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# The Impact of Teachers' Beliefs on L2 Grammar Teaching

Thesis

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At

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## Dedication

I would like to dedicate this research to my father, my-in-law father, my mother-in-law, my husband and my sons Junaid Hassan and Hadi Hassan who had been a great source of motivation throughout my research, and it would not have been possible to accomplish this study, if their cooperation and support had not been with me.

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## **Abstract**

The following research studies the correlation between teachers' beliefs about teaching grammar and their actual classroom practices. There was a need of such kind of study in Pakistani context in order to make teachers realize the importance of knowing one's teaching beliefs before moving to changing them. This research is a mixture of qualitative and quantitative research. Survey questionnaire, interviews and class observations were used for data collection. Data was collected from three semi government schools where as five teachers were conveniently selected for class observations and interviews. The data was analyzed and interpreted to get the final results. It is concluded that there is a deep woven correlation between teachers' beliefs about teaching English grammar and their classroom practices of teaching grammar. It is recommended that teachers should know their existing teaching beliefs because it is the need of the hour to improve our educational standards by making positive changes in the teaching of grammar.



# Chapter 1

## Introduction

Teaching is mainly an outcome of a teacher's perception. Philosophy of teaching revolves around one's understanding about how students learn, what type of instructions are the best suitable for deep and concrete learning, what actions should be taken to enact such instruction. It also defines ones teaching and learning goals and the specific areas in which a teacher wants herself /himself to improve his/her abilities. As Richards(1996) reflected in his book' work on teachers' maxims' that these maxims are a set of rational principles that function as "rules for best behavior"(p.286). All these maxims cover all different aspects of teaching , including planning, encouraging and motivating learners, maintaining order and discipline in the classroom, empowering learners, as well as maxims related to accuracy, conform and efficiency.

The structure of a teacher's belief is quite simple or uniform. It seems to be interconnected and multi-faced. Teachers' beliefs deeply influence both behaviour and perception. Pajares (1992,p.324 as cited in Mohamad2006) claimed that their filtering effect "ultimately screens, redefines, distorts, or reshapes subsequent thinking and information process."

There is a crucial need to explore the teachers' perceptions about teaching English grammar and their actual classroom practices in private schools of Pakistan. Prabhu (1990 as cited in Mohammad 2006) too refers to the danger of reutilization or mechanical teaching: in order to improve educational standards, teaching philosophies of teachers is the most important thing to be focused. Whatever a teacher does in her classroom is an outcome of her educational beliefs, whether she is aware of her teaching philosophy or not. William and Burden (1994) state that teachers' beliefs play a vital role in the teaching learning process that is why teachers must know their own beliefs, philosophies or theories. They stress that teachers must record their personal reflection continuously because by becoming

aware of their beliefs that they come to understand their own implicit theories and the ways these theories influence their professional practice. Teachers' beliefs can be transformed by experience, knowledge, professional development and making them aware of their teaching approaches. According to Fisher (2007) a teacher must understand his/her teaching philosophies so that he/she can work on further improvement. Most of the researches have focused only the self-reported beliefs through interviews and questionnaires, whereas a few have investigated whether these beliefs are practiced in classroom or not. No doubt, there is an essential need to find out whether there is a correlation between teacher's beliefs about teaching English grammar and their actual classroom practices.

### **1.1 Statement of Problem**

Correlation between teachers' perceptions about teaching English grammar and their classroom practices.

### **1.2 Operational definition of teachers' belief**

Belief refers to a teacher's personal perception about teaching English grammar. The entire teaching learning process revolves around their own particular beliefs about English grammar teaching.

### **1.3 Justification of the study**

It has been observed in Pakistani context that different schools vary in their English language teaching objectives, goals, and assessment criteria of students learning and teachers' teaching. However teachers too on the other hand take grammatical concepts differently and use different teaching methodologies in their classes. So these differences in teachers' beliefs are the main source of motivation to conduct this study which explores teachers' beliefs about grammar and their classroom practices. It further finds out the correlation between teacher's beliefs and their classroom practices.

## 1.4 Significance of the study

This study will motivate English teachers to know about their beliefs about teaching grammar and their influence on their instructional practices. It will in fact help to raise educational standard of English language teaching by enlightening the importance of knowing ones teaching belief and making an effort for improvement. Teachers, teacher trainers, principals, students and the whole educational system would benefit from this study because it studies the influence of teachers' beliefs on their classroom practices and encourages teachers to change their present beliefs in order to improve their instructional practices.

## 1.5 Aims and Objectives

The aim of this research is to explore the interconnection between teachers' beliefs and their instructional practices along with the factors that underpin these beliefs.

In particular, this investigation seeks to answer the following research questions:

1. a) To identify the beliefs of semi-government primary school teachers of Lahore about English grammar, its acquisition and methods of instruction.
2. a) To explore classroom practices of primary English teachers of semi-government schools of Lahore.  
b) To find out the correlation between teachers' beliefs about teaching grammar and their instructional practices  
c) To unfold the underpinning factors which constrain these teachers while translating their beliefs into practice.

## 1.6 Research Questions

- What kinds of beliefs do English teachers have about teaching grammar?
- What are the factors which underpin these beliefs?

- How do teachers teach English grammar in their classes?
- What is the correlation between teachers' beliefs about teaching grammar and their class room practices?

## **1.7 Delimitations of the study**

Eighty English teachers of semi-government primary schools of Lahore were selected to get data from survey questionnaire. Five teachers were conveniently selected for class observations and interviews.

## **1.8 Procedure of the Dissertation**

The thesis is organized into five chapters. First chapter is an introduction which provides the outline of the research, its purpose and the context of the study. The next one reviews the literature relevant to English grammar teaching, its history, different approaches to grammar, interplay between beliefs and instructional practices etc. The third chapter explains research methodology, sample and instruments used for research accomplishment. Chapter four is about analysis, interpretation and discussion of the collected data. A concise summary of research, its findings, and conclusion has been discussed in the fifth chapter.

## **Chapter 2**

### **Literature Review**

#### **2.1 Historical Background of Grammar Teaching**

Importance of grammar teaching in second language learning is well known. Long ago from the fifteenth century there had been a long debate on the problems of teaching grammar effectively. For centuries, language has been synonymous with language teaching then the role of the grammar declined with the introduction of communicative language teaching (Thompson 1996). At the beginning of 1970 the interest of 'real language' teaching emerged and more interest was taken in social and cultural teaching of language. Consequently, it proved to be a shift from audio-lingual and grammar translation methods to the exploration to communicative teaching of language. Hence integrative tasks were focused instead of discrete structures.

##### **2.1.1 Importance of Grammar in History**

Teaching grammar has always been a matter of controversy especially in second language acquisition as Thornbury (1999 p.14 as cited in Neupane 2009 ) says” in fact no other issue has preoccupied theorists and practitioners as the grammar debate, and the history of language teaching is essentially the history of claims and counter claims for and against the teaching of grammar” .

#### **2.2 Belief about teaching grammar and its influence**

The main difference in grammar teaching methods is due to teachers' different views about the role of grammar. According to the historic overview of the role of grammar Bygate et al. (1994 as cited in Neupane 2009) says that in the light of the centuries old tradition of language learning dominated by Latin and Greek, the study of language is mainly the study of its grammar. In old times grammar has the central

role in structural linguistics. According to Wilkins (1972 as cited in Bygate et al.1994 as cited in Neupane 2009 ) the aim of a language teacher is to enable the people to learn it .Some people have a view that grammar teaching is not essential because it doesn't facilitate second language acquisition. Krashen and Terrell (1983 p.144 as cited in Neupane 2009) are in favor of this idea when they say, "we prefer to avoid oral grammar instruction in classrooms imply because they take time away from acquisition activities. Whereas others own the view that it is essential to teach grammar. Ur (1996 as cited in Gnawali, et al.2061 as cited in Neupane 2009 ) has similar views when he shows his doubts about gaining communication competency to develop accuracy in learners when she says that the ability to communicate effectively cannot be acquired quickly or efficiently through pure class communication practice – not at least in the framework of formal study course. Thornbury (1999 p.16 as cited in Neupane2009) agrees with Ur and suggests that learning L2 without learning grammar is "at the risk of fossilizing sooner than those who receive".

### **2.2.1 Behaviourist and Constructivist Approach**

The beliefs of language teachers about the process of teaching and learning play a vital role in their classroom practices and in their professional growth. Two main types of approached are there which occupy teachers' belief .One approach is behaviourist approach which is based on the stimuli present in the environment whereas the second one is constructivist approach which claims that learning takes place as a result of actively constructing meanings from the environment (Hoover 1996 as cited in Mohammad 2006). As Harste and Burke (1977 as cited in Irena Kuzborska research on Links between teachers' beliefs and practices and research on reading April 2011, Volume 23) states that teachers make their decisions about their classroom teaching according to their theoretical beliefs about the whole process of teaching and learning. They hold their own assumptions about teaching and learning according to their own particular approach, (Richards and Rodgers 2001 cited in Irena 2001). Irena in her research on Links between teachers' beliefs and practices and research on reading (April 2011, Volume 23) conducted in Lithuania proved that the teachers' classroom practices were guided by their beliefs

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and there was a very strong relationship between teachers' theoretical beliefs and their classroom practices.

### **2.2.2 Communicative approach vs. Structural Approach**

Savvidou (2004) also believes that communication can't take place without structure or grammar. Ellis, 1997 as cited in Sysoyev 1999) in her review of research starting from 1970 says that communicative teaching of English was thought to be ignoring grammar for the sake of focusing on meaning only structure. If we compare communicative (as referred to meaning-based) to form based (as referred to as structure-based) approaches in English language teaching that communicative teaching helps students to communicate properly but it doesn't guarantee that the student will speak linguistically correct sentences. Whereas the form based approach focuses on grammatical structures and linguistics which enables the person to speak accurate grammatical sentences. After this movement they started giving more priority to fluency rather than accuracy. It gave an ease to non-native teachers of English who felt difficulty in grammar teaching and for the native teachers as it was a good reason for their incompetence in grammar of their own language (Swan, 2006). But the grammar soon came into being by the half of 1980s.

### **2.2.3 Integrative approach to grammar**

Ellis (2003 as cited in Mohammad 2006), among others argues that in order to achieve the objective of communicative competence, grammar and communication should have to be integrated. An integrated model is an approach in which some teaching strategies are used in stylistic analysis which not only explores texts, literary and nonliterary from the perspective of style and its relationship to content and form. This approach involves the systematic and detailed analysis of the stylistic features of a text- vocabulary, structure, register, etc., in order to find out not just what a text means but also how it comes to mean what it does (Short 1996 as cited in Savvidou 2004).

### **2.2.4 Deductive and Inductive Method**

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Many theoretical proposals are there which try to incorporate such instruction into L2 curriculum. Among these are the distinctions between deductive and inductive approaches (Thornbury1999). Deductive approaches start with teachers explicitly stating grammar rules whereas the inductive approach doesn't start with the explicit presentation of rules. The students are made to discover the structures or may be asked to derive the rules that govern it. Deductive grammar instruction is related to rules driven instruction whereas inductive grammar deals with discovering the rules through consciousness raising (Rutherford 1987 as cited in Mohammad 2006).

### **2.2.5 Conscious vs. unconscious language learning**

Krashen (1981 as cited in Mohammad 2006) distinguishes between conscious learning and unconscious acquisition of language, he says that language should be acquired through natural exposure, and should not be learned through formal instruction. In the traditional approach, where a language is consciously learned, attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language through the application of intellectual and logical deductive reasoning (Krashen 1982 as cited in Vasilopoulos 2008). Opposite to the previous approach the indirect approach of CLT is mainly based" on the learner's ability to interactively negotiate meaning, with new linguistic forms being acquired incidentally during this process. Therefore, applying these principles in the classroom requires new classroom techniques and activities. Additionally, these principles call for new roles for teachers and learners. Instead of relying on activities that demand accuracy, repetition and the memorization of sentences and grammatical patterns, these new activities require learners to negotiate meaning and to interact meaningfully in the English language.

