspicuous in a textbook, an in-depth evaluation examines how individual items are handled, especially those that are related to learners' language needs and syllabus requirements.

McDonough and Shaw (1998; 2003) propose an evaluation framework comprising three stages – external, internal, and overall evaluation. The highlights of external evaluation are issues relating to the target audience, learners' language proficiency level, how the units are organised and presented, the context, language learning process and methodology of the book, physical appearance, local availability, layout and design and supporting/supplementary materials like audio-visual cassette/CD and teacher's book. According to McDonough and Shaw (1998; 2003), internal evaluation is also concerned with content, grading and sequencing issues. Internal evaluation looks at language skills in the textbook and how they can help the learner use the target language outside the classroom. An overall evaluation looks at a textbook's usability, generalisability, adaptability and flexibility (see Nguyen, 2015).

There are three approaches to text evaluation proposed by AbdelWahab (2013): impressionistic, checklist and in-depth. Impressionistic evaluation involves reading the blurb and browsing through the textbook to gain a general impression of the textbook. Checklist evaluation evaluates a textbook by systematically verifying criteria on the list (checklist) one after the other. In other words, a textbook is being assessed against an already designed list of criteria. Finally, the in-depth approach of AbdelWahab (2013) is a careful assessment of representative features of one particular unit, exercise or the handling of specific language elements. In other words, an in-depth evaluation involves a comprehensive assessment of one or two selected aspects, units or chapters of a textbook.

There are several textbook evaluation approaches; however, this study adopts AbdelWahab's (2013) checklist evaluation. The study adapts the items on the efficient outlay of objectives to elicit information from fifteen (15) teachers who used *MPE*. In order to support the checklist evaluation, content analysis of the *MPE* 4-6 and classroom observation are also used.

3. Previous studies on text evaluation

Seyede and Amin (2015) evaluated *the American English File* series within the Iran English as a foreign language context using twenty-three (23) experienced teachers who had Master's and Doctorate degrees and were between the ages of 24-37 years. The checklist used in Seyede and Amin's evaluation is a forty-item checklist adapted from Litz (2000), and by subjecting the data collected to descriptive and inferential statistics, Seyede and Amin (2015) discovered that

American English file series are suitable for language teachers to achieve their pedagogic aims. The series had an even distribution of activity varieties, encouraging adequate, meaningful communication practice, individual, pair and group work and promoting creativity. They, however, noted that the teachers agreed that the design and layout of the series were inappropriate and not entirely organised. The series did not contain a sufficient vocabulary list, a set of evaluation quizzes and testing plans, review sections and exercises. Seyede and Amin (2015) and the current study all focus on evaluating English textbooks; however, while the former is yet another text evaluation within the Iranian context, the latter is a text evaluation within the Nigerian context.

Harbi (2017) was a text evaluation of English as a foreign language textbook in Saudi public secondary schools from the perspective of the teachers using one hundred and seventy three (173) teachers teaching secondary students in Madinah and Dowadmi cities, who also had 1-5 years of experience in teaching. The checklist used by Harbi (2017) was designed to evaluate five criteria: layout and design, objective, teaching methods and activities, language skills and assessment. The findings showed that the textbook's objectives are not effectively treated, and the respondents also observed that the application of teachers' teaching theories and practices was complex due to how the book's content is presented. Moreover, there were no valuable procedures for assessing learners' achievement at the end of teaching and learning. Harbi (2017) concluded that there was a serious need to improve the use of English textbooks in Saudi secondary schools. Though Harbi (2017) and the present study evaluate English language teaching textbooks, they do not evaluate the same textbooks, and their educational contexts differ.

Muhammad, Opik and Suhardi (2019) evaluated *Interlanguage: English for senior high school students XII*, English as a foreign language (EFL) to determine the extent to which the textbook met the requirements of a good textbook for EFL. The study focused on layout and physical appearance, content, objectives, language type, skills, activities and tasks, structure and vocabulary, cultural values and teacher's needs, drawn from Cunningsworth's (1995) evaluation checklist, modified by Al-seat (2012). The study findings showed that, among other things, the layout and physical appearance, the content and the objectives of the textbook meet the requirements of the target learners. However, the study discovered flaws in the textbook's language type, skills, structures and vocabulary, teacher's needs, activities, tasks, and cultural values.

Nainggolan and Wirza (2020) evaluated *English in mind* to ascertain if the activities and tasks in the textbook promote students' critical thinking skills. That qualitative study used the critical thinking framework of Litz (2000) and interviews with a teacher who uses the textbook. The study focused on implicit questions and found that many of the questions (102 of 168) examined promote critical thinking skills in students. The study findings also revealed that clarification tasks, reason and evidence, viewpoints, predictions, and assumptions dominated the textbook. Nainggolan and

Wirza finally recommended that teachers, textbook writers and school stakeholders modify tasks and activities to promote students' skills in critical thinking. Both Muhammad et al. (2019) and Nainggolan and Wirza (2020) were studies on text evaluation, but they studied different texts, used different evaluation criteria and had different educational contexts.

4. Evaluation of *Macmillan new primary English*

Based on Abdelwahab's (2015) checklist, this section evaluates the study texts following the objectives of teaching and learning English in the middle basic primary in Nsukka Central Local Government Education Area.

Table 1: Mean showing the extent to which *Macmillan new primary English* addresses the objectives of teaching/learning English at the middle basic primary

Items	MPE (Decision)
Textbook fulfils the general objectives of teaching the English language in the UBE	3.11 (HE)
Subjects and contents are appropriate	3.07 (HE)
It improves listening ability	1.25 (VLE)
It improves speaking ability	2.96 (HE)
It improves reading ability	3.19 (HE)
It improves writing ability	2.97 (HE)
It improves vocabulary ability	2.51 (HE)
It improves grammar ability	3.04 (HE)
It improves pronunciation ability	2.83 (HE)

Summary	**2.85 (HE)**

Source: 2024 Field Survey

Note that: VLE stands for Very Low Extent and HE stands for High Extent

In this analysis, the actual limit mean decision criterion is used. This means that the mean of 1 to 1.4 is a Very Low Extent, 1.5 to 2.4 is a Low Extent, 2.5 to 3.4 becomes a High Extent, and the mean of 3.5 and above is a Very High Extent. Therefore, the minimum mean score is 2.5 to show that the respondents accept that the textbooks address UBE objectives; while any score below 2.5 shows that the textbooks do not address the objectives. As could be observed in Table 1, the respondents, to a 'high extent', indicated that the textbooks fulfilled the general objectives of teaching the English language. According to them, the subjects and contents were appropriate; the textbooks improved pupils' speaking, reading, writing, vocabulary, grammar and pronunciation ability.

In the same way, the table shows that teachers, who used *MPE*, to a very low extent, indicated that the textbooks improved the listening ability of pupils. This necessitated the mean of 1.25, which implies that the respondents, to a very low extent, indicated that their textbooks improved the listening ability of pupils. On the other hand, the summary mean fell to a great extent. This indicates that, to a great extent, the textbooks addressed the objectives of teaching/learning English at the middle basic primary.

An assessment of the textbooks' blurbs shows that the authors of *MPE* asserted that they were guided by the Nigerian Educational Research and Development Council (NERDC) 9-year Basic Education Curriculum for the English language (see Figure 1 below for details on the objectives of the *MPE*). It shows that the authors tried to ensure learners' proficiency in their use of English by incorporating the four basic language themes of reading, listening and speaking, grammatical accuracy and writing in their textbooks. Learners were expected to develop four language skills (speaking, listening, reading, and writing), which align with the aim of English studies specified in the 9-year Basic Education Curriculum.

Fig. 1: Page showing the objectives of MPE

Macmillan new primary English book 6 p. vii

To the Teacher

The Macmillan New Primary English Course Series is designed to help pupils learn English in an interesting and meaningful way. The book adopts a communicative approach which allows the learner to understand that each language item is meant to be used in real life. For this reason, most of the exercises are tied to games and realistic tasks, the very things that the pupils need English for at that level.

The series strictly follows the Nigerian Educational Research and Development Council (NERDC) 9-year Basic Education Curriculum for English Language in content and methodology. The learning is graded and sequenced to make it easy for young pupils. The exercises are prepared in such a way that gives room to flexibility in the choice of some answers. So the teacher should allow a variety of answers as long as the sentences are meaningful and grammatically correct.

The authors assume that language classes will be active and lively, with the pupils doing a lot of the talking. They should talk not only to the teacher but with one another. So, some of the activities are to be done in pairs or in groups. The teacher will act as a guide and facilitator.

The book also adopts an integrated approach to language learning in which the four language skills – speaking, listening, reading and writing are integrated. Each one reinforces the other. Because language learning is about using the language, it is important to relate the language use to other subject areas – Mathematics, Social Studies, Integrated Science and Art. You should encourage pupils to listen and draw, read and draw and so on.

The teacher should bring resources from outside the classroom – old calendars, tins, packets, plastic bottles, spoons, stones, leaves, pictures, maps and newspapers to help pupils use the language. The teacher can also set up a nature corner or a shop corner in the classroom. You need to take them outside the classroom to look at and talk about things around them.

Songs, poems, and rhymes are all interesting ways of learning the language. There is also phonics which helps the pupils with word attack skills.

Since the emphasis is on language use, not linguistic knowledge, you will notice that no unnecessary grammatical terms are used in the pupil's book. The teacher needs to know them, but not the pupils.

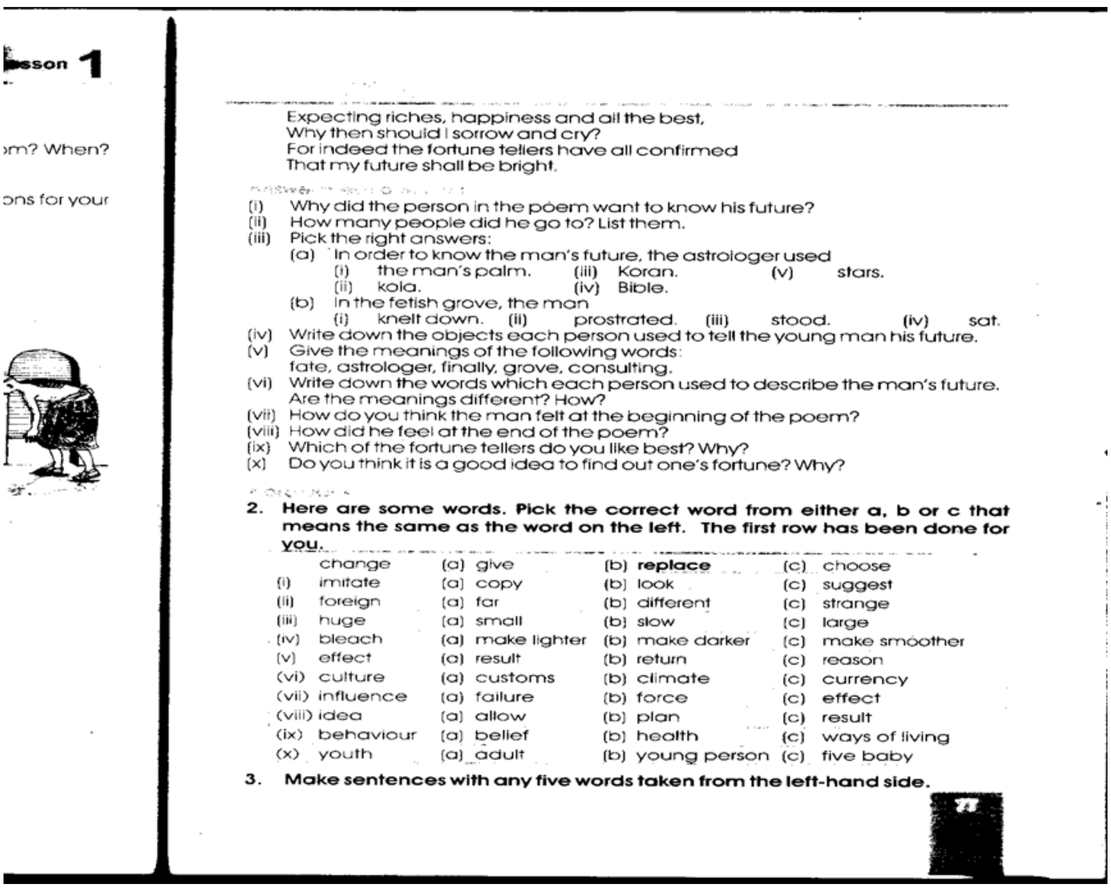
The revision sections are meant to consolidate the language items the pupils have covered. Each module corresponds to one week's work, but the teacher can decide how to spread out the work, based on the pupils' level of competence. This Macmillan New Primary English Course Series should make the English language class a pleasurable and meaningful experience for both teachers and pupils.

Furthermore, the content analysis of the textbooks shows that the *MPE* 4-6 covered various topics from different fields of endeavour. The content of *MPE* was also appropriate for Nigerian learners of English. The subjects covered in the texts were relevant to different aspects of human life such as culture, family, history, celebrations, religion, farming, science, etc, and, as recommended in the curriculum, they also had some passages on agencies like the United Nations International Children's Emergency Fund (UNICEF). These topics were carefully presented in the text's narratives, dramas, and poem passages. The contexts against which the passages in the textbooks were hinged were real-life contexts as found within Nigerian contexts. No English cultural contexts were represented in MPE except for two different reading passages in Book Four. This corresponds with Jacobs and Goatly's (2000) recommendation that textbooks should contain 'environmental' topics which relate to real-life situations in society. Such topics motivate and inspire learners to participate in topics outside the class environment as they test their competence in practical situations. In other words, the lessons do not just teach the aspects of the language intended for it but also enlighten the learner on the social subject through which the aspect of the target language is taught. Consequently, *MPE* covered subjects relevant to Nigerian learners of English.

As stated earlier, *MPE* 4, 5 and 6 incorporated the four basic language skills. There is significant attention to vocabulary building. Pupils were introduced to several new words. The vocabulary exercises involved completing expressions using the appropriate word, synonymy, antonymy, etc. In Figure 2 below, the vocabulary activity entails pupils choosing the synonyms of the words on the left from three lists of words provided on the right. Several vocabulary-building lessons used 'word bank' in books 5 and 6 but not in book 4. However, book 4 of *MPE* also taught vocabulary and sentence building.

Fig. 2: Page showing how MPE teaches vocabulary

Macmillan new primary English book 6 p. 76



Expecting riches, happiness and all the best,
Why then should I sorrow and cry?
For indeed the fortune tellers have all confirmed
That my future shall be bright.

(i) Why did the person in the poem want to know his future?
(ii) How many people did he go to? List them.
(iii) Pick the right answers:
(a) In order to know the man's future, the astrologer used
(i) the man's palm. (iii) Koran. (v) stars.
(ii) kola. (iv) Bible.
(b) In the fetish grove, the man
(i) knelt down. (ii) prostrated. (iii) stood. (iv) sat.
(iv) Write down the objects each person used to tell the young man his future.
(v) Give the meanings of the following words:
fate, astrologer, finally, grove, consulting.
(vi) Write down the words which each person used to describe the man's future. Are the meanings different? How?
(vii) How do you think the man felt at the beginning of the poem?
(viii) How did he feel at the end of the poem?
(ix) Which of the fortune tellers do you like best? Why?
(x) Do you think it is a good idea to find out one's fortune? Why?

2. Here are some words. Pick the correct word from either a, b or c that means the same as the word on the left. The first row has been done for you.

	change	(a) give	(b) **replace**	(c) choose
(i)	imitate	(a) copy	(b) look	(c) suggest
(ii)	foreign	(a) far	(b) different	(c) strange
(iii)	huge	(a) small	(b) slow	(c) large
(iv)	bleach	(a) make lighter	(b) make darker	(c) make smoother
(v)	effect	(a) result	(b) return	(c) reason
(vi)	culture	(a) customs	(b) climate	(c) currency
(vii)	influence	(a) failure	(b) force	(c) effect
(viii)	idea	(a) allow	(b) plan	(c) result
(ix)	behaviour	(a) belief	(b) health	(c) ways of living
(x)	youth	(a) adult	(b) young person	(c) five baby

3. Make sentences with any five words taken from the left-hand side.

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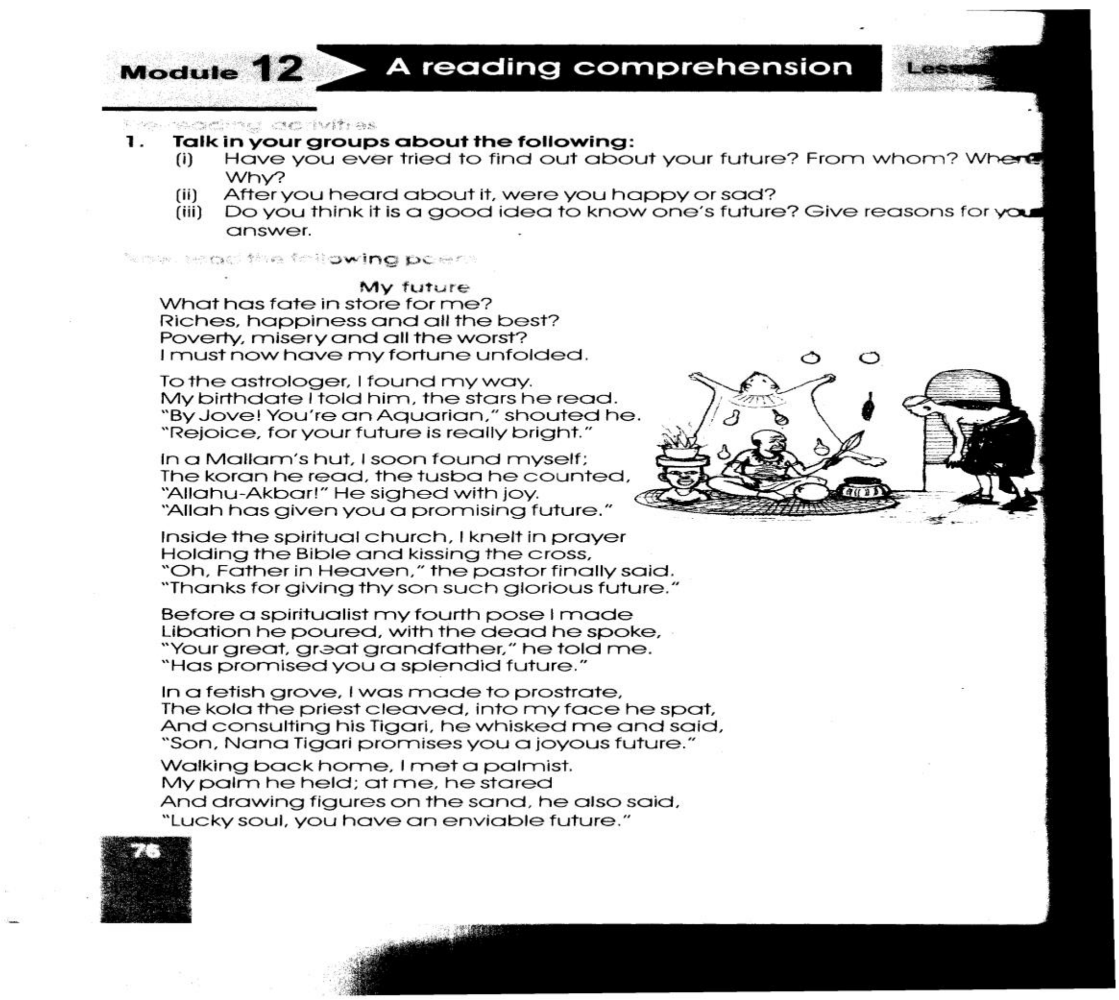
MPE books also used pre-reading activities where pupils were expected to discuss and answer questions on specific highlights of the passage. For instance, in Figure 3 below, the reading comprehension on My Future and the pre-reading activity expected the pupils to discuss their various experiences about finding their futures before reading the passage. There were questions meant to guide the pupils in that discussion. Learners are expected to read the passage and answer the comprehension questions after they have completed the pre-reading activity. The use of pre-reading activities in *MPE* encouraged self-expression and helped the pupils to think critically; the reading activities were appropriate for engaging pupils in active reading. It also helped in developing their reading and comprehension abilities. The lengths of the comprehension passages were also moderate according to the expected ages of the pupils meant to use the textbooks. The contents to be read were authentic and appropriate for the ages of the pupils they were meant for.

Excerpt 3: Page showing how MPE teaches reading

Macmillan new primary English book 6 p. 77



Module 12 **A reading comprehension** Less

Pre-reading activities

1. **Talk in your groups about the following:**
   (i) Have you ever tried to find out about your future? From whom? Where? Why?
   (ii) After you heard about it, were you happy or sad?
   (iii) Do you think it is a good idea to know one's future? Give reasons for your answer.

Now read the following poem

My future

What has fate in store for me?
Riches, happiness and all the best?
Poverty, misery and all the worst?
I must now have my fortune unfolded.

To the astrologer, I found my way.
My birthdate I told him, the stars he read.
"By Jove! You're an Aquarian," shouted he.
"Rejoice, for your future is really bright."

In a Mallam's hut, I soon found myself;
The koran he read, the tusba he counted,
"Allahu-Akbar!" He sighed with joy.
"Allah has given you a promising future."

Inside the spiritual church, I knelt in prayer
Holding the Bible and kissing the cross,
"Oh, Father in Heaven," the pastor finally said.
"Thanks for giving thy son such glorious future."

Before a spiritualist my fourth pose I made
Libation he poured, with the dead he spoke,
"Your great, great grandfather," he told me.
"Has promised you a splendid future."

In a fetish grove, I was made to prostrate,
The kola the priest cleaved, into my face he spat,
And consulting his Tigari, he whisked me and said,
"Son, Nana Tigari promises you a joyous future."

Walking back home, I met a palmist.
My palm he held; at me, he stared
And drawing figures on the sand, he also said,
"Lucky soul, you have an enviable future."

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Writing activities in *MPE* were often preceded by 'pre-writing activities' that expected pupils to look up some words in the dictionary, provide answers to some questions, or talk about some highlights concerning the topic to be written on. The lesson in Figure 4 below teaches an expository essay on the use of drugs. The first task in the lesson is a pre-writing task, where the pupils are expected to find the dictionary meanings of words like immunisation, prescribe, analgesic, etc, discuss some highlights in groups and jot down points. Then, in the second task, they are expected to write three paragraphs on the Effects of regular and excessive use of drugs. In *MPE*, lessons on writing covered descriptive writing, debate writing, formal invitation writing, different types of letter writing, etc. Finally, the writing activities moved from simple to complex, and there were engaging and appropriate writing activities aligned with the curriculum's learning objectives.

Fig. 4: Page showing how *MPE* taught writing

Macmillan new primary English book 6 p. 81

(i) Group yourselves in twos or threes.
(ii) Imagine you have been chosen to give the vote of thanks at an Easter or Sallah party in your school.
(iii) Prepare your speech using the example given as a guide.
(iv) The teacher will call out groups to read their speeches to the class.
(v) Class members are to act as the audience.

Lesson 4

1. **Let's talk about drug use.**

(i) Use your dictionary to find the meanings of these words:

(a) analgesic	(e) drug	(h) immunisation
(b) prescribe	(f) dosage	(i) side-effect
(c) over-dose	(g) physician	(j) pharmacist.
(d) dispensary		

(ii) Have you been ill before?
(iii) Which hospital did you attend?
(iv) What was the cause of your illness?
(v) What was the physician's recommendation?
(vi) Did you use the drugs correctly?
(vii) How did you feel after?
(viii) What would have happened if you used more than what the physician told you to use?
(ix) What are other things that could happen to the person who uses drugs excessively?
(x) Sit in groups of threes or fours to discuss the questions.
(xi) Jot down points.

2. **Write three paragraphs on the topic "Effects of normal and excessive use of drugs."**

Macmillan's New Primary English also taught pronunciation of English phonemes and intonation but not in detail. There often needed to be more information on what the learner was expected to learn in lessons meant to teach speech sounds, intonation, or stress. In Figure 5 below, the lesson is meant to teach speech. However, aside from writing 'speech (1)' against 'lesson 3', there is nothing else (including the subsequent tasks) to guide both the learner and the teacher through the lessons on what the learner is expected to achieve at the end of the lesson.

Excerpt 5: Pages showing how *MPE* taught speech

Macmillan new primary English book 5 p. 23-25

3. Change the following sentences into polite requests. An example has been done for you.

Example

1. (a) You can go inside.
   (b) Can I go inside, please?
2. We may sit down.
3. She could use my car.
4. You would buy a book for him.
5. I can stay behind.
6. He will buy us snacks.

Note

When you ask a person for something, you must ask politely. You may use the word *please* or you may not but your voice will show whether you are asking nicely or not.

Say these sentences after your teacher:

(a) (i) Please, hold my bag for a minute.
(ii) Hold my bag for a minute.

(b) (i) Please, wait for me.
(ii) Wait for me.

(c) (i) Please think about it.
(ii) Think about it.

(d) (i) Please light a candle.
(ii) Light a candle.

4. Make up four pairs of sentences like the ones above.

Lesson 3 Speech (I)

Using the telephone

1. Read the following telephone conversation with your partner.

Mrs. Tajudeen *(picks up phone):* Hello.
Ahmed: Hello. Is that 8102425?
Mrs. Tajudeen: Yes, it is.
Ahmed: This is Ahmed, Fola's friend. Good afternoon, Ma. Can I speak to Fola?

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Mrs. Tajudeen:	Good afternoon. How are you? Hold on for Fola. I'll Call him. I think he's playing outside.
Fola:	Hello, Ahmed. How are you?
Ahmed:	I'm fine.
Fola:	Why weren't you in school today? We did a lot of work.
Ahmed:	I had to go with my father to Lagos. I needed to see my elder sister, and today's the only day my father can give me a ride.
Fola:	Couldn't you wait till Saturday? You missed a lot of school work. The teacher's going to ask you why.
Ahmed:	I'll tell him what I told you. So, what did you do? Let's start with Maths.
Fola:	Wait, I'll need to get my books. Okay, we started some work on fractions. The class didn't understand in time but the teacher was quite patient. We are doing the sums on page 68 of our Maths book.
Ahmed:	Is that all?
Fola:	No. In English, we have to write a letter to the teacher, telling her why we can't come to school.
Ahmed:	Good. So if she asks me to write, I'll know what to put down. Any other thing?
Fola:	Not really. Oh, except for Crafts! We all have to bring some clay to school on Monday to make a small lamp.
Ahmed:	Oh, not again! We did that last term. Why are we doing it again?
Fola:	I don't know. You'll have to ask the teacher.
Ahmed:	You will ask him that, not me. Fola, did you finish the new game we started on Wednesday?
Fola:	No, we were all too busy. Are you coming to school on Monday or not?
Ahmed:	You know I'm coming. I'll get to school before you.
Fola:	We'll see on Monday, then.
Ahmed:	Thanks, Fola, see you. Bye for now.

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2. Now, join two other people. Read the conversation aloud. Answer the following questions:

(i) Why did Ahmed call Fola?
(ii) List the things Ahmed has to do before going to school on Monday.
(iii) What must he take to school?
(iv) Did Fola finish the game they started?

3. Read these instructions about what to do when telephoning:

Writing

Features of formal and informal letters

Formal and informal letters have several differences. These are shown in the table below:

Formal	[illegible]
(i) The writer's name is written at the top of the address.	The writer's name is not written at the top of the address.
(ii) The name, office and address of the addressee are written at the top left corner of the letter.	The addressee's name and address are not written in the letter.
(iii) The letter begins with "Dear Sir" or "Dear Ma" or "Dear Mr. Olubi."	The letter begins on a personal note e.g. "Dear Bola, My dear sister."
(iv) The letter ends with "Yours faithfully."	The letter ends with "Yours sincerely" or 'Yours' with the first name.

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Also, in teaching intonation, *MPE* needs to provide information to guide the teacher in correctly intonating the expressions in the conversation. Classroom observation of this lesson in Figure 6 below showed that some teachers needed help understanding the proper intonation patterns for the expressions. As a result, it could have been more efficiently taught. There needed to be a pronunciation guide for the listening and speaking activities to ensure the target competence for listening and speaking as specified in the curriculum. Apart from a lack of information that would guide the teaching and learning of listening, speaking, and pronunciation, MPE needs to have audio/visual materials to expose users to the pronunciation of expressions and lexical items. Consequently, teaching and learning these lessons mainly depended on the competence of the teacher, a second language speaker that another language speaker taught. On the other hand, the speaking activities were presented in a way that encouraged pupils to learn how to interact with people, especially in real-life situations.

Fig. 6: Page showing how MPE taught intonation

Macmillan new primary English book 5 p. 17

Lesson 3 **Writing and speech**

Formal Letter

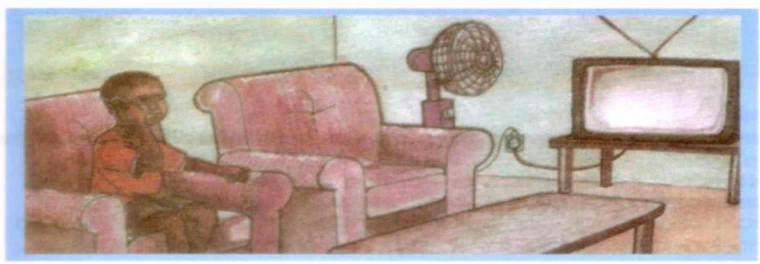
1. You have noticed a woman living under the footbridge without shelter and clothes. People say she has HIV/AIDS.
   Write a letter to the editor of a newspaper, explaining what you saw and requesting for assistance from the public to take care of those living with AIDS.

Speech intonation practice in questions

2. **Pair yourselves and act out this scene:**

Aliu: How are you, Shehu?
Shehu: Fine, thank you. And you?
Aliu: I'm much better. How was school?
Shehu: Not too bad. Were you absent?
Aliu: Yes, I was. You mean you didn't notice.
Shehu: No, I was too busy.
Aliu: Doing what? Reading?
Shehu: No, we were preparing for a debate.
Aliu: Oh! I wish I were in school.
Shehu: Can you make it tomorrow?
Aliu: I'll have to ask my mum. Will you call me?
Shehu: No! You call me. By 9.00 p.m.?
Aliu: Okay, 9.00p.m.
Shehu: You didn't even ask for the topic of the debate.
Aliu: What is it?
Shehu: 'Teachers are better than farmers.' I don't think so.
Aliu: I think farmers are better than teachers. Let's wait and see.

Listen as your teacher reads the passage; then go in pairs to the front of the class and act the scene.



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The preceding shows that the teachers who used *MPE* acknowledged that the textbooks not only addressed the objectives of teaching and learning the English language in middle and basic primary schools, but also aligned effectively with the UBE's goal for the English language teaching and learning. It did that using context that could be found within the Nigerian setting.

The objectives of *MPE* can be summarised as follows:

1. Equipping pupils with the basic and systematic knowledge of present-day practical English that is commensurate with their ages;
2. Providing pupils with the basic language skills of speaking, listening, reading and writing to enable them to communicate in simple English and

3. Developing pupils' vocabulary, intellectual ability and study skills.

To achieve these objectives, *MPE* presented lessons in different areas of the English language study using different subjects that covered some current and recurrent societal issues. This is in line with the recommendations of the revised 9-Year Basic Education Curriculum presented by the Nigerian Educational Research and Development Council (NERDC), which recommends that the subject should infuse education information on road safety, disaster risk reduction, consumer education, and climate change.

5. Summary of the findings

Macmillan's New Primary English books 4-6 covered the four basic language skills – speaking, listening, writing and reading. The speaking tasks were meant to help learners learn how to interact with people even outside the classroom, and the reading tasks were also appropriate to engage the learners in active reading and developing their reading comprehension ability. There were equally lessons on writing, which covered various kinds and aspects of writing to help a learner develop his/her writing skills. The textbooks did not have audio/video material that would allow the learners to attain the standard of spoken English specified in the curriculum. So, the learners only depended on the teacher, a second-language speaker of English, who probably had no first-hand experience with the language for his/her listening skills. *MPE* also taught English sound segments, suprasegments, vocabulary, and grammar rules. However, *MPE* provided very scanty information on pronunciation. The textbooks' lessons meant to teach grammar rules and vocabulary were apt. Therefore, there were suitable lessons for teaching speaking, writing, reading, vocabulary and grammar in *MPE*, but the lessons meant to teach listening and pronunciation skills to learners were incongruous. They were not appropriate to improve the pronunciation ability of learners. Summarily, this study shows that:

- *Macmillan's New Primary English* addressed the aims of teaching English in the middle primary.
- The contents of *Macmillan's New Primary English* were relevant to Nigerian learners of English.
- The lessons, tasks, and exercises meant to teach speaking, writing, grammar, reading, and vocabulary in *MPE* were appropriate.
- There needed to be appropriate lessons, tasks or exercises to teach listening and pronunciation skills to learners using *MPE*.

6. Conclusion

Textbooks are undoubtedly a central element in second language teaching and learning. Apart from guiding the teacher in achieving the subject's objectives and helping in knowing the areas to focus on during the lessons, the textbook provides standard instruction. Second language teaching and learning experts advise that textbook developers or those who make textbook selection or adoption decisions should ensure the quality of teaching materials through critical textbook evaluation before using them on a large scale. Consequently, it is necessary to constantly evaluate textbooks to make appropriate decisions and achieve desired results. This study has, therefore, evaluated *Macmillan new primary English*, a UBE-approved English textbook used in primary schools within the Nsukka education zone, to ascertain the extent to which the textbook addressed the UBE goal for English language teaching and learning at the middle basic primary. The study uses a combination of checklist evaluation, content analysis and classroom observation of the *MPE* 4-6. The result of this study shows that despite some observable areas of weakness, *MPE* addresses the target goal of ensuring all-inclusive education at the middle primary in the study zone.

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The Costs of Success: Psychological Trauma and Class Satire in Razdan's *Death of a Gentleman*

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Abstract

This study analyses Riva Razdan's Death of a Gentleman (2025) as a hybrid story that combines a psychological thriller and social satire to scrutinise the unstable costs of ambition in modern Indian culture. The novel focuses on Yuvraaj Khanna, a self-made entrepreneur whose rapid ascent in the start-up industry is undermined by paternal estrangement and the enigmatic death of his father, illustrating the psychological consequences of success. Razdan places Khanna's personal breakdown within the broader contexts of class privilege and top achievement in Mumbai's elite society, highlighting the unresolved pain of abandonment. The novel employs incisive satire to reveal the vanity, ethical compromises, and emptiness of status-oriented relationships. At the same time, suspenseful narrative techniques highlight the vulnerability of identity among the forces of globalisation. Through the amalgamation of genre clichés, Razdan broadens the horizons of Indian English fiction, presenting a narrative that examines personal ambition and structural injustices. This study contends that *Death of a Gentleman* illustrates how modern Indian literature navigates the convergence of psychological anguish and class satire, finally exposing the moral and emotional repercussions of prosperity in a culture where allure masks treachery.

Keywords: Riva Razdan, *Death of a Gentleman,* psychological anguish, class satire, culture

Introduction

Riva Razdan is a screenwriter for Dharma Productions, Balaji Telefilms and Alchemy Productions. She is the author of the books *Arzu* (2021) and *The Naani Diaries* (2023), which is in development as a feature film by the Oscar-nominated Meralta Films (Indian Matchmaking, I Am Ready Warden) in Hollywood. *Death of a Gentleman* (2025) is a major turning point in Razdan's creative body, as it represents a transition from the romantic-feminist themes that she explored in her earlier works to the combined domain of psychological thriller and social satire found in her most recent work. This change is known for its thematic depth and its genre. In contrast to Razdan's earlier works, which focused on topics such as love, gender, and self-discovery, *Death of a Gentleman* digs deeper into the more sinister sides of ambition, alienation, and social privilege in a world that is becoming increasingly global.

Set against the backdrop of Mumbai's aristocratic circles, the story depicts the inconsistencies that exist within the start-up sector of India's innovation industry. Yuvraaj Khanna is at the centre of this movement. His company's approximately billion-dollar valuation exemplifies the aspirations of a growing economic elite, making him a self-made entrepreneur whose rapid climb is indicative of his success. Yet, unresolved trauma, such as the paternal and the mysterious death of his estranged father scars Khanna's psyche, leads him into a murder investigation. This is the source of this character's inability to be successful. The novel weaves together personal anguish and structural criticism, illuminating the ways in which ambition, despite being praised as a symbol of progress, can simultaneously erode psychological stability and ethical immaculateness.

Razdan's satire enhances the potency of this critique by revealing the superficiality and vacuity of Mumbai's elite society. Khanna's engagement to Sanjanaa Gandhi and his involvement in the affluent milieu of Malabar Hill exemplify the tendency for relationships to become transactional, wherein ethics are compromised for social standing. The story highlights the performative nature of wealth and privilege through these events. The thriller's premise employs tension to underscore a social critique, exposing the fragility of identity amid the demands of globalisation.

Razdan places *Death of a Gentleman* into the dynamic world of Indian English literature by incorporating psychological profundity and piercing sarcasm into the character of the literary work. When it comes to examining human ambition and structural inequality, the work is an example of the fusion of genres, since it combines aspects of thrillers with social commentary. Razdan enhances postcolonial discourse by emphasising the complex repercussions of success, which are not only financial or social but also fundamentally psychological, in a society grappling with tradition, modernity, and global ambition.

Ambition and the Fragility of Success

Yuvraaj Khanna's meteoric rise in the start-up industry is illustrative of India's burgeoning entrepreneurial class, which is renowned for its inventiveness, disruptiveness, and ability to challenge traditional wealth hierarchies. The worth of his company, which is getting close to one billion dollars, places him fully into the idealistic framework of global capitalism. This framework regards entrepreneurial performance as both a personal victory and a national icon of growth. In the framework of this discussion, Khanna is a paradigmatic example of the ‘gentleman entrepreneur', a contemporary model whose achievements are measured not just by financial measures but also by social mobility and cultural capital.

On the other hand, Razdan downplays this accomplishment by highlighting the inherent weakness of the feat. It is not shown as a solid or stable attainment in *Death of a Gentleman*; rather, it is portrayed as a flimsy construct that is susceptible to psychological trauma, familial alienation, and the scrutiny of high society. The desire that Khanna has, although it appears to be empowering, is obscured by the uncertainties and unresolved problems that are a result of her father's absence. His ascension is overshadowed by the conviction that achievement cannot completely atone for emotional deprivation, nor can it destroy the identity rifts caused by abandonment and treachery. This view continues to make his ascent difficult to comprehend. Razdan investigates the paradoxical nature of ambition, which, while it can be a source of empowerment and recognition, can also lead to feelings of vulnerability and isolation.

The novel aims at the uncompromising pursuit of achievement, arguing that it is a destructive influence that degrades human integrity. In Khanna's business, the quest for valuation and status takes precedence over considerations of morality and emotional well-being, which results in Khanna's commercial identity being entangled with ethical compromises. A performative act is an outward representation of achievement that masks interior fragility, according to Razdan's theory, which states that when ambition is pursued without ethical accountability, it transforms into a performative aspect. The mocking portrayal of Mumbai's elite contributes to the play's performativity as they extol Khanna's achievement while remaining blind to the psychological ramifications of his success.

Razdan contextualises Khanna's story within the larger framework of postcolonial discourse by highlighting the vulnerability of ambition. Typically, this discourse depicts success as a clash between local identities and global objectives. Razdan’s *Death of Gentleman* highlights the fact that ambition in a globalising India serves not just as a method of empowerment but also as a site of vulnerability. It is a place where the demands of valuation, acknowledgement, and class mobility show the cracks of identity, revealing how these pressures can lead to feelings of estrangement and psychological trauma for individuals navigating their ambitions. At the end of the novel, *Death of a Gentleman* reveals that the consequences of success extend beyond the areas of finance and society and that they fundamentally disrupt the fundamental aspects of an individual's character.

Estrangement and Psychological Trauma

The central heart of *Death of a Gentleman* is alienation, which serves as both a personal wound and a narrative catalyst. This theme is at the centre of the story. The fact that Yuvraaj Khanna's father abandoned him when he was a youngster has left scars that have shaped his psychological landscape. These scars have an impact on his aspirations, relationships, and sense of identity. As a result of the untimely and suspicious death of the elder Khanna, these scars are reopened, and the protagonist is forced to confront feelings of loss, bitterness, and trauma that have not healed. This familial rupture is not merely a private concern but rather a structural condition that destabilises the ascension of the protagonist. This episode demonstrates how unresolved emotional fractures may undermine even the most recognised success stories. Razdan uses this trauma to his advantage.

The novel transforms personal loss into a narrative of suspense and moral reckoning through the prism of a psychological thriller. It accomplishes this feat by emphasising the estrangement experience. The process of negotiating identity in the shadow of treachery is not merely an act of mourning for Khanna; rather, it is a confrontation with the loss of his father. The thriller's framework, which situates the traumatic experience within a broader context of secrecy, peril, and mistrust, intensifies its impact. Razdan underscores that estrangement is not a static phenomenon, but rather a dynamic one that resurfaces at critical junctures to undermine the protagonist's self-perception.

The story portrays a scenario where the demands of social performance intensify psychological trauma. While Khanna's fragmented identity makes it difficult for him to assimilate into Mumbai's elite circles, he is required to adapt to the standards of wealth and privilege to access these circles. To highlight the mismatch that exists between social recognition and internal security, the conflict that exists between outward achievement and inward vulnerability is brought to light. According to Razdan, traumatic experiences cannot be obliterated by ambition or fortune; rather, they continue to exist as an underlying stream that influences decisions, relationships, and moral choices within an individual.

The fragility of identity in civilisations that are bargaining between tradition and modernity is reflected in Khanna's alienation, which is viewed from a postcolonial-era perspective. As a result of the demands of globalisation, mobility, and class aspiration, familial relationships, which were formerly seen to be the foundation of cultural continuity, are currently experiencing strain. As a result, estrangement becomes a symbol of a more widespread cultural state, in which individuals are caught between the inherited structures of belonging and the dislocating pressures of modern aspiration. The story told by Razdan indicates that psychological trauma is not only a personal experience but also a systemic one. It also sheds light on the vulnerabilities that come along with the quest of achievement in a culture that is characterised by rapid development.

Satire of Mumbai’s Elite

Razdan's insightful satire of Mumbai's elite, which serves as both a narrative device and a social commentary, is one of the most standout aspects of *Death of a Gentleman*. It is also one of the most striking elements. In the story, the inconsistencies of high society are brought to light through Yuvraaj Khanna's engagement to Sanjanaa Gandhi and his subsequent entrée into the glamorous circles of Malabar Hill. Wealth and privilege are often used as indicators of success, but they frequently disguise insecurity, vanity, and moral compromise instead, revealing the underlying emptiness and disconnection from genuine human values that characterise this high society. The satire targets a class obsessed with appearances yet detached from the realities of emotional and ethical obligation, using incisive, sardonic, and tongue-in-cheek humour. It highlights the absurdities of its members.

Razdan portrays the elite as being tone-deaf to the struggles of people who are outside of their privileged environment by using exaggerated dialogues, fake social rituals, and the quest for status as a means of accumulating power. The elite continue to be preoccupied with reputation, gossip, and the upkeep of social hierarchies, while Khanna is struggling with grief and mistrust on a daily basis. The investigation into the murder transforms the narrative prism into a reflection of the superficiality of privilege. This juxtaposition shows the hollowness of such connections by highlighting the fact that allegiance and morality are sacrificed for the sake of prestige in relationships that are motivated by status.

The novel's satirical feature also critiques the performative nature of achievement in a globalising India. Khanna's success as an entrepreneur is hailed by the top elite not for its innovativeness or impact on society but rather for its symbolic significance as a ticket into their exclusive circles. In this particular setting, Razdan says that success is less about accomplishment and more about assimilating into a society that is characterised by vanity and show. By exposing the narrative of ambition's cooperation with a class system that places a higher value on appearances than sincerity, the satire creates a sense of instability in the narrative.

Razdan's satire places *Death of a Gentleman* within the context of a tradition of social critique in Indian English fiction, where narratives frequently question the contradictions of modernity and privilege. Razdan reveals the ethical decay that lies beneath the sparkling facade of Mumbai's elite by combining humour, irony, and exaggeration. She thus demonstrates that the quest for status is not only pointless but also detrimental to human relationships and the integrity of morality.

Genre Hybridisation and Postcolonial Discourse

The purposeful blend of psychological thriller and social satire in *Death of a Gentleman* is one of the most intriguing aspects of the novel. This combination challenges the conventional categorisations that are prevalent in Indian English literature. The story told by Razdan defies easy categorisation: the suspenseful investigation into the death of Yuvraaj Khanna's father serves as the framework of a thriller, while the scathing condemnation of Mumbai's elite infuses the acerbity of satire into the story. Razdan's fusion of genres is both stylistic and thematic, allowing him to explore ambition's internal landscape and privilege's external social frames.

The elements of the thriller heighten Khanna's psychological breakdown by dramatising his sense of alienation and agony through suspense, secrecy, and ethical ambiguity. The genre's defining characteristics, including elements of mystery, investigation, and tension, reflect the uncertainty surrounding Khanna's identity. In addition to this, Razdan highlights the unstable nature of riches in the face of unresolved heartache, illustrating how wealth can exacerbate emotional turmoil and lead to further alienation. By exposing the link between ambition and vanity and performativity, the use of comedy simultaneously weakens the narrative of ambition. The difference between the two genres leads to the development of a multilayered story that reflects both human striving and society's injustices. This work serves as an illustration of the intersection of personal tragedy and social criticism in modern Indian writing. The contrast between the two genres causes this intersection.

Through the lens of postcolonial theory, Razdan's hybridisation serves as an illustration of the dynamic relationship that exists between local reality and worldwide literary standards. The suspense novel, which is traditionally associated with Western crime and suspense traditions, is reinterpreted in the context of Indian culture to emphasise the alienation of families and the tensions between social classes. On the other hand, satire makes use of indigenous traditions of irony and social critique to address the paradoxes that are associated with India's elite within the context of a globalising economy. When taken as a whole, these genres shed light on the tensions that exist between aspiration and ethics, tradition and modernity, and local identity and global ambition.

Razdan broadens the frontiers of Indian English literature by combining elements of satire and thriller in his novel *Death of a Gentleman*. This places the novel into the larger context of postcolonial discourse. This piece of work exemplifies how genre hybridisation serves as an important tool, enabling authors to investigate the complexities of ambition, alienation, and privilege in societies that are undergoing rapid change. In addition to highlighting the implications of achievement as both personal vulnerability and structural critique, Razdan's work contributes to the growing canon of postcolonial literature.

Conclusion

In the novel *Death of a Gentleman*, written by Riva Razdan, the author depicts the direction that Indian English fiction is taking as it develops. In this novel, themes of ambition, alienation, and identity intersect with strong critiques of class and ethics. Through Yuvraaj Khanna's deterioration, the story shows the psychological toll that success has on individuals, highlighting the vulnerabilities that are connected with achieving success in business in a modern India that is becoming more globalised. When success, which is typically praised as a symbol of empowerment, is revealed to be precarious, it is overshadowed by grief that has not been addressed and moral compromise. The author Razdan investigates the paradox of ambition, which is that it can lead to advancement and recognition, but at the same time, it can undermine the foundation of one's identity.

The scathing criticism that the novel offers of Mumbai's upper-class citizens sheds light on the vanity, emptiness, and performative features of wealth. Razdan attacks the superficiality of status-orientated relationships by employing sarcasm and hyperbole. He does this by situating Khanna's personal anguish within a larger debate about the moral deterioration of elite culture. The narrative is strengthened by the combination of psychological thriller and social satire, which exemplifies how the hybridisation of genres may highlight both personal vulnerability and structural inequities. From a postcolonial perspective, *Death of a Gentleman* contributes to the ongoing conversations that are taking place about globalisation, privilege, and the fragmented identities of individuals. Razdan incorporates elements of a thriller with social criticism into her work, placing it within a worldwide literary context while ensuring she is aware of local themes like class, ambition, and the separation experienced by families. In the end, the work indicates that the cost of achievement extends beyond the areas of finance and society. It penetrates profoundly into psychological dimensions and reveals the weakness of ambition that lies beneath the flashy veneer of wealth and praise, illustrating how the pursuit of success can lead to personal and familial disintegration. As a result of this, Razdan expands the spectrum of themes that may be found in Indian fiction written in English and brings attention to the moral and emotional complexities that are associated with success in contemporary society.

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Urban Humanities in Amit Chaudhuri's *A Strange and Sublime Address* and *Afternoon Raag*: A 'Spatial' Approach

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Abstract

The objective of this paper is to deal with the Marxist French philosopher Henri Lefebvre's concept of 'spatial triad' i.e. 'spatial practice' or the perceived space, 'representations of space' or the conceived space, and the 'representational spaces' or the lived space. To Lefebvre, social space is a social product and every society produces its own social space. For Lefebvre, perceived space is the physical space meant for our daily life; conceived space is the abstract rules, regulations, and ideologies determining all the spaces' range, role etc: and the lived space is the space directly lived by the users or the inhabitants. His "spatial triad" chiefly dealing with the urban space or the city space here works as the tool for examining different urban spaces as described in Amit Chaudhuri's first two novels i.e. *A Strange and Sublime Address* and *Afternoon Raag*. The stories of these novels without a strict beginning, middle and conclusion speak of the urban Bengali middle class culture. Chaudhuri's first novel represents the slow, chaotic, unorganized domestic life of Kolkata during 1970s through the eyes of a ten-year-old boy Sandeep, who comes to visit the house of his maternal uncle during his vacations, whereas the second novel captures some intimate and personal tension of the narrator for amid displacement and the desire to achieve foreign education. This paper examines how different spaces function as both material and symbolic dimension to explore cultural hybridity, identity, urban class struggle, and a desire for upward mobility with a

complacent heart within the community. This societal and humanistic study of space contributes to the exploration and expansion in urban humanities revealing the fork routes of literature by highlighting the interplay between space, society and subjectivity.

Keywords: Urban middle class, "Spatial Triad", Urban space.

Introduction

This paper entitled aims to examine how the Marxist French philosopher Henri Lefebvre's concept of 'spatial triad' i.e. 'spatial practice' or the perceived space, 'representations of space' or the conceived space, and the 'representational spaces' or the lived space can be used effectively to analyse different urban spaces as represented in Amit Chaudhuri's first two novels i.e. *A Strange and Sublime Address* (1991) and *Afternoon Raag* (1993). In these select novels, Chaudhuri captures the urban life with its multifarious nuanced complexities. Chaudhuri's first novel represents the slow, chaotic, unorganized domestic life of Kolkata during 1970s through the eyes of a ten-year-old boy Sandeep, who comes to visit the house of his maternal uncle during his vacations. The second novel captures some intimate and personal tensions of the narrator for the displacement caused by his ambition of attaining foreign education. This paper explores the complexities and the problems of urban Bengali middle class society through a study of some incidents of everyday life spent in different spaces as represented by Chaudhuri. Henri Lefebvre's concept of 'spatial triad' i.e. 'spatial practice' or the perceived space, 'representations of space' or the conceived space, and the 'representational spaces' or the lived space has been used here as the framework to study how urban Bengali middle class society becomes a product of the British colonialism by imitating their culture and lifestyle, and spend their lives with a dream of upward mobility with a complacent spirit within, and with other complexities around. This paper also argues that space here not only serves as a background of the incidents but also speaks of the different hues of the characters' lifestyle and culture when studied with a Lefebvrian view.

Theoretical Framework

The French philosopher Henri Lefebvre makes a remarkable contribution to the ideas of space in *The Production of Space* (1974). In the Lefebvrian paradigm the first concept is 'spatial practice', which is the space of every single society or every community. It is regional and limited to a particular area. To understand the ‘spatial practice’ of a society, one has to decode the spaces of that particular society. It is also called perceived space. ‘Spatial practice’ is created out of an interaction between our daily life and ‘the routes and networks which link up the places set aside for work, for our ‘private’ life and leisure’ (38). So, daily private life is spent in the perceived space.

Lefebvre’s second concept is also called the conceptualized or the conceived space. This is ‘the space of scientists, planners, urbanists, technocratic subdividers and social engineers, as of a certain type of artist with a scientific bent’ (38). Actually it is the framework or theory to dominate as well as to sketch or to direct all other spaces. It determines all the spaces’ range, limit, role or importance and implications in a society.

The third concept, which Lefebvre explained in his book, is ‘representational spaces’. These spaces are of spaces of images and symbols. These spaces are called ‘lived spaces’ as the ‘users or inhabitants’ directly lived here. Sometimes, representational space becomes the space of some artists or philosophers who describe the space through some images and symbols.

These three situations (spaces) remain present in every social space with the predominance of one or two. In Chaudhuri’s novels under study, the descriptions of the social spaces can be examined with these situations: the perceived situation, the conceived situation, and the lived situation; and this “spatial triad” effectively explores different complexities of urban Bengali middle class society.

Textual Analysis

In Chaudhuri’s first novel, *A Strange and Sublime Address* Sandeep, the narrator comes to visit the house of his Chhotomama (younger maternal uncle) in Kolkata during his summer vacation with his mother. He describes different corners of the house and shares his experience as a ten-year old boy from Mumbai. The house of his Chhotomama is of two storeys and on the top floor there are two bed rooms. Apart from that, there are study room, bathroom, and prayer room. On the ground floor, there is the dining room. These rooms as the physical structures stand as perceived space, because here the family members of Sandeep’s Chhotomama spend their daily lives, and in the rooms, there take place interactions among the family members as well as with the people, who come inside the rooms. The idea of different rooms for different personal purposes of life reminds a reader the British culture, which not only talks about categorization of spaces for different activities, but also speaks of an organized personal life of a community. The urban lifestyle of Bengali middle-class society in Chaudhuri's novels thus captures the cultural hybridity of the community.

The Bengali middle-class society is the creation of the British rule in India. Professor Subodh Kumar Mukhopadhyay has elaborately pointed out in his book *Bangali Maddhobitto O Tar Manaslok* that towards the end of the nineteenth century a group of Bengali people, newly English educated and the imitator of the English began to use the foreign products including dresses and drinks, and like the British they also went out in the afternoon with their car just to enjoy the mild breeze and pleasant weather. In the novel *A Strange and Sublime Address*, Sandeep's Chhotomama goes out in an afternoon with his family members and guests by his old cardboard like ramshackle Ambassador just like the British. The Ambassador in a family is chiefly used for personal causes, so as per Lefebvre's theory it is "spatial practice" (33) or the "perceived" (38) space. In this Ambassador, they spend some personal moments of their life.

This habit of enjoying the mild afternoon breeze continues in Chaudhuri's second novel *Afternoon Raag*, where the parents of the narrator go on an outing. But this time they are just husband and wife enjoying the moments without any other family member with them. Chaudhuri shows that the concept of family changes to nuclear one. The description within the story captures the deep love for the cooking utensils and the food items of the narrator's mother. This shows that unlike the characters of the first novel, the narrator's parents love the things more than human being. This attitude reminds one the postcolonial consumerist temperament of the Bengali middle-class society as represented in Chaudhuri's second novel. Here the Ambassador as a lived space explores that the urban Bengali middle class gradually finds such selfish consumerist way of life to be appropriate.

Once the narrator's parents visit the Bombay Gymkhana club which was "frequented mainly by company executives: general managers and directors" (Chaudhuri 31) to enjoy the afternoons. The narrator's father being a high salaried person could maintain the luxury of attending Bombay Gymkhana club with his wife. To be a member of a highly recognized club is a matter of maintaining social status and a particular type of lifestyle. In this way, the idea of the 'representations of space' or the 'conceived space' of Lefebvre may be referred to here as the strict norms and some socio-economic regulations are found at work in the establishment and functioning of a club. Chaudhuri's representation of Bengali middle class really reveals some characteristics practised by them mostly in the "conceived" spaces because they express their vanity and haughtiness if or when an order is wrongly taken. They even sometimes insult the waiters for some unintentional mistakes. When they summon the waiters, they do not expense any word; rather they 'ring little brass bells' (Chaudhuri 31) sitting on chairs. Thus, an unwritten strict regulation compels the waiters, the representatives of the marginal class society to satisfy the demands made by the customers who belong to the middle-class society. The insult to the waiters explicitly expresses the idea of class discrimination embedded in the mind-set of the middle-class society. The middle-class society is prone to exercise their power to their immediate lower class of people whenever they find a scope. In this way, Chaudhuri's description of Bengali middle-class society in the club as an urban space in its lived situation discloses the degradation and retrogression of human quality among them though they are materially successful.

In the novel *Afternoon Raag* (1993) a Bengali young man studying at Oxford University becomes too much home sick and feels an extreme loneliness. In this situation, he memorises the events and experiences of his staying in Kolkata or in Mumbai. On such an occasion, the narrator portrays the picture of a lane in the suburbs of Mumbai where his parents moved to stay in a flat. The narrator describes- "The people who really belonged to our lane were those who were on its margins – servants, sweepers, watchmen, hawkers of vegetables and fish who sent their cries out to the balconies and went with their baskets from door to door" (Chaudhuri 110). In the quoted lines the servants, sweepers, watchmen, hawkers of vegetables and fish are living on the margin of that lane. This event may be analysed with the help of Lefebvre's 'spatial triad'. Lefebvre argues that upper class people, who use the power, always try to control the production of space and make use of the space to protect and preserve the existing power structures and to marginalise the others. In the above description, people from working class send their cries to the balcony of the upper middle-class people. Here 'balcony'is considered as a work of construction sketched and planned by an engineer; and it reaches the status of a conceptualized space or 'conceived space'. Though, primarily a balcony is sometimes used for personal pleasure, actually there remain many options for the householders to exercise power and to endow preferred ideology over the people outside the house. Again, balcony is a place for communication between the householders and the streetwalkers. It provides many types of advantages to the householders. A householder can enjoy all the above-mentioned activities keeping his household matters unknown to a street walker or a hawker or to anybody in the houses opposite to their balcony making their doors and windows closed and locked from inside. The householders may remain indifferent to the hardships and struggle of the street walkers, hawkers, servants or of the working class of people. That is why in spite of the cries of the sweepers, hawkers and servants to the balcony nobody comes out to the balcony as is described in the novel. The people of marginal class send their ('cries') complaints, rights, demands and grudges out to the 'balconies' of the upper and middle class. Here balcony serves the purpose of a space where the two different classes meet- the lower class with their complaints, demands and grudges; and the upper class with their ideologies, power and dominance. Thus, through a mere description of a lane Chaudhuri hammers at the existing norms of the society where some age-old social norms and economic principles persist even in the last decade of twentieth century urban India, whereas the entire world is developing day by day through reformation in the socio-economic and political field. Here in this description Chaudhuri symbolically uses the people of marginal class as his spokespersons for socio-economic and political reformation in India. Thus, balcony as a "lived space" explores different complexities of the urban middle class society represented in Chaudhuri's novel.

In this novel, the narrator's description of loading a rubbish truck in a lane by some working-men again captures the urban complexities. As a regular urban activity, the rubbish truck arrives in the lane where the narrator's parents lived in the suburb of Mumbai. He remembers the working-men, sleek and thin with their undergarments disgracefully making some rude noises while loading the rubbish truck. Hearing the noise, the sweeper women hastily come to the rubbish truck with worried faces to pour the dust and dirt in the truck. On the other hand, this harsh noise would seem to the inhabitant of that lane as cacophonous and disturbing; and from different parts of their houses, they watch the men engaged in the cleaning garbage from the lane. In the description, the lane serves the role of a "lived space" because the sound created by the tallest working-men symbolically suggests their outrageous protest against the upper- and middle-class people living in that lane. Again, the existence of different hierarchical lived space in different social relations is evident in the hurried coming of the sweeper women to the truck. So, in an urban society class struggle in different layers is palpable as represented in Chaudhuri's novel.