### **2.2.6 Effectiveness of Task-Based Learning**

Gill (2012) in his article task-based learning, from University of Central Lancashire shares his anecdotes from his experiences of second language learning. He makes a contrast between conventional and task-based method of teaching and learning

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while studying abroad. According to him task-based method gave him a “click which he needed to reach fluency. This click is when everything comes together: the grammar starts to make sense.” Gill (2012) further maintains that this click varies from person to person as for some people it comes within a month whereas others could take long time. Task –based language learning method makes the second language learning process much easier than learning through old conventional methods. Learner starts accepting the major differences between the first and the second language and the learners mind begins to process the language in a much confusing way which is according to Gill (2012 ) is the first step to fluency. So the more powerful the L2 speaking atmosphere is, the easier will be the process of L2 language development. Gill (2012) also described his own good experience of learning Japanese as L2 through repetitive structure and independent composition. But he emphasized that the best way to learn a second language is by living in that country in which it is spoken because fluency is rapidly attained “through constant conversation”. He preferred using repetition method when L2 is not spoken everywhere in the society or where there is a non-native atmosphere. Role play and giving directions to someone is also a kind of task based learning when students learn a language by using it a certain atmosphere or by doing something. Task based learning is also described as learning by doing. He concluded through his personal L2 learning experience, “I think task–based learning is more effective than purely using books.” Gill (2012)

Only a few studies have been found which were conducted on the comparison of communicative to form based approaches. According to the results of the experimental study in communicative language teaching conducted by Prabhu (cited by Beretta & Davies 1985 as cited in Sysoyev 1999) that experimental group, which received meaning based instruction, did well on the meaning based test, but they showed low result on the discrete-point test. On the other hand the control group which had received structural instructions, performed better on grammar structure tasks, rather than on the global and the integrative tests. The results were clear that the students’ performance was better on the tasks they were trained for.

### **2.2.7 Functional Approach**

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The primary focus of our teaching should be the teaching of meaning rather than form (Skehan, 1998; Willis & Willis, 2007 as cited in Adamson 2010). Nonetheless, due attention must be paid to form for learning to occur: "...if students are to actually acquire a second language by 'going for meaning', then have to be engaging, in some way ,in some sort of form function analysis "(Swain,1988,p.72 as cited in Adamson 2010)

To be elaborated: A number of research studies have reported that learners need ample opportunities for communication use so that they can integrate separate structures into given concepts for expressing meanings. Spada & Light Brown (1993) hold that thinking skills operate effectively when students voice their analysis and take part in the learning process occurring in the classroom. Methodologists also argue that learners in the classroom should experience creative reflections through which the teacher probes their understanding to elicit answers for the questions he or she poses. In this way, students can lay the foundations for their internal representation of the target language, which can allow effective learning to function properly (Pica, 1994).

### **2.2.8 Eclectic Approach**

The ideal approach which is now considered as the most effective and successful in the teaching of writing is the eclectic approach. The eclectic or process genre approach combines process theories with genre knowledge. This concept not only draws ideas from genre approach, such as knowledge of context, the purpose of writing, and certain text features but retains part of process philosophy such as writing skill development and learner response (Badger & White, 2000 cited in South Asian Studies A Research Journal of South Asian Studies) Vol. 27, No. 1, January-June 2012, pp.183-194). It is stated that eclectic approach provides the learner with opportunities for developing their individual creativity as well as helping them fully understand the features of target genres (Y. Kim, & J. Kim, 2005 cited in A Research Journal of South Asian Studies Vol. 27, No. 1, January-June 2012, pp.183-194 ).

## 2.3 Advantages of involving learners

Many researchers such as Chaudron (1988) further documented the benefits of involving students in the learning process. These investigators found that students taught by teachers who actively involved them in lessons achieved at higher rates than those in traditional classes. Inductive and deductive models offer this chance to learners because these two models foster a cooperative atmosphere among students. According to Celce-Murcia et al (1997), the communicative classroom provides a better environment for second language learning than classrooms dominated by formal instruction. He concluded but the above conclusions do not negate the fact that both techniques, inductive and deductive, are worth consideration by all language teachers. Effective use of these strategies would enable teachers to experiment with their teaching methods in order to seek improved performance by their student.

## 2.4 Using games to teach grammar

Many students and linguists have the point that grammar should be included in curriculum not in the sense of traditional ways of grammar teaching Hadfield (1990 as cited in Deesri 2002). Hadfield (1990 as cited in Deesri 2002) says that games should not be only included in syllabus for amusement but they should be taken as 'integral part' of students syllabus to reinforce and introduce grammatical forms or structures instead of just using traditional ways of teaching because they play an important part in developing skill in students. 'Games like would you do if?' can be selected to teach conditionals and 'Find someone who' for teaching how to make questions and answers. He further sustains that games meet all the requirements of a traditional class, i.e., rules, drilling and repeating. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote students' language proficiency (Richard – Amato, 1996 as cited in Deesri 2002).

## 2.5 Teaching Grammar through Writing

Many like Weaver, Nally and Moerman (Voices from the Middle, Volume 8 Number 3, March 2001) believe that grammar must be taught through writing and effective grammatical skills can't be developed without it." Teachers must take risks in order to motivate students to take risks in their writing." He thinks it is better to engage students in writing activities in place of just giving them grammar exercises and grammar concepts can be taught by helping the students to edit their grammatical structures in their written work. In his research, Weaver states that sentence combining helps students "expand their syntactic repertoire in order to write more syntactically sophisticated and rhetorically effective sentences" (1996, p. 142). It is obvious that majority of the researches claim that traditional and isolated teaching of grammatical forms are ineffective whereas if grammar is taught in integration with literature and writing that is most effective way.

The integration of four skills is too very important for the functional practice and for exploring students to real life situations. Grammatical forms from introduction of new concepts to practice, reinforcement, practice and testing isolation is strongly condemned whereas integration implicit grammar and communication is highly recommended by students.

## 2.6 Dilemma of Learning Grammar

Now a days the trend for global and need based teaching has increased .So the grammar should be taught meaning-based grammar if the students need for communicating. On the other hand the students should be given grammar knowledge if they have to learn it for the sake of translation or they need it for exam purposes, then form based approach will be the most appropriate one for the students. All" these are polar opposite positions that leave no room for nuance." So far as the teaching of L2 grammar the students have to face a dilemma because they have to learn grammar rules for their exams in order to get marks and when they have to communicate with some foreign visitors or live in an L2 country they need to

learn communicative competence. Therefore there is an essential need “to look at the ways of combining form and meaning in teaching foreign languages” (Sysoyev, 1999). The best way of learning a language is by contextualizing it in a” meaningful and significant setting.” (Eskey, 1997; Met,&Genesee,1989 as cited in Adamson 2010 )

Celce-Murcia, Dornyei and Thurrell (1997as cited in Sysoyev,1999) call it "a turning point" in communicative language teaching (p. 141), in which "explicit, direct elements are gaining significance in teaching communicative abilities and skills" (p. 146). Kumaravadivelu calls this a "principled communicative approach" (cited by Celce-Murcia, Dornyei and Thurrell, 1997 as cited in Sysoyev, 1999). Sysoyev (1999) discusses the issue of English grammar teaching with focus on form and meaning. He used integrative method of teaching which consisted of three stages main stages EEE (a) Exploration: He used an inductive approach as he agreed with many scholars and the critiques that were against the methods in which teacher explains the grammar rules to the students. (b) Explanation: in this stage students and teachers summarize what they have discussed in the sentences. (c) Expression: At this stage the students practiced the grammatical structures .After his experimental study conducted on the use of is EEE (exploration, explanation and expression) method of L2 teaching grammar teaching he concluded that students preferred to learn grammar through EEE method as compared to only form based or meaning based approaches because they found it to be more effective in learning L2 grammar.

## **2.7 Relationship between Beliefs and Classroom Practices**

The main difference in grammar teaching methods is due to teachers’ different views about the role of grammar. According to Calindinin & Connelly (1986 as cited in Mohamad 2006), conceptual confusion starts due to the definition of identical terms in different ways and due to the use of different terms to describe similar concepts. It shows that there are as many definitions of terms as there are different beliefs and there are as many teaching approaches as there are many minds .So it leads to be as many teaching practices as there are many minds and beliefs exist. So however a

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belief is held consciously or unconsciously, it is always accepted as true by the person and is “imbued with emotive commitment” (Borg 2001, p.186 as cited in Mohammad 2006). Majority of the researchers believe that teaching is a cognitive activity and teachers’ beliefs have a great influence on the teachers’ instructional practices e.g., (Shavelson, & Stern 1981; Tillema, 2000 as cited in Particia 2005 Volume 9, Number 2). Calderhead (1996 cited in Mohammad 2006) sustains that teachers are found to hold their significant beliefs in five main areas- beliefs about learners and learning, teaching, subjects or curriculum, learning to teach, and about the self and the nature of teaching—and he says that these five areas are interconnected.

## **2.8 Ineffective Grammar Teaching**

Research over the period of 90 years have shown that the teaching of grammar in schools have little or no effect on the improvement of students language development (George Hillocks & Michael Smith, 1991). Researchers have shown that teaching of grammar have rarely achieved any goals. "Diagramming sentences . . . teach nothing beyond the ability to diagram" (1960 Encyclopedia of Educational Research as cited in George Hillocks & Michael Smith, 1991). According to De Boer( 1959)all the research have shown negative results so far as the learning of grammar is concerned and students have not shown any kind of improvement in their language expression and furthermore there is no justification is present in the evidences for a lot of time spent on grammar teaching. Grammar teaching is not helpful for students in avoiding and correcting errors (Elley et al., 1976; McQuade, 1980; Hillocks, 1986).

## **2.9 Place of English Grammar in Asia**

In most East Asian countries English language is taught through traditional teacher – centered, book–centered, grammar translation method and a strong emphasis is given on rote learning (Liu & Littlewood, 1997 as cited in RaoZhenhui(2001)in his article Matching Teaching Styles with Learning Styles in East Asian Contexts). Due

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to this traditional approach teachers adopt an introvert learning styles and students think knowledge something to be taught explicitly and transmitted by their teachers rather than to be explored and interpreted by themselves. According to Harshbarger, et al. (1986) students are very shy in their language classrooms. Chinese students like to listen to their teachers rather than actively participating. This point is confirmed by a research conducted by Sato (1982 as cited in RaoZhenhui2001) in which she compared the participation of Asian students with non-Asian students .She found that Asian students took fewer speaking turns than non-Asian students(36.5% as opposed to 63.5%). This traditional style of teaching in East Asia” also leads to a closure-oriented style for most East Asian students. These closure-oriented students dislike ambiguity, uncertainty or fuzziness. To avoid these, they will sometimes jump to hasty conclusions about grammar rules or reading themes.” The teachers explain each and every thing of the text and grammatical rules to the students whereas the students passively’ listen, take notes and answer questions. ‘For East Asian students blackboard is the most widely and gladly used teaching aid without which the students feel disturbed.

According to Vasilopoulos (2008)in his article Adapting Communicative Language Instruction in Korean Universities he says that at the public school level there are many challenges in the implementation of communicative based curriculum among them is the lack of linguistic competence and training in communicative approach and their over-reliance on L1 ( native language), their emphasis on traditional ways of teaching, lack of stress on the meaning, use of an inductive approach to teaching vocabulary, grammar and phonology, lack of exposure to correct I2 and lack of self-proficiency and error correction. As a result of this old traditional approach the learner develops a concrete base of “grammar and linguistic form in the absence of equivocal practical usage.” At the public school level, there are various challenges in delivering a communicative based curriculum: the lack of teacher training in the communicative approach; linguistic barriers faced by Korean English language teachers in delivering communicative based activities leading to an over-reliance on the L1 (native language); a divergence in traditional instructional styles and subsequent students’ learning styles which have focused on structure, form, and grammar and a less structured meaning based approach reflective of communicative

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activities; the use of an inductive approach to teach grammar, vocabulary and phonology; insufficient exposure to correct L2 (target language) thereby reducing the development of self-proficiency and error correction.

As noted by Krashen (1982 cited in Vasilopoulos 2008), “the tendency of Asian students to self-correct based on their conscious application of grammar rules leads to over-correction. For Asian students, grammar is an essential tool in building confidence, language knowledge and fluency. In the classroom setting, despite students’ interest in the lesson, discussion topic or subject matter presented in the English classroom, most students will be less inclined to speak if they are not confident with their oral language skill. Therefore, students’ reliance on grammatical and form focused instruction should not be completely abandoned in the CLT classroom.”

### **2.9.1 Students of South Asia**

For South Asian students, grammar is the most difficult area for L2. They face difficulty in the use of paragraph development and in writing correct sentences, and in creating coherence in their written work.’ Grammar skills include run-on sentences, fragments and verbiage, inclusion of necessary information, use of different type of sentences, subject-verb agreement, and placement of modifiers, tense agreement and parallel construction’ (Leisak, 1989).’ Grammar is more than just a set of rules; it is an ever evolving structure of a language’(Kleisar, 2005). South Asian Studies (A Research Journal of South Asian Studies Vol. 27, No. 1, January-June 2012, pp.183-194) learning grammar becomes dull and boring because no one likes to learn the rules and just the memorizing of rules is worse than its application. Students know how to construct sentences but they feel confusion while combining two sentences to make one longer sentence. ‘Parallelism is also one of the problems.’ The core reason of all these problems is the traditional way of teaching by the teachers and less practice of grammar by the students. So students should be taught to handle L1interference especially of the interference ofL1 syntax while writing in English language. Teachers should adopt eclectic approach. They should



focus grammar rules and applied linguistics be employed during teaching English. More emphasis should be on written work rather on the than the oral one.

### **2.9.2 Suggestions for improving Grammar teaching in Asia**

Vasiopoulos (2008) further recommends that while using communicative approach Instructors should integrate four skills into the lesson and curriculum rather than relying solely on activities designed to develop oral proficiency. He concludes that teachers should give maximum listening exposure to the students along with 'writing and form focused instruction to the conversation class.' Such an approach decreases' the reliance on teacher lead instruction allowing students to learn independently at home through writing, reading and listening practice'. All this is evident to the excessive use of traditional methods of teaching and still a lot of scholars are suggestive that communicative approach, integration of four skills and more listening exposure should be given to the students learning English as a second language.

### **2.10 Status of English Grammar Teaching in Pakistan**

In his report on a consultancy visit to Pakistan between under British council Coleman (2010) says that observers report that the teaching of English language in government schools is highly ritualized. For example a detailed ethnographic study by Fauzia Shamim found that English teachers made a distinction between doing a lesson and doing grammar 'Doing a lesson consists of the following stages:

- A text (the lesson) is read aloud by the teacher or pupils
- A text is explained by the teacher, often in Urdu or a local language
- The meaning of 'difficult words' are given in English, Urdu or a local language
- Pupils write follow-up exercises in their notebooks

Meanwhile 'doing grammar' consists of the following steps:

- The form of a grammar item is explained by the teacher.
- The pupils write sentences illustrating the grammar item.
- The teacher dictates an essay or letter or writes it on the blackboard to be copied by the pupils.
- Pupils memorize the essay or letter and reproduce it in the examination.

The reproduction of the crammed text and memorized question answers gives the evidence that English language teaching totally ignore speaking, listening, and critical reading. Moreover English language teachers-especially in government schools- teaches English in L1 due to their own lack of English competence or due to their lack of self-confidence. According to a research conducted by Muhammad Asim Mahmood and Farhat Jabeen on the topic United Doubts: Grammar Teaching in Pakistan Teachers & Learners' Perspective, 91.8% teachers agree that grammar is an important part of English language teaching. So far as the teaching of grammar is concerned 60% of them agree that functional grammar should be taught in the language classroom. Teachers endorse the same opinion and 69.4% of them support the teaching of functional grammar as opposed to 46.9 who favor structural grammar teaching. As for the competence and performance based teaching, 89.4% teachers agree that grammar teaching should be performance oriented. Conversely, a large number of teachers i.e. 72% also favor competence based instruction. The contextualization of grammar teaching is another issue that attracts varying opinions. 54% learners sustain that both target and local culture should be included in grammar teaching while a majority of teachers i.e. 94% believes that grammar should be taught in the context of target culture. But 55.1% of them also support the incorporation of local culture in grammar instruction. Yet again 93.9% of them agree that grammar should be taught in the general context free from target and local culture. The results of their study show that both teachers and learners have positive opinion about explicit grammar instruction. Moreover 71.1% teachers maintain that grammar should be taught in separate lessons instead of integrating them into regular lessons whereas 81.6% of the teachers agree that grammar teaching should be integrated. 92% of the teachers agree that teachers should give corrective feedback to the learners immediately. As for the appropriate age to start grammar instruction, 54% teachers believe that grammar instruction should start by the age of

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10.'In Pakistan, language teaching has traditionally been identified with teaching the grammar of that language. While the international language teaching diverted from and later returned to grammar teaching, the Pakistani language teaching approaches have always been concerned with and based upon the traditional concept of grammar teaching.'

Khan(2011) in his article 'English language teaching in Pakistan 'says it is totally unfair to the students of Pakistan that they are being taught with poor substandard methods of teaching as a result of which they are unable to develop their communication skills and can't use it in their everyday life.' The major source of learning English in Pakistan is our school classrooms where, ironically, teaching amounts to nothing more than boring English spelling drills, some formal grammatical constructions, and precise definitions for an endless array of words which make the subject appear desolate.' As a consequence of 'archaic methods', students exhibit anxiety, which develops a sense of resentment towards the subject. And majority of the English language teachers are not professionally trained and they only teach syntax to their students which is insufficient. So there is a dire need to arrange self-development programs and professional workshops to train language teachers of Pakistan.

However there is a lot of work done on the issue of English grammar teaching all over the world where different researchers have come up with distinct according to their own contexts including Naashia Mohammed's Ph.D. thesis on 'An Exploratory Study of the Interplay between Teachers' Beliefs, Instructional Practices & Professional Development' in 2006. Her study explored the inter connections between teachers' beliefs, their instructional practices and professional development, examining the extent to which the introduction of an innovative teaching approach impacts teachers' beliefs and behavior. It focused particularly on grammar instruction in the context of English teaching in secondary schools of the Maldives. As I went through her study, it inspired and motivated me to conduct a similar study of the correlation between teachers' beliefs about teaching grammar and their actual classroom practices at primary level in Semi Government schools of Lahore, Pakistan.

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## Chapter 3

### Procedure of the Study

This chapter discusses the methodology used for the purpose of research. Further, the methodology adopted to conduct this research is explained. The overall design of data collection, instrumentation that was used, the procedure adopted for sampling, the strategies of analysis and interpretation is clarified in this chapter. A qualitative as well as quantitative method of educational research was used because it is an integrative study.

According to Gay, Geoffrey Mills and Airasian (Educational Research 9<sup>th</sup> Edition p.7), quantitative research is the collection and analysis of numerical data in order to describe, explain, predict or control phenomenon of interest whereas qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual ( i.e nonnumeric ) data to gain insight into a particular phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quantitative research methods.

A questionnaire based on quantitative closed-ended questions as well as qualitative open-ended questions was distributed among primary school English teachers to explore their beliefs about teaching English grammar and their own language learning experiences. Five teachers were selected according to convenience for class observations and later on individual telephonic structured interviews were conducted through which qualitative research data was collected and interpreted to get the final results. The purpose of conducting interviews and observations was to find out the correlation between teachers' beliefs about teaching grammar and their classroom practices. This research involves a case study-integration research. Case study seems to be most suitable for such study because it explores a variety of factor for the extraction of appropriate results through descriptions, explanations, evaluation and prediction.

#### 3.1 Population

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The population of this study includes in service primary school English teachers of semi-government schools of Lahore (Pakistan) without any discrimination of sex and age.

### **3.2 Sample**

A sample of 80 primary school English teachers of semi- government schools was conveniently selected to conduct a survey. Among these schools were Crescent Model Higher Secondary School, Adbistan-e- Sophia, Army Public School and Divisional Public School. A questionnaire was used to collect the numerical data and its aim was to obtain fair, unbiased and generalizable data. The questionnaire was distributed among more than 120 teachers, only eighty teachers filled and returned the questionnaires. Most of the principals as well as teachers showed reluctance and refused to fill the questionnaires. Finally a sample of eighty questionnaires was collected and analyzed. Five teachers were selected according to convenience. Firstly their formal class room observations were done in order to collect qualitative data about their actual class room practices to teach English grammar. An individual telephonic interview of each of the five teachers was conducted and recorded with their consent.

### **3.3 Instruments of the study**

This study utilizes the following sources of data:

1. Questionnaire
2. Structured open-ended interviews
3. Classroom Observation

#### **3.3.1 Questionnaire**

A questionnaire is a self-report instrument which is very useful to obtain data economically and speedily from a large number of respondents (Brown 2001 as cited in Mohammad 2006). Questionnaires have frequently being used in the study of

teachers' beliefs and practices (Mac Donald, Badger, and White, 2001 as cited in Mohammad 2006). Questionnaires are used to collect both quantitative and qualitative data. The questionnaire used for this study has targeted both, as it contains both open and closed-ended questions.

In particular the questionnaire was intended to collect answers of the following questions:

1. Teachers' concepts about grammar.
2. Teachers' views about the role that grammar is playing and should play in the process of English language learning.
3. Teachers' reported classroom practices.

### **3.3.2 Interview Data**

Interviewing is one of the most powerful tools used to understand people's ideas, beliefs and attitudes. Interviewing has many advantages over the other kinds of data collection strategies (Best& Kahn, 1998). Two types of questions are used in structured open-ended interviews (Best& Kahn, 1998): basic questions and clarification questions. In basic questions the same questions having same wording are asked to all respondents in the same order. Clarification questions are used when it is necessary to probe the responses to the basic questions.

Individual one to one interviewing was chosen for this study as one of the primary methods of data collection in this study for two reasons. It provided an ideal means of exploring teachers' beliefs about grammar in the process of teaching and learning English as a second language. Questions about teaching approaches, sources of influence and teachers' views were asked to anticipate the underlying beliefs. The interviews had four main foci: (1) the teachers own background of language teaching and learning, (2) teachers' beliefs about language learning in general, (3) teachers' approach to grammar, (4) the teachers' beliefs about the role of grammar.

### **3.3.3 Classroom Observation Data**

Gebhard (1999) defined classroom observations as “non-judgment description of classroom events that can be analyzed and given interpretation” (p.35). The purpose of the observations was not to evaluate the teachers’ teaching. It rather helped to assess the extent to which the teachers’ beliefs and reported practices corresponded to what actually the teachers do in their classes. It was also a form of data triangulation, because the key observations were discussed with the teachers in follow up discussions which was further an attempt to validating the observations.

### **3.4 Data collection and analysis**

Qualitative and quantitative both types of data were collected through the survey questionnaires, classroom observations and structured open-ended interviews and a raw data table was made. The quantitative portion of the questionnaire was analyzed statistically; percentages and graphs were made to compare various answers of each question .Whereas the qualitative research data obtained from the questionnaires, classroom observations and interviews was analyzed descriptively by compiling similar views. All the information gathered was interpreted to study correlation between teachers’ beliefs, their reported instructional practices and their actual instructional practices. Underpinning reasons which created the differences between teachers’ beliefs and their classroom practice were explored and presented in the research finding. Some recommendations were given for further improvement.



## Chapter 4

### Analysis and Interpretation of Data

#### 4.1- Analysis and interpretation of data

The following chapter presents the quantitative and qualitative results of the research.

The survey questionnaire was completed by eighty junior school English teachers of four semi-government schools in Lahore. The data was collected to find out teachers' beliefs about teaching English grammar. The results have been presented in two sections. The first section (Part A of belief questionnaire) provides quantitative data to explore the general beliefs of teachers about the teaching and learning of grammar, the activities they use in their classes while teaching grammar and the factors which influence their L2 teaching approach. The results of the second section i.e (Part B & C of belief questionnaire) are mainly qualitative, supplemented with descriptive statistics. The results given in the second section focus on teachers' own L2 learning experiences, their beliefs about grammar, its influence upon their classroom instruction and developing their own specific teaching approaches along with the problems they faced while teaching grammar.