In *A Strange and Sublime Address,* the picture of a lane of Bengali middle class families in the early afternoon speaks a lot about Bengali middle class complacency. The narrator describes "A mist of drowsiness hung over the lanes. In the still houses, families had eaten their lunch of rice, dal and fish and fallen asleep" (Chaudhuri 112).In this description 'lane' serves the purpose of Lefebvre's 'lived space' for its symbolic implication to the description. "Mist of drowsiness" suggesting lethargic sleepiness and lacking energy and enthusiasm hints at Bengali middle-class complacency and comfort. In the early afternoon after having a good meal of rice, dal and fish – a typical Bengali menu, the family members fall asleep with full contentment and peace when they might have hundreds of reasons to wake, worry and therefore, to work. This complacency and lack of energy is evident in the lifestyle of Sandip's Chhotomama, an owner of a small company to whom "Monday morning came like a fever" (Chaudhuri 21). In this novel Chaudhuri's representation of Bengali middle class uncovers that there are needs and paucities in the families of Bengali middle-class people; but they lack enthusiasm and energy to fulfil them. They are desirous of upward mobility. But when they achieve their minimum necessities, they are prone to discontinue their enthusiastic attitude to work and progress and prosperity. They become satisfied and complacent.

Conclusion

Chaudhuri's *A Strange and Sublime Address* and *Afternoon Raag* give ample scope to probe into the urban humanities through a 'spatial' approach. This paper attempts to highlight how a single space in its different situations i.e. perceived, conceived and lived situation gradually explores multi-layered complexities of urban Bengali middle class society. Though the stories of Chaudhuri's novels do not strictly maintain the traditional norms of beginning, middle and conclusion, a "spatial approach" to different spaces of everyday ordinary lives of a community ultimately discloses some important characteristics of Bengali middle-class society. Different urban spaces analysed in the novels show that spaces here not only serve as a static matter, but also serves as dynamic aspects to portray different complexities and problems of urban humanities.

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Analyzing Language Proficiency via Technological and Digital Platforms: A Case Study of Science Graduate Students

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Abstract

This study aims to improve first year science students' speaking abilities via technology. The guidelines and practices intended to provide aspiring instructors with expertise, attitudes, behaviours, and skills required for successful performance in the classroom, school, and larger society are collectively referred to as teacher education. Speaking plays an important role when it comes to language uses and probably is the most primary medium. It includes the linguistic description of spoken language, the social and environmental features of speaking as an activity, and the dynamics of speaking as interaction. Verbal communication is, in fact, an essential part of human life. When listening to a speaker, people automatically concentrate on their vocal qualities. People make tentative, possibly unconscious judgments regarding the character and sentiments of the speaker, and other characteristics based on auditory data. They create a discourse texture that strengthens and amplifies their message by manipulating speed, pauses, and changes in pitch, loudness, and substance.

Keywords: Digital Platforms, Foreign language, Educational strategies, Learning a second language, language proficiency.

1. Introduction

The distinguishing characteristics of technology in education and its effects on communication and instruction are highlighted in this paper. After a given amount of listening time, students often feel exhausted. But machines don't get tired. The growing need for smart classrooms is explained in this article. Students are engaged in the classroom when PowerPoint and whiteboards are used.

Some types of technological uses to enhance the language proficiency of science graduates is discussed below.

Students can enhance their language proficiency through video tapes, scenes from well-known English movies may be shown without a script. After that, the students are told to recognize the words and writing. The scripts will then be shown on the screen while the scene is repeated. Students can learn English pronunciation, accent, and vocabulary in an entertaining way by watching both scripted and unscripted videotapes. They will be encouraged to freely repeat it at home with this tactic. Software for Communication Labs is available to improve LSRW abilities. Communication Labs Software allows for the integration of suitable software to improve LSRW abilities. Students will regularly interact with computers by using suitable software, which will improve their speaking, listening, reading, and writing abilities, all of which are critical in today's modern world. A person with listening skills can understand what someone else is saying. Effective communication of one's wants and thoughts to others requires proficient speaking abilities. To understand the information in the book, one must be proficient at reading. We can express our ideas through writing. Instead of creating boredom, the use of headphones in the lab increases student engagement with the material and promotes repeated practice. Students are given autonomy in the communication lab, which enables them to hone their skills apart from their teachers. Students can arrange the learning process to meet their needs and advance at their own pace. Students can watch technological developments in real time by integrating new software. Video Conferencing can also be used as a technique that allows a person to listen to the words of people who are in various parts of the world. It is a live broadcast of a show that is mainly used to watch a professor's lecture from a far off country. In conclusion, It is really beneficial for learners to comprehend world events and to actively participate in the speeches of notable individuals. The ability for students to ask questions and receive prompt answers is the most important feature of video conferencing. Students can also collect the recorded videos of the class. Students who miss interesting classes will benefit from this. Students will have access to documentation of the faculty's instruction. The videos are available to the students in their free time. This method enables students to repeat it as needed.
English language learners have a plethora of possibilities on the Internet. The portmanteau "blog" is created by combining the concepts "web" and "log." Readers can leave comments and questions

on the blog. The blog is particularly beneficial to new users because it facilitates their membership. The students might become members of a particular blogging community. Users can add MP3 files and videos to some blogs. Blogs that are compatible with audio can incorporate spoken word contributions. Other blogs might be connected to this audio blogging. In essence, a blog is an online journal where students can share their ideas, opinions, and thoughts. When an instructor is not in the classroom, candidates can be trained through blogging. The students are allowed to submit their questions and comments when the instructor publishes his essay or directions. The teacher may respond to the question on his blog. Blogging seems to be widely used.

2. Critical Review of the Strategies Employed

In language acquisition research, the teachability of oral communication strategies for less proficient learners remains a contested topic (Dornyel, 1995). Cohen, Weaver, and Li (1995) assert that "relatively few studies investigating the benefits of providing second language learners with formal training in the applications of strategies for speaking" (3-4). O'Malley and Chamot (1990) looked into how teaching strategies affected people's capacity to talk. Three groups were formed from high school students enrolled in English as a Second Language programs. Cognitive, metacognitive, and social/affective thought processes were taught to the initial group. Cognitive and social/affective abilities were taught to the following group. The last group, referred to as the control group, received no strategies. Before and after a break, two judges listened to audiotaped speaking exercises and scored them on a rating system with five points that included organization, accuracy, and delivery. The group that mastered all three strategies outperformed the other two groups, according to the data. The group that received instruction in two tactics outperformed the oversight group, which received no strategy instruction. An alternate experiment was carried out by Dadour and Robbins (1996) to investigate the effect of strategy education on improving speaking skills. Certain tactics were taught in an English-speaking course at an Egyptian university. While the control groups did not get strategy education, the groups participating in the experiment did. Both pre-tests and post-tests of role-playing speaking proficiency were given.

The findings indicated that the experimental groups employed a broader array of language acquisition methods and surpassed the control groups in the oral competency assessment. Consequently, these studies provide evidence that strategy education can enhance oral skills performance. Still, there aren't many empirical research. Ongoing research studies are crucial to gaining valuable insights into how skilled language learners build speaking talents. Oral communication is still quite popular, although this emphasis is not new. Improving speaking proficiency in a target language has always been of utmost importance to academics, instructors, and students. At the beginning of the 20th century, linguistic study was associated with the development of oral competencies (Sweet, 1899). Speaking is more important than writing, according to audiolingualism (Fries, 1945), input-based education (Krashen and Terrel, 1983), interaction-based education (Long, 1983), and output-based theories (Swain, 1985). According to the communicative method (Widdowson, 1978; Brumfit and Johnson, 1979; Littlewood, 1981), the primary objective of language instruction is to improve oral abilities (Lazaraton, 2001). Oral skill development has always been important since "a substantial percentage of the world's language learners study English to attain proficiency in speaking" (Richards and Renandya, 2002: 201). However, it might be difficult to become proficient orally in a second language. When a student is not completely immersed in the target language context, it is likely to be very challenging for them to become proficient in the language. This is due to learners' limited exposure to the target language and culture, which is essential for comprehending nonlinguistic elements (such as gestures and body language), paralinguistic features (such as pitch, stress, and intonation), sociolinguistic traits (such as genre and speech styles), and cultural presuppositions in verbal communication (Shumin, 2002).

Proficient language learners employ a range of techniques to enhance their speaking skills, according to research from China, Japan, and the US. People who acquire great oral skills usually use techniques on a regular basis, regardless of cultural and educational contexts. Huang and van Naerssen (1987) investigated Chinese tertiary English students. Participants completed a learning strategy questionnaire in addition to an oral exam. The questionnaire covered formal practice, which included activities like pattern drills, improving pronunciation through listening, acquiring vocabulary or grammatical structures for spoken usage, reading aloud, imitating, telling stories, and remembering and reciting texts; functional practice, which included using language for communication, self-reflection, and using reading or listening as models for speaking; and monitoring, which involved observing linguistic forms and modifying language responses. The results showed that those who did well on the oral test utilized more functional practice than those in the middle tier, particularly when it came to applying linguistic forms and altering language replies. The results demonstrated that top oral test takers participated in more functional practice compared to median and bad performance. Takeuchi (2003) conducted many research involving "expert" second language speakers in Japan. He questioned eighteen proficient English speakers, including academics, diplomats, and simultaneous interpreters, on their professional experiences acquiring the language. Using background information and visual aids to improve spoken vocabulary in the initial and intermediate stages, mastering phonological elements in the first stage, recalling formulaic words and example-based sentences through systematic practice in the preliminary stages, participating in intense, periodic, and perpetual self-study in the final beginning to second stages, and looking for possibilities for English discourse, such as naturalistic interactions with native speakers, self-dialogue, and simulated discussions with peers in the intermediate stage, were common responses.

Varela (1999) investigated how sixth, seventh, and eighth grade English language learners in the United States improved their oral presentation skills through grouping, selective attention, teamwork, taking notes, self-evaluation, and self-talk. 41 pupils were divided into two groups: the control group did not get strategy training, whereas the experimental group did. Oral presentations that were videotaped both before and after the test were assessed for organization, clarity, language choice, eye contact, loudness, and tempo. The use of strategy was examined through interviews. The findings demonstrated that the experimental group's oral presentations were much better than those of the control group. Presentation performance and strategy use were correlated, and the experimental group used strategies more frequently. The three studies demonstrate that competent language learners often employ a variety of techniques to enhance their speaking skills. Despite a lot of interest in the use of strategies and the development of oral competence, there aren't many lists of methods for improving speaking abilities in the literature. Nonetheless, two lists are designated as speaking strategies. Rubin and Thompson's (1994) initial list of nine potential challenges that could occur during speaking tasks includes pronunciation issues, persistent errors, correction management, practice opportunity creation, accuracy concerns, communication failures, conversational obstacles, comprehensibility, and interaction rules. The second list of speaking strategies was created by Weaver, Alcaya, Lybeck, and Mougel (1994). Strategies for usage prior to, during, and following a speech are included in this list. However, earlier studies on strategies indicate that the linguistic tasks assigned to the speakers are a crucial decision in task design. In a preliminary analysis of discourse features, Brown and Yule (1983) identified four basic types of informative communication: description, instruction, narrative, and expression/justification of opinion. Their primary argument was that learners may enhance their language proficiency by refining these tactics via practice, and that each kind employs distinct methods for structuring information for better understanding.

3. Rethinking Language Proficiency for Science Graduates

Although there are now methods for improving graduate students' English language skills, these methods must be updated to take use of new digital tools and technology. In order to improve scientific graduate students' language learning skills, the current research suggests several concepts and methods. Below is a discussion of the strategies.

3.1. Debate sessions based on science subjects

Because science discussions require students to communicate complicated concepts in English, they may undoubtedly improve their language abilities. This will assist them in learning both subject-specific language and general communication skills. It will enhance their grammar, vocabulary, and pronunciation, among other things. Speaking fear will decrease and confidence will increase. Additionally, they will be able to arrange the arguments in a methodical manner. Science students will learn academic English if this approach is used, which will undoubtedly benefit them.

3.2. Podcast or Audio notes related to science

Students can provide a brief description of their experiments in English for three to four minutes. To improve proficiency, weekly presentations are another option. They may then listen to their own recordings, which will enable them to recognize and correct their own errors.

3.3. Storytelling activities through a scientific object

Telling stories has always had an impact on language proficiency. We have faith in narratives. When students are challenged to create a tale from the perspective of a scientific item, scientific facts can be transformed into narratives. Even two cells conversing can be used to create a narrative. This exercise will increase language proficiency without making language acquisition challenging. Students' capacity for imagination will grow as a result.

3.4. AI based writing and speaking support

Students can benefit greatly from AI models for language acquisition as they become more widely available. Pupils are able to compose a paragraph independently. AI can then recommend a different version to them. They may compare it and discover the methods AI use to improve it. It is possible to write the same paragraph in a variety of ways, such as official, casual, friendly, scholarly, etc. This will enhance one's ability to write in many genres and registers.

3.5.Online collaboration tools with the peers

One of the most effective learning techniques is peer learning. Through online platforms like Google Meet, Zoom, Microsoft Team, and others, students may work together with their classmates worldwide to improve their learning skills. They may complete collaborative projects, edit each other's work, and provide feedback.

3.6. Infrastructural support to students based on socioeconomic background

Institutional support, such as free computers, a monthly internet subscription, and longer hours of digital assistance in colleges or universities, can help students. Additionally, open source, free digital learning tools can be introduced to students. The gap to fair access can be closed with well-designed inclusive curricula that do not burden pupils from low socioeconomic backgrounds.

4. Conclusion

It has been noted that students find these innovative approaches to enhancing speaking skills in second language acquisition to be remarkable, suggesting that technology may eventually replace instructors in the classroom. The resources available today improve the contributions instructors make in the classroom. The magic is evident since it effectively supports learner's language learning. The impact of speech rate on second-language comprehension is not well studied. Stanley observed that the fastest-paced portions were the most difficult for listeners to comprehend common speech (1978: 287). He argues that "when speech was accelerated, language learners consistently struggled to recognize individual phonemes and, consequently, words with which they were already acquainted" (1978: 289). Griffiths (1992) examined the effects of three distinct speech speeds (127, 188, and 250 wpm) on the understanding of second-language speakers. He discovered that understanding declined at higher rates and improved significantly at the slowest pace. These are the methods that may be used in educational institutions to improve L2 language competency.

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The Importance of Translation in Language Education: A Pedagogical, Cognitive, and Intercultural Perspective

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Abstract

Translation has long been an aspect of language education that has faced controversy on its importance. Previously regarded predominantly as a grammar-focused teaching approach, it is being increasingly understood as a pedagogical practice that facilitates the second language acquisition, metalinguistic awareness, intercultural competence, and critical thinking. This paper will discuss the significance of translation in language education in historical, theoretical, pedagogical and technological terms. It asserts that translation has no place as a substitute to the teaching of communicative language, but as the multilingual methodology, it supplements the teaching to ensure that the learners relate their mother tongue to the international language, in meaningful ways. One can discuss the role of digital tools and machine translation in contemporary classrooms as well, with the application of focusing more on active involvement, instead of passive engagement. On the whole, the article indicates that translation is still of high relevancy in multilingual education as it enhances language awareness, cultural sensitivity and ability to analyze.

Keywords: translation, language education, second language acquisition, intercultural competence, bilingualism, pedagogical translation

1. Introduction

Translation has taken a leading role in language education, but its significance has been misinterpreted (Cook, 2010). During certain times it was considered the core of teaching foreign language and particularly where the main objective of learning a language was to read a literary, religious or academic text (Howatt & Widdowson, 2004). During other eras it was binned off as an out-lived classroom practice that inhibited fluency and promoted the reliance of the learner to their mother tongue (Richards & Rodgers, 2014). The outcome has been a tension between those who view translation as a necessity and those who view translation as a hindrance to communication (Cook, 2010). Over recent years this debate has been made more even-handed, and a degree of educators have come to the realization that translation may be an excellent pedagogic resource when employed in a strategic manner.

The significance of translation in language education is that it is a factor that unites various aspects of learning. It promotes the accuracy of language, as learners are to be attentive to grammar, vocabulary and sentence construction (Cook, 2010). It facilitates cognitive growth, as the process of translation needs to be compared, analyzed and a solution to a problem developed (Pym, 2014). It promotes cultural awareness, as students will need to consider meaning beyond literal translation. It also favors communicative competence, as students get to know how language varies depending on the audience, purpose and social context (Canale & Swain, 1980). It is in this sense that translation is not a mere process of translating one language into another in a technical sense. It is a learning practice which promotes thinking in learners about the way languages perform.

In contemporary language classrooms, multilingualism is becoming a common occurrence and translation becomes even more pertinent (García & Peña, 2011). Not all students arrive at the classroom as clean slates; they carry with them their knowledge of one or more languages, experiences of their cultural life, and modes of perceiving the world (Pavlenko, 2014). Teachers who do not take this background seriously, are may waste a good educational resource. Translation enables a learner to apply his or her knowledge to what he or she is learning. It establishes an interlinkage between the old knowledge and the new knowledge. It also provides students with a means of transitioning between languages in a purposeful and effective manner instead of being compelled to switch to the second language altogether.

This paper argues that translation is an important aspect of language education and should be considered as a legitimate one. One should not conceive of it as an alternative to communicative teaching, but rather as a complementary practice which enhances the awareness of languages and intercultural understanding (Cook, 2010; Canale & Swain, 1980). The next discussion explores how translation has evolved in pedagogy, the rationale behind its application, the linguistic and cultural advantages (or disadvantages), its use in classrooms and the problems that it raises in the era of digital translation media.

2. Historical Background

Translation has an uneasy and volatile history in language education and its fluctuating position is an indication of wider educational philosophy, linguistic theory and classroom practice (Howatt & Widdowson, 2004; Richards & Rodgers, 2014). Translation was not a very minor by-product in the earliest traditions of teaching language in a formal way. It represented a core approach to teaching, notably in the teaching of traditional languages like Latin and Greek. Translation was used in the study of texts since the primary uses of learning language focused on reading, interpretation, and intellectual discipline as opposed to oral communication Howatt & Widdowson, 2004). In these environments, translation was a source of literature, philosophy and religious writings. It also taught the learners to be attentive to grammatical patterns and lexical accuracy (Cook, 2010).

This practice in the nineteenth century evolved to the grammar-translation method (Richards & Rodgers, 2014). This approach prevailed in the field of foreign language teaching during many decades and was founded on the belief that language learning was mainly an analytical and comparative activity. Students memorized vocabulary lists, grammar rules, were able to translate isolated sentences or passages in and out of the target language. The approach was very systematic and frequently successful when it comes to reading comprehension and formal accuracy. But it had more failure about the development of the listening and speaking skill, as oral communication was not on their main agenda (Richards & Rodgers, 2014).

Grammar-translation technique later became subject to criticism with the emergence of new philosophies of language-teaching. One approach was the direct method which stated that learning a language should not be done with translation, but with getting exposed to meaningful communication in the target language (Richards & Rodgers, 2014). In the same way, audio-lingual methods are often considered repetition, practicing of patterns and habit formation. Structural linguistics and behaviorist psychology had an impact on these methods and considered language learning to be the acquisition of habit as opposed to the comparison of linguistic structure. Because of this, translation was regarded more and more as a source of interference, which slows down fluency and promotes reliance on the mother tongue (Cook, 2010).

Even in spite of this criticism none of the real classrooms were devoid of translation. It was also still being used by teachers since it was an efficient method to demonstrate meaning, clarify grammar and verify understanding. In most settings, such as where the learners had little exposure to the target language beyond the classroom setting, translation was too good to be discarded. It was also an informal practice among students, which was still prevalent in classrooms despite official teaching practices disapproving it. Such a discrepancy between theory and practice indicates that translation was a practical need that was not completely satisfied by newer methods.

Towards the end of the twentieth century, an increasingly balanced perception of translation started to form. The science of applied linguistics, research on bilingualism and communicative language teaching has paved the path to reconsider the role of the first language in second language learning (Canale & Swain, 1980; Kroll & Tokowicz, 2005). Researchers started appreciating the fact that learners do not learn a second language in isolation. They incorporate the previous knowledge, culture knowledge and available linguistic sources to analyze new input (Pavlenko, 2014). In this translation came to be seen not as a debilitation but as an interlocution. It may aid learners in the process of comparing languages; observation of structure; and formation of awareness of meaning.

This historical transformation is significant as it contributes to understanding why translation is rethought nowadays. The recent state of language education has placed more emphasis on multilingualism, autonomy of learners, comparison and comparison in cultures and critical thinking. These objectives are not easy to attain when the first language of the learner is not considered a worthwhile one. Translation provides an avenue of bridging languages instead of dividing them. It praises the fact that the majority of learners are already exposed to more than one language system, be it at home or in school, their communities or in the digital world (García & Peña, 2011).

3. Theoretical Foundations

The significance of translation in language teaching can be explained better in various theoretical perspectives. All these views may not be applicable to all issues, but when combined they can include a solid argument as to why translation should be a pedagogical tool (Cook, 2010).

3.1 Cognitive Perspective

Cognitively, translation is an intensive process of the mind which entails understanding, memory, analysis and production (Pym, 2014). An English translator would have to comprehend the original message before translation. Then the learner needs to find out the proper lexical and grammatical materials in the target language. Lastly, the learner should develop a variant that retains meaning as well as that one that is natural to hear. It is a process that must be attended to and consciously make decisions.

Since translation involves juxtaposition and recreation, it may increase metalinguistic awareness. Students are now introduced to language as not only a mechanism of communication but also a systematic structure that can be examined. They observe that tenses, aspect, politeness or accent might be written differently in one language than in another. They also get to know that there can be multiple acceptable ways in which one can use to convey the same meaning based on circumstances (Cook, 2010). This is a good awareness since it will make students more malleable and precise in the use of language.

Translation facilitates memory and retention as well (Pym, 2014). By reading a text attentively, learners will be engaging with both the vocabulary and grammar more deeply than they might in an rushed comprehension task. They need to relate meaning with form, and purpose with context and meaning. This processed memory enhances memorization. This is why the translation can be particularly useful in terms of the vocabulary review, grammar consolidating, and reading comprehension exercises.

3.2 Sociocultural Perspective

Another useful explanation is the sociocultural theory. To this school of thought, social interaction and cultural tools mediate learning. One of the most crucial of these tools is language itself. The act of translation can be placed in this framework of translation because it can be carried out via discussion, negotiation, and collaboration. Students can collaborate with their peers to uncover differences in interpretations, demystify confusing expressions, or remind them why they had to select a particular phrase. When this happens, translating is a social rather than an individual activity (Vygotsky, 1978).

This is significant as it demonstrates that the first language can act as an intermediary during the learning process. Students are not merely substituting one set of codes with another. They are applying what they know to learn what they do not know. Their first language assists them to mediate meaning, lessen uncertainty, and transition into higher complex forms of expression. This is particularly strong in the multilingual classes where students carry with them linguistic different backgrounds and patterns of interpretation into the classroom. Translating enables the differences to be interpreted as learning resources and not as barriers (García & Peña, 2011).

The sociocultural theory also calls us to the memory of the fact that there can be no language learning without identity and belonging (Vygotsky, 1978). Students are not working with grammar only when they translate. They are also stating how they relate to the language, meaning, and cultural knowledge. This renders translation a highly incorporative exercise since it authenticates the linguistic experience that the learner has. It does not involve the learner deleting the first language to get into the second language (Cook, 2010).

3.3 Communicative Perspective

Communicative language teaching emphasizes the communicative skills as regards to the practical aspects of language usage. Translation aids this objective as it prompts learners to consider seriously the audience, purpose, tone and register. Even a grammatically correct translation might fail to fit the situation. A line that when spoken informally might sound good might sound clumsy or illuminated in a formal piece of writing. These distinctions can be observed in translation tasks.

This is among the greatest educational gains of translation. It helps learners to conceptualize meaning and go beyond the literal sense. They have to choose to either make the wording the same as the original one, modify it or completely formulate a different one. Real communication is founded on such decisions. Indeed, several of the most common communication issues in everyday communication can be seen as a kind of translation, even when there is no directly translating of a text on the part of the learners. The latter frequently requires them to clarify, describe, paraphrase or distort the meaning across two or more linguistic and social frames ((Canale & Swain, 1980)).

Due to this reason, translation should not be perceived as the opposite of communicative teaching. When properly applied, it enhances communicative competence as it increases the awareness of pragmatic variation, discourse structure and contextual appropriateness in the minds of the learners (Cook, 2010). It can make students realize that correct communication is based not only on grammar, but on social meaning and expectation of the culture, too.

4. Linguistic Importance

The translation plays a robust part in linguistic development due to the fact that it facilitates the vocabulary development, grammatical precision, reading understanding and writing development. These are the main objectives of language instruction, and translation touches upon them simultaneously.

One of the most evident beneficial areas is vocabulary learning. In translating a text, students face contextual words of a text and not isolated words. This aids them to grasp nuance, collocation and semantic range (Cook, 2010). Any word might have general dictionary equivalent, however, meaning might vary depending on the sentence structure, on the tone, or on neighboring words. It is the subtleties that translation displays. Students start to perceive that words are not predetermined labels but dynamic units that change meaning as they are used (Pym, 2014).

Another area where translation has proved to be very effective is grammar. Lots of learners have difficulties in structures that do not correspond to the first language structures. E.g., the article systems, verbs aspects and plural, word brother might vary in functionality across different languages (Richards & Rodgers, 2014). Translation puts the difference head on in the face of students. Rather than learning a rule in the abstract, they have to make their decisions on how to make a specific structure render in a context. Such a process enhances grammatical knowledge.

Translation also enhances understanding of reading. Student is expected to carefully analyze a text, determine important concepts, draw conclusions, and clarify meaning. It is this close reading that can enhance their comprehension of genuine materials. It is normal in most classrooms where learners can read a passage very rapidly and think that they have grasped it due to what is being said is a familiar topic. A translation shows whether or not that comprehension is only accurate. It also reveals the loopholes of meaning and makes one take a closer look.

Development in writing also occurs. The process of translation into the target language demands that the students should be able to give output that is coherent, accurate and contextually apt (Cook, 2010). This creates organization, accuracy and style consciousness. Students have to consider connections between the ideas, sequence of the sentences, and maintainance of the meaning through the language boundary. In this regard, translation is a mediator between understanding and word creation.

5. Cultural Importance

Translation is not a linguistic task only, it is also a cultural one. The languages come with cultural assumed notions, social norms and past experiences. These underlying levels of meaning are frequently captured in words and expressions. When translating, learners experience this reality first hand. They learn they can translate certain items relatively easily while others need to be interpreted, adapted, or explained.

The case of idioms is evident. A word can sound quite sensible in a given language and give a weird impression in another language. It is common with proverbs, humor, metaphors and polite formulas. Such words have cultural connotation that cannot be decoupled with the language. With the process of translation, learners start to acknowledge that language is mainstream and that sense is being constructed out of collective assumptions.

This renders the aspect of translation to be a powerful instrument of intercultural competence. Students are taught not only to ask: what does this mean, but also: how is this conceptualized in a different and cultural context. Such a change is significant. It acquits trainees to be more adaptable, more inquisitive and appreciative of difference. It also offers them training to deal with other-group people in a more sensitive and efficient manner (Pavlenko, 2014).

Cultural identity can be reinforced by translation. Learners in most educational institutions are either informed or not to leave their first language at the door. Translation issues call that into question. It demonstrates that the first language is not something that has to be eliminated but employed as a resource. Students will be able to take their linguistic and cultural experience into the classroom and utilize it as the starting point of the additional learning. This is particularly crucial in multilingual communities, in which students might be required to switch languages in school, employment and in real life (García & Peña, 2011).

6. Translation and Intercultural Competence

One of the best possible methods to establish intercultural competence is translation since translation presupposes learners to address the dialog between language and culture. A translated text can never be a mere machine translation of words; it is a deliberated description of the one cultural system by the other. This is particularly crucial in classroom programs of foreign languages where learners mostly experience values, assumptions and communicative standards that are dissimilar to their own (Pavlenko, 2014). Translation is thus a pedagogical, where Saudi students are enabled to compare culture and not merely languages.

Intercultural competence is the skill to make sense of overseas meanings, tolerate indefiniteness, and convey messages in an accurate manner beyond the cultural barriers. Translation is related to this competence in that it teaches learners, to enquire why a phrase becomes effective in one language and not effective in another. To illustrate, literal translation can be not very effective in case of idioms, humors, politeness, or references that are culturally embedded. In this scenario learners should make a decision as to whether to retain meaning, modify style, clarify context or simply change the phrase altogether (Pym, 2014). Such judgment renders translation an arduous exercise and been considered an intercultural mediation practice.

Another way that translation facilitates a more respectful perception of multilingualism is through translation. The first language of the learner has been regarded as a limitation in most classrooms. Nevertheless, the recent studies mention that home languages and previous experience in linguistic dedication can enhance the language learning on the condition of their constructive use (Kroll & Tokowicz, 2005; Pavlenko, 2014). Translation enables learners to carry with them their linguistic identities in the classroom and not to put them out of the classroom. This method can be particularly useful with culturally diverse classes, as a student can find it beneficial to have their languages be viewed as a form of learning and comparison.

As a teacher, one can utilize translation to the advantage of enhancing cultural awareness by using thoughtfully chosen texts. The social expression of a culture through the expression of social relationships, emotion, identity and value may be shown by short stories, media snippets, advertisements and literary passages. Students translating such texts often find out that it is not always possible to find direct equivalents. This brings in the topic of audience, purpose and interpretive choice that are the hallmark of intercultural learning. By doing so, translation, in addition to enhancing language skills, assists learners to become better thinkers about Communication, in a culturally multifaceted environment.

7. Translation in Classroom Practice

The process of translation can be applied to the classroom to a large pool of verses and this aspect depends on the level of the learners, curriculum objectives and context of teaching (Cook, 2010). Flexibility is its key advantage: it may be chosen to work with the beginner, intermediate, and advanced learners, but the tasks need to be modified. At the lower levels, vocabulary recognition, understanding of a sentence and explaining grammar can be supported by translation. On higher levels, it may be applied to discourse analysis, stylistic comparison, as well as adapting the text. This renders translation helpful both in general language teaching and in instruction of specific languages.