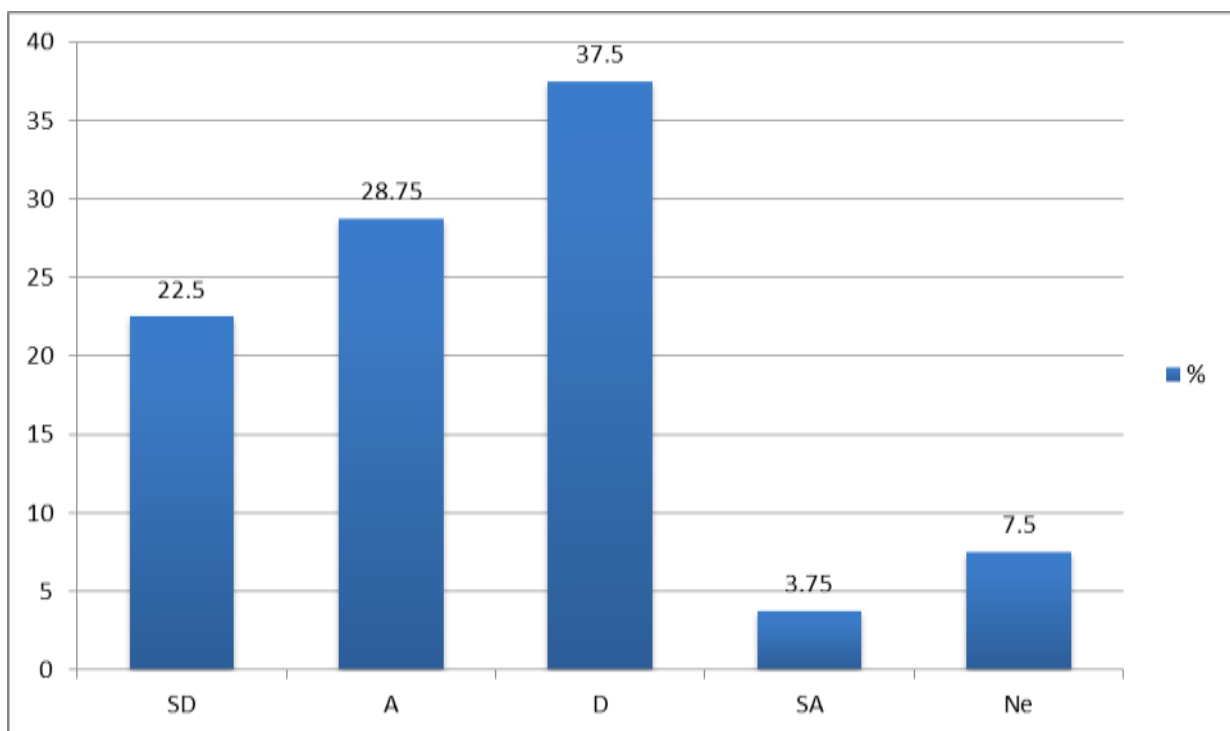
The quantitative data for this study included teachers' responses of the closed ended questions of survey questionnaire whereas the qualitative data was obtained from the open-ended questions of survey, structured interview and class observations. Both types of responses obtained from the survey questionnaire were recorded in the form of a raw data table. The question wise responses given by the teachers were recorded in the form of a table and analyzed statistically as well as descriptively. The teachers' responses were recorded in the form of a table and analyzed statistically as well as descriptively. A table of teachers' approaches about teaching grammar was developed.

## 4.2 Quantitative Data

All the closed ended questions presented in the survey questionnaire were quantitative (see appendix A, Part B). Three tables of descriptive statistics for teachers' responses on their teaching beliefs, their views about importance of grammar and learning of grammar was established (see tables 1, 2 & 3) that lead to the comparative graph of teachers responses of each question. These graphs bearing percentages of each question were developed on Microsoft excel.

### 4.2.1 Learning second language without grammar instruction

Graph 1

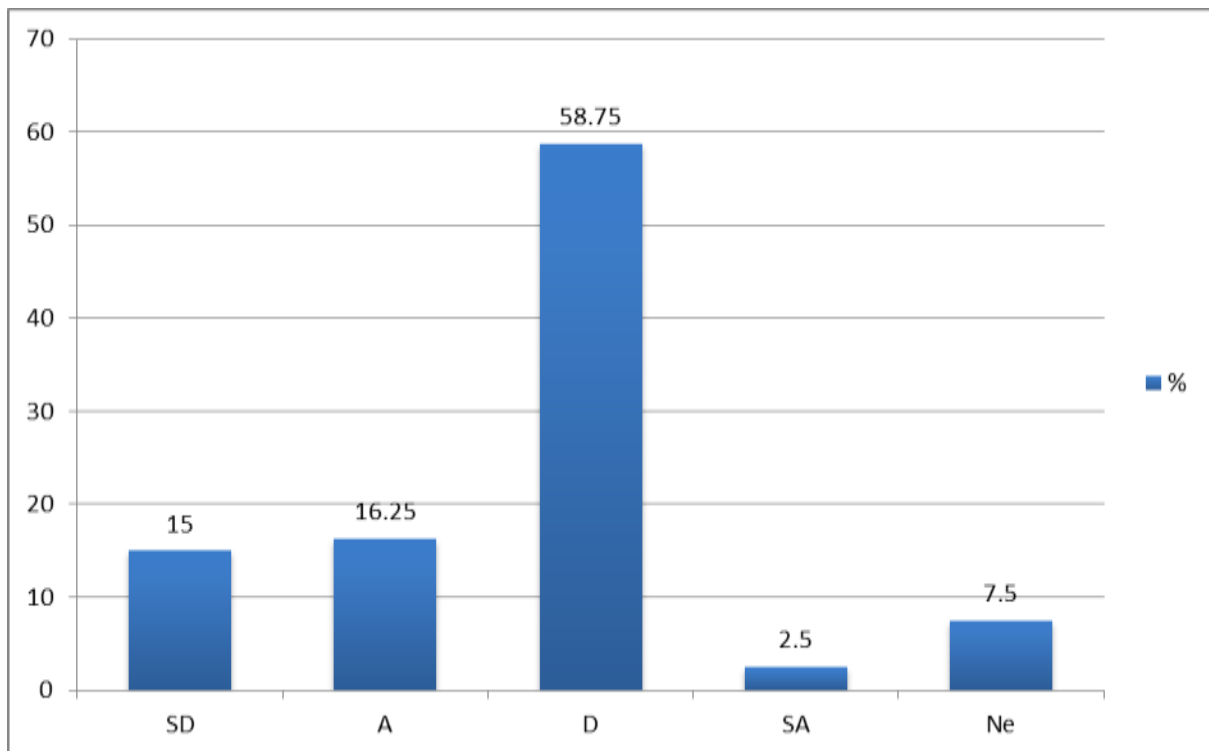


SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

A majority of 60 % of the whole sample disagreed with the point of view that a learner can acquire English without grammar instruction, in the same manner as they have learnt their mother tongue, whereas 32.5% of the total number of teachers hold the belief that students can learn their English exactly in the same way as they have learnt their mother tongue without getting any special grammar instructions.

#### 4.2.2 Order of learning different grammatical structures

Graph 2



SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

A majority number of 59 teachers i.e 73.75% disagreed with the statement that all students learn the different structures of English in the same order. They hold an opinion that all students learn the English grammatical structures according to the specific differences in their learning styles, aptitudes, likes and dislikes and individual differences. Opposite to the previous view a minority of 15 teachers i.e 18.75 % showed strong agreement with the statement. Hence if one structural order will be prepared to teach L2 structures, they will be appropriate and well suited for all the language learners. There is one same order for learning English grammatical structures and individual styles and differences doesn't have any importance.

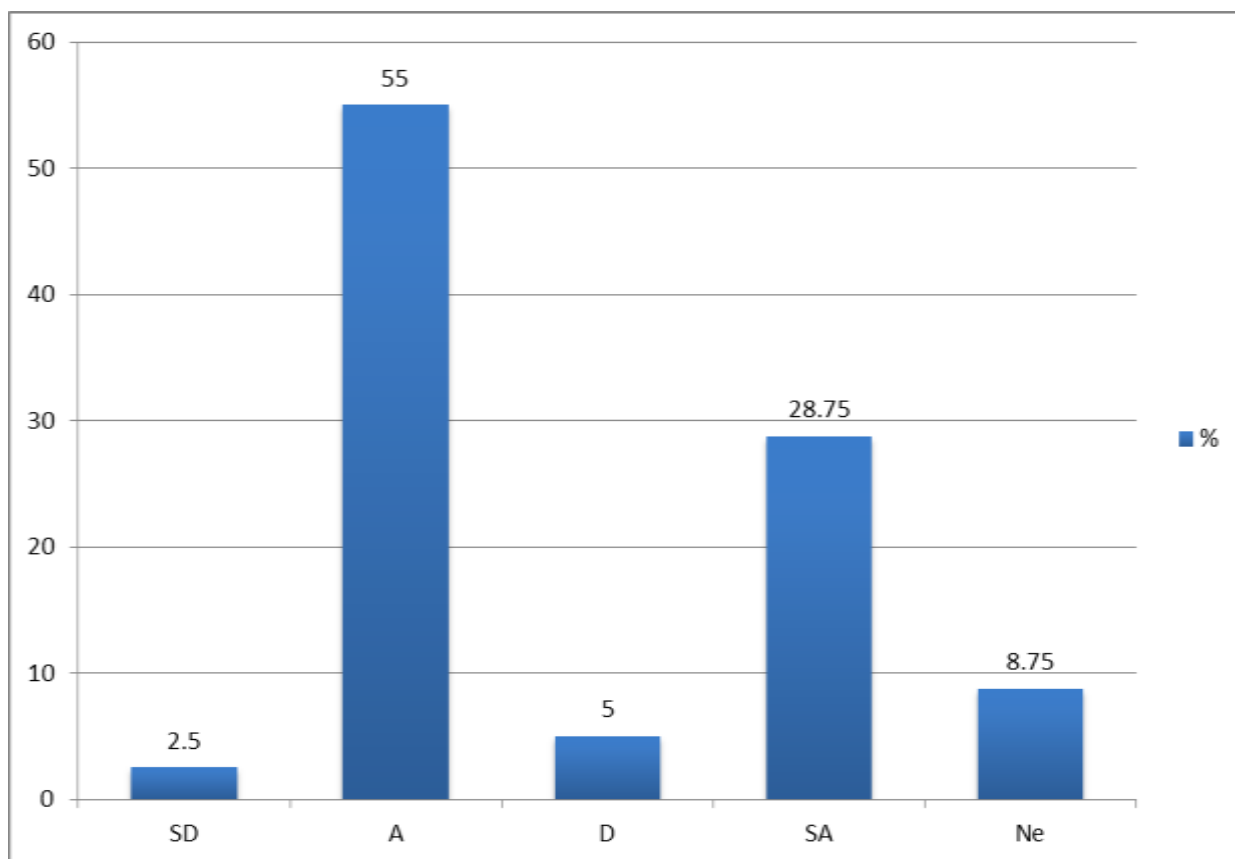
#### 4.2.3 Teaching grammar to learners of all levels

Graph 3

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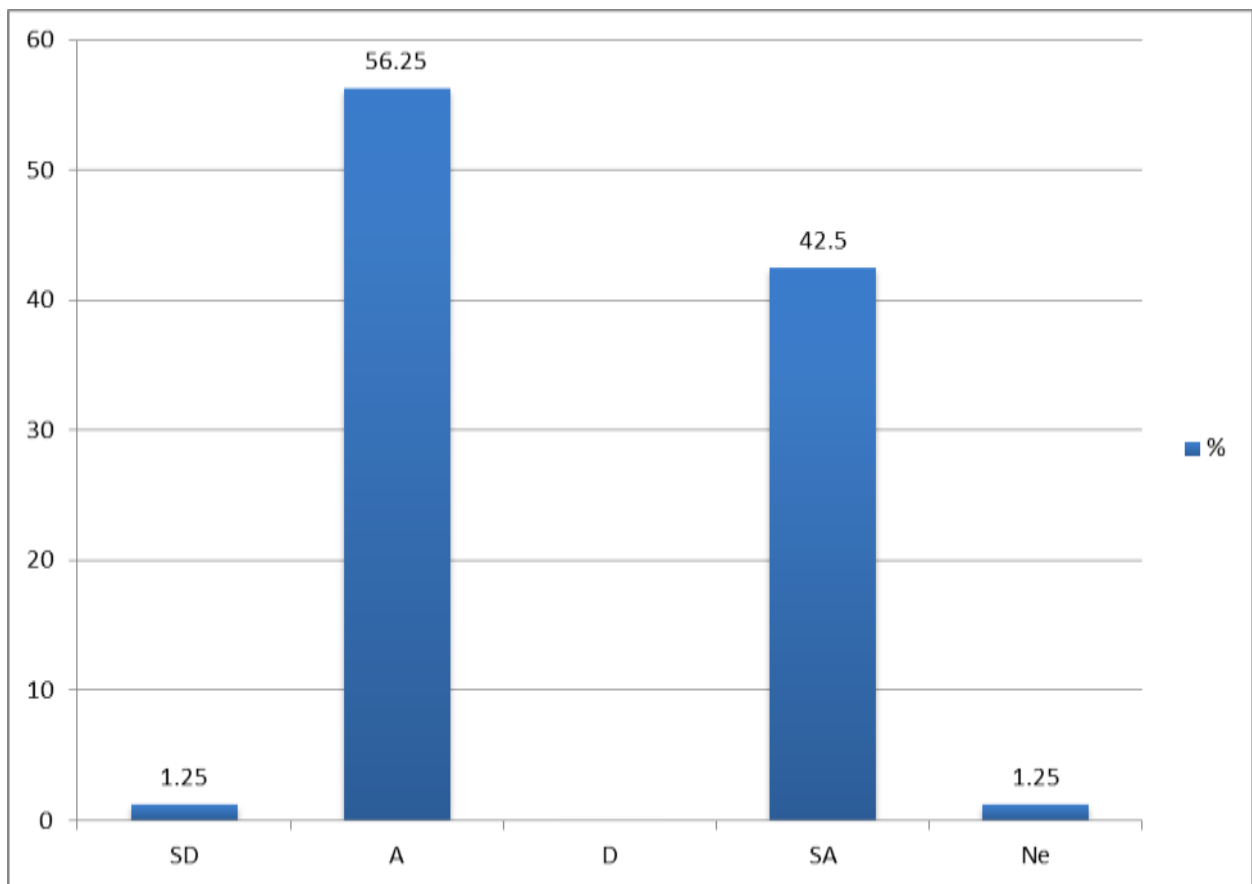


SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

It is evident that a majority of 44 (55%) teachers which is more than half of the total population agreed and a number of 23 i.e., 33.75% teachers disagreed with the statement that grammar should be taught to all L2 learners. In otherwise it is evidenced that no language can be learnt without learning the grammar of that particular language. It means they give no importance to English grammar and English language can be acquired without knowing its particular grammatical concepts.

#### 4.2.4 Working out grammar rules from examples

Graph 4

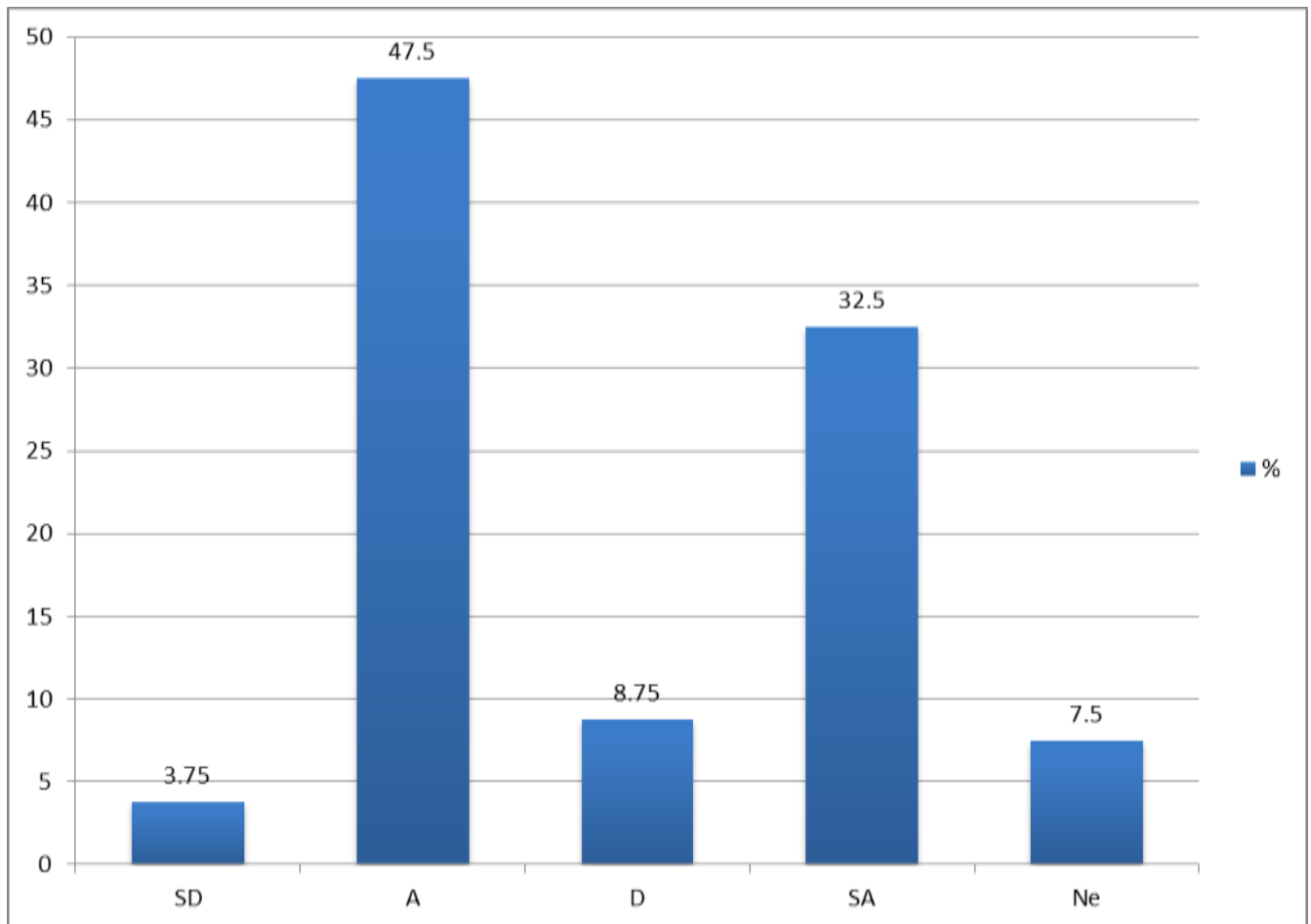


SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

Majority of the teachers (45) i.e 55% of all agreed and 34 teachers which is 42.5% of the whole hold an inductive approach to grammar. They are of the belief that students shouldn't be given the rules first (as structural approach), they should be instead given opportunity to work out rules by themselves from examples. Only a minority of 1.25% disagreed with the statement that students should be given opportunity to work out grammar rules. This result is evident that almost all the teachers have inductive approach to grammar.

#### 4.2.5 Familiarity with the correct grammatical terminology

Graph 5

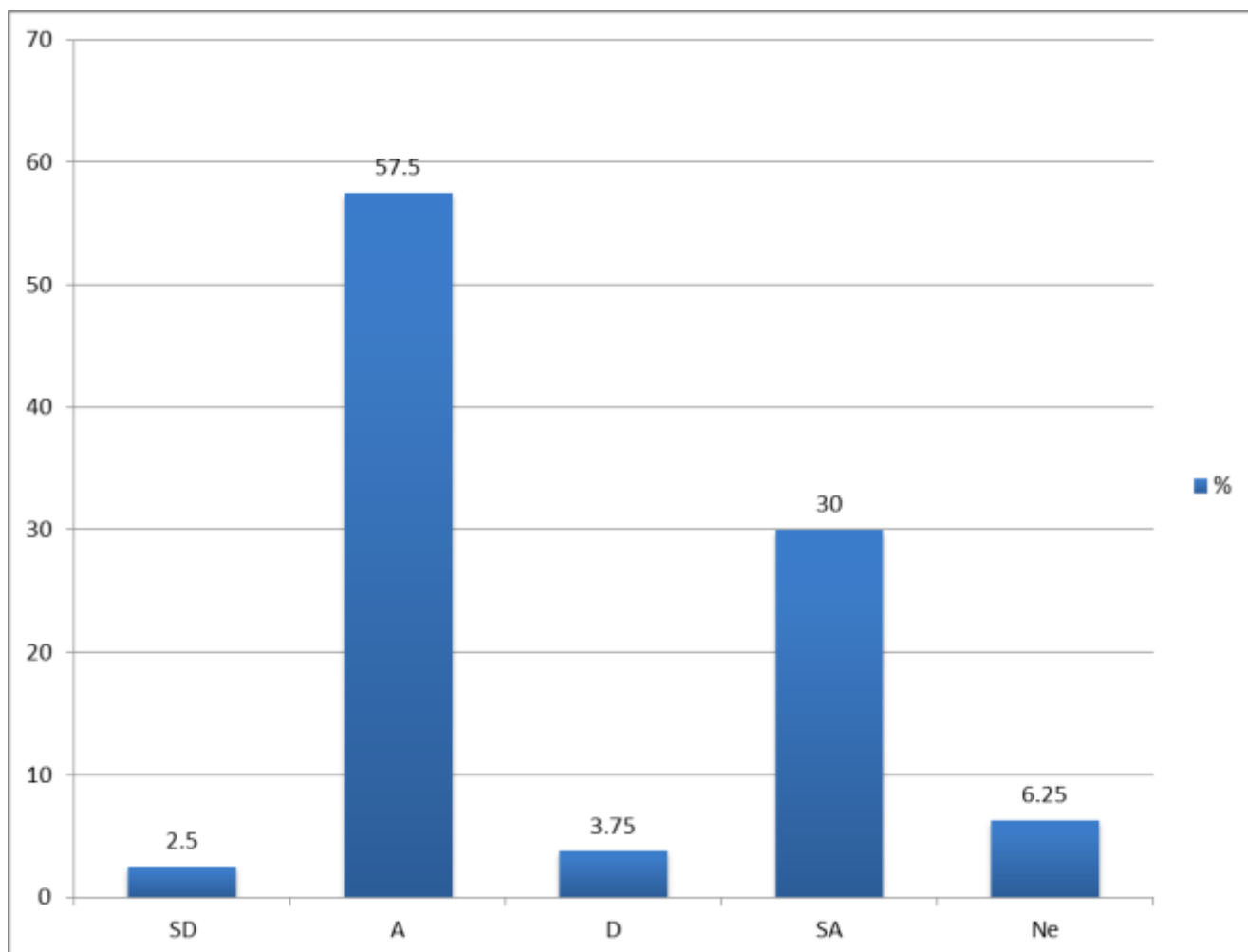


SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

According to the results, it is evident that a majority of the teacher 64 i.e 80% teachers agreed with the statement that it is essential that students should be familiar with the correct grammatical terminology whereas 10 teachers (12.5%) disagreed. According to them it is least important that students should be aware of the correct grammatical terminology or knowing correct grammatical terminology doesn't play any role in correct language learning.

#### 4.2.6 Importance of giving feedback to the students

Graph 6

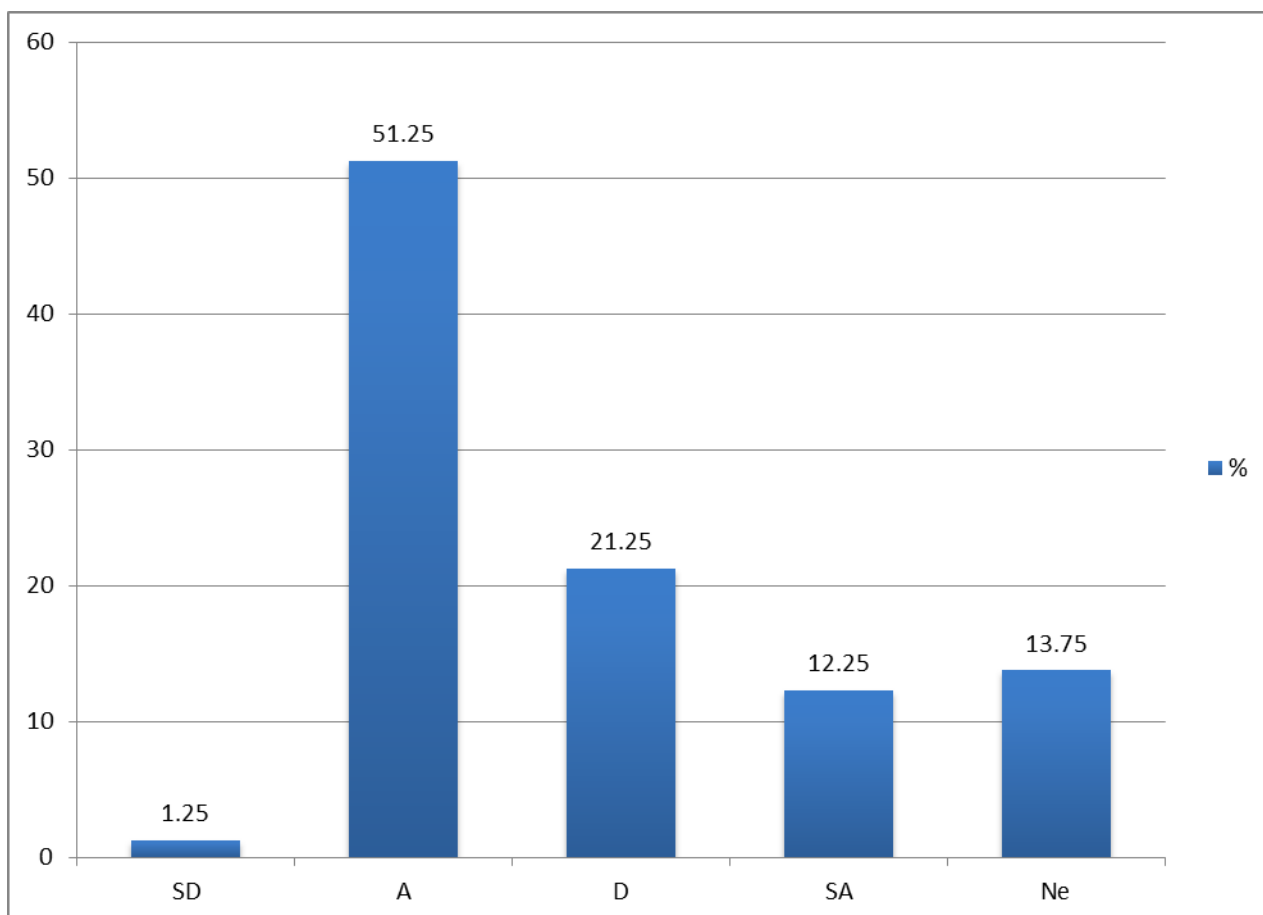


SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

The statistical results proved that majority of the 70 teachers (87.5%) agreed with the idea that students must be given the right answers after a written exercise or test. Whereas only 5 teachers i.e 6.25% disagreed with the statement. This minority hold a view that it is not very important to correct the grammatical errors in the written work of the students.