Translation in a traditional classroom is used in the analysis of short authentic texts. The teachers can request the students to translate signs, news headlines, emails or conversations and discuss their decisions. This enables students to do more than just getting it right but looks at tone, register and meaning intended. Back-translation is also another activity that is effective because the students translate a text into the target language and compare the output with the original text or a model one. That is why this motivates learners to become aware of mistakes, possibilities, and unnoticed meaning suppositions.

Translation can also be a good collaborative learning activity. During pair or group work, learners will be able to talk about how to render challenging words, phrases, or structures. These meetings can bring areas of ignorance that would be concealed in a one-on-one work. They also promote meaning negotiation which is a significant aspect of language development (Vygotsky, 1978). Students are not only practicing language awareness but also academic reasoning when they explain the reasons behind the translation they find more acceptable than the alternative.

Translating is also part of assessment by which teachers can take advantage. Educators can have students justify their decisions when translating a text as opposed to ask only for memorized answers. This is to enable instructors to evaluate understanding, vocabulary, grammatical awareness and intercultural judgment simultaneously (Cook, 2010). Nevertheless, assessment should be crafted in such a way that students may be assessed according to the desired outcomes of learning and not accuracy of words to the letter. An effective translation exercise, then, should not be rewarding only formal, but interpretation, clarity and appropriateness as well.

Project-based learning can also be used to include translation activities. To illustrate, students can translate a brochure about visitors or make a short story accessible to younger readers, or to compare news coverage in two languages. These activities render translation quite meaningful and purposeful as they bridge classroom instruction with real-life communication. Students will also be encouraged to view translation as not a one-dimensional academic practice, but as a practical literacy practice. Such change of perception matters since in such a way learners become aware of the applicability of translation not only in the classroom.

The other benefit of classroom translation is that it provides a room to receive instant feedback. Students may be asked by the teachers about the reasons why they decided to use this or that expression and led to a more appropriate solution, when they are working on a translation issue. This immediate feedback assists the learners in observing minute issues such as accuracy, style or tone. It also enables the teacher to focus on the common grammatical patterns that would otherwise not be noticed. By doing so translation is made an effective diagnostic and teaching instrument (Richards & Rodgers, 2014).

Adaptation to various classroom philosophies is also possible in translation. Within a more traditional context, it can be used to aid explicit grammar teaching and reading comprehension. It can be applied in a communicative classroom as an additional activity to develop the contextual and meaning comprehension. In task-based classroom it can manifest itself in project which demands the students to resolve language issues to a given audience. This flexibility is among the reasons why translation has endured so long despite the numerous transformations in the theory of language teaching (Cook, 2010; Richards & Rodgers, 2014). It can be incorporated into various teaching structures without undermining its learning worth.

Classroom translation plays out only to the extent it is guided. Unless teachers put them in the proper context, the instructions which require the students to translate without any background might take on a mechanical and uninspiring quality. However, when the activity is connected with the evident learning objectives, the students may gain confidence and competence. On that note, it is advisable that teachers show the rationale behind the use of translation, and the type of thought process it demands as well as how it relates to the larger objectives of language learning. This will help the learners appreciate that there is no quick way to translation, but it is a discipline of getting into work with language.

8. Translation, Technology, and AI

The increasing use of machine translation and artificial intelligence has changed the teaching discourse of translation. Google Translate, DeepL or AI writing assistants are already found in schools, universities and in the process of self-study. The tools provide fast access to translation solutions and may assist the learners in breaking the obstacles in immediate understanding. They are also useful in the critical use of comparing, revising, and analysing errors (Ducar & Schocket, 2018; García & Peña, 2011).

Recent research in machine translations in language teaching indicates that machine translation can be used to make the classroom more inclusive so as to accommodate the needs of learners with momentary linguistic support. It may be a way to make the students access the texts in their native languages and affect their presence in the classroom in multilingual settings more effectively. It can be used also as initial point to post-editing activity where students rewriting machine-generated output and explain their corrections. These activities also allow learners to realize that machine translations are not no longer some form of human translation and that choice of language still needs evaluation, context, and cultural and sensitivity (Ducar & Schocket, 2018).

Meanwhile, technology utilization is also an aspect of concern. In case students use machine translation excessively, they might not engage their brain in developing languages. Grammatical or pragmatic issues may be concealed in a machine-generated version provided that the learners receive it without examining it. Teachers should thus instruct students how to be responsible in using these tools. Instead of prohibiting the use of MT, a great number of scholars suggest students to learn how to analyze the machine output, recognize the flaws and enhance it with the help of the human thought.

The nature of translation tasks is changing with AI as well. Now teachers are able to create tasks where learners will compare several different systems of MT, contrast them, and argue why one output better sounds natural than the other one. This generates an unprecedented language awareness practice that is an amalgamation of translation, digital literacy, and critical thinking. In that regard, it is not necessary that technology negates the sin of translation in education; but it Just reaffirms the value of translation by demonstrating to learners the means of creating, revising and challenging meaning in the digital world (Ducar & Schocket, 2018).

Technology works best in the role of an aid instead of substituting in education. Machine output should not be accepted by the students as is. Instead, they ought to know how to enquire whether the translation is correct, whether it has maintained tone, whether it suits the target audience, and whether it matches the cultural standards. Such questions are necessary since machine translations continue to have difficulties with irony, ambiguity, idiomatic expressions, and context. There is still a need to use human judgment in all these areas.

The learners are also transformed by technology. Most students have a new assumption that translation is swift and painless since information technology offers fast solutions. This may give an illusion that translation involves the use of words in the place of others. Teachers must question such an assumption. They need to demonstrate that good translation is about interpretation, editing and judgment. To juxtapose machine with human translations allows learners to be able to pinpoint what is automatic and what may be considered as a language work (Cook, 2010; Ducar & Schocket, 2018).

Technology, when used thoughtfully, can help to empower translation pedagogy as opposed to undermining it. It can make the students able to identify patterns, to test a hypothesis, and to be more conscious about the functioning of languages in different situations. It may also facilitate the process of autonomous learning since the learner may look up ideas out of the classroom and come back with questions. By so doing, technology is integrated in a larger language-learning ecology where translation is central.

9. Challenges and Criticisms

Irrespective of its numerous advantages, translation in language learning is still controversial in certain situations. A criticism that is commonly made is that translation can eradicate exposure to a language of entry in the event that it is overused. Other educators are concerned that students will rely excessively on their native language at the expense of being able to think directly in the target language (Cook, 2010; Richards & Rodgers, 2014). This is a legitimate concern in the context of the translation being adopted as a shortcut and not as a form of structured The other criticism is that the act of translation can promote literalism. Novices can attempt to find a word in the target language that corresponds to every word in the source language thus resulting in clumsy or erroneous outputs. This issue is particularly prevalent in two situations: firstly, when the learners lack proficiency or when tasks are challenging to do at their level. As teachers, however, need to choose the text and activities that suit their language ability and educational objectives of the learner (Richards & Rodgers, 2014).

Another obstacle is the teacher preparedness. Not every language teacher is trained in translation pedagogy and some teachers might be unprepared about how to create efficient translation exercises. Translation, without mentorship, might either get either too mechanical or too vague. The use of translation in language classrooms is therefore to be considered highly important-professional development is the way to go. Educators require the techniques of text selection, expectation and assisting students to reflect on translation decisions (Cook, 2010).

A more comprehensive ideological criticism exists, as well. Translation has also been rejected as obsolete in some traditions of education since it has been linked to old forms of grammar teaching. This perception ignores the fact that translation may be re-designing in communicative, task and culturally sustaining pedagogy. It is not whether or not translation belongs in the curriculum, but how it is to be employed (Cook, 2010). When woven appropriately, translation can reinforce and not cripple contemporary language teaching.

The other problem is that there is a danger of focusing on the accuracy at the cost of communicative development. When translation exercises are too marked on points of plain translation accuracy, they can be stressing and students might be so concentrated on getting the correct answer. This may minimise the creativity and demoralise experimentation. The task teachers should thus make must offer more than one good answer and should focus on the justification of the language choices. That practice is the reality of translation, in which the meaning can be negotiated, not mechanical transfer.

Another critique is that translation may give more weight to the interpretation of the teacher/institution on what constitutes equivalence rather than to the interpretation of the learner. Interpretation is however important in language learning. The same learning material can yield a variety of renderings and these renderings can be valid depending on context (Pym, 2014). Effective pedagogy must take into account the fact that translation is on most occasions more of a judgment than a predetermined rule. Those who do not pay attention to this complexity can reduce translation to a shallow learning experience rather than a fertile one by teachers.

10. Pedagogical Implications

Translating holds important pedagogical ramifications. To begin with, translation must be seen as a viable classroom practice but not a backup mechanism when there is a breakdown in communication. It can be used by teachers to promote learning vocabulary, teaching grammar, interpreting texts, and intercultural conversation (Cook, 2010). It will need a change in the attitude of teachers, and where there has been negligence or discouragement of translation.

Second, translation must be presented in a gradual, intentional way. Short and purposeful texts with clear goals should be the starting point of teachers. Tasks may get more difficult as the learners increase their proficiency and also have stylistic and cultural facets to them. This is a stage method of avoiding frustration and making students realize that translation is a skill that can be better with practice (Cook,2010).

Third, translation is compatible with culturally sustaining pedagogy. With opportunities to use their native languages in systematic forms, the students will feel respected and involved. This would be facilitated by translation so that multilingual identity is visible and academic. This becomes of particular importance in classrooms where one of the key issues is the educational equity and inclusion (García & Peña, 2011; Pavlenko, 2014).

Fourth, translation pedagogy should become a part of teacher education. Educators should have practical skills about the use of translation as a learning tool and how to prevent most mistakes in using it. Both human and machine translation should be evaluated in the training process as now digital tools are being integrated into the language-learning environment. Such a preparation of teachers will assist them to practice translation in a responsible and confident manner (Ducar & Schocket, 2018).

Fifth, translation activities ought to have clear goals. The purpose may be either vocabulary development, grammar practice, intercultural analysis, writing support or critical comparison as decided by a teacher. In the absence of an objective, translation can turn into an amorphous classroom routine. It can assist a very specific type of learning with a clear goal in mind. Such accuracy is crucial in professional teaching.

Sixth, translation must be moderate and well-balanced. It is not intended to take target-language interaction or communicative practice. Instead, it must supplement them. Without the constant mediation, students still require a possibility to listen and speak, read and write in the target language. Translation must exist as one component of a language curriculum, and not as curriculum as a whole (Canale & Swain, 1980).

Seventh, the teachers are to promote reflection following translation activities. Students may talk about the reasons why they have selected a specific structure, issues they faced, and how they addressed them. This consideration transforms translation into a metacognitive experience. Learners not only generate language they deconstruct their thought. Such self-awareness would prove beneficial in the development of the language in the long-term.

11.Conclusion

Translation has been and will continue to hold immense significance in language education since it interconnects linguistic knowledge and cultural knowledge, cognitive growth and communicative competence. It has long ago stopped being identified with its more conservative approach to grammar teaching and has become a more flexible pedagogical practice that can help facilitate multilingual learning in various conditions. Utilized wisely, translation can provide learners with increased accuracy, introspection, and cultural sensitivity.

This is not subject to the emergence of machine translation and AI. Instead, it causes the necessity to comprehend translation (more) critically by learners, as now digital tools influence the way language is read, written or traded. Translation should thus be a skill in language, and a mode of intellectual enquiry. Through this, translation still remains to be a pathway between languages, cultures and even how of thinking.

There should be no alternative call of translation and communication with the strong language program. Rather, it must acknowledge the fact that they need each other. Translation assists students to learn about language; communication assists students to use language. The combination brings about a more complete and well-rounded learning experience. This is why translation must not be lost out of the scope of language education, of course, in multilingual and globally interrelated situations.

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Breaking the Silence: Teachers' Code-Switching as a Sociolinguistic and Pedagogical Strategy for Reducing Foreign Language Speaking Anxiety in Multilingual EFL Classrooms

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Abstract

Foreign Language Speaking Anxiety (FLSA) remains a major barrier to effective communication in English as Foreign Language (EFL) classrooms, particularly in multilingual and resource-constrained contexts such as Bangladesh. This study investigates the role of teacher code-switching (CS)—the strategic use of both English (L2) and Bangla (L1)—as a pedagogical and sociolinguistic tool for reducing speaking anxiety and enhancing classroom participation. Adopting a convergent mixed-methods design, data were collected from 200 undergraduate students and 14 English instructors across seven National University-affiliated colleges in Bangladesh. Quantitative data were obtained through a modified Foreign Language Classroom Anxiety Scale (FLCAS), while qualitative insights were gathered via semi-structured interviews and classroom observations. The findings reveal that strategic code-switching significantly reduces learners' anxiety, improves comprehension, and increases willingness to communicate. Furthermore, CS functions as an affective scaffold that lowers psychological barriers and fosters a supportive learning environment. However, excessive reliance on L1 may limit target language exposure. Based on the findings, the study proposes the S.A.F.E. Model, a balanced bilingual pedagogical framework that integrates strategic language use, affective support, and sustained exposure to English. The study contributes to the growing body of research advocating flexible multilingual pedagogies in global EFL contexts.

Keywords: Code-switching, Foreign Language Speaking Anxiety, EFL, Multilingual classrooms, Bangladesh, Sociolinguistics, Bilingual pedagogy

1. Introduction

English has emerged as a global lingua franca, playing a central role in academic, professional, and socio-economic mobility worldwide (Crystal, 2003; Graddol, 2006). In multilingual societies, particularly in developing countries, proficiency in English is often associated with access to better educational and employment opportunities (Erling et al., 2012; Hamid, 2011). Despite its importance, learners in many English as a Foreign Language (EFL) contexts continue to struggle with speaking skills, largely due to psychological barriers such as Foreign Language Speaking Anxiety (FLSA) (Horwitz et al., 1986; MacIntyre & Gardner, 1994).

In Bangladesh, this challenge is particularly evident within the National University (NU) system, which serves a large population of students from Bangla-medium backgrounds. These learners often experience linguistic insecurity, limited exposure to English, and an examination-oriented classroom culture that discourages active communication (Hamid & Baldauf, 2008; Sultana, 2012). As a result, many classrooms remain characterized by silence, hesitation, and low participation.

While previous pedagogical reforms have emphasized communicative language teaching, relatively little attention has been paid to the affective dimensions of language learning. In particular, the role of classroom language practices in shaping learners' emotional experiences remains underexplored. One such practice is teacher code-switching (CS), defined as the strategic alternation between the target language (English) and the learners' first language (Bangla) (Cook, 2001; Macaro, 2005).

Although traditionally discouraged under "English-only" ideologies, recent research increasingly recognizes code-switching as a valuable pedagogical resource. It has been shown to facilitate comprehension, build rapport, and reduce learner anxiety (Ferguson, 2003; Levine, 2003). However, the role of CS in addressing FLSA, especially in large-scale public university contexts like the National University of Bangladesh, has received limited empirical attention.

This study addresses this gap by examining how teacher code-switching functions as both a sociolinguistic and pedagogical strategy to mitigate speaking anxiety in multilingual EFL classrooms. By integrating quantitative and qualitative data, the study aims to provide a comprehensive understanding of how strategic bilingual practices can transform classroom interaction and learner engagement. In doing so, it contributes not only to the Bangladeshi context but also to broader global discussions on multilingual pedagogy and inclusive language teaching practices.

2. Literature Review

2.1 Foreign Language Speaking Anxiety (FLSA)

Foreign Language Speaking Anxiety (FLSA) is widely recognized as a significant affective barrier in second and foreign language acquisition. Horwitz et al. (1986) conceptualize FLSA as a "distinct complex of self-perceptions, beliefs, and behaviors" associated with classroom language learning. This foundational framework was further developed by MacIntyre and Gardner (1994), who demonstrated that anxiety negatively affects cognitive processing and language performance, particularly in speaking tasks.

Subsequent research has confirmed that FLSA is a global phenomenon affecting learners across diverse EFL and ESL contexts (Dewaele & MacIntyre, 2014). In multilingual classrooms, anxiety is often intensified by limited exposure to the target language and fear of negative evaluation (Tsui, 1996). For example, Liu and Jackson (2008) found that learners frequently avoid oral participation due to communication apprehension and low self-confidence.

However, a critical limitation of much of this research is its predominant focus on individual psychological factors, often overlooking the role of classroom practices and pedagogical strategies in shaping anxiety. In the Bangladeshi context, Sultana (2012) highlights that institutionalpractices, such as exam-oriented teaching and teacher-centered classrooms, significantly contribute to the persistence of a "silent classroom" culture. This suggests that FLSA is not merely an individual issue but also a socially and pedagogically constructed phenomenon.

2.2 Teacher Code-Switching in EFL Classrooms

Code-switching (CS), defined as the alternation between two or more languages within discourse, has undergone a significant shift in its conceptualization within applied linguistics. Earlier perspectives often viewed CS as a sign of linguistic deficiency or pedagogical failure. However, contemporary research increasingly recognizes it as a strategic instructional resource (Cook, 2001; Macaro, 2005).

Ferguson (2003) identifies three primary pedagogical functions of teacher code-switching: facilitating curriculum access, managing classroom interaction, and building interpersonal relationships. Empirical studies across various EFL contexts support these functions, demonstrating that strategic use of L1 enhances comprehension and classroom engagement (Jingxia, 2010).

Moreover, research has begun to highlight the affective benefits of code-switching. Levine (2003) found that students reported lower anxiety levels when teachers used the first language selectively.

Similarly, Littlewood and Yu (2011) argue that a balanced use of L1 and L2 supports both cognitive processing and emotional comfort, particularly for lower-proficiency learners.

Despite these positive findings, the role of CS remains contested. Critics argue that excessive reliance on L1 may reduce exposure to the target language, thereby hindering language acquisition (Turnbull, 2001). A key limitation in existing studies is the lack of clear guidelines regarding the optimal balance between L1 and L2 use, highlighting the need for context-sensitive pedagogical frameworks.

2.3 Translanguaging and Multilingual Pedagogy

The concept of translanguaging has further expanded the understanding of bilingual practices in education. Unlike traditional views of code-switching, which treat languages as separate systems, translanguaging emphasizes the fluid and dynamic use of multiple linguistic resources to construct meaning (García & Wei, 2014).

Canagarajah (2011) argues that translanguaging reflects the natural communicative practices of multilingual speakers and should be incorporated into classroom pedagogy. In EFL contexts, this approach allows learners to draw on their full linguistic repertoire, thereby enhancing both comprehension and participation.

Recent studies indicate that translanguaging practices can also reduce learner anxiety by creating a more inclusive and supportive classroom environment (Dewaele et al., 2018). However, despite its growing popularity in global research, empirical applications of translanguaging in developing country contexts, particularly in large public university systems, remain limited. This gap highlights the need for localized studies that examine how multilingual practices function in real classroom settings.

2.4 The Affective Filter Hypothesis

Krashen's (1982) Affective Filter Hypothesis provides a key theoretical lens for understanding the relationship between emotion and language acquisition. According to this hypothesis, affective variables such as anxiety, motivation, and self-confidence influence the extent to which learners can process linguistic input.

When the affective filter is high, learners are less likely to engage with the target language, resulting in reduced acquisition. Conversely, a low affective filter facilitates learning by allowing input to reach the cognitive processing system (Krashen, 1985).

While this theory has been widely supported in second language acquisition research (Dewaele & MacIntyre, 2014), its practical application in classroom settings remains underexplored. In particular, there is limited empirical research examining how specific pedagogical strategies—such as teacher code-switching—can operationalize the reduction of the affective filter in real-world EFL classrooms.

2.5 Global and Contextual Perspectives on EFL Pedagogy

Globally, there has been a gradual shift from rigid monolingual teaching approaches toward more flexible multilingual pedagogies. Research conducted in Europe, East Asia, and Latin America suggests that strict "English-only" policies often fail to accommodate learners' diverse linguistic needs (Levine, 2011).

In contrast, context-sensitive approaches that incorporate L1 strategically have been shown to improve both cognitive and affective learning outcomes (Littlewood & Yu, 2011). These findings are particularly relevant in developing countries, where learners typically have limited exposure to English outside the classroom.

However, a significant gap remains in the literature regarding large-scale public university contexts such as the National University (NU) system in Bangladesh. Most existing studies focus on private institutions or small-scale settings, limiting the generalizability of findings. Therefore, there is a pressing need for empirical research that examines how multilingual pedagogical practices function in mass education systems characterized by linguistic diversity, limited resources, and high levels of learner anxiety.

3. Rationale of the Study

The increasing global importance of English as a lingua franca has intensified the need for effective and context-sensitive language teaching practices, particularly in multilingual and developing countries (Crystal, 2003; Graddol, 2006). In Bangladesh, English functions not only as an academic subject but also as a critical tool for socio-economic mobility, higher education, and global communication (Erling et al., 2012; Hamid, 2011). However, despite years of formal instruction, many learners—especially within the National University (NU) system—continue to demonstrate low levels of oral proficiency, largely due to psychological barriers such as Foreign Language Speaking Anxiety (FLSA) (Horwitz et al., 1986; MacIntyre & Gardner, 1994).

While educational reforms in Bangladesh have emphasized communicative language teaching, they have often overlooked the affective dimension of language learning. Learners' emotional experiences—such as fear of making mistakes, communication apprehension, and anxiety related to peer evaluation—remain insufficiently addressed in classroom practices (Sultana, 2012; Tsui, 1996). As a result, many EFL classrooms continue to exhibit a "silent classroom" phenomenon, where students are reluctant to participate in spoken interaction.

In this context, teacher code-switching (CS) emerges as a potentially powerful yet underutilized pedagogical strategy. Traditionally discouraged under monolingual "English-only" ideologies, code-switching has often been perceived as a sign of pedagogical weakness (Turnbull, 2001). However, recent research suggests that strategic use of the first language can facilitate comprehension, enhance classroom interaction, and reduce learner anxiety (Cook, 2001; Levine, 2003; Littlewood & Yu, 2011).

Furthermore, the relevance of this study extends beyond the Bangladeshi context. Many multilingual EFL classrooms across Asia, Africa, and other developing regions face similar challenges, including limited exposure to English, high levels of anxiety, and rigid pedagogical practices (Levine, 2011). Therefore, exploring the role of code-switching in reducing FLSA has broader implications for global language education.

Another important rationale lies in bridging the gap between theoretical frameworks and classroom realities. Although theories such as Krashen's Affective Filter Hypothesis (Krashen, 1982) and Vygotsky's sociocultural theory (Vygotsky, 1978) emphasize the importance of emotional and social factors in language learning, there is limited empirical research demonstrating how these theories can be operationalized through specific classroom practices.

Finally, in light of the growing shift toward multilingual and translanguaging pedagogies (Canagarajah, 2011; García & Wei, 2014), there is a need to re-evaluate traditional assumptions about language use in EFL classrooms. This study responds to that need by proposing a context-sensitive pedagogical framework—the S.A.F.E Model—which integrates strategic language use, affective support, and meaningful exposure to English.

Therefore, this study is both timely and necessary, as it seeks to provide empirical evidence and practical pedagogical insights that can inform language teaching practices in Bangladesh and similar multilingual EFL contexts worldwide.

4. Research Gap

Despite a growing body of research on code-switching and Foreign Language Speaking Anxiety (FLSA), several critical gaps remain, particularly in multilingual EFL contexts such as Bangladesh.

First, a substantial portion of existing research on code-switching has focused primarily on its structural and linguistic dimensions, including frequency, patterns, and grammatical forms (Macaro, 2005). While these studies provide valuable insights, they often overlook the affective dimension of classroom interaction, particularly how code-switching influences learners' anxiety, confidence, and willingness to communicate (Levine, 2003).

Second, although FLSA has been widely investigated, much of the research has been conducted in ESL or Western contexts where learners benefit from greater exposure to English (MacIntyre & Gardner, 1994). As a result, there is a lack of context-specific empirical studies in EFL environments, especially in developing countries where exposure to the target language is limited and reliance on L1 is high (Horwitz et al., 1986).

Third, within the Bangladeshi context, existing studies have predominantly focused on private universities or small-scale institutional settings (Chowdhury & Kabir, 2014). Consequently, the National University (NU) system—one of the largest tertiary education providers in the world—remains significantly under-researched. This creates a critical gap in understanding classroom dynamics in mass, multilingual, and resource-constrained educational contexts.

Fourth, there is a methodological gap in the existing literature. Many studies rely on single-method approaches, often quantitative surveys, which limit the depth of analysis. There is a lack of robust mixed-methods research that integrates quantitative measures such as the Foreign Language Classroom Anxiety Scale (FLCAS) with qualitative insights from classroom observations and interviews (Creswell & Plano Clark, 2017).

Fifth, although concepts such as translanguaging and multilingual pedagogy have gained prominence in recent years, their empirical application in real classroom settings—particularly in South Asian EFL contexts—remains limited (Canagarajah, 2011; García & Wei, 2014).

Finally, there is a notable absence of practical, evidence-based pedagogical frameworks that guide teachers on how to use code-switching strategically without compromising target language exposure. While the benefits of CS are increasingly acknowledged, few studies move beyond description to propose actionable classroom models (Macaro, 2005).

Addressing these gaps, the present study adopts a mixed-methods approach to examine the role of teacher code-switching as both an affective and pedagogical strategy in reducing FLSA in the National University context. Furthermore, it proposes a context-sensitive framework (S.A.F.E. Model) to guide balanced bilingual pedagogy in multilingual EFL classrooms.

5. Objectives of the Study

The primary aim of this study is to explore how teacher code-switching functions as both a pedagogical and affective strategy in reducing Foreign Language Speaking Anxiety (FLSA) in multilingual EFL classrooms. Building on prior research that highlights the relationship between classroom language practices and learner anxiety (Horwitz et al., 1986; Levine, 2003), the study seeks to achieve the following specific objectives:

1. To examine the extent to which teacher code-switching influences learners' levels of Foreign Language Speaking Anxiety (FLSA).
2. To identify the classroom situations in which code-switching is most effective in facilitating comprehension and easing communication-related stress.
3. To investigate how students and teachers perceive code-switching as both an instructional tool and a source of emotional support in the learning process.
4. To analyze the relationship between the frequency of teacher code-switching and learners' confidence, particularly their willingness to communicate in English (MacIntyre et al., 1998).
5. To develop a context-sensitive pedagogical framework (S.A.F.E Model) that promotes a balanced and purposeful use of both L1 and L2 in multilingual EFL classrooms.

6. Research Questions

In line with the above objectives, the study is guided by the following research questions:

1. How does teacher code-switching affect learners' Foreign Language Speaking Anxiety (FLSA) in multilingual EFL classrooms?
2. In which classroom contexts does teacher code-switching most effectively support comprehension and reduce anxiety?
3. How do students and teachers perceive the use of code-switching as a pedagogical and affective support mechanism?
4. What relationship exists between the frequency of teacher code-switching and learners' confidence, particularly their willingness to communicate in the target language?
5. How can classroom-based evidence inform the development of a balanced bilingual pedagogical model for EFL instruction?

7. Research Design and Methodology

7.1 Research Design

This study employed a **convergent parallel mixed-methods design**, which allows for the simultaneous collection and analysis of quantitative and qualitative data to provide a comprehensive understanding of the research problem (Creswell & Plano Clark, 2017). This design was selected to capture both the measurable impact of teacher code-switching on Foreign Language Speaking Anxiety (FLSA) and the nuanced classroom experiences of learners and teachers.

The integration of quantitative and qualitative findings enables methodological triangulation, thereby enhancing the validity and reliability of the results (Dörnyei, 2007). Such an approach is particularly suitable for investigating complex classroom phenomena where both statistical trends and human experiences are equally important.

7.2 Research Context and Participants

The study was conducted in seven colleges affiliated with the National University (NU) of Bangladesh, located in Narayanganj, Narsingdi, Comilla and Munshiganj regions. These institutions represent typical multilingual EFL classroom settings characterized by large class sizes, limited exposure to English, and diverse learner backgrounds.

A purposive sampling technique was employed to select participants who could provide relevant and information-rich data (Patton, 2015).

- **Student Participants (n = 200):** Undergraduate EFL learners (1st and 2nd year), aged between 19 and 23. Most participants had Bangla as their first language and limited exposure to English outside the classroom, a profile commonly associated with higher levels of language anxiety (Khan, 2015).
- **Teacher Participants (n = 14):** English instructors with teaching experience ranging from 5 to 20 years. This variation allowed the study to capture diverse pedagogical practices and perspectives on code-switching.

From a global perspective, this participant group reflects typical learners in "Expanding Circle" contexts, where English is learned as a foreign language with minimal authentic exposure (Kachru, 1992).

7.3 Data Collection Instruments

To ensure methodological rigor and triangulation, the study employed three complementary data collection instruments:

A. Quantitative Instrument: Questionnaire

A modified version of the **Foreign Language Classroom Anxiety Scale (FLCAS)** developed by Horwitz et al. (1986) was used to measure learners' anxiety levels. The instrument was adapted to reflect the socio-cultural context of Bangladesh, incorporating variables such as:

- Fear of peer evaluation
- Teacher-student hierarchical distance
- Reluctance to speak in large classrooms

The questionnaire demonstrated high internal consistency, with a Cronbach's alpha coefficient of approximately 0.89, indicating strong reliability (Dörnyei & Taguchi, 2010).

In addition, a **Code-Switching Perception Scale** was developed using a 5-point Likert scale to assess students' perceptions of teacher CS in relation to:

- Comprehension
- Comfort level
- Willingness to Communicate (WTC)

The inclusion of WTC is significant, as it is widely recognized as a key predictor of successful language acquisition (MacIntyre et al., 1998).

B. Qualitative Instrument: Semi-Structured Interviews

Semi-structured interviews were conducted with selected students and teachers to explore their perceptions and experiences of code-switching in the classroom. The interview protocol included open-ended questions focusing on:

- Teachers' reasons for code-switching
- Students' emotional responses
- Perceptions of English-only versus bilingual instruction

This flexible format allowed participants to express their experiences in depth, aligning with qualitative research principles that emphasize interpretive understanding (Kvale, 1996).

C. Classroom Observations

Non-participant classroom observations were conducted using a structured observation checklist adapted from communicative language teaching frameworks (Spada & Fröhlich, 1995). The observations focused on:

- Frequency of teacher code-switching
- Pedagogical triggers (e.g., grammar explanation, instruction)
- Student engagement and affective responses

This method provided ecological validity by capturing naturally occurring classroom interactions rather than relying solely on self-reported data.

7.4 Data Collection Procedures

Data collection was carried out during the first semester of the 2024 academic year following institutional permission and ethical approval.

- The questionnaire was administered during regular class sessions to ensure a controlled environment and a high response rate.
- Interviews were conducted face-to-face, lasting approximately 30–45 minutes, and were audio-recorded with participants' consent.
- Classroom observations were conducted without disrupting normal teaching activities to maintain authenticity.

7.5 Data Analysis

Quantitative Analysis

Quantitative data were analyzed using SPSS (Version 28). The following statistical techniques were employed:

- **Descriptive statistics** (mean, standard deviation) to assess overall anxiety levels
- **Independent samples t-test** to compare anxiety levels between groups exposed to different levels of code-switching
- **Pearson correlation analysis** to examine the relationship between code-switching frequency and learner confidence

These statistical procedures enhance the rigor and generalizability of the findings.

Qualitative Analysis

Qualitative data were analyzed using **thematic analysis** following the six-phase framework proposed by Braun and Clarke (2006). The process involved:

1. Data familiarization
2. Initial coding
3. Theme identification
4. Theme review
5. Theme definition
6. Report writing

To ensure analytical rigor, the study also followed the data analysis strategies of Miles and Huberman (1994), including data reduction, data display, and conclusion verification.

7.6 Ethical Considerations

Ethical considerations were strictly maintained throughout the study. All participants provided informed consent and were assured of confidentiality and anonymity. Participation was voluntary, and respondents were informed that their academic or professional standing would not be affected by their involvement in the study.

Pseudonyms (e.g., T1, S1) were used to protect participants' identities, in line with established ethical research standards (Bera, 2018).

8. Limitations of the study:

Although the current paper provides important information on the impact of teacher code-switching (CS) intervention on the reduction of Foreign Language Speaking Anxiety (FLSA) in National University (NU) students in Bangladesh, it is important to consider a number of limitations.

First, the research is premised on a fairly small and geographically delimited sample, which includes 7 NU-affiliated colleges in Narayanganj, Narsingdi and Comilla areas of Bangladesh. Since the National University manages over 2,000+ affiliated colleges, the results might not be completely applicable to different institutional, socio-economic, and regional settings. The differences in the quality of teachers, classroom size and student linguistic backgrounds between rural and urban environments could yield different results. Future studies must thus take the larger-scale multi-site sampling models to improve external validity (Dornyei, 2007).

Second, the research design used is a cross-sectional study, which will measure anxiety among learners and their perception at a given time. Although the results indicate that there is a strong linkage between teacher CS and lower anxiety, they do not prove causal or longitudinal impacts. Whether a decrease in anxiety with the aid of CS will result in long-term gains in communicative competence or language proficiency is still unknown. Longitudinal studies are therefore suggested in order to study the changes of the affective gains over time and its effects on the real language results (MacIntyre et al., 1998).

Third, the research is partially based on self-reported data (FLCAS and perception scales), which can be exposed to response bias, such as social desirability and recall errors. Though triangulation with interviews and classroom observations is more credible, objective performance measures (speaking tests, classroom discourse analysis, or proficiency tests) can be included in future research to increase validity.

Fourth, although the research is on code-switching by teachers, it does not closely look into peer to peer code-switching practices which are increasingly becoming central to collaborative learning and translanguaging (Canagararajah, 2011). The study of the use of L1 by students among themselves can help in gaining more information about the role of interactional dynamics, identity formation and informal learning space in EFL classrooms.

Fifth, the research fails to capture the teacher cognition and ideological stance on English-only and bilingual pedagogy. The code-switching behavior of teachers can be highly influenced by the beliefs of the teachers, their training backgrounds and institutional constraints (Borg, 2015). Future studies may employ a teacher cognition framework to examine the role of beliefs and practices in interaction in multilingual classrooms.

Lastly, the study takes place in Bangladesh, but its implications can be applied in other Expanding Circle contexts (Kachru, 1992). Nevertheless, care should be taken in the generalization of findings to other situations where linguistic ecologies are dissimilar. The role of CS in alleviating anxiety in the same EFL environments in Asia, Africa and parts of Europe could also be confirmed through comparative cross-country studies.

9. Results

9.1 Overview of Findings

The analysis of both quantitative (FLCAS survey) and qualitative (interviews and classroom observations) data reveals a clear and consistent pattern: teacher code-switching (CS) plays a significant role—both statistically and pedagogically—in alleviating Foreign Language Speaking Anxiety (FLSA) among National University (NU) learners in Bangladesh.

To ensure clarity and alignment with the research objectives, the findings are organized into three overarching themes:

1. The role of CS in reducing anxiety
2. The pedagogical contexts in which CS is most effective
3. Teachers' perceptions and classroom practices regarding CS

9.2 Quantitative Findings

9.2.1 Descriptive Statistics of FLCAS Responses

The results obtained from the modified Foreign Language Classroom Anxiety Scale (FLCAS) indicate noticeable differences in anxiety levels depending on instructional language use. Students exposed primarily to English-only instruction reported moderate to high anxiety, whereas those in classrooms where teachers frequently employed code-switching experienced comparatively lower anxiety levels.

Interpretation

A comparison of mean scores clearly shows that learners in high CS environments ($M = 2.71$) experienced substantially less anxiety than those in low CS (English-dominant) settings ($M = 3.92$). This pattern suggests a strong inverse relationship between the frequency of teacher code-switching and students' anxiety levels.

9.2.2 Independent Samples T-Test

To determine whether the observed difference between the two groups was statistically meaningful, an independent samples t-test was conducted.

Interpretation

The test results demonstrate a highly significant difference between the groups ($p < 0.001$), confirming that the presence of teacher code-switching has a measurable and statistically significant effect on reducing students' speaking anxiety.

9.2.3 Correlation between CS and Confidence

A Pearson correlation analysis was conducted to explore the relationship between the frequency of teacher code-switching and students' confidence levels.

Interpretation

The analysis reveals a strong positive correlation ($r = 0.68$, $p < 0.01$), indicating that increased use of L1 (Bangla) is associated with higher levels of learner confidence. In practical terms, students become more willing to participate and engage in speaking activities when supported by strategic code-switching.

9.3 Qualitative Findings

The thematic analysis of interview transcripts and classroom observations generated three dominant and recurring themes.

Theme 1: Code-Switching as an Affective Safety Net

Students consistently described code-switching as a source of emotional comfort that helped reduce fear, hesitation, and embarrassment in the classroom.

"When sir explains in Bangla, I feel relaxed. Otherwise, I become nervous and silent." (S10)
"English-only class feels like pressure. Bangla helps me understand and speak." (S40)

Interpretation

These responses strongly support Stephen Krashen's Affective Filter Hypothesis, suggesting that code-switching lowers emotional barriers and facilitates language intake by creating a psychologically safer learning environment.

Theme 2: Strategic Use of CS Enhances Comprehension

Teachers reported that they use code-switching deliberately, particularly when students struggle to grasp complex concepts.

"I switch to Bangla when students look confused. Otherwise, learning stops." (T3)
"Grammar explanation is much clearer in Bangla." (T7)

At the same time, teachers acknowledged the risks of excessive reliance:

"*Too much L1 (Bangla) can reduce English practice." (T5)*

Classroom observations further revealed that code-switching was most frequently used in:

- Grammar explanation
- Vocabulary clarification
- Task instruction

Interpretation

This pattern closely aligns with Ferguson's (2003) concept of "curriculum access," where code-switching serves as a tool to make instructional content more accessible and comprehensible.

Theme 3: CS Promotes Classroom Participation

Another important finding is the clear increase in student participation when teachers strategically incorporated Bangla into instruction.

"If teacher uses only English, no one answers." (S89)
"When teacher mixes Bangla, we try to speak." (S102)

Observed classroom behaviors included:

- Increased student responses
- Reduced silence
- Greater peer interaction

9.4 Classroom Observation Findings

A total of 14 classroom sessions were analyzed using the COLT framework, providing insight into how code-switching functions in real teaching contexts.

Interpretation

The data indicate that the majority of code-switching (approximately 60%) occurred during academically driven activities, particularly grammar explanation and vocabulary clarification. This confirms that CS is used primarily as a pedagogical tool rather than as casual or habitual language mixing.

9.5 Integration of Quantitative and Qualitative Data

The mixed-methods analysis reveals a strong convergence across all data sources:

- Quantitative findings demonstrate a significant reduction in anxiety.
- Qualitative data explain the mechanisms behind this reduction.
- Observational evidence confirms that these practices occur consistently in real classrooms.

This triangulation enhances the credibility of the findings and supports the conclusion that code-switching functions as both an affective support mechanism and a cognitive scaffold in multilingual EFL classrooms.

10. Discussion

10.1 Code-Switching as a Tool for Lowering the Affective Filter

One of the most compelling findings of this study is the significantly lower anxiety levels among students exposed to frequent teacher code-switching. This is strongly supported by both the FLCAS data and the t-test results, reinforcing Stephen Krashen's (1982) Affective Filter Hypothesis.

In the NU context, many learners come from Bangla-medium backgrounds with limited exposure to English. As a result, English-only instruction often creates a high-pressure environment, leading to silence, withdrawal, and fear of participation. Student responses such as *"I become nervous and silent"* vividly illustrate this reality.

In contrast, teacher code-switching appears to act as an affective regulator by:

- Creating a sense of psychological safety
- Reducing fear of negative evaluation
- Supporting partial comprehension

This finding aligns with Levine (2003) and further demonstrates its relevance within large, under-researched public university contexts like NU.

10.2 Code-Switching and Comprehensible Input

The findings also highlight the role of CS in enhancing comprehension, particularly when dealing with complex linguistic content. This supports Krashen's (1985) concept of "comprehensible input" (i+1).

Teachers in this study frequently switched to Bangla when:

- Explaining grammar
- Clarifying vocabulary
- Giving instructions

Such strategic use ensures that input remains accessible rather than overwhelming. Without this support, learners may disengage due to incomprehension.

These findings are consistent with Ferguson (2003) and Jingxia (2010), but the present study adds an important dimension: comprehension is closely linked to emotional comfort. Students understand better not only because the input is clearer, but also because they feel less anxious.

10.3 Code-Switching as a Socio-cultural and Interactional Resource

From a socio-cultural perspective, the findings resonate strongly with Vygotskian theory, particularly the concept of the Zone of Proximal Development (ZPD). In this context, code-switching functions as a form of scaffolding that enables learners to perform beyond their current linguistic competence.

In NU classrooms, CS helps:

- Bridge the gap between teacher expectations and student ability
- Connect new knowledge with existing linguistic resources
- Promote collaborative interaction

This supports Canagarajah's (2011) concept of translanguaging, where bilingual language use is viewed as a resource rather than a deficit.

10.4 Breaking the "Silent Classroom" Culture

A key contribution of this study lies in its explanation of the "silent classroom" phenomenon in Bangladeshi EFL contexts.

The findings suggest that classroom silence is not merely a result of limited ability; rather, it is deeply rooted in psychological and pedagogical factors.

Teacher code-switching helps address this issue by:

- Reducing intimidation
- Making the teacher more approachable
- Encouraging risk-taking in communication

This aligns with Horwitz et al.'s (1986) framework of Foreign Language Anxiety, particularly communication apprehension and fear of negative evaluation.

10.5 Pedagogical Functions of Code-Switching in NU Context

The observational data clearly indicate that code-switching is systematic and purposeful. It's most frequent uses—grammar explanation and vocabulary clarification—underscore its role in facilitating learning.

This aligns with Ferguson's (2003) three functional categories:

1. Curriculum access
2. Classroom management
3. Interpersonal relations

In the NU context, the interpersonal dimension is especially important, as CS helps reduce social distance and foster a more supportive learning environment.

10.6 The Risk of Over-Reliance on L1

Despite its benefits, the findings also highlight a potential drawback: excessive reliance on L1 may limit exposure to English.

Teachers expressed concerns that overuse of Bangla could:

- Reduce opportunities for authentic language practice
- Encourage dependency

- Slow fluency development

This concern reflects Turnbull (2001) and reinforces the need for a balanced approach, as advocated by Macaro (2005).

10.7 Toward a Balanced Bilingual Pedagogy: The S.A.F.E. Model

Based on the findings, this study proposes a balanced pedagogical framework—**the S.A.F.E. Model:**

- **S – Strategic Use**
- **A – Affective Support**
- **F – Facilitation of Comprehension**
- **E – Exposure to English**

This model integrates insights from Krashen, Vygotsky, and translanguaging theory, offering a practical and context-sensitive approach for multilingual classrooms.

10.8 Conclusion and Recommendations

Overall, the findings challenge the traditional "English-only" ideology by demonstrating that teacher code-switching can serve as a powerful pedagogical resource rather than a limitation.

When used strategically, CS acts as a bridge between:

- Anxiety and confidence
- Silence and participation
- Confusion and understanding

However, its effectiveness depends on conscious, balanced, and purposeful use. This highlights the need for:

- Teacher training
- Context-sensitive language policies
- Greater recognition of multilingual classroom realities

Importantly, these implications extend beyond Bangladesh. In many EFL contexts across Asia, Africa, and Europe, similar challenges exist. Therefore, strategic code-switching offers a globally relevant solution for reducing anxiety and enhancing learner engagement.

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Interpreting Courses in the English Language and Translation Program at Qassim University: Do They Qualify Students to be Competent Interpreters?

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Abstract

The need for interpreting services has increased dramatically in the last two decades. In order to respond to this increase, many programs have been launched in different countries around the world. For these programs to adequately prepare their graduates to get into the profession, there are some pillars that they should be built on. Interpreting trainees need to practice interpreting in an authentic environment that is similar to what they will really encounter in the profession. Students should also be exposed to the different technological programs and software that enhance their learning. This paper aims to evaluate the interpreting courses in the undergraduate program of English Language and Translation at Qassim University to see if it has achieved the goal of qualifying its graduates to be competent interpreters. The courses specifications have been analyzed in addition to a survey which has been given to students who graduated from the program to look at their attitude toward the program. The findings show that there are some defects in the courses taught in the program regarding the implementation of technology and the learning environment. At its conclusion, the paper suggests some solutions to develop and reformulate the courses to have better outcomes regarding interpreting trainees' competence.

Keywords: authentic environment, curriculum design, didactic tool, interpreter training, technology.

1. Introduction

Translation and interpreting are often confused and mistakenly considered as one discipline. Many people believe that a competent translator will definitely make a good interpreter. However, this is not true. Translation and interpreting are two distinct disciplines and each discipline requires different skills. In the time that translation deals with written texts and allow time for revision, interpreting involves immediate oral transfer of meaning under time pressure. Interpreting demands a high level of listening comprehension, memory retention and delivery skills that go beyond what is required for written translation. Thus, being a competent translator does not mean necessarily that an individual is qualified to perform effectively as an interpreter. We need to understand the relationship between translation and interpreting. Renfer (1992) explains this relationship saying that, "translation and interpreting are interdependent in the sense that interpreting can build upon sound translating abilities and that interpreters can use their interpreting experience in translation work" (p. 173). This should help us to be aware of the relationship between translation and interpreting and not to lead to the wrong assumption that being good in one profession will automatically qualify you to be good in the other.

As a field of study, Interpreting is offered in many universities and institutions around the world to cater for the increasing demands for different kinds of interpreter (i.e., community interpreters, conference interpreters and so on). Interpreters need to develop certain skills for them to be competent in their field, so it is not possible to blindly assume that each one who speaks two or more languages fluently is capable of carrying out an interpreting task, because as Sawyer (2004) explains "teaching interpretation is an activity fundamentally different from teaching foreign languages" (p. 3). There are so many aspects that should be covered in an interpreting program which a program of teaching foreign languages cannot handle. For example, interpreting curriculum should take the cognitive ability of interpreters into account when teaching and training interpreters. Another issue is the sequence in teaching the different modes of interpreting and the techniques of "Note-Taking". Additionally, interpreting training institutions need to enhance interpreting competence which is not only limited to the linguistic and educational competence, but also includes the socio-cultural and psychological competence in addition to their competence in the professional ethics (Niska, 2005). Thus, we should not look at interpreting as a bilingual person who transfers the message linguistically between two or more interlocutors. The situation is more complicated and interpreting trainers should be aware of this complex task in the first place.

Interpreting trainers should provide students with an authentic environment to practice interpreting. This should start with the size of the classroom. Interpreting classrooms should not have too many students. The number of students should be reasonable to give each one of them the opportunity to practice interpreting as much as he/she can during his training phase. Among the scholars who are in favor of this idea is Niska (2005) when he comments on the issue saying that "it is usually agreed that the number of students in interpreting classes should not be too high" (P. 48). In this classroom's environment, trainers need to adopt a more "student-centered" approach toward teaching and try to abandon the traditional "teacher-centered" approach. In training interpreters, the focus should be on those interpreters and courses objectives should be written based on their needs and abilities. Trainers should also guide trainee interpreters through their learning because "a student-centered approach is certainly more effective especially if it is accompanied by explicit guidance in assessing performance" (Sandrelli, 2015, p. 116). We need also, as interpreting trainers, to explain to students that their role as interpreters is not only to transfer the meaning of one language into another mechanically, but also to look at the larger context of the utterance and try to communicate the meaning pragmatically and culturally. Sandrelli (2015) admits that "this makes it easier for trainees to develop the correct approach to interpreting, i.e. remembering that interpreters are supposed to communicate the message to the target audience and not translate it 'mechanically'" (p. 114).

2. Literature review

Different schools of interpreting around the world have different curriculum components including the way of teaching and the degree of including technology in their classrooms in addition to an important factor which is the use of theory in interpreting training. It is still a debatable issue whether the manner of interpreting training should solely depend on providing a practical environment to trainees or introducing interpreting theories to build their work on. Gile (2005) admits that "there are differing views about the contribution of theory in the interpreting classrooms. Some consider that it is indispensable for self-improvement. Others claim that theory has not been able to improve either training or the practice of interpreting" (p. 140). We believe that it is important to give interpreting students some basic theoretical concepts to rely their work on when they graduate. Sometimes, theories work as a solution to certain dilemmas in the real practice and having this theoretical background will definitely help students to overcome these obstacles in the workplace. Takeda (2010) comments on the usefulness of equipping interpreting trainees with theoretical knowledge saying that "in addition to teaching strategies and tactics for specific problems students face, teachers should be encouraged to equip students with relevant theoretical tools for adaptive and autonomous learning" (p. 44). Niska (2005) looks at the ideal interpreting classroom as that which is divided into two sections; 50% theory and the other 50% practice. Although introducing theory to students is an important factor in their learning process, we would argue that we should not focus too much on theoretical aspects of learning. The largest portion of class time should be devoted to providing a real-life environment to students to practice interpreting. So, we believe that we would argue against Niska's perspective of devoting half of the course to theory. The introduction of theory in an interpreting classroom should be looked at as Gile (2005) explains when he comments saying that "it seems reasonable to expect a modest amount of theory in the classroom to be helpful, insofar as it places various phenomena encountered by students, as well as strategies recommended by instructors, in a cohesive conceptual framework" (p. 140). Another issue that we need to explain to students is that knowing theories is not the only thing that they need to improve in their work. Theories work as a basic ground that interpreting students need to build upon. They are useful for them to work out some ethical as well as vocational situations when they work as professional interpreters. Theories are also useful for the interpreting trainers to help them assess their students learning and progress. Prágerová (2012) best describes this issue when she says, "we must make clear to students that knowing theory does not immediately improve their performance, but when you want to look back and assess what they did, to gain understanding of what in fact they do when they interpret, a theoretical framework is an essential tool" (p. 151).

For learning to be more effective, interpreting trainers need to provide an authentic environment for students in the classroom. Since it is hard to exactly bring the real experience of interpreting into the classroom, there are some alternatives to imitate this environment such as using simulation (mock conferences), using authentic recordings, or using class practice with live speakers. Thus, trainers could invite guest speakers from different domains such as medical practitioners or legal representatives to talk about their work and give the students the opportunity to practice interpreting in an authentic setting. As interpreting trainers, we need as (Moser-Mercer et al. (2005) underscore to move aways from the teacher-centered (transmissionist) approach to the more learner-centered (socio-constructivist) approach because interpreting could not be taught solely by copying a teacher who passes on his own solutions and rules. They also insist that "knowledge is actively constructed by the student and future trainer in interaction with his learning environment and that it is our responsibility to create a rich environment to fuel the constructive process" (p. 193). Additionally, providing an authentic environment for students will help trainers to reflect on their curriculum and assess it because as Takeda (2010) suggests, when providing such an environment, "student input is a valuable resource to help teachers reflect on their practice and modify it, if necessary, for continuous improvement" (p. 38). So, one of the main pillars of interpreting curriculum should be providing interpreting exercises that resemble real-life events as much as possible to promote the authentic environment for students. Kiraly (2000) claims that "for learning to be authentic and productive, learning tasks need to be embedded in their larger, natural complex of human activity" (p. 43).

Another debatable issue in training interpreters is the sequence of introducing students to the different modes of interpreting. Pöchhacker (2016) insists that "one of the basic tenets of the Paris School Approach is to require considerable mastery in consecutive before students are allowed to progress to training in [simultaneous interpreting]" (p. 194). Gile (2005) gave a three-stage model of teaching interpreting starting with "consecutive without notes" to enhance the students memories, then moving to a second stage in which notes are allowed to be taken by students in consecutive interpreting, and finally with a last stage in which students are trained simultaneous and consecutive interpreting in addition to sight translation. Trainers need to be careful when allowing students to take notes because, as Gile (2005) explains, "as soon as they are allowed to take notes, many take too many at the expense of listening, and their performance drops dramatically" (p. 138). Taking notes is a helpful tool in consecutive interpreting, thus students need to be taught how to take notes in a correct way. Finally, an important thing that must be kept in mind is that each interpreting mode has a certain cognitive load and students should not be allowed to the next mode unless they perfectly master the previous one.

Interpreting should only be taught by those who are specialized in interpreting studies. Some scholars may even go further admitting that only specialized and professional interpreters should teach and train interpreting. Kurz (2002) claims that "it is recognized that interpreting should be taught by professional interpreters, as someone who does not have the skills and aptitudes to interpret cannot teach interpreting effectively" (p. 65). Being aware of the market's needs is an essential feature that an interpreting trainer should possess and that what drove

Sandrelli (2015) to insist that "it greatly helps to have trainers who are practicing interpreters themselves and are thus capable of providing market-related training" (p. 114).

Another issue that must not be overlooked in interpreting training has to do with the use of technology in classroom. The history of Computer Assisted Interpreter Training (CAIT) is relatively recent since it only began around fifteen years ago (Sandrelli, 2015). Interpreting technology in all its kinds offers students with an authentic environment to practice interpreting. Degueldre and Angelelli (2013) discuss the use of some technological tools in the interpreting classroom such as the use of Moodle (Modular Object-Oriented Dynamic Learning Environment) which is a software that enables students to record their interpreting and upload it for the teacher to listen to and assess. It also works as a platform for all students to share their recordings and comment on each other's. Another technology that they talk about is 'Sound Studio' which is a recording program that enables students to record their tasks easily. Another technology that can be used in interpreting is 'videoconferencing' which, as Pöchhacker (2016) comments, "can be used to bring speakers, teachers and students in different locations and institutions together in a virtual classroom" (p. 198-199). Interpreting technology can help trainers to provide students with the authentic environment they need to practice their future work. It is growing rapidly and curriculum planners need to be aware of this rapid change and equip their students with the latest technological tools in the field.

Interpreting programs should bear the market's needs and requirements in mind when setting up their curriculum. A great attention should be paid to the interpreting market before writing the objectives of interpreting courses. Aldea (2011) claims that "it is crucial for curriculum planning that this knowledge of market requirements and recent developments within the profession be translated into precise aims, goals, and objectives underlying the program" (p. 75). One of the basic criteria that AIIC Training Committee talks about is that "the course syllabus and curriculum, as well as language combinations offered, should reflect market requirements" (Niska, 2005, p. 51). So, as interpreting curriculum planners, we need to cater for the market's needs and be aware that these needs are changing rapidly, thus we need to cope with those changes. Interpreting trainers should provide flexible programs that are able to meet the market's needs for today, tomorrow and even after 40 years (Niska, 2005; Fiola, 2013). We need to prepare students to work adequately in the language industry when they graduate, otherwise "employers will not employ the graduates of such a program if they do not think that the graduates will come to them well equipped" (Malmkjær, 2006, p. 4). So, as Kurz (2002) insists, "a university department or school that wants to ensure that its curriculum corresponds to the demands of an increasingly complex world cannot just sit back and watch such developments occur. Rather, it must do everything it can to match supply (by the university) and demand (by employers)" (p. 74).

3. Statement of the Problem

Over the past two decades, there has been a growing demand for interpreting services that has led to the establishment of numerous interpreting programs worldwide, including Saudi Arabia. These programs are expected to equip students with the necessary linguistic, cognitive, and professional skills required to perform effectively in real-life interpreting settings. However, designing a curriculum that successfully bridges the gap between academic training and market expectations remains a significant challenge.

Effective interpreter training is not limited to theoretical instructions as it requires exposure to authentic interpreting environment and the integration of modern technologies and specialized software that reflect current professional practices. Without these essential components, graduates may find themselves insufficiently prepared to meet the demands and expectations of the interpreting profession.

In the context of the undergraduate program of English Language and Translation at Qassim University, it is unclear to what extent the existing interpreting curriculum fulfills these requirements. While course specifications may outline intended learning outcomes and instructional strategies, they do not necessarily reflect the actual effectiveness of the program in preparing students for the labor market. Furthermore, the perspectives of the program's graduates who have experienced the curriculum and, in some cases, transitioned into professional settings remain underexplored.

Accordingly, the problem addressed in this study lies in the potential mismatch between the design and implementation of interpreting courses within the program and the practical competencies required in the interpreting profession. Specifically, there is a need to evaluate whether the curriculum provides adequate training in terms of authentic practice environments and the use of interpreting technologies, and to assess graduates' perceptions of how well the program prepared them for professional work. Addressing this issue is essential for identifying gaps in the current curriculum and proposing improvements that enhance the competence and employability of interpreting graduates.

4. Research Questions

This research paper asks two questions:

1- How does the practices of the interpreting curriculum in the program of English Language and Translation at Qassim University prepare its' graduates to the labor market?

2- How does the graduates of the program perceive the interpreting curriculum and its potential to prepare them to the labor market?

5. Methodology

This study adopts a mixed-methods approach to evaluate how effective the interpreting curriculum in the undergraduate program of English Language and Translation at Qassim University in its' mission to prepare its' graduate to be competent in the labor market. The methodology combines document analysis and survey data to provide a comprehensive understanding of both the intended curriculum design and the graduates' real experience.

5.1 Research Design

The study employs a descriptive-evaluative design. It aims to assess the alignment between the objectives of the interpreting courses and the competencies required in professional interpreting contexts, as well as to explore the graduates' perceptions of the program's effectiveness in preparing them for the labor market.

5.2 Data Collection Methods

5.2.1 Document Analysis

The first phase of the study involves a systematic analysis of the specifications of the interpreting courses offered within the program. This includes examining course descriptions, intended learning outcomes, teaching methods, and assessment strategies. The analysis focuses on identifying the extent to which these courses:

- Promote practical interpreting skills in authentic or simulated professional settings.
- Incorporate the use of relevant interpreting technologies and tools.
- Address competencies required in the labor market.

5.2.2 Graduates Survey

The second phase consists of collecting data from graduates of the program through a structured questionnaire. The survey is designed to gather information about:

- Graduates current or past experiences in the labor market.
- Their perceptions of how well the program prepared them for interpreting tasks.
- The strengths and weaknesses of the interpreting courses, particularly in terms of practical training and technological exposure.

The survey questions were created using Google Forms Platform and sent to the graduates online to answer it at their convenience. They take the form of close-ended questions using a Likert Scale in a five-point scale ranging from 'strongly disagree' to 'strongly agree'.

5.3 Participants

The participants of the study are graduates of the undergraduate program of English Language and Translation at Qassim university. A purposive sampling method is used to target individuals who have completed the program and, where possible, have had exposure to the labor market.

5.4 Data Analysis

The data obtained from course specifications are analyzed qualitatively through content analysis to identify key themes related to skill development, authenticity of training, and technological integration. Moreover, the data drawn from the survey were analyzed quantitively as a way to collect information about how students perceive the program and its' effectiveness in preparing them to work effectively in the interpreting labor market.

5. 5 Ethical Considerations

Participation in the survey is voluntary, and respondents are informed of the purpose of the study. Confidentiality and anonymity are insured, and the collected data are used solely for research purposes.

6. Interpreting Courses in the English Language and Translation Program at Qassim University:

After being admitted to the program, undergraduate students go through two years of intensive English language learning skills. For the whole two years, the focus is only on the language skills (i.e. reading, writing, listening, speaking and grammar) that students should be equipped with to master the second language. Students are supposed to have a reasonable mastery of the English language after this intensive course. In the fourth semester, students are introduced to different introductory courses including "Introduction to Translation" and "Introduction to Literature" because starting from the fifth semester each student has to choose a track to be specialized in one major either translation track or literature track. Table 1 shows the different courses students are supposed to take during their four-year study. The focus of this table is on the translation track.

Table 1: The study plan for the program of English Language and Translation at Qassim University.