#### 4.2.7 Importance of feedback for written exercise or test

Graph 7



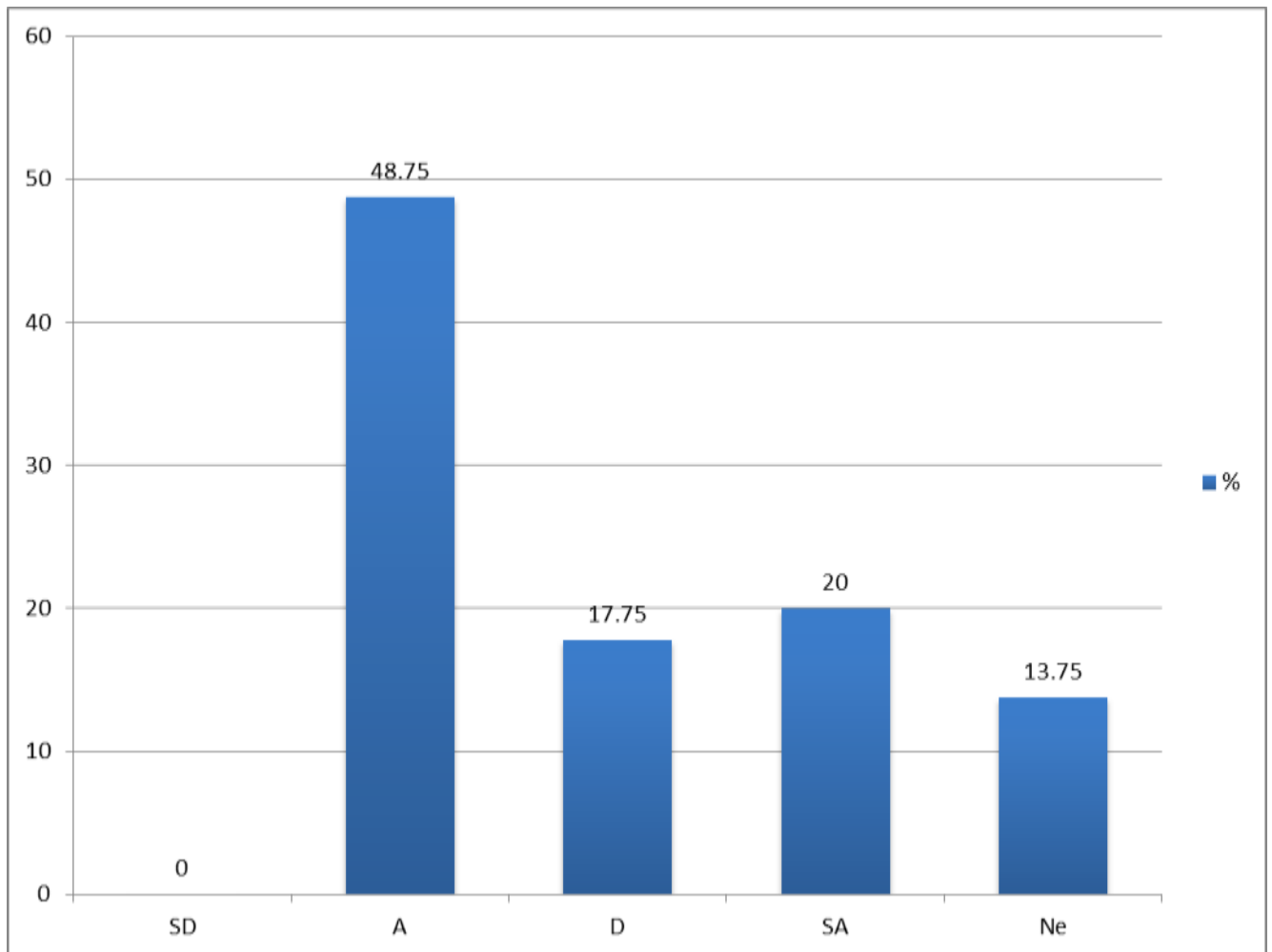
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

It is evident from the numerical results that most of the teachers i.e 51 (63.5%) teachers agreed that the oral grammatical errors of the students must be corrected whereas 18(22.5%) teachers agreed with the statement and they hold the belief that students' oral grammatical errors are not necessary to be corrected. The oral grammatical errors should be rather ignored.

#### 4.2.8 Language course should mainly focus on teaching and practicing grammar

Graph 8



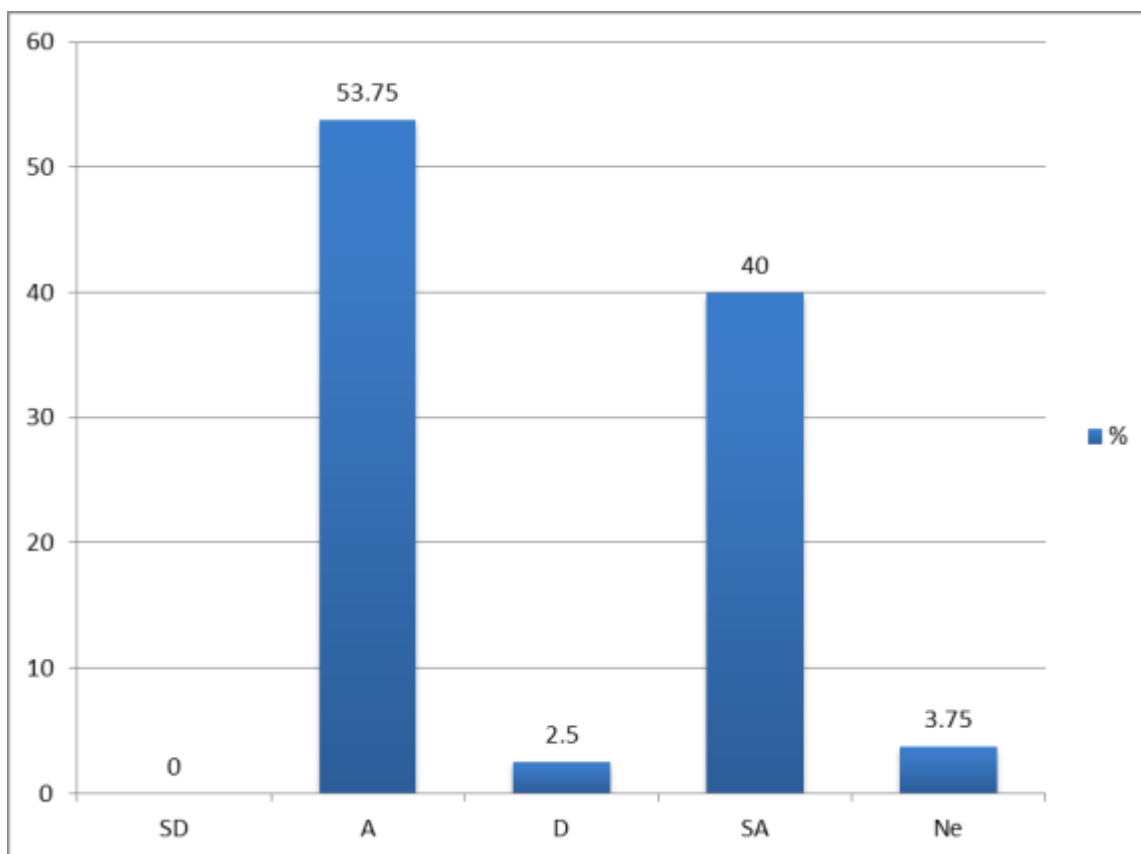


SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

Majority of the 68.75% teachers' agreed that the language course should mainly focus on teaching and practicing grammar. It shows that learning of English is mostly or entirely dependent on the learning of grammar. A minority of 17.75% have denied the importance of learning grammar in the language learning process.

#### 4.2.9 Identification of grammatical errors in students' written work

Graph 9

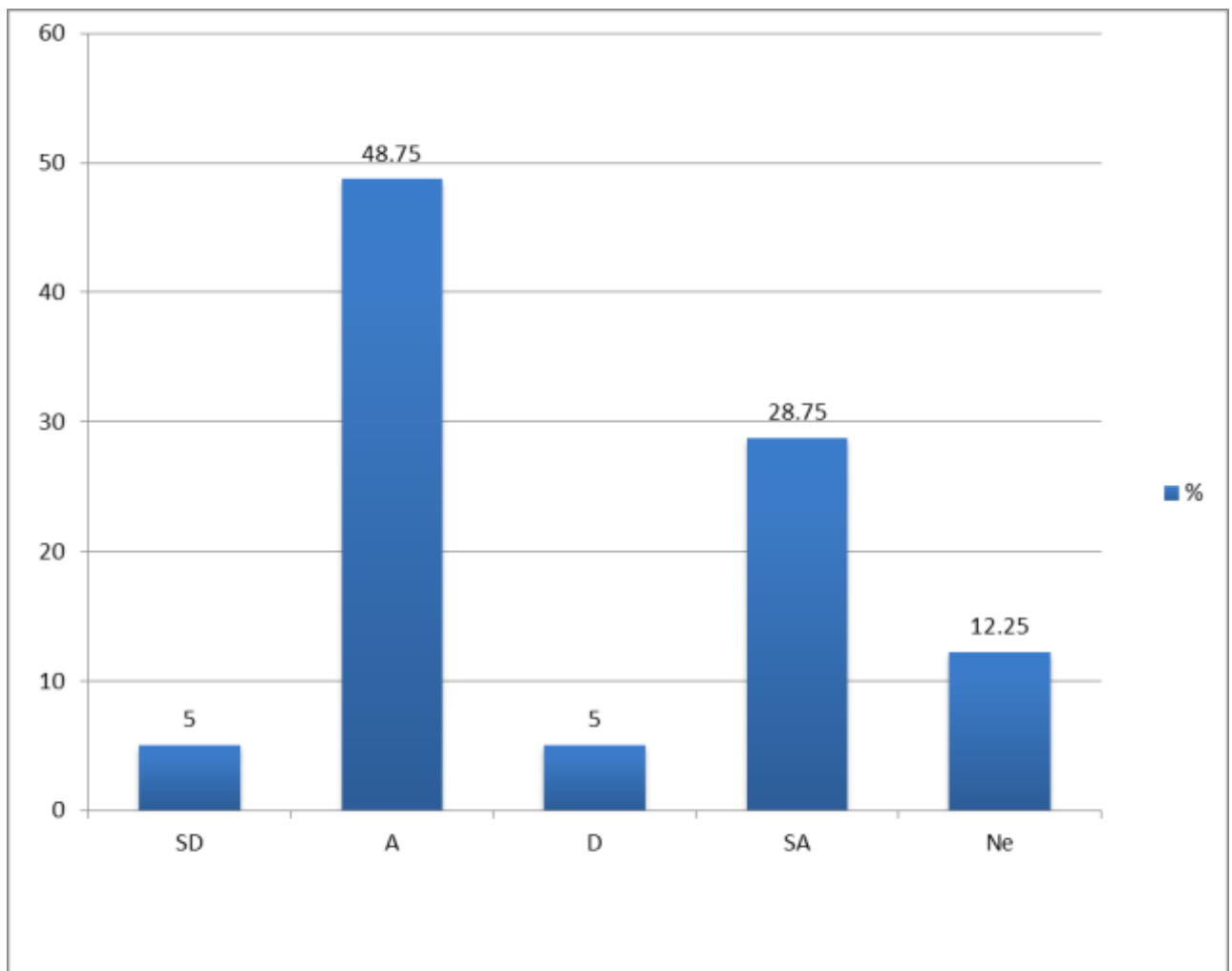


SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree

It has been proved by the statistical results that a large majority of 75 (93.75%) teachers agree with this statement that it is important to identify all grammatical errors in students' written work. Only a minority of two teachers i.e 2.5% out of a sample of 80 has disagreed with the importance of correcting all grammatical errors in the students' written work. It is evident that a majority is in favor of minute correction of grammatical errors while a few wanted to ignore it.