First Year	**Second Year**	**Third Year**	**Fourth Year**
First Semester	First Semester	First Semester	First Semester
* English Grammar 1. * Listening & Speaking 1. * Reading & Vocabulary Building 1. * English Writing 1	* English Grammar 3. * Listening & Speaking 2. * Academic Reading. * Academic Writing.	* Phonetics & Phonology. * Applied Linguistics. * Translation Theories 1. * Computer Assisted Language Teaching.	* Semantics & Pragmatics. * Discourse Analysis. * Interpreting. * Translation in the Humanities.
Second Semester	Second Semester	Second Semester	Second Semester
* English Grammar 2. * English Writing 2. * Reading & Vocabulary Building 2. * English Phonetics.	* Introduction to Linguistics. * Introduction to Translation. * Introduction to Literature. * Computer Assisted Language Learning.	* Morphology & Syntax. * Translation Theories 2. * Translation in the Humanities. * Sociolinguistics.	* Second Language Acquisition. * Literary Translation. * Issues & Problems in Translation. * Research Methodology.

As we can see from the table above, only one course is devoted to teaching interpreting in the program, which is inadequate. In order to develop what Shreve (2006) called "expertise", students need to have more *deliberate practice.* Shreve (2006) defined deliberate practice as the "regular engagement in specific activities directed at performance enhancement in a particular domain" (p. 29).

7. Discussion

Looking at the program's mission and the courses' objectives, we can see a consensus on preparing highly qualified students with skills and expertise in English language and translation and providing them with the necessary linguistic, translation and interpreting skills that can enrich their intellectual, cultural and artistic vision. This is the written objective; however, we need to look at the hidden curriculum which is the application of this objective in the classroom.

In a survey that includes 56 students who graduated from the program, 48.2% believe that the program failed in preparing them to be competent translators and interpreters, and 35.7% are not sure whether or not they are qualified to do the translation and interpreting jobs adequately. Only 9 students are in line with the program's objective and believe that it succeeds in making them good translators and interpreters (see figure. 1).

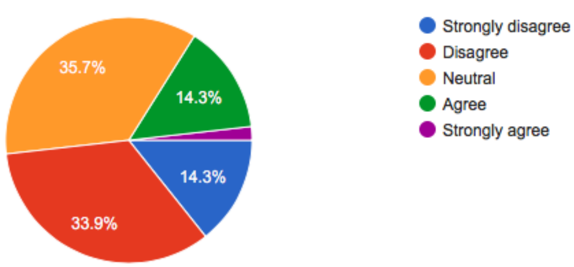

Figure. 1: The program of English language and Translation at Qassim University has prepared me adequately to be a good Translator and/or interpreter.

This was reflected in the students' choice of jobs when they graduate from the program. Only six students out of the 56 are working as a translator or interpreter (see figure. 2)

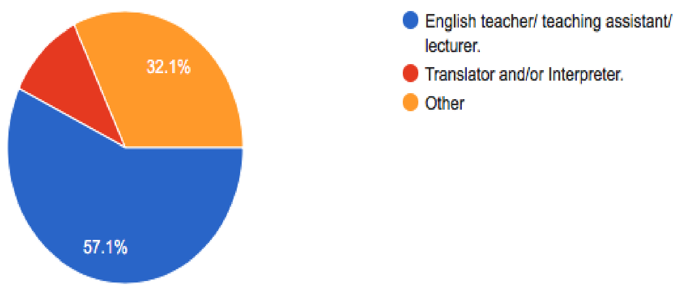

Figure. 2: At the moment, I am working as:

Another important issue to talk about is the use of technology in classroom. In the courses' objectives, there is an emphasis on using technology as a didactic tool in translation and interpreting classrooms. However, when it comes to the actual setting of the classroom, there is no such thing. As the survey shows, translation and interpreting trainers do not use technology in classroom. The only technology that is being used, if we can call it a technology, is the bilingual dictionaries. When we asked students about their familiarity with the term "CAT tools", most of them said that they are not familiar with 57.1% who are not familiar at all (see figure. 3). The case is also applied to interpreting classrooms. As we discussed earlier, trainers need to adapt a new way of training interpreting which is Computer Assisted Interpreter Training (CAIT). Students need to be introduced to various technological tools and software such as Moodle, Sound Studio and Videoconferencing. These applications will help trainers to provide students with an authentic environment to practice interpreting in an appropriate way before they graduate. They will also help to recreate the interpreter's working environment as closely as possible. Unfortunately, this is not the case in teaching interpreting courses in the program. Teaching is conducted using the traditional way of playing a recording and asking students to write their translations on a piece of paper then asking some of them to render their translations orally. The large number of students in the classroom does not give the trainer the leeway to focus on students' performance individually. Almost all the interpreting training takes the form of consecutive interpreting without introducing students to the other modes of interpreting such as simultaneous interpreting and sight translation. Some trainers also do not equip students with the useful techniques of "note-taking" to carry out consecutive interpreting effectively. Only 30.4% of students think that they were taught how to take notes appropriately while carrying out a consecutive interpreting assignment (see figure. 4).

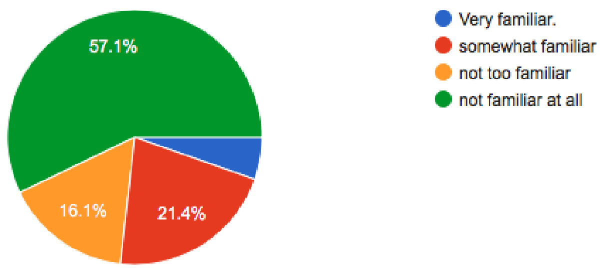

Figure. 3: How familiar you are with the term "CAT tools"?

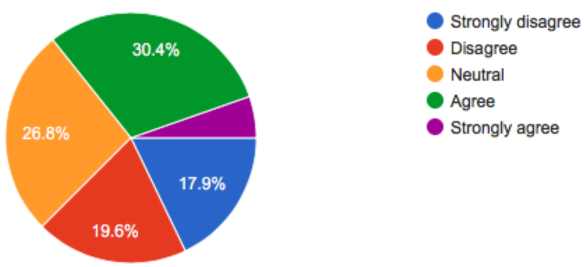

Figure. 4: In interpreting classes, teachers or trainers have taught us some techniques on "note-taking".

Providing students with an authentic environment is an essential factor in teaching interpreting. When they graduate, students will work in an environment that is full of obstacles and difficult situations in which they need to make quick yet wise decisions that serve in keeping the communication going on between interlocutors. We do not have to wait until the last moment in where students are surprised by this dilemma. Instead, as interpreting trainers, we need to provide a simulation of the work environment in where students can experience the difficult situations and work them out before going to the real profession work. The way of interpreting training in the program does not provide students with such an environment. Only 8 students are satisfied with the practice they received during their study time and believe that trainers were successfully able to provide them with an authentic environment (see figure. 5). We would argue that the large number of students in the interpreting classrooms may not allow trainers to provide this authentic environment in the classroom. The average number of students in interpreting classrooms in the program is around 40 students which is far larger than the ideal number that we talked about earlier.

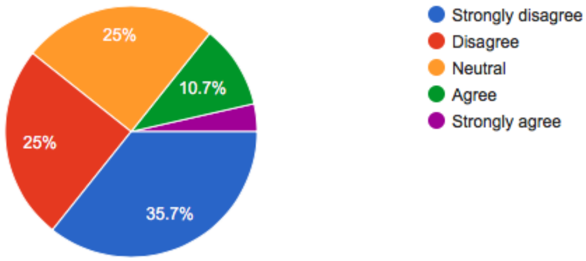

Figure. 5: During my study at Qassim University, translation and Interpreting teachers or trainers provide us with a real-life environment When it comes to practice.

One last point that is worth mentioning is that interpreting should only be taught by those who are specialized in the profession. Interpreting trainers should have a theoretical background in the field to explain to students how their work is commenced. They need to equip students with some theoretical basis to enable them to build upon these theories when doing their work. In the program, some of the interpreting courses are taught by instructors who are not specialized in interpreting or even translation. They, most of the time, have a literary or teaching English as a second language background, so they are not aware of the other factors surrounding the utterance to be interpreted. They have the idea of interpreting as a linguistic meaning in one language that needs to be transferred into another. This will certainly adversely impact the way students learn interpreting. Another issue that we must pay attention to as curriculum planners for interpreting courses is the interpreting market's needs. The program should establish a collaboration with the language industry and be alerted by the continuing changes of that market. We need to invite guest speakers from different domains such as medical practitioners and legal representatives to talk to students about their fields and hold workshops to educate them about their needs and expectations. There is almost a divorce between the program and the translation and interpreting market. This can be illustrated in figure 6 and 7.

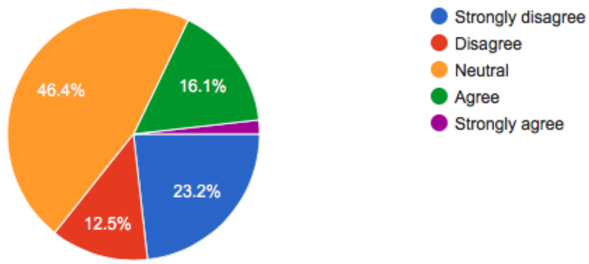

Figure. 6: The translation and interpreting market's demands were taken into consideration in the translation and interpreting curriculum at Qassim University

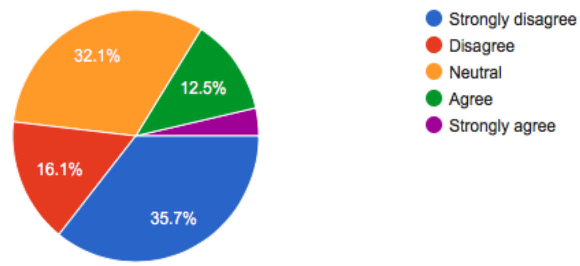

Figure. 7: There was a collaboration between the program of English and Translation at Qassim University and the translation market.

8. Conclusion

For any interpreting program to be successful, there are certain pillars that the program should rely on. Firstly, the most important thing is that the program should provide students with an authentic environment to practice interpreting in a regular basis. This environment can be provided in many ways such as implementing technological tools in interpreting training. Students need to be introduced to the notion of Computer Assisted Interpreter Training (CAIT) because this training provides them with the necessary software and programs such as Moodle and Sound Studio for an effective learning environment. The program should also make trainees familiar with the different modes of interpreting and present these modes gradually for the best learning. Finally, the program should also be aware of the interpreting market's needs and be alerted by the rapid change in labor market because students will ultimately work in this market place, so we need to make sure that they are ready to take place in the profession when they graduate.

Through analyzing the syllabi of the interpreting courses in the program of English Language and Translation at Qassim University, we can easily see that the courses objectives are promising to prepare students to be competent translators and interpreters when they graduate by offering them with an optimal environment of learning with an implementation of technology to enhance their learning. However, the hidden curriculum proves the opposite. The graduates survey prove that the program suffers from many defects regarding its curricula and the way of teaching. Many instructors, in addition to that they are non-specialized, adapt the traditional teacher-centered approach of teaching which hinders students from practicing interpreting in an authentic socio-constructivist environment. Students are only introduced to the consecutive mode of interpreting and are rarely taught certain techniques of note-taking for an effective learning of interpreting. Instructors do not use technology in their classrooms and trainees are not familiar with the technological programs and software that would greatly help in their learning. Curriculum planners in the program need to reconsider the situation and reformulate their objectives to be reflected in the students learning. This should not be done only on the written papers of the courses, but should also be implemented in the real practice.

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From Kitchen to Language: How food influenced the growth of English vocabulary and expressions

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Abstract

This paper explores the interesting link between our diet and how we communicate. We will examine how culinary history has influenced the English language. For example, the Norman conquest introduced French food terms into English, such as “cow” versus “beef.” The paper looks at cognitive linguistics, focusing on why we use food to express human behavior and feelings. In English, many words, idioms, and expressions relate to food, reflecting cultural exchanges, trade, and shared daily life experiences

Additionally, a small survey was conducted among students to gauge their awareness and use of food-related expressions in English. The responses indicate that these expressions are widely recognized and commonly used in everyday conversations. Such food-related phrases often make communication more vivid, relatable, and culturally significant. Overall, the study illustrates that food is not only a basic human need but also a strong cultural influence that has shaped how people use and understand the English language.

Keywords: Food and Language, Culinary linguistics, Food vocabulary, Language evolution, Food metaphors, Linguistic development, modern food slang.

Introduction

Language is closely tied to different experiences in everyday life. Among these experiences, food plays a significant role. Food is not just a basic need for survival; it also symbolizes culture. Since food is essential to daily life, it naturally finds its way into language. Food appears in vocabulary, idiomatic expressions, metaphors, and phrases.

The English language has evolved over time, influenced by cultural interactions and exchanges. As a result, many food-related words have been added to the language. Words such as pizza, curry, ketchup, and chocolate serve as examples of this food-related vocabulary. These terms have come from various cultures. Besides vocabulary, food-related expressions have also made their way into the language. Phrases like piece of cake, spill the beans, and bring home the bacon illustrate how food-related expressions have been integrated into English.
This research paper aims to explore how food-related vocabulary and expressions have become part of the language. It will also examine how people understand and use these food-related expressions.

Literature Review

The evolution of the English language reflects significant sociocultural changes, yet few domains have influenced its development as profoundly as food and culinary practices. Traditional linguistic studies have largely focused on grammar, syntax, and structural aspects of language (Sapir, 1929; Crystal, 2003). However, recent scholarship has highlighted a "culinary turn" in language studies, emphasizing that food is not merely a basic necessity but a central force in shaping vocabulary, semantics, and metaphorical expressions (Jurafsky, 2014; Montanari, 2006). Furthermore, food serves as a cultural system that reflects identity, social relations, and shared meanings within societies. As noted by Mohan (2023) and Counihan and Van Esterik (2013), culinary practices are deeply embedded in cultural frameworks and significantly influence linguistic expression across communities.

In this context, the kitchen can be understood as a site of linguistic production, where historical events and social hierarchies are encoded in everyday language (Trudgill, 2000; Bourdieu, 1984). One of the most significant influences on English vocabulary emerged after the Norman Conquest, which introduced a division between Old English and Anglo-French lexical forms. According to Baugh and Cable (2002) and Denning, Kessler, and Leben (2007), this linguistic divide reflected class distinctions: Germanic terms such as cow and pig were associated with farmers, while French-derived terms like beef and pork were used by the ruling class. This distinction illustrates how language evolves in response to power structures and social stratification.

Additionally, the expansion of global trade and colonial interactions contributed to the enrichment of the English lexicon through the incorporation of loanwords from various languages. Words such as chutney, ketchup, and syrup demonstrate how cultural exchange influences language development, a process described as "cultural ingestion" (Montanari, 2006). These linguistic borrowings highlight the dynamic nature of English as it adapts to new cultural contexts and experiences.

From a cognitive perspective, food-related language also plays a crucial role in shaping human thought and perception. Lakoff and Johnson (1980) argue that food functions as a "source domain" for metaphors, enabling individuals to express complex emotions and abstract ideas through sensory experiences. Common expressions such as "half-baked" or "bitter" illustrate how culinary terms are used to convey psychological and emotional states, demonstrating the deep connection between language, cognition, and everyday experience.

Despite extensive research on the historical and cultural aspects of food language, there remains a gap in understanding its psychological and communicative impact in contemporary contexts. Modern linguistic practices, particularly in digital communication, increasingly incorporate food-related metaphors and expressions. However, the influence of changing food habits and globalization on language use remains underexplored. Therefore, further research is needed to examine how evolving relationships with food continue to shape linguistic expression and meaning in modern society.

Food Influenced Words

Food has influenced English for centuries. Many words, idioms, and expressions in English actually come from food or cooking practices. These words evolved because food is a big part of daily life and culture.

Word	Original Word Meaning	Current Meaning
Hon ey	Sweet natural food made by bees	Used as a term of affection ("Hello honey")
Sweety	Taste of sugar	Used to describe something pleasant ("sweet moment")
Spi cy	Food with strong spices	Used for exciting or dramatic situations ("spicy gossip")
Cheesy	Food made from cheese	Something cheap or overly sentimental
Nutty	Related to nuts	Used to describe someone slightly crazy

Modern Examples of Food-Based Language

Even now in modern era, language is still evolving in kitchen. Here are some of the modern examples that prove my statement that even now language evolves from kitchen

- **"Let Them Cook"**

To give someone the space and time to show off their skills or finish a project without interference.

- **"Cooked" (Sutney aagitten)**

To be in big trouble, exhausted, or completely defeated.

- **"Piece of cake" (Risk edukarathu Elam rusk saapidra mathiri)**

Something that is incredibly easy to do.

When we look at the history of food's influence, we must go back to 1066, when King William the Conqueror invaded England. This invasion created a major divide in social classes. The Normans, who spoke French, ruled the upper class, while the Anglo-Saxons, who spoke English, worked as farmers and labourers. This division affected how food was named and discussed.

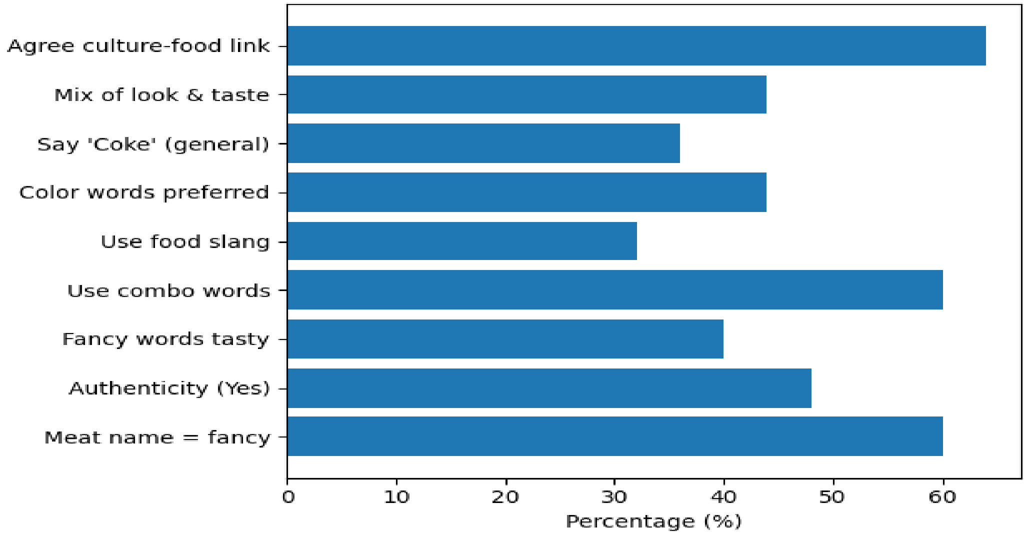
- The animals raised by the common people kept their **Old English names**:
    - Cow, Pig, Sheep
- But when these animals were prepared and served as food to the nobles, they were called by **French-derived names**:
    - Cow → Beef
    - Pig → Pork
    - Sheep → mutton

This happened because the lower class raised the animals, while the upper class consumed them, and their language (French) influenced the names of cooked food.
As a result, even today:

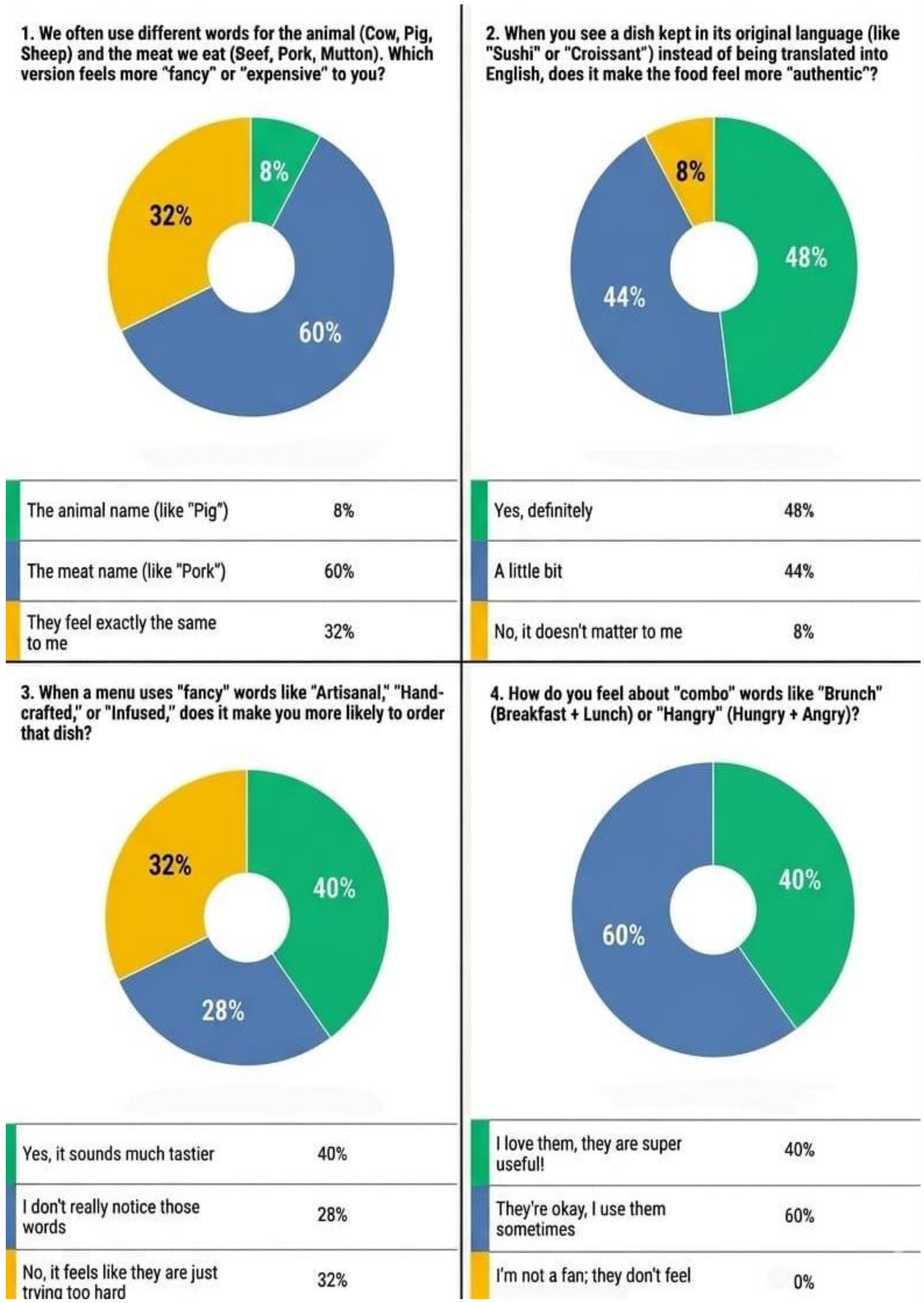
- Words like **"beef" and "pork"** sound more formal or expensive
- Words like **"cow" and "pig"** sound simpler or more basic

This historical event shows how social hierarchy and culture shaped food vocabulary, and why certain food terms still carry a sense of status or sophistication.

Empirical findings



According to the survey, a person's culture affects how they feel about a food's appearance and whether they consider a dish "authentic" or have a connection to that dish's culture. The overall consensus from survey respondents was that meat-sounding names give off a higher-end vibe (60%). There was also a strong consensus regarding the fact that using original/foreign names to describe a dish also helps convey that the dish is "authentic" (48% strongly agree/44% somewhat agree). Food-related language is seen as a contributor to cultural experiences, but 40% think that food-related language (ex. artisanal) improves the taste of food, while others think it is overused. In addition, survey participants thought that new trends in food-related language (specifically blended words like brunch and slang) are acceptable. Visual depictions of food were preferred over taste depictions by survey respondents. Additionally, the majority of respondents thought that food-related language is affected by social media. Lastly, 64% of survey respondents said that the more different types of food they try, the more types of words they learn. The results of the study demonstrate that food-related language plays an impactful, developing and important role in people's lives.


1. We often use different words for the animal (Cow, Pig, Sheep) and the meat we eat (Seef, Pork, Mutton). Which version feels more "fancy" or "expensive" to you?
8%
32%
60%
The animal name (like "Pig") 8%
The meat name (like "Pork") 60%
They feel exactly the same to me 32%
2. When you see a dish kept in its original language (like "Sushi" or "Croissant") instead of being translated into English, does it make the food feel more "authentic"?
8%
48%
44%
Yes, definitely 48%
A little bit 44%
No, it doesn't matter to me 8%
3. When a menu uses "fancy" words like "Artisanal," "Hand-crafted," or "Infused," does it make you more likely to order that dish?
32%
40%
28%
Yes, it sounds much tastier 40%
I don't really notice those words 28%
No, it feels like they are just trying too hard 32%
4. How do you feel about "combo" words like "Brunch" (Breakfast + Lunch) or "Hangry" (Hungry + Angry)?
40%
60%
I love them, they are super useful! 40%
They're okay, I use them sometimes 60%
I'm not a fan; they don't feel 0%

5. Have you ever used food words [eg: "Salty" (to mean annoyed) or "Thirsty" (to mean desperats)) to describe a person's behavior?

Yes, all the time!	32%
Sometimes	24%
Rarely	20%
Never	24%

6. If youre describing a sunset, which word feels more descriptive to you?

Answered: 25 Skipped: 0

A color word (like "Golden")	44%
A taste word (like "Honeyed")	32%
Both feel the same	24%

7. What do you a fizy, carbonated drink? (This see if uod words still stay local!)

Answered: 25 Skipped: 0

Soda	28%
Coke (as a general term)	36%
Other	8%

8. What do you call a fizzy, carbonated drink? (This helps us see if food words still stay local!)

Answered: 25 Skipped: 0

Soda	28%
Pop	12%
Coke (as a general term)	36%
Soft drink / fizzy drink	16%
Other	8%

9. Because of social media (like Instagram or TikTok), do you find yourself describing food more by how it looks (e.g., "Aesthetic," "Vibrant") rather than how it tastes?

Answered: 25 Skipped: 0

Strongly agree	28%
Agree	36%
Neutral	32%
Disagree	4%

Conclusion

To sum up, it is apparent that the association of food and language has greatly influenced the evolution of language throughout the years. More specifically, from the time of the Norman Conquest until now, there are many phrases that derive from food, such as "let them cook" and "piece of cake," that have affected how people communicate. Food has not only been vital to the survival of humanity, but it has also had a huge influence on how we communicate and express ourselves, as demonstrated by the examples in this paper. Even now, survey data clearly indicates that food continues to play an important role in associating certain words with one another. Thus, it can be said that food has not only had a direct influence on how language is used and created, but it will continue to do so moving forward, as the kitchen has been the and will continue to be the most significant area of evolution for language.

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A Sociolinguistic Study of Acronym Usage Across Generations: Identity, Efficiency, and Register Negotiation

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Abstract

Acronyms have become increasingly prominent in digital, academic, and professional communication. While often associated with technological convenience, their usage reflects broader sociolinguistic patterns across generations. This study examines acronym usage as a marker of generational identity, communicative efficiency, and register negotiation. Rather than interpreting generational differences as linguistic decline, the paper argues that acronym use represents structured adaptation shaped by context, audience, and communicative purpose.

Drawing on sociolinguistic and register-based frameworks, the analysis explores how acronyms function differently in formal and informal settings. Generational variation is understood as a process of identity positioning and contextual adjustment rather than fragmentation. Particular attention is given to multilingual Indian contexts, where acronyms intersect with code-mixing practices and hierarchical communication norms.

The study suggests that acronyms serve not only as tools of brevity but also as instruments of social alignment and boundary marking. By situating acronym usage within identity and register theory, this paper contributes to discussions on intergenerational communication and contemporary discourse practices.

Keywords: acronym, sociolinguistic pattern, identity, communication

1. Introduction

Acronyms have become a central feature of contemporary communication across digital platforms, academic environments, and professional spaces. Although abbreviation has long existed in written discourse, the visibility and frequency of acronym usage have significantly increased in recent decades. Expressions such as “FYI,” “ASAP,” “LOL,” and “FAQ” now function not only as tools of brevity but also as markers of communicative style and generational affiliation.

Generational differences in acronym usage are often discussed in popular discourse, where younger cohorts are portrayed as heavily reliant on abbreviated digital language, while older generations are viewed as more aligned with conventional or formal expression. However, such interpretations oversimplify the sociolinguistic dynamics underlying acronym use. Rather than representing linguistic decline or fragmentation, generational variation may reflect adaptive strategies shaped by communicative efficiency, audience awareness, and identity positioning.

In professional and institutional settings, acronym usage becomes particularly significant. The choice to use or avoid abbreviations often depends on context, hierarchy, and expectations of formality. Acronyms may signal familiarity and alignment within peer groups, yet appear inappropriate or ambiguous in formal communication. Thus, acronym usage involves ongoing negotiation between efficiency and clarity, informality and institutional authority.

Within multilingual contexts such as India, these dynamics acquire additional complexity. English acronyms frequently intersect with regional code-mixing practices, embedding abbreviated forms within Tamil-English or Hindi-English discourse. In such environments, acronyms operate at the intersection of global communication norms and local linguistic identities.

This study examines acronym usage across generations as a sociolinguistic phenomenon shaped by identity, communicative efficiency, and register negotiation. By situating generational variation within theories of sociolinguistic identity and register adaptation, the paper seeks to move beyond descriptive accounts and toward a structured understanding of how acronyms function within evolving communicative practices.

2. Statement of the Problem

Although acronym usage has become widespread in contemporary communication, scholarly discussions often focus primarily on digital discourse or youth language practices. While such studies highlight technological influence and informal communication trends, comparatively less attention has been given to how acronym usage functions as a sociolinguistic marker across generations within both formal and informal contexts.

Generational differences in acronym usage are frequently described in simplistic terms—either as evidence of linguistic efficiency among younger users or as communicative ambiguity in institutional settings. However, such interpretations overlook the deeper processes of identity positioning and register negotiation that shape language choice. Acronyms are not merely shortened lexical forms; they operate within structured social environments where power relations, hierarchy, audience expectations, and contextual appropriateness influence usage.

In professional and academic spaces, acronym usage often becomes a site of negotiation between clarity and brevity, authority and familiarity. The decision to employ or avoid acronyms may signal alignment, competence, or group belonging. Yet, research has not sufficiently examined how these choices differ across generational cohorts and how they reflect broader sociolinguistic patterns of accommodation and adaptation.

Furthermore, in multilingual settings such as India, acronyms circulate within complex linguistic ecologies. English abbreviations intersect with regional languages and code-mixing practices, producing hybrid forms that may carry layered social meanings. The interaction between generational identity, communicative efficiency, and register sensitivity within such contexts remains underexplored.

The central problem addressed in this study, therefore, is the limited theoretical integration of generational variation, communicative efficiency, and register negotiation in the analysis of acronym usage. By examining acronyms as sociolinguistic tools rather than merely technological shorthand, this research seeks to provide a more nuanced understanding of intergenerational communication practices.

3. Research Objectives

The present study seeks to examine acronym usage across generational cohorts through a sociolinguistic lens that foregrounds identity, communicative efficiency, and register negotiation. The specific objectives are:

1. To analyse how acronym usage varies across generational groups in both formal and informal communicative settings.
2. To examine the role of acronyms as markers of sociolinguistic identity and generational affiliation.
3. To explore how acronyms function as tools of communicative efficiency while negotiating clarity and appropriateness in institutional discourse.

4. To investigate patterns of register adaptation, including the strategic use or avoidance of acronyms in professional and academic contexts.
5. To examine how acronym usage intersects with multilingual code-mixing practices within the Indian linguistic environment.

4. Review of Literature

The study of acronym usage intersects with sociolinguistics, discourse analysis, communication theory, and identity studies. While abbreviatory practices have been widely observed in digital communication, their sociolinguistic implications, particularly in relation to generational identity, register negotiation, and institutional discourse, require deeper examination.

4.1 Linguistic Economy and Lexical Compression

The principle of linguistic economy suggests that language users tend toward efficiency, reducing effort while preserving meaning (Zipf, 1949). Abbreviation and acronym formation reflect this natural tendency toward compression. Crystal (2001) argues that linguistic reduction does not signify deterioration but adaptation to communicative demands. Similarly, Herring (2012) observes that digital discourse often promotes brevity without necessarily compromising semantic complexity.

These perspectives indicate that acronyms function as structured communicative tools rather than arbitrary shortcuts. Their effectiveness depends on shared interpretive frameworks within speech communities.

4.2 Register and Contextual Appropriateness

Halliday's theory of register (Halliday & Hasan, 1989) remains foundational in understanding contextual variation in language use. Language changes according to field, tenor, and mode. In professional discourse, expectations of clarity and authority influence lexical choice, including the regulation of abbreviatory forms.

Biber (1995) further demonstrates how register variation systematically shapes lexical density and formality across institutional contexts. Within such frameworks, acronym usage becomes a negotiated choice shaped by communicative purpose and social relationship rather than generational incompetence.

4.3 Communication Accommodation and Generational Interaction

Communication Accommodation Theory (Giles & Ogay, 2007) provides a useful lens for understanding generational shifts in acronym usage. Speakers converge or diverge linguistically to manage social distance. In intergenerational communication, younger speakers may reduce informal abbreviation in professional settings, while older speakers may adopt selected acronyms to signal adaptability.

This dynamic reframes generational difference as strategic adjustment rather than fixed linguistic separation.

4.4 Identity Construction and Group Affiliation

Language functions as a marker of social identity (Bucholtz & Hall, 2005). Lexical choices, including acronyms, signal affiliation, authority, and technological familiarity. Eckert (2000) emphasises that linguistic practices contribute to community formation and boundary marking.

Within generational contexts, acronyms may serve as symbolic resources through which speakers construct modernity, expertise, or institutional alignment. Their use reflects ongoing identity negotiation across social spaces.

4.5 Multilingualism and Indian English Contexts

In multilingual societies such as India, acronym usage intersects with code-switching practices. Kachru's (1983) framework of Indian English highlights how global linguistic forms are localised within regional communicative ecologies. Recent scholarship on Indian workplace discourse (Vaish, 2012) suggests that hybrid communicative forms reflect layered identity negotiation.

Acronyms embedded within Tamil-English or Hindi-English discourse demonstrate how global abbreviation practices adapt to local sociolinguistic norms.

5. Theoretical Framework

This study draws upon three interrelated theoretical perspectives: Register Theory, Communication Accommodation Theory, and the principle of Linguistic Economy. Together, these frameworks provide a structured understanding of how acronym usage functions as a marker of identity, efficiency, and contextual negotiation across generations.

5.1 Register Theory and Contextual Variation

Halliday's theory of register posits that language varies according to situational context, defined by field (what is being discussed), tenor (the relationship between participants), and mode (the medium of communication). Register variation is not random but shaped by communicative purpose and social expectations.

Within this framework, acronym usage can be understood as a register-sensitive choice. In informal peer interactions, acronyms often signal familiarity, efficiency, and shared understanding. In formal institutional settings, however, expectations of clarity, professionalism, and authority may limit or regulate abbreviation. Thus, generational differences in acronym usage may reflect varying perceptions of appropriate register rather than inherent linguistic divergence.

Acronyms therefore operate within a continuum of formality, where speakers negotiate appropriateness based on audience, context, and institutional norms.

5.2 Communication Accommodation Theory

Communication Accommodation Theory (Giles) explains how individuals adjust their linguistic behaviour in response to their interlocutors. Speakers may converge toward the speech patterns of others to signal solidarity or diverge to maintain distinct identity boundaries.

In intergenerational communication, acronym usage may function as a site of accommodation. Younger speakers may reduce abbreviation in professional contexts to align with institutional expectations. Conversely, older speakers may adopt selected acronyms to demonstrate adaptability or technological competence. These adjustments indicate that generational variation is dynamic and interactional rather than fixed.

Acronyms thus become strategic tools through which speakers manage interpersonal distance, authority, and inclusion.

5.3 Linguistic Economy and Efficiency

The principle of linguistic economy suggests that language users seek to convey meaning with minimal effort while preserving communicative effectiveness. Acronyms exemplify this tendency by compressing frequently used expressions into shorter forms.

However, efficiency is context-dependent. While acronyms enhance speed and convenience in shared communicative environments, they may reduce clarity when mutual understanding is absent. Therefore, the use of acronyms involves balancing brevity with comprehensibility. This tension is particularly visible in formal or hierarchical settings, where clarity may take precedence over speed.

5.4 Identity and Generational Positioning

Language functions as a marker of identity and group affiliation. Generational cohorts often develop distinctive communicative practices shaped by socialisation patterns, technological exposure, and institutional experiences. Acronyms associated with digital communication may signal generational belonging and technological familiarity.

At the same time, identity positioning is fluid. Speakers may shift between generational styles depending on context, demonstrating awareness of audience expectations. Acronym usage therefore reflects not only efficiency but also identity negotiation across social boundaries.

6. Research Methodology

This study adopts a qualitative, descriptive-analytical research design grounded in secondary discourse analysis. The objective is not to measure acronym frequency statistically but to examine how acronym usage functions as a sociolinguistic resource across generational and institutional contexts.

6.1 Research Design

The study follows a conceptual-analytical approach. It synthesises existing sociolinguistic theory, discourse research, and generational communication scholarship to interpret patterns of acronym usage in relation to identity, efficiency, and register negotiation. The emphasis is on theoretical integration rather than empirical quantification.

6.2 Analytical Focus

The analysis is organised around three primary dimensions:

1. **Register Variation** – Examining how acronym usage shifts between informal peer communication and formal institutional settings.
2. **Generational Identity** – Exploring how acronyms function as markers of affiliation, technological familiarity, and generational positioning.
3. **Communicative Efficiency and Accommodation** – Analysing how speakers strategically use or avoid acronyms to negotiate clarity, authority, and interpersonal alignment.

These dimensions are interpreted through the lenses of Register Theory and Communication Accommodation Theory, allowing the study to move beyond descriptive observation toward structured sociolinguistic explanation.

6.3 Contextual Scope

The discussion includes consideration of multilingual Indian communicative contexts, where acronym usage intersects with code-switching practices. While the study does not employ primary survey data, it draws upon documented patterns in academic and professional discourse to illustrate generational variation.

6.4 Rationale for Qualitative Approach

Given the conceptual nature of the research question, a qualitative analytical framework is appropriate. Acronym usage is examined as a sociolinguistic phenomenon embedded in social meaning and institutional norms rather than as a purely measurable lexical count. The qualitative approach allows for nuanced interpretation of identity positioning, register sensitivity, and accommodation strategies across generations.

7. Analysis and Interpretation

The analysis reveals that acronym usage across generations reflects patterned sociolinguistic negotiation rather than arbitrary variation. Differences in usage emerge primarily in relation to register sensitivity, identity positioning, and communicative efficiency.

7.1 Acronyms in Informal Peer Communication

In informal peer interactions, acronyms function primarily as tools of brevity and solidarity. Their use reduces lexical effort while maintaining communicative clarity within shared networks. In such contexts, abbreviation is rarely perceived as inappropriate; rather, it signals familiarity, digital fluency, and group belonging.

From the perspective of linguistic economy, acronyms optimise communicative efficiency. From the standpoint of sociolinguistic identity, they reinforce generational alignment. Within peer groups, the use of acronyms may enhance perceived modernity and technological competence.

However, this usage is contextually bounded. The same forms that signal solidarity in informal settings may not carry identical social value in formal discourse.

7.2 Acronyms in Institutional and Professional Contexts

In academic and professional communication, acronym usage becomes more carefully regulated. Register expectations in such contexts prioritise clarity, precision, and authority. While certain institutional acronyms (e.g., technical or organisational abbreviations) are accepted and even required, informal digital abbreviations may be perceived as inappropriate.

This variation aligns with Register Theory. Speakers adjust lexical compression depending on field, tenor, and mode. The decision to expand or abbreviate expressions reflects awareness of audience expectations and institutional norms.

Generational variation becomes particularly visible in these settings. Younger speakers may initially carry informal abbreviation practices into formal communication but subsequently adjust through accommodation. Older speakers may selectively adopt widely accepted acronyms to signal adaptability while maintaining formal discourse boundaries.

7.3 Accommodation and Intergenerational Negotiation

Communication Accommodation Theory helps explain how acronym usage shifts in intergenerational interaction. Speakers may converge by aligning their level of abbreviation with that of their interlocutors, thereby reducing social distance. Conversely, divergence may occur when individuals maintain formal linguistic style to reinforce authority or professional identity.

Acronyms therefore function as strategic tools in managing interpersonal relationships. Their usage can either bridge or widen generational gaps depending on context and communicative intent.

7.4 Multilingual Dynamics and Code-Switching

In multilingual Indian contexts, acronym usage intersects with code-switching practices. English abbreviations are often embedded within Tamil-English or Hindi-English discourse, producing hybrid communicative patterns. These hybrids reflect not only generational alignment but also multilingual competence.

Acronyms in such contexts serve dual functions: they index global participation in digital discourse while simultaneously operating within local linguistic structures. This layered usage demonstrates that acronym practices cannot be understood solely through generational difference but must also account for linguistic ecology.

7.5 Identity and Boundary Construction

Across contexts, acronyms operate as identity markers. Their usage may signal technological familiarity, institutional belonging, or generational affiliation. At the same time, excessive or contextually inappropriate abbreviation can create communicative barriers, reinforcing boundaries between cohorts.

Thus, acronym usage reflects ongoing negotiation between efficiency and clarity, inclusion and exclusion, modernity and institutional authority. Rather than representing linguistic simplification, acronyms reveal complex sociolinguistic positioning across communicative spaces.

8. Discussion

The findings of this study suggest that acronym usage across generations should not be interpreted as linguistic fragmentation but as structured sociolinguistic negotiation. Rather than functioning merely as abbreviated lexical forms, acronyms operate as markers of identity, communicative efficiency, and contextual sensitivity.

First, the analysis demonstrates that generational variation in acronym usage is shaped by register awareness. Informal peer contexts encourage abbreviation due to shared knowledge and expectations of brevity, whereas institutional settings require greater caution. This confirms that acronym usage is governed by contextual appropriateness rather than generational incapacity. The shift between abbreviated and expanded forms reflects adaptive competence rather than linguistic decline.

Second, the study highlights the role of accommodation in intergenerational interaction. Speakers adjust their use of acronyms depending on audience and hierarchy, thereby negotiating social distance and authority. Such adjustments support the view that generational communication is dynamic and interactional. Acronyms become instruments of convergence and divergence, enabling speakers to align with or differentiate from their interlocutors.

Third, the discussion reveals that communicative efficiency is not an absolute value but a socially mediated principle. While acronyms enhance speed and convenience, their effectiveness depends on shared understanding. The balance between brevity and clarity becomes particularly significant in academic and professional discourse, where misinterpretation may carry institutional consequences.

In multilingual Indian contexts, acronym usage acquires additional sociolinguistic complexity. The integration of English abbreviations into regional code-mixed discourse reflects layered identity negotiation. Speakers simultaneously position themselves within global communicative norms and local linguistic ecologies. This demonstrates that generational variation must be understood within broader sociocultural frameworks rather than isolated from linguistic environment.

The discussion reinforces the argument that acronym usage represents structured adaptation shaped by identity positioning, efficiency needs, and register negotiation. Generational differences are therefore best understood as patterned communicative strategies embedded within social and institutional contexts.

9. Key Findings

The study yields the following key findings:

1. **Acronym usage varies systematically across generational cohorts rather than randomly.**
   Differences are shaped by context, communicative purpose, and audience expectations rather than generational deficiency.
2. **Acronyms function as markers of sociolinguistic identity.**
   Their usage signals generational affiliation, technological familiarity, and group belonging, particularly in informal peer communication.
3. **Register sensitivity significantly influences acronym deployment.**
   Speakers demonstrate awareness of formal and informal boundaries, adjusting abbreviation practices accordingly in academic and professional settings.
4. **Acronym usage reflects communicative accommodation strategies.**
   Intergenerational interaction involves convergence and divergence in abbreviation practices, indicating adaptive competence rather than fixed linguistic division.
5. **Communicative efficiency operates within social constraints.**
   While acronyms enhance brevity and speed, their effectiveness depends on shared knowledge and contextual clarity.
6. **Multilingual contexts introduce additional layers of negotiation.**
   In Indian communicative environments, English acronyms intersect with regional code-mixing practices, reinforcing both global and local identity positioning.

10. Limitations of the Study

While this study provides a structured sociolinguistic interpretation of acronym usage across generations, certain limitations must be acknowledged.

First, the research adopts a qualitative, conceptual-analytical design and does not incorporate primary survey data or quantitative corpus analysis. As a result, the findings emphasise theoretical interpretation rather than statistical generalisation.

Second, the study focuses primarily on English-language acronym usage within academic and professional discourse. Although multilingual contexts are considered conceptually, detailed empirical analysis of specific regional language corpora falls beyond the present scope.

Third, generational categories are treated as sociolinguistic constructs rather than rigid demographic classifications. Individual variation within generational groups may therefore exceed the broad patterns discussed.

Finally, the study does not examine rapidly evolving digital slang in real-time social media environments. Instead, it concentrates on broader patterns of register negotiation and institutional communication.

These limitations, however, do not diminish the conceptual contribution of the study. Rather, they indicate areas for further empirical expansion.

11. Future Scope of Research

The present study opens several avenues for further investigation.

Future research may incorporate empirical methodologies such as survey-based studies, corpus analysis, or discourse-based ethnography to examine acronym frequency and contextual variation across specific generational cohorts. Quantitative data could provide measurable insights into patterns of abbreviation usage in academic, professional, and digital environments.

Comparative studies across multilingual regions in India may also deepen understanding of how acronym usage interacts with regional code-switching practices. Such research could examine how English abbreviations are integrated into Tamil-English, Hindi-English, or other hybrid communicative repertoires.

Longitudinal studies may explore how acronym usage evolves over time within institutional settings, particularly in higher education and corporate sectors. This would help identify whether generational differences narrow as communicative norms stabilise.

Additionally, interdisciplinary research combining sociolinguistics, communication studies, and digital discourse analysis may further clarify how acronym usage influences perceptions of professionalism, authority, and technological competence.

By expanding empirical scope and methodological diversity, future research can build upon the conceptual framework developed in this study and contribute to a more comprehensive understanding of intergenerational communication practices.

12. Conclusion

This study examined acronym usage across generations as a sociolinguistic phenomenon shaped by identity, communicative efficiency, and register negotiation. Rather than interpreting generational differences as evidence of linguistic decline or fragmentation, the analysis demonstrates that acronym usage reflects structured adaptation to social and institutional contexts.

Acronyms function not merely as tools of lexical compression but as markers of affiliation, technological familiarity, and contextual awareness. Their deployment varies across informal and formal settings, indicating sensitivity to register expectations and communicative purpose. Intergenerational interaction further reveals strategic accommodation, where speakers adjust abbreviation practices to manage authority, solidarity, and clarity.

In multilingual Indian contexts, acronym usage acquires additional complexity through its interaction with code-switching practices. This layered negotiation highlights the need to view generational communication within broader sociocultural frameworks rather than isolated linguistic categories.

Ultimately, acronym usage represents a dynamic communicative resource embedded in social meaning. By situating abbreviation practices within sociolinguistic theory, this study contributes to understanding how contemporary discourse navigates efficiency, identity, and institutional expectations across generational boundaries.

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Temporal Compression and Generational Layering: Acronyms and Slang Across Early Generations in Multilingual India

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1. Abstract

Language evolves in response to shifting social and technological environments. This study examines generational patterns in the use of acronyms and slang, arguing that contemporary colloquial vocabulary represents a cumulative outcome of successive media environments rather than isolated lexical innovation. Drawing on sociolinguistic and historical scholarship, the paper introduces the concept of temporal compression to explain the progressively reduced time required for slang to achieve mainstream circulation as communication technologies evolved from print to broadcast media and subsequently to digital platforms. The study further situates generational language variation within multilingual Indian contexts, where English acronym usage intersects with regional code-mixing practices. The findings suggest that generational slang functions as adaptive sociocultural capital shaped by media infrastructure, identity formation, and contextual register awareness. Rather than indicating linguistic decline, acronym proliferation reflects structured sociolinguistic evolution.

Keywords: Generational slang, temporal compression, media linguistics, Indian English, sociolinguistics, code-switching

2. Introduction

Language is a dynamic social system shaped by cultural practice, communicative need, and technological transformation. Each major communication medium—print, radio, television, and digital networks—has altered the speed, reach, and permanence of linguistic innovation (Crystal, 2001). Slang and acronyms provide a particularly revealing site for observing these shifts.

Generational language differences are often interpreted as signs of decline or fragmentation. However, sociolinguistic research demonstrates that variation correlates with age, identity, and communicative environment rather than linguistic competence (Labov, 1972). Slang operates as a marker of belonging and social alignment (Eble, 1996), while digital forms follow patterned norms rather than randomness (Tagliamonte & Denis, 2008).

This study advances the argument that generational slang is historically layered and increasingly accelerated by media evolution. The compression of dissemination timelines across cohorts reflects structural shifts in communicative infrastructure rather than spontaneous lexical volatility. Within multilingual India, these patterns intersect with code-mixing and hybridisation, producing distinctive generational registers.

3. Statement of the Problem

The expansion of digital communication has significantly altered patterns of linguistic interaction across generations. Acronyms and slang, once emerging within relatively contained social groups, now circulate rapidly through digital networks and media platforms. While previous research has explored youth language, digital discourse, and sociolinguistic variation, comparatively limited attention has been given to the historical layering of slang across generations and the structural role of media evolution in accelerating lexical diffusion.

In many contemporary academic and professional settings, generational differences in language use are increasingly visible. Younger speakers frequently employ abbreviated forms and informal lexical constructions shaped by digital communication norms, whereas older generations often adhere to more conventional structures influenced by earlier media environments. These differences may lead to misinterpretation, where informal usage is perceived as linguistic decline rather than contextual adaptation.

Within multilingual Indian contexts, the issue becomes more complex. English acronyms and slang often coexist with regional code-mixing practices, producing hybrid communicative forms that reflect both global media exposure and local linguistic identity. However, the interaction between generational layering, media-driven acceleration, and multilingual adaptation remains under-examined in existing scholarship.

The central problem addressed in this study is therefore twofold: first, to understand how media evolution has structurally compressed the dissemination timelines of generational slang; and second, to analyse how these layered linguistic practices influence intergenerational communication within multilingual India. By addressing this gap, the study seeks to move beyond deficit-based interpretations of slang and toward a structural understanding of generational language evolution.

4. Significance of the Study

This study contributes to sociolinguistic scholarship by offering a historically layered analysis of generational slang and acronym usage within evolving media environments. By introducing and applying the concept of *temporal compression*, the research provides a structural explanation for the accelerating dissemination of lexical innovations across generations. Rather than interpreting generational language differences as decline or fragmentation, the study reframes them as patterned adaptations shaped by communicative infrastructure and sociocultural context.

The significance of this research extends to educational and professional domains. In academic institutions and multigenerational workplaces, differences in register preference and lexical style often influence perceptions of competence and professionalism. By clarifying that generational variation reflects contextual adaptation rather than deficiency, the study promotes greater linguistic awareness and register sensitivity. Such awareness can enhance intergenerational communication and reduce misinterpretation in collaborative settings.

Within the Indian context, the study is particularly relevant. English in India functions within a multilingual ecosystem, where regional languages intersect with global media influences. By examining how acronyms and slang integrate into hybrid Tamil-English or Hindi-English communicative patterns, the research contributes to ongoing discussions on Indian English and code-mixing practices. This contextual positioning strengthens the understanding of generational language variation within non-Western linguistic ecologies.

More broadly, the study underscores the importance of recognising slang and acronyms as components of linguistic heritage. Early generational lexical forms continue to influence contemporary discourse, demonstrating cumulative layering rather than replacement. By foregrounding this continuity, the research enriches theoretical discussions on language change, media linguistics, and sociolinguistic variation.

5. Review of Literature

The study of slang and acronym usage across generations has been addressed within sociolinguistics, media studies, and digital discourse research. Existing scholarship collectively demonstrates that lexical innovation is not random but socially structured and historically situated.

5.1 Slang as Social Identity and Group Solidarity

Early sociolinguistic research established that slang functions as a marker of in-group identity and social belonging. Labov (1972) demonstrated that linguistic variation is socially stratified and shaped by group affiliation rather than by arbitrary deviation from standard norms. Similarly, Eble (1996) emphasised that slang operates as a tool of sociability, enabling speakers to signal membership within particular communities.

Tagliamonte and Denis (2008), in their study of instant messaging and youth language, further argue that digital slang follows patterned linguistic norms. Their findings challenge deficit-based narratives and suggest that generational lexical innovation reflects systematic adaptation rather than linguistic decline.

These studies collectively position slang as a socially meaningful resource embedded within identity construction processes.

5.2 Media Evolution and Linguistic Change

Scholars have increasingly recognised the role of communication technologies in shaping linguistic practices. Crystal (2001) argues that the emergence of digital media reshapes interactional structures without dismantling grammatical systems. Language adapts to new communicative environments while retaining internal coherence.

Baron (2008) extends this analysis by examining mobile and online communication, suggesting that technological platforms influence brevity, informality, and the rise of abbreviations. Similarly, Castells (2010) situates language practices within broader networked communication systems, arguing that digital infrastructures accelerate the circulation of symbolic forms.

Georgakopoulou (2015) highlights how social media environments promote compressed narrative forms and abbreviated interactional units, reinforcing the visibility of acronyms and shortened expressions.

Together, these studies demonstrate that media transformation alters the speed, reach, and form of lexical innovation, supporting the structural relationship between communication infrastructure and slang dissemination.

5.3 Generational Language and Continuity

Research on generational language suggests that lexical change does not occur through complete replacement but through layered coexistence. While younger cohorts innovate new forms, earlier expressions frequently persist within broader communicative repertoires.

Thurlow (2006) critiques moral panic narratives surrounding youth language, arguing that informal variation represents adaptation to shifting social contexts rather than linguistic decay. This perspective reframes generational slang as part of an evolving communicative ecology.

The persistence of earlier lexical forms across cohorts aligns with sociolinguistic models that view language change as cumulative rather than discontinuous.

5.4 Indian English and Multilingual Contexts

Within multilingual societies like India, slang and acronyms interact with regional linguistic practices. Kachru (1983) conceptualises Indian English as a nativised variety shaped by sustained sociocultural negotiation. Schneider's (2007) dynamic model of postcolonial Englishes further explains how English varieties evolve through identity formation and localisation.

Sailaja (2009) documents systematic patterns of code-mixing and hybridisation within Indian English usage, illustrating how global lexical forms integrate into regional linguistic ecologies.

These frameworks indicate that generational slang in India cannot be analysed solely within monolingual paradigms. Instead, it must be understood as part of multilingual adaptation shaped by both global media and local communicative norms.

6. Theoretical Framework: Temporal Compression and Generational Layering

Language change does not occur in isolation; it unfolds within material communication systems shaped by technological and sociocultural transformation. The theoretical foundation of this study rests on two interrelated concepts: **temporal compression** and **generational layering**.

6.1 Temporal Compression

The concept of *temporal compression* refers to the progressively reduced time required for slang and acronyms to circulate from subcultural or generational origins into wider public usage. Temporal compression should not be understood merely as increased speed; rather, it represents a structural transformation in communicative infrastructure that alters patterns of linguistic adoption, circulation, and visibility.

In print-dominant eras, lexical diffusion depended on slow distribution channels such as newspapers, letters, and limited print networks. Broadcast media, particularly radio and television, expanded reach and accelerated adoption by enabling simultaneous exposure across geographically dispersed audiences. The emergence of digital networks further intensified this process, allowing lexical innovations to circulate almost instantaneously across social and generational boundaries (Crystal, 2001).

Thus, temporal compression reflects not spontaneous volatility but the infrastructural conditions of media evolution. As communication platforms become increasingly interconnected, the lifecycle of slang shortens, and dissemination becomes more rapid and widespread.

6.2 Generational Layering

While dissemination timelines have compressed, slang does not operate through simple replacement. Instead, generational contributions accumulate over time, creating what may be termed *lexical layering*. Earlier generational expressions frequently persist alongside newer abbreviations, forming multiple coexisting strata within contemporary discourse.

This layered model aligns with sociolinguistic theory, which recognises language variation as socially stratified rather than linearly progressive (Labov, 1972). Slang functions as a marker of identity and solidarity (Eble, 1996), and generational cohorts develop distinctive lexical repertoires shaped by shared historical experiences and media environments.

Importantly, layering demonstrates continuity within change. Terms that originated in earlier eras may continue to circulate, sometimes with shifted meanings or altered usage contexts. Newer digital acronyms do not erase prior slang but coexist within a broader lexical ecosystem.

6.3 Media, Identity, and Linguistic Ecology

The interplay between temporal compression and generational layering reveals that language evolution is shaped simultaneously by technological infrastructure and identity construction. Media platforms provide the channels of circulation, while generational communities provide the social meanings attached to lexical forms.

In multilingual contexts such as India, this framework becomes even more complex. Acronyms and slang integrate within code-mixing practices, creating hybrid registers that reflect both global media exposure and local linguistic negotiation (Kachru, 1983). Temporal compression therefore interacts with multilingual adaptation, producing distinctive generational registers shaped by both infrastructure and ecology.

Together, temporal compression and generational layering provide a structural explanation for generational variation in slang. They shift the analytical focus from deficit-based interpretations toward an understanding of language change as historically cumulative, socially embedded, and media-driven.

7. Research Methodology

This study adopts a **descriptive analytical research design** grounded in secondary linguistic and sociolinguistic sources. The objective is not to measure frequency statistically but to examine structural patterns in generational slang development through interpretive comparison and thematic synthesis.

7.1 Data Sources

The analysis draws upon:

- Historical linguistic documentation of slang and acronym usage
- Sociolinguistic scholarship on generational language variation
- Media studies examining the relationship between communication technologies and discourse practices
- Research on Indian English and multilingual code-mixing

These sources include academic books, peer-reviewed journal articles, and established theoretical frameworks relevant to language change, digital discourse, and World Englishes.

7.2 Analytical Approach

A thematic comparative approach was employed to identify recurring patterns across generational cohorts. The analysis focused on three central dimensions:

1. **Dissemination Patterns** – How slang and acronyms circulate within and beyond generational groups.
2. **Persistence and Layering** – The extent to which earlier lexical forms continue to coexist with newer abbreviations.
3. **Contextual Variation** – How register, audience, and communicative environment influence usage across generations.

Rather than treating slang as isolated lexical items, the study interprets them as part of broader communicative ecologies shaped by technological infrastructure and social identity. Comparative reading across historical periods enabled identification of shifts in dissemination speed and communicative reach, forming the basis for the concept of temporal compression.

7.3 Scope and Delimitation

The study does not incorporate primary surveys, corpus-based statistical modelling, or experimental data. Its purpose is conceptual and analytical rather than empirical measurement. By synthesising established scholarship, the research seeks to trace structural relationships between media evolution and lexical diffusion across generational contexts.

7.4 Methodological Rationale

Given the historical and theoretical orientation of the research question, a secondary analytical design is appropriate. Slang evolution across early generations requires diachronic interpretation rather than short-term quantitative sampling. This approach enables the identification of cumulative layering and infrastructural acceleration without reducing linguistic change to numerical frequency counts.

8. Results

The analysis of secondary linguistic and sociolinguistic sources reveals three interrelated patterns that illuminate the structural evolution of generational slang and acronym usage.

8.1 Media-Driven Acceleration of Lexical Dissemination

The first major pattern concerns the relationship between communication infrastructure and the speed of lexical diffusion. Historical comparison across media environments indicates that the dissemination of slang and acronyms has progressively accelerated alongside technological development.

In print-dominant eras, lexical innovations spread gradually through limited distribution channels such as newspapers, letters, and regional publications. With the rise of broadcast media—particularly radio and television, lexical circulation expanded in scope and speed, enabling broader and more rapid exposure across geographically dispersed audiences. The emergence of digital networks has intensified this process further, allowing new slang and acronyms to circulate almost instantaneously across social and generational boundaries.

This pattern supports the concept of temporal compression: as media systems evolve, the interval between lexical emergence and mainstream circulation becomes increasingly shortened. Dissemination is therefore structurally conditioned by communicative infrastructure rather than merely by generational preference.