#### 4.2.10 Explanation of how a particular structure works

Graph 10



SD = Strongly Disagree, D = Disagree; N = Neutral, A = Agree, SA = Strongly Agree

A large majority of 62 teachers, i.e., 76.75% of all agreed with the point that teachers should begin their grammatical lessons by explaining how a particular structure works whereas a minority of 8 teachers disagreed with the structural approach to grammar teaching. It is evident here that majority constraints a structural approach to language teaching.

### 4.3 Qualitative Data

This research is mainly based on the qualitative data collected from open-ended questions of the survey questionnaires(see appendix A, Part A & C) classroom observations and structured interviews (see appendix B ). All the data collected from

the open and closed ended questions (see appendix A), teachers' classroom practices and interviews (see interview transcript appendix C) was recorded and analyzed. In the end an integrated study was conducted to find out the correlation between teachers' beliefs about grammar teaching and their classroom practices in order to present the final results.

#### **4.3.1 Meaning of grammar**

According to the qualitative results of Q1 a large number of teachers are of the belief that the word grammar means a set of basic rules and regulations, principles, laws, technicalities and structures of a language for written and spoken communication. i.e., forming words and sentences, and understanding of a language. A little number of teachers is of the view that grammar is the science of every language or it is the scientific study of a language. Some wrote that grammar is the mother of a language on which the total methodology of a language works. Only one teacher of all recorded linguistic terminologies, i.e., syntax, semantics, phonology and pragmatics. A few teachers discussed the vital or key role of grammar in the process of learning the structure and understanding of a language. Some of them think that the definition of grammar circles around the basic formation, parts of speech, tenses, punctuation etc. Seventeen percent teachers mentioned that it is a proper systematic system of a language which include the prescriptive notions of grammar, in other words it is the basic formation and formulation of a language which is linked with all functions of a language .A minority holds very isolated viewpoints which didn't match with anyone else in the whole sample group such as grammar is the science of correct usage of a language, it gives meanings to our writing and it holds a special place in language and literature, etc.

#### **4.3.2 Role of grammar in language teaching and learning**

After gathering the results of Q2, it was observed that a large majority has discussed the importance of grammar regarding the process of teaching and learning of English as a second language and it makes the whole process of teaching and learning easy. A necessity of grammar learning is stressed by the teachers because

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according to their point of view without knowing grammar, the whole process becomes vague and impossible. Some sustain that it develops the four basic skills which in turn helps to enhance students' comprehension and communication skills. Moreover it not only gives context to the language but further structure helps to understanding meanings of sentences .Only a few teachers expressed that learning of grammar is not important for learning a language. Some said that conscious effort towards grammar learning is useless because grammatical skills are developed gradually with the passage of time.

### **4.3.3 Importance of teaching grammar**

According to the results of Q3, a huge majority of teachers gave positive opinion about the importance of grammar teaching. They gave the reason that grammar helps the learner to develop the four skills and helps the learner to conduct an error free communication because tenses give the knowledge of time, structure and hierarchy of structure. As it has earlier been discussed, its importance is undeniable as it's the key to language. So, no language can be acquired without learning grammar. So in order to make learners learn English as a second language, grammar rules must be taught. Moreover it helps learner to learn a standard language. Others gave the reason that it helps learner to understand English. Only a few teachers of all denied the importance of teaching grammar, they are of the view that English language can also be learnt without learning grammar and language fluency can also be attained without knowing grammar.

### **4.3.4 Difficulties in teaching grammar**

So far as the fact about difficulties while grammar teaching is concerned a large number of teachers mentioned that the main hindrance in grammar teaching is that it is a second language for both teachers and learners. Some mentioned certain reasons for their difficulty such as due to lack of reinforcement, less time, more syllabus, poor basic concepts of the students in the initial classes, concepts that are present in syllabus but are high above the level of the students, A few mentioned that the grammar rules are difficult to learn for the students but a few admitted that

they feel grammar teaching difficult due to their own lack of English grammar competence. A minority stated that the uneducated family backgrounds, lack of home preparation and less language exposure the students remain less competent in language which creates problems for the teachers to teach them grammar. A little number of teachers has mentioned the teaching of particular concepts e.g intrinsic verbs and articles in which they feel difficulty.

#### **4.3.5 Grammar activities used by teachers**

It has come to the notice that teachers use a large variety of activities but most popular are speaking activities like dialogues ,role plays and identification activities of grammatical concepts which are the favourite of 30% teachers whereas others i.e.26.92% teachers tend to use real life examples in their grammar teaching lessons. A 23% population of the selected sample prefers to use black boards and other audio – visual aid. 15.38% teachers group activities and fill in the blanks whereas a same percentage doesn't use any activity to make their grammars effective or to facilitate them. 11.53% teachers use exercises, multiple choice questions, writing activities and correction of wrong sentences whereas a percentage of 7.69% like to take help from soft boards, charts storytelling techniques and tense conversion exercises to supplement their grammar lessons. While the lowest number of teachers, i.e., only 11.53% use tongue twisters, matching exercises, class discussion questioning techniques and jumbled up questions.

#### **4.3.6 Suggestions about teaching grammar**

While analyzing teachers' additional comments about grammar, a large majority, i.e., 85.25% teachers attempted to give additional comments about grammar whereas the others skipped it due to some reason. A variety of views have been gathered from teachers. Some teachers stressed on the need for a proper reinforcement of grammatical concepts and some hold that appropriate teaching learning techniques must be used during grammar periods according to the concept. Some sustained that grammar teaching should be done and explained by using ample example to make the students understand well whereas others told that English grammar is

difficult so it must be explained in the mother tongue .Students should be given ample time to practice one concept before introducing another. Few think that blackboards and worksheets are the effective resources for grammar lessons .They are of the view that students centered classes give more learning out puts than teacher centered classes. Some said that grammar teaching shouldn't be done in isolation; they should rather be taught and reinforced in integration of other subjects. Grammar should be taught in a hierarchical order, i.e., from simple to complex or from parts of speech, by stressing all four skills .Moreover these concepts must be assessed in easier ways according to the level of the students. Some thought that learning of grammar rules is an essential part of language development whereas others have the view that creative writing plays a positive part in the process of learning grammatical concepts. A little number opined that learning grammar is vital for the development of comprehension skills whereas other have sustained that there is no need to specially learn grammar because it automatically develops with time through language exposure while others say that grammar learning is essential in order to attain language proficiency.

#### **4.4 Analysis of Class Observations**

A convenient sample of five teachers was selected to explore the correlation between teachers' beliefs and their actual classroom practices. It has been observed from the class observations that almost all the teachers used structural approach in their classroom practices, i.e., writing of definitions of grammatical concepts on the board and making the students to copy them in their notebooks. All the classes were teacher centered and students were asked to participate in class discussion (if there was any) in a restricted manner. Filling the gaps with grammatical concepts was the most widely used activity in their classes. Most of them made use of real life objects in the class where the biggest teaching aid for them was blackboard, text books, workbooks and notebooks. Teachers were the most prominent figures of the class who explained grammar rules to the students and asked questions. No single students of the classes dared to put up any question to the teacher. All the teachers came to the class without any lesson planning so it's all was random. Although the lessons were quite time targeted that almost all the teachers got time to check their

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notebooks within the class but no one explained any grammatical error to the students as they were quickly checking their notebooks in order to finish their own work. The students were not given any work from which the concept taught could be assessed and their understanding could be graded because all the work done by the students was not their own independent work. It was just copying of the work written on the black board. This process of imitating from board has no doubt made their checking work easier. Only one of all used a group activity in her class whereas the rest used the same old traditional method of collective teaching. The main focus was on the structure instead of usage. Teachers were writing definitions on the board so that the students could learn it by heart for their exams. The four skills were not integrated at all however the writing and copying skills were used by the students. Not a single teacher promoted any speaking activity in their class to make the students practice the particular skills verbally. To sum up it can be said that almost all were typical conventional teacher centered classes and teachers were practicing structural approaches, grammar translation method of teaching and using L1 for explanation.

## **4.5 Analysis of Interviews**

Detailed interviews of teachers were conducted in order to get information about teachers teaching methodologies, classroom practices, language learning background, teaching and their beliefs about grammar.

### **4.5.1 Language Learning Background**

Almost all the teachers explained English grammar through grammar translation method and they were taught through lecture method. Their classes were teacher-centered so they used to remain passive listeners. Only a few from all claimed that their teachers were polite, interactive, encouraging and appreciative whereas others mentioned that their teachers were very strict and rigid. They explained that blackboard, chalk, books and workbooks were the main teaching aids of that time. They were supposed to copy work from that blackboard on their notebooks. They



were expected to learn/cram all the work done in the notebooks without making any kind of changes in it.

#### **4.5.2 Influence of language learning experiences on teaching**

Almost all the teachers admitted that their teaching beliefs and methodologies are greatly influenced by their own language learning experience. They admitted that their teachers were strict and they used to teach through grammar translation method. They too practiced teaching English grammar in exactly the same manner. Most of them denied the fact that they teach through grammar translation method, their classes were conventional. They claimed that they have developed themselves according to the need of the present time so their teaching methodology is the latest one.

#### **4.5.3 Beliefs about Learning L2 Grammar**

A majority of the teachers claimed to have indirect, functional and eclectic language teaching approach whereas only a few teachers accepted that they own a structural approach. According to the majority, a good teacher should be polite, interactive, vivid explainer of the teaching concepts. Some have brought into notice that the school system and low language competency level of the students is a huge obstacle against their beliefs to become their classroom practices.

#### **4.5.4 Reported Beliefs about Teaching Practices**

In response to the statements most teachers told that they do not specially make any activities. They use book and workbook exercises as activities to teach grammar lessons. However, only a few of them claimed to use real life objects and storytelling while teaching grammar. They sustained that they teach through structural and functional method of teaching whereas a few accepted that in spite of knowing the short comings and inappropriate syllabus, they blindly and rigidly follow it without making any amendments according to the level and needs of the students.

### **4.6 Discussion**

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#### 4.6.1 Various definitions of grammar

After the analysis and interpretation of the data it has been observed that so far as the different grammar teaching concepts are concerned the result completely go in favour what Calindinn & Connelly ( 1986 as cited in Mohammad 2006) sustained that there are as many definitions of terms as there are different beliefs and the minds. Each teacher has defined grammar according to her perception. Some have defined it as a collection of rules where as some on the other hand think it is the way of understanding a language which is a big supplement to facilitate learning. There exist some minds as Thornbury ( 1999 p.14 as cited in Neupane 2009) says the history of grammar is actually a debate related to claims and counter claims for and against the teaching of grammar. According to a few it is a way of communication and it helps the learners to communicate in the target language with others. Savignon (forthcoming. Communicative language teaching. In Byram, ed., Roulledge Encyclopedia of Applied Linguistics) said because it is the foundation of L2 which gives structure and a solid base of the construction of further language related concepts. A majority has defined grammar as structure, set of rules and regulation which is quite in accordance with literature review where Coleman (2010) found that grammar teaching is purely form focused and rote learning is evidence that listening, speaking and critical thinking skills are totally ignored in language classes. Khan (in his article published in dawn news in 2001) mentions that due to this, structure focus and writing of definitions have created an atmosphere of boredom and anxiety towards language learning which result in students' resentment towards the subject.

#### 4.6.2 Role and importance of Grammar

The primary focus of the teachers is on learning of grammatical structures, rules rather than the usage. Any integration of skills was hardly observed. It is a contradiction to Ellis (as cited in Mohammad, 2006) that in order to achieve communicative competence, grammar and communication should have to be integrated. Teachers think in accordance with Thornbury (1999 p.16 as cited in Neupane) who suggested that learning English without learning grammar is “at the

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risk of fossilizing sooner than those who receive. This view shows an association with Ellis (1997 as cited in Sysoyev1999) that form based approach enables the person to speak accurate grammatical sentences.

#### **4.6.3 Error Correction**

Error correction is considered to be essential parts of language development in order to rectify students' error for future .Majority of the teachers believe it to be an unavoidable action. No doubt teachers thoroughly correct grammatical errors in students written work according to what they believe but no oral guidance seems to be given. They just make the copies red and think that their errors are a part of their lack of cramming grammatical rules. No further remedial lessons are planned, no interactive reinforcement is done. These errors are just corrected for the sake of paper work. The functional part of grammar is totally ignored. The focus is on memorizing rather than understanding and practicing as Coleman (2010) observed that English language teaching is treated as a subject in Pakistani schools instead of a language for developing communication skills. Teachers give stress on the need for grammatical error correction but don't actually make practical efforts. This is the reason that Pakistani students of government and Semi-government schools are unable to communicate in English which totally unfair in Khan's view. The form based learning just tells the learners about the structure as Khan said that teachers only teach syntax to the students whereas phonology, morphology, semantics all is left behind. This can be said that they tell them about the language but do not actually teach the four skills for practical usage.

#### **4.6.4 Beliefs about Grammar teaching and classroom practices**

English language learning experience of teachers have a deep impact on forming their beliefs about teaching and learning of L2 .This is what openly accepted by the teachers that they teach l2 in the same way they have learnt it. But they claimed to have developed their teaching methodologies due to the nationwide development towards language learning approach. But in their actual classroom teaching practices, all are sailing in the same boat which is relevant to Borg (2001, as cited in

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Mohammad 2006) that however a belief is held consciously or unconsciously, is always accepted as true by the person. Teachers do not use of audio visual aids except blackboard. They do not use any other teaching resources except that of the same conventional books, workbooks, notebooks. Their students were only asked to copy what teachers write on blackboard and memorize it. The main reason is their examination system because their language skills are not assessed in their exams, rather they are expected to reproduced the crammed material. This path is not towards language development, it is just towards the repetition like a parrot does .Their claim toward the working out of rules is totally against what they claimed as many researchers believe that teaching is a cognitive activity and teachers' beliefs have a great influence on the teachers' instructional practices, e.g., Shavelson & Stern (1981; Tillema, 2000 as cited in LIM Poh Choo Particia 2005 Volume 9, Number 2). Most of them don't exert their energies to bring students to a certain level of understanding when they start formulating rules by themselves. They are in favor of indirect approach but teach by using grammar translation method to save their energies. They have a reasonable amount of knowledge, know what is right and what is wrong but due to a limited amount of training and lack of professional development they are afraid of change. Their approaches are conventional and structural, in contrast to what they claim to have. Their beliefs no doubt have covered all the five areas- beliefs about learners and learning, teaching, subjects or curriculum, learning to teach, and about the self and the nature of teaching. These five areas are interconnected as Calderhead (1996 cited in Mohammad 2006) sustained. These beliefs have hovered the mind and practices of teachers and they seem to be helpless like puppets of what they belief.

#### **4.6.5 Influence of Language experiences on teaching practices**

It is well admitted by the language teachers that their teaching practices are deeply influenced by the way they learnt language but they maintain that their own classroom practices are at the advanced level, as education has gone through a tremendous change over the last decade. But it is evident from their classroom observations that they teach exactly in the way as they were taught i.e the structural method of teaching. Their classroom atmosphere was quite strict, as there was

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restricted participation of students. The syllabus was followed rigidly without keeping in mind the different learning styles of their students. Furthermore they made their students as passive listeners as they used to be in their own classes. Only a few teachers claimed to have taught through inductive method as they started their lesson indirectly and made their students work out rules from examples. So the difference in the way of teaching is an evidence of strong influence of teachers' own learning experience. The best teachers they think is the one who is good at explanation and uses real life examples. All these things prove that there is an unavoidable influence of teachers' own learning L2 on the methodology she adopts to teach L2.

#### **4.6.6 Factors behind Teachers Beliefs**

As it has previously been discussed that teachers language learning experience, their educational backgrounds, their environment, their knowledge, their professional development, their professional needs and challenges and their level of motivation play an effective role in formulation of these beliefs. A majority of the teachers taught English grammar through structural method of teaching in the same way as they were being taught by their teachers. A few teachers started their lessons by inductive method and later they told that they were being taught by inductive method. It is evident that teachers' own language learning experiences play a vital role in the formulation of their beliefs about teaching English grammar. Teachers' idealized their own teachers who used to teach them through. A few teachers explained that they developed language skills from their environment which helped them to learn grammar. These teachers have a belief that environment plays a vital role in language development. Pajares (1992 as cited in Mohammad 2006) explains that teachers' beliefs don't change unless they themselves make a deliberate effort to change them 'due to their static nature'. Some of the teachers sustained that their professional development opportunities helped them for change their conventional approach to English grammar. They admitted that previously they used to teach through deductive approach but their beliefs changed after they got knowledge through professional courses. According to Yaro (2002) as cited in Mohammad 2006) changing an old belief is just like trying to open a window. It proves that

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professional development can help teachers to change their conventional approach to English grammar teaching. No doubt these beliefs are deep rooted but not unchangeable. Change can come gradually with the passage of time as a result of replacement of new with the old ones. By focusing all the above factors teacher education programs can help teachers to develop themselves and their beliefs gradually (Richard 1996).

#### **4.6.7 Correlation between teachers' beliefs and their actual classroom practices**

Classroom practices of a few teachers were according to their reported beliefs whereas teaching practices of majority of them were totally against what they have stated. Their classroom practices were in accordance with their actual beliefs because most of the teachers pretended to own inductive approaches to grammar. It proves that the major part of a teachers' teaching is in accordance with her beliefs. The most wide contrast was observed in the teaching practices was the use of conventional teaching aid, stress on cramming, copying from black board , negligence toward grammatical error analysis with students, teacher-centered classes, restricted students, passive participation of students in classrooms, teaching aids and teachers were more decline towards structural way of teaching.

## Chapter 5

### Summary / Findings and Recommendations

#### 5.1 Summary

This research is an effort to explore teachers' beliefs about teaching grammar and their instructional practices which are finally correlated to get the final results. The research in this area has previously been done by Mohammad in 2006 with an extensive study of professional development in Maldivian context. No such study had ever been done in the Pakistani context so such a research was attempted. Both quantitative and qualitative means were used for data collection. A research questionnaire consist of three different parts was distributed among a sample of eighty (junior section) English teachers of three semi-government schools of Lahore. The sample was taken from Crescent Model Higher Secondary School, Divisional Public School Model Town, Adbistan-e-Sofia and Army Public School. Five teachers were conveniently selected from Crescent Model Higher Secondary School. Their responses were keenly studied; classes were formally observed and finally telephonic interviews were conducted and recorded. The interviews were well informed in which open ended questions about teachers' language learning experiences, professional experience, and beliefs about teaching, learning and their instructional practices were asked. The whole collected data was consequently analyzed and interpreted. Statistic description and comparative graphs of closed ended questions were made whereas the open ended questions were qualitatively discussed. A correlation between teachers' beliefs and their instructional practices was presented as a result. Some of the underpinning factors were explored and a few recommendations are given. This research will help teachers to explore their own particular beliefs as Crandall (2000 as cited in Mohammad 2006) stated that before teachers can be expected to change their particular beliefs, they have to be first made aware of them. This study opens gates for further research in the field of changing beliefs related to the teaching of grammar.



## 5.2 Findings

The results of this study explore different beliefs of English teachers about teaching grammar and their ways of teaching in their classroom. The investigation of their reported beliefs and their classroom practices indicated a number of contradictions among teachers' reported beliefs and their classroom practices. This study comes up with a large number of questions to be answered and these replies have the answers of how grammar is taught in the semi-government schools of Lahore.

It is evident from the class observations that teachers actually own traditional/structural teaching approaches but due to some language teaching awareness they try to modernize themselves in front of others as most of the teachers have said that students should be made to work out rules because they are well aware of the right way to teach grammar. They claim to be a teacher of a new era as the demand of new era is to teach grammar through functional and indirect approach. It has also been noticed that teachers are unaware of their teaching approaches. They don't have much knowledge about grammar approaches. That is why they show distinct features as to what ever sounds good and acceptable to others, e.g., as teachers said that they were taught through old traditional methods but they have changed themselves according to the demands of the students of present era. This was all untrue because they were and the system of the schools was standing on the same place where they were standing in the last two decades. For example, one of the teachers has mentioned that the present assessment system is a big hindrance against bringing change. She has developed herself as a result of attending professional development courses but still she can't practice it. Almost all the teachers denied that they are in favor of structural approach and they actually teach through this method. They claimed that according to them working out rules from examples is good for teaching grammar but while teaching grammar they started their lesson by explaining grammar rules. A few teachers started their lessons by explaining structures and wrote definitions on board for cramming because they think if they will learn rules they will automatically learn Language. One of the teachers made her students to work out grammar rules from examples; it shows the influence of her own language learning experience. She explained during interview that she has been taught through activities like group and pair work and

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this is evident that teachers' own language learning experience plays a vital role in developing the beliefs of the teachers. Only a few of them were bold enough to accept their structural approach and exhibit it in their classes. Many other factors also come to the notice, some among them are, teachers' own language learning experiences, lack of professional development for example one of the teachers improved her classroom practices by replacing her conventional belief about teaching English grammar by the inductive approach after she got professional development courses and English language teachers training workshops. Due to the dilemma of structure based assessment system was forced to make her students learn grammar rules which goes in favour of P.V.Sysoyev (1999) who thinks that it's a 'dilemma' for students because they have to learn grammar rules for their exams in order to get marks and when they have to communicate with some foreign visitors or live in an L2 country they need to learn communicative competence.

So, all these facts are evident that teachers' language learning experience plays a vital role in forming teachers' beliefs. They like to teach English grammar in the same way they were taught. Teachers are unaware that they teach purely through structural approach. They rather think their ways are well developed according to the need of the time. Teachers do not boldly accept their classroom traditionalism because they know that that old system has failed in developing English language skills. Teachers' actual beliefs and classroom teaching methods are strongly correlated with each other although some teachers denied by pretending or defending their traditional approaches. Old traditional structure based assessment system does not too let teachers practice indirect teaching. Whatever teachers are doing in the classes is a proof that they don't treat English as a language and ignore development of four skills. They rather deal it like a subject as if the grammatical concepts are facts and figures which need to be crammed.

### **5.3 Conclusion**

To sum up the discussion it is concluded that there lies a deep woven interrelation between teachers' beliefs and their instructional practice, although some teachers

claimed to have indirect approaches towards teaching English grammar because they accepted the effectiveness of communicative and functional approach. But due to their own language learning experiences, structure based assessment system, lack of monitoring system and lack of professional development courses in schools, they teach through traditional methods. Teachers need to be given professional development training courses to make them aware of their existing beliefs about teaching English grammar. Teachers should be motivated to replace their existing structural beliefs with the functional communicative teaching approaches. There is an essential need to improve teachers' instructional classroom practices in order to improve the present state of language teaching in these schools.

## 5.4 Recommendations

By keeping in mind all the factors that underpin teachers' structure based grammar teaching approach, their casual behavior towards professional development, their negligence towards positive change and the distinction between teachers reported beliefs and their actual instructional practices following recommendations are made for further improvement in the system of English language teaching.

- Teachers should know what teaching beliefs they have.
- They must be given proper professional training opportunities for opening the doors of self-development.
- Teachers must be providing proper language related guidance to develop their language teaching skills.
- Classes shouldn't be large enough as they hinder activity based teaching.
- Teachers should be provided ample opportunities through which they can develop their communication.
- Proper classroom observation system should be arranged in schools to guide the teachers on the right time.
- Skill based teaching and assessment system must be promoted so that teachers and students don't have to face the dilemma of structure based examination system.

- Proper language development programs for parents should also be arranged so that the students can get better language exposure.

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# Appendices

## Appendix A Survey Questionnaire

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### QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS

#### Part A

1) Please describe what the word grammar means to you.

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2) What role do you think grammar plays in language learning and teaching?

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3) a. Do you think it is necessary to teach grammar? (