8.2 Generational Layering and Lexical Persistence

A second significant pattern concerns the cumulative nature of generational slang. Rather than replacing earlier expressions entirely, newer acronyms and lexical forms frequently coexist with pre-existing slang. Foundational colloquial expressions continue to circulate alongside contemporary digital abbreviations, forming layered lexical strata within everyday discourse.

This layering suggests that language evolution operates cumulatively rather than through abrupt rupture. Earlier generational forms may shift in frequency or contextual usage, but they are not necessarily eliminated by newer innovations. Instead, they become part of an expanding repertoire shaped by historical continuity.

Such persistence indicates that generational contributions are additive, reinforcing the idea that slang functions as part of a broader sociolinguistic heritage rather than as transient novelty.

8.3 Contextual Register Variation Across Generations

A third pattern emerging from the analysis concerns contextual register awareness across generational groups. While generational differences in acronym usage are evident, these differences are not absolute. Instead, speakers across age cohorts demonstrate sensitivity to communicative context and audience.

Informal acronyms and abbreviated forms are more commonly associated with peer-based interaction, digital messaging, and social media discourse. In contrast, academic, institutional, and professional environments generally encourage greater adherence to conventional lexical structures. The evidence suggests that many speakers are capable of adjusting their language according to situational expectations, reflecting strategic register variation rather than rigid generational division.

This adaptability indicates that generational variation in slang does not represent communicative incapacity. Rather, it reflects differentiated socialisation within particular media ecologies. Younger speakers, having developed within digitally mediated environments, may exhibit greater familiarity with abbreviated forms, while older generations may demonstrate stronger alignment with print-based or broadcast-influenced norms. However, both groups retain the capacity for contextual adjustment.

8.4 Multilingual Hybridisation in the Indian Context

Within multilingual Indian settings, the analysis reveals an additional dimension: the integration of acronyms and slang within code-mixed discourse. English abbreviations frequently appear within Tamil-English or Hindi-English syntactic structures, producing hybrid communicative registers.

For example, in urban Indian workplaces and educational environments, English acronyms such as “FYI,” “BTW,” or “ASAP” may be embedded within vernacular sentence frameworks. This blending reflects not only media influence but also local linguistic negotiation. Slang therefore becomes part of a multilingual communicative ecology rather than a purely English phenomenon.

This hybridisation demonstrates that temporal compression interacts with linguistic ecology. Accelerated dissemination does not produce uniformity; instead, it generates contextually adapted forms shaped by regional language practices.

8.5 Structural Synthesis

Taken together, these patterns indicate that generational slang evolution is structured by three interacting forces:

1. Media-driven temporal compression
2. Cumulative generational layering
3. Context-sensitive multilingual adaptation

Rather than signalling instability or decline, the evolution of acronyms and slang reflects historically layered, socially embedded, and technologically mediated processes. The results therefore reinforce the central argument of this study: generational variation in slang represents structured sociolinguistic evolution shaped by infrastructure, identity, and communicative ecology.

9. Discussion

The findings of this study provide a structural perspective on generational slang evolution, moving beyond deficit-based interpretations toward a historically grounded explanation of linguistic change. Rather than viewing acronym proliferation as fragmentation or decline, the analysis demonstrates that generational variation reflects patterned adaptation within shifting communicative infrastructures.

The concept of temporal compression offers a useful explanatory lens. As communication systems evolved from print to broadcast media and eventually to digital networks, the speed and scale of lexical dissemination increased significantly. This aligns with Crystal's (2001) argument that technological shifts reshape patterns of interaction without displacing the underlying linguistic system. Slang and acronyms do not emerge in isolation; they circulate within material media environments that condition their visibility and adoption.

At the same time, the persistence of earlier lexical forms supports the idea of generational layering. In line with Labov's (1972) sociolinguistic framework, language change is socially stratified and cumulative rather than abrupt and replacement-driven. Foundational slang expressions often remain in circulation, even as newer abbreviations gain prominence. This layering challenges the assumption that generational innovation necessarily erases prior linguistic forms.

The evidence of contextual register awareness further complicates simplistic generational binaries. Speakers across cohorts demonstrate the ability to shift between informal and formal registers depending on audience and communicative setting. This supports Tagliamonte and Denis's (2008) observation that digital slang follows patterned norms and reflects communicative competence rather than deficiency. Generational difference, therefore, should be interpreted as variation shaped by media socialisation rather than as a measure of linguistic capability.

Within the Indian context, the discussion gains additional complexity. Acronym usage does not occur in a monolingual vacuum but intersects with multilingual code-mixing practices. English abbreviations embedded within Tamil-English or Hindi-English discourse illustrate how global media forms are locally negotiated. This pattern aligns with Kachru's (1983) model of nativised English varieties, in which linguistic adaptation reflects both global influence and regional identity. The integration of acronyms into hybrid registers underscores the flexibility of generational slang within multilingual ecologies.

Importantly, the interaction between temporal compression and multilingual hybridisation suggests that acceleration does not produce homogenisation. Instead, rapid dissemination coexists with contextual adaptation. Slang becomes simultaneously global in circulation and local in expression.

Overall, the discussion reinforces the central thesis of this study: generational acronyms and slang represent structured sociolinguistic evolution shaped by media infrastructure, identity formation, and communicative ecology. By framing generational variation as layered and adaptive, the study contributes to a more nuanced understanding of language change in contemporary society.

10. Findings of the Study

Based on the thematic and comparative analysis undertaken in this research, the following key findings emerge:

1. **Temporal Compression as Structural Acceleration**
   The evolution of slang and acronyms across generations reflects a progressive compression in dissemination timelines shaped by changes in communication infrastructure. Media transformation—from print to broadcast to digital platforms has significantly influenced the speed and reach of lexical innovation.
2. **Generational Layering Rather Than Replacement**
   Slang development operates cumulatively. Earlier generational lexical forms frequently

persist alongside newer acronyms, demonstrating additive layering rather than abrupt linguistic replacement. Generational contributions are therefore historically stratified rather than sequentially erased.

3. **Contextual Register Awareness Across Cohorts**
   Generational variation in acronym usage reflects contextual adaptation rather than communicative deficiency. Speakers across age groups demonstrate the ability to shift between informal and formal registers depending on audience and communicative setting.
4. **Media Infrastructure as a Determining Factor**
   The dissemination and visibility of slang are closely linked to the dominant communication technologies of each era. Media systems condition not only circulation speed but also patterns of social adoption.
5. **Multilingual Hybridisation in the Indian Context**
   In multilingual Indian settings, acronyms and slang integrate within code-mixed discourse, producing hybrid communicative forms. This reflects the interaction between global media exposure and local linguistic negotiation.
6. **Slang as Sociocultural Capital**
   Acronyms and generational slang function as markers of identity, solidarity, and shared historical experience. Their persistence across cohorts indicates structured sociolinguistic continuity rather than fragmentation.

Together, these findings support the central argument that generational slang and acronym usage represent adaptive, historically layered processes shaped by media evolution and sociocultural context.

11. Limitations

While this study offers a structured and historically grounded analysis of generational slang and acronym evolution, certain limitations must be acknowledged.

First, the research is based exclusively on secondary sources and interpretive synthesis. It does not incorporate primary empirical data such as surveys, interviews, or corpus-based statistical modelling. Consequently, the findings are conceptual and analytical rather than quantitatively measured.

Second, the analysis focuses primarily on English-language slang within generational and media contexts. Although the Indian multilingual dimension is addressed, the study does not undertake systematic comparative analysis across multiple regional languages. A more detailed investigation of Tamil-English, Hindi-English, or other regional hybrid forms would provide additional empirical depth.

Third, the study emphasises structural relationships between media evolution and lexical diffusion. It does not examine micro-level sociopsychological factors such as individual motivation, peer-group dynamics, or socio-economic variables that may also influence slang adoption.

Finally, because language change is ongoing, digital ecosystems continue to evolve rapidly. The patterns identified in this study reflect historical and contemporary observations but may shift as new communication technologies emerge.

Despite these limitations, the study provides a conceptual framework that can guide future empirical research into generational language variation and media-driven lexical change.

12. Future Scope

The present study establishes a conceptual framework for understanding generational slang through the lenses of temporal compression and lexical layering. Building on this foundation, several avenues for future research emerge.

First, empirical studies may be conducted within multilingual Indian contexts to examine real-time usage of acronyms and slang across generational cohorts. Surveys, interviews, or corpus-based analyses could provide quantitative validation of the patterns identified in this study.

Second, computational corpus tracking of slang dissemination across digital platforms may offer deeper insight into the mechanics of temporal compression. Longitudinal analysis of social media archives could help measure shifts in lexical lifecycle and adoption speed across communication technologies.

Third, comparative cross-linguistic research could explore how acronym integration operates in different multilingual ecologies beyond India. Such studies would clarify whether the patterns observed here reflect broader global trends or context-specific adaptations.

Finally, future research may examine how emerging communication technologies—such as artificial intelligence–mediated platforms and multimodal messaging systems—reshape generational lexical cycles. As digital ecosystems continue to evolve, further compression or transformation of slang dissemination patterns may occur.

By extending investigation into these areas, subsequent studies can deepen understanding of the dynamic relationship between media infrastructure, generational identity, and linguistic change.

13. Conclusion

This study has examined generational slang and acronym usage through the interrelated concepts of temporal compression and generational layering. By situating lexical innovation within evolving media infrastructures, the research demonstrates that changes in slang dissemination are structurally conditioned rather than arbitrary. The acceleration of communication technologies—from print to broadcast to digital networks—has progressively compressed the interval between lexical emergence and wider circulation, reshaping patterns of adoption without destabilising the linguistic system.

At the same time, the persistence of earlier lexical forms confirms that language change operates cumulatively. Generational contributions are layered rather than replaced, creating historically stratified repertoires within contemporary discourse. Slang and acronyms thus function as sociocultural markers of identity while remaining embedded within broader communicative norms.

Within the multilingual Indian context, these dynamics acquire additional complexity. Acronym usage intersects with regional code-mixing practices, producing hybrid communicative forms that reflect both global media exposure and local linguistic negotiation. Generational variation, therefore, cannot be interpreted through monolingual or deficit-based frameworks; it must be understood as adaptive sociolinguistic evolution shaped by infrastructural and ecological factors.

Ultimately, this study reframes generational slang not as fragmentation but as structured continuity within change. Recognising temporal compression and lexical layering as defining features of contemporary language evolution enables a more nuanced understanding of intergenerational communication in rapidly transforming media environments.

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The Influence of Slang Use by Teenagers of Bodo on Social Media

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Abstract

Social media is the most effective communication platform in the era of globalisation. Its influence is spreading widely across multilingual societies. Nowadays, social media platforms like Facebook, WhatsApp, YouTube, and Instagram have become the main tools of communication. More people around the world are connecting with each other through social media. In addition to formal language, many Bodo teenagers participate in conversations using slang in social media. People often use slang to express their thoughts and feelings. In some cases, using slang on social media is just as effective as using standard language. From this perspective, this paper analyzes the use of slang by Bodo teenagers on social media platforms.

Keywords: Bodo language and people, Influence of Slang, Social media and Slang

A Brief Introduction to Bodo

The Bodo are known as the largest tribe of Assam who are purely an aboriginal people of Assam. The Bodo language family originally comes from the Tibeto-Burman, which is a branch of the Sino-Tibetan language family. The Bodo language is one of the eight scheduled languages of India, and it is also recognized as an associate language of Assam. Generally, the term ‘Bodo’ denotes both a language and an ethnic community. Their language, culture, religion, and traditional knowledge are more unique than others. They are found in all districts of Assam and are also scattered in some neighboring states like Arunachal Pradesh, Meghalaya, West Bengal, and some sharing countries like Bhutan, Nepal, and Myanmar, etc.

Aim and Objective

The aim of this research paper is to examine the slang used by Bodo teenagers on social media. The key points are outlined below and discussed in the paper.

1. Analyse the influence of slang in social media.
2. Analyse the slang use in Facebook by Bodo teenagers.
3. Analyse the slang use in YouTube by Bodo teenagers.

Material and Method

The research paper employs both descriptive and analytical methods. In terms of quality, the data is sourced from secondary materials. Primarily, data is collected from social media platforms such as Facebook and YouTube. Additionally, some premium articles related to the research are also gathered from social media.

Result and Discussion

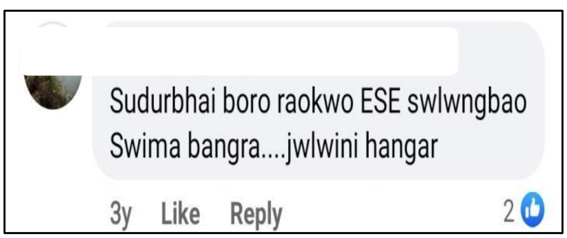
In an era of globalization and digitization, social media has become an effective platform of communication for today's people, especially youth. It is noticeable that the influence of social media on the use of informal language or slang has been increasing widely in the modern world. In fact, it has changed almost every aspect of modern communication. The use of slang in day-to-day conversation through social media has flowed in very fast. The major effective platforms in modern communication on social media are Facebook, WhatsApp, YouTube, Instagram, etc. In today's world, almost all young people are slang users through these electronic devices. In Bodo society, almost all teenagers of Bodo use social media and they convey messages through informal languages. Therefore, it is notable that social media has influenced to the common people of the Bodo. For today's young people, the use of slang has become a new style of language. Most of the time people use informal language in both verbal and written forms. On the other hand, in today's multilingual society, language insertion into the native language is a natural process. Apart from that, code switching, code mixing, and language interference have become part of the modern society. Slang can be found as an abbreviation form of a word and a spelling distortion from the original word. It is noteworthy that, abbreviation and spelling distortion slang are often borrowed from other languages in the Bodo, which can be categories in slang. Generally, social media can vary the language in different aspects in modern communication; thus, slang is one of them.

Use of Slang in Facebook

Facebook is one of the most popular social media platforms ever made. Technology has advanced to the point that people may stay in touch with friends who live abroad by just clicking on a link. Individuals may upload their feelings, moods, emotions, and even a piece of their mind with the aid of Facebook. Yet the platform it has faced certain issues as social media users may use Facebook as a platform to post offensive captions, images, videos, which affects a large number of people and leads to vulgar comments. Similarly, under the influence of Facebook, most teenagers in Bodo use various forms of inappropriate language in their posts.

For Example -

Figure 1:

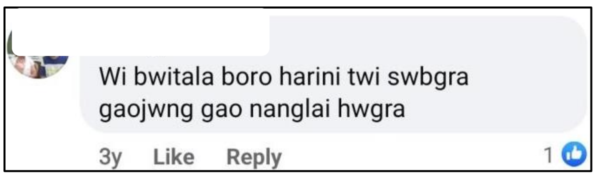


In Figure 1, the sentence illustrates the mixing of slang words by the user. The term ‘sudurbhai’ is a borrowed slang expression from Assamese, roughly equivalent to “fuck” in English. The expressions 'swima bangra' and 'zwlwini hangar' are Bodo slang terms used to insult or abuse someone. The phrase ‘swima bangra’ refers to a ‘useless person’, while ‘zwlwini hangar’ denotes someone who tarnishes or disgraces society. Thus, the commentator employs a mixture of Assamese and Bodo slang to abuse the individual in the Facebook post.

Figure 2:

Figure 2 is taken from the comment section of a Facebook post. In this instance, the words 'bonaksuda' (boinaksuda) and 'randa' are borrowed slang expressions frequently used by Bodo speakers. The term ‘bonaksuda’ is a highly offensive expression meaning ‘sister-fucker’, while ‘randa’ refers to a male sex worker and is used as an insult. Thus, the commenter conveys their message through the use of vulgar and abusive slang directed against the post.

Figure 3:

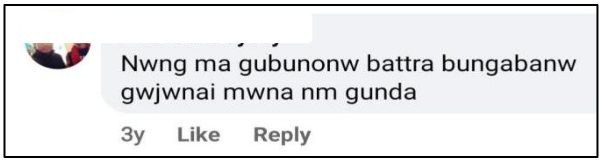


According to Figure 3, the commentator conveyed the message to the Facebook post user with slang language. In this sentence, the term ‘bwitala’ is utilised as slang to mean a dissolute person.

Figure 4:

Figure 4 shows that the word 'bwrma' is used as slang in a negative sense by the commentator of the Facebook post. Generally, the term ‘bwrma’ refers to a goat, but in this context, the goat is used to define the character of a fool.

Figure 5:



As stated in figure 5, it is seen that the comment user used a slang word in the last part of the sentence. Based on the comment section, it can be found as the slang term ‘gunda’ which means ruffian, borrowed from Hindi slang.

Figure 6:

According to figure 6, the commentator uses slang to insult the owner of the Facebook page, who is also the publisher of the video on Facebook. The term ‘swima phagla’ is a Bodo slang term that expresses 'mad dog'. In the slang sense, the term ‘swima pagla’ is used to define the useless guy in a random conversation. Thus, according to the commentator, the video publisher is portrayed as a useless person; in this way, the commentator humiliates him by using slang terminology in the sentence.

Figure 7:

Based on figure 7, the slang term is borrowed from Hindi slang and is used to humiliate someone through a Facebook comment. The term ‘madarsud’ is an extreme level of slang. It is noteworthy that the borrowed slang term ‘madarsud’ is a common slang term among Bodo people, who often use it in random conversations.

Use of Slang in YouTube

YouTube is a major social media platform. In today's world, it plays an increasingly important role in society, as users spend a significant amount of time on it and regard it as a key source of information on various issues. Through videos, users express their concerns, opinions, and perspectives. As one of the leading social media platforms, YouTube allows users to share videos, images, and other forms of content. It also serves as a powerful tool for the promotion of individuals and ideas, enabling users to present themselves, build audiences, and advocate for their viewpoints. As an effective platform, YouTube has been affected on the negative side too. There are lots of people who use slang in videos. Most young people take advantage of social media because they wish to show their attitude by using slang language. In this case, the slang language is hugely spreading in modern society. In fact, the YouTube platform is a place free from restrictions where slang is used widely by users. Similarly, there are thousands of slang users among the Bodos, who frequently used through YouTube. Some examples are given bellow -

Figure 1:

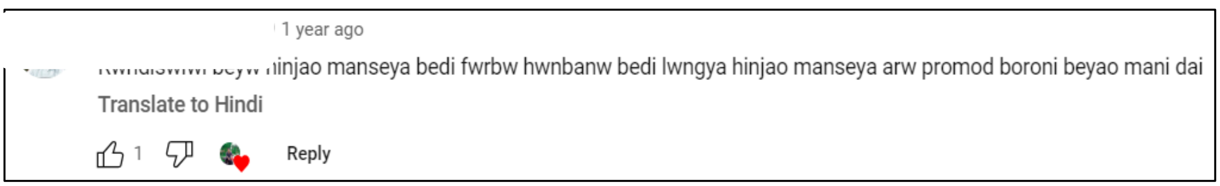
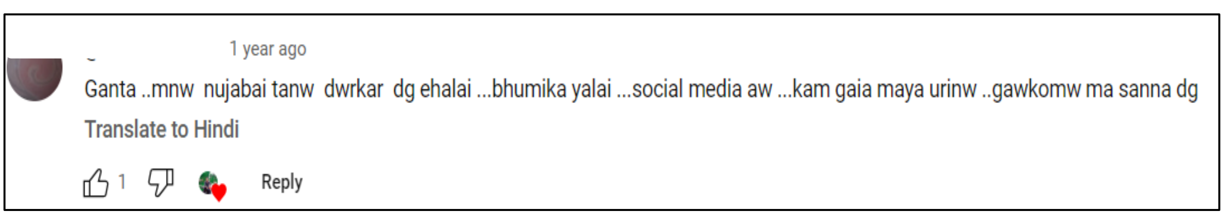


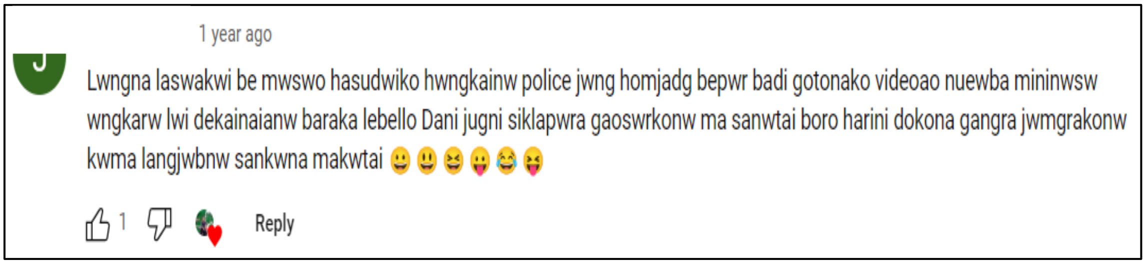
Figure 1 implies that the commenter is rebuking a woman with slang word on YouTube. The term 'Rwndi' (rendi) is a Hindi slang word but is often used in Bodo in an informal context. So, the commentator is also using the word 'Rendi', slang for her bad character.

Figure 2:



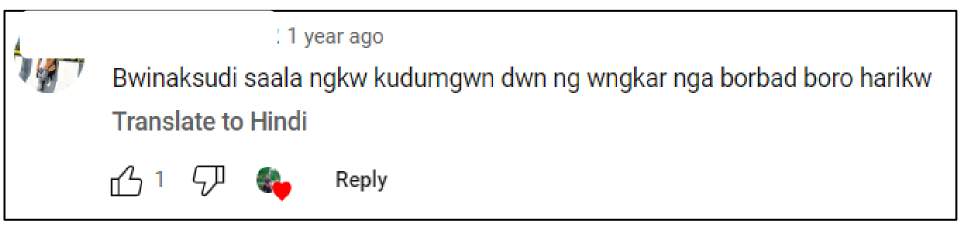
The slang 'Ganta' (Ghanta) represents nonsense that is borrowed from Hindi slang. According to the commentator, someone is misbehaving on social media; thus, the comment user is abusing using impolite word in the comment box of YouTube's video.

Figure3:



According to Figure 3, the slang user humiliates a woman in the video's comment section for drinking excessive alcohol. In this context, the phrase 'mwswo hasudwi' is used as slang to refer to alcohol in the commentator's sentence negatively. Thus, the woman is indirectly insulted and abused through the comment, as her behavior drinking and allegedly misbehaving in public is criticized on social media.

Figure 4:



As seen in Figure 4, the word 'bwinaksudi' is an Assamese slang term commonly used among some Bodo speakers. The literal meaning of this slang expression is highly offensive and inappropriate. In this context, it is used as a vulgar and disrespectful insult. Therefore, the slang user humiliates the targeted individual by employing an abusive and impolite term in the comment box.

Figure 5:

In Figure 5, 'bwithali' is a Bodo slang word that implies a characterless woman. In Bodo, it is utilised by a particular group of people to insult or abuse someone. Similarly, the comment user is conveying a message to a woman about her obscene character through the comment using slang.

Figure 6:

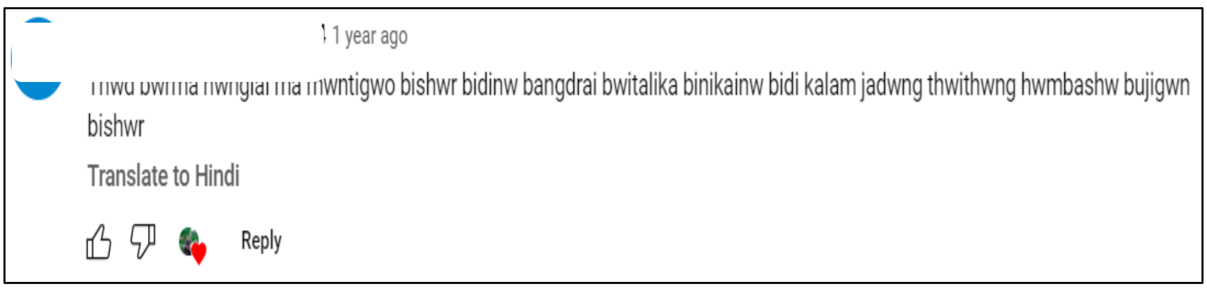
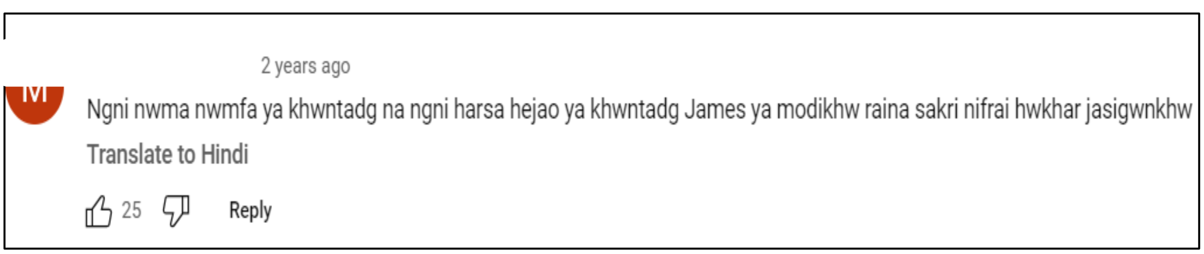


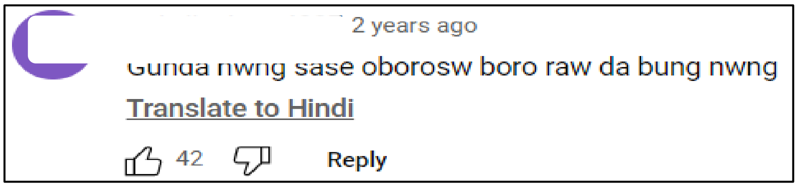
Figure 6 illustrates that, according to the commentator, some women are engaging in inappropriate behavior on social media. As a result, the commenter uses slang expressions to convey abuse in the message. In this context, the word 'goat' is employed as slang to describe a foolish man, while the term 'thwithwng' meaning 'die' is used indirectly as a slang expression to insult or demean.

Figure 7:



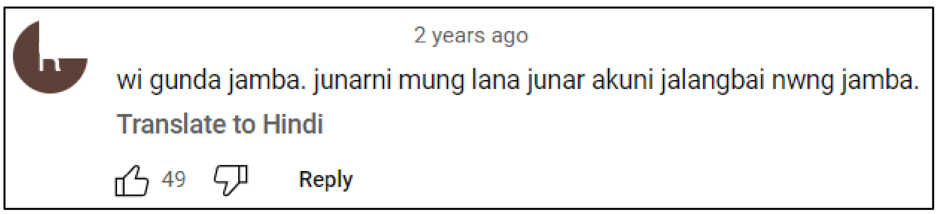
The commenter used the term 'nwma nwmfa' as slang in the sentence. Generally, this is a formal term that refers to a mother and father. But in this context, commenter is applied as slang in an informal context.

Figure 8:



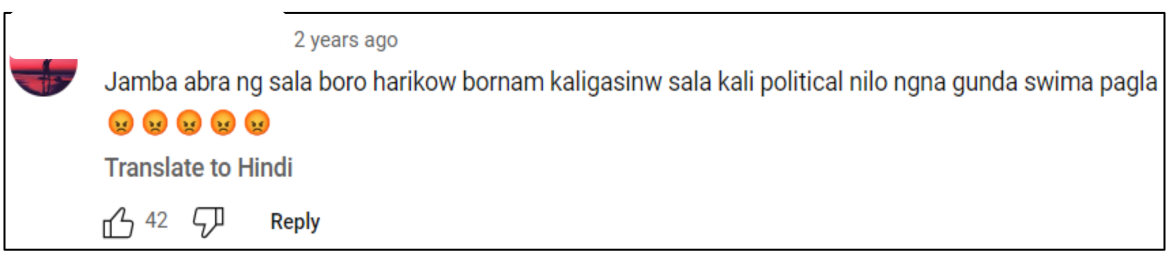
In Figure 8, the commenter rebukes an individual because the video maker has used broken Bodo language on social media. Consequently, the commenter employs the slang term ‘gunda’ in the sentence to criticize and insult him.

Figure 9:



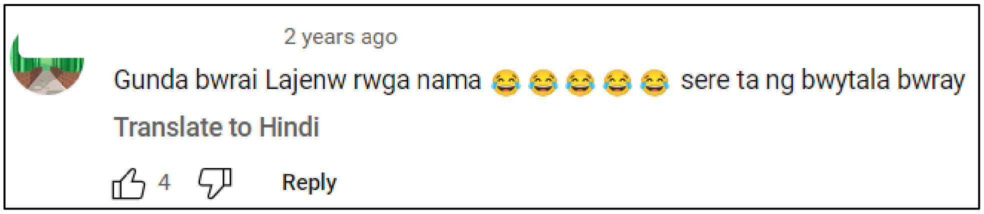
In Figure 9, the commentator abuses the owner of the YouTube channel named Bodoland Tiger. The commenter uses slang expressions to suggest that the channel owner’s behavior has deteriorated to that of an animal. In this context, the words ‘gunda’ and ‘jamba,’ meaning ‘ruffian’ and ‘fool,’ are employed as slang terms to insult and demean the individual in the message.

Figure10:



In Figure 10, when the video creator discussed politics, a viewer became angry and posted abusive and inappropriate words in the comment box. In this context, the terms ‘gunda’ and ‘swima pagla’ are used as slang expressions in the sentence to insult and criticize the video creator.

Figure 11:



According to the user, an individual misbehaved by using nonsense or inappropriate language on social media. In response, the viewer insults that person by employing slang in the sentence. In this context, the words 'gunda' and 'bwithala' are slang terms commonly used in Bodo to criticize or demean someone.

Conclusion

As a result, the above discussion clearly shows that the use of slang on social media by Bodo teenagers is highly noticeable. Teenagers frequently incorporate slang from different languages into their online communication. Although slang is generally considered offensive or inappropriate in formal social contexts, it is widely used on social media platforms as a normalized mode of expression. It is observed that there are no clear distinctions based on age or gender, as individuals use slang according to their own preferences. Many Bodo teenagers are actively engaged on social media and often use inappropriate or abusive language. At times, they employ slang to insult or rebuke others, while in some cases, it is used to serve personal interests. The unrestricted nature of social media platforms allows users to use slang more freely than in face-to-face social settings.

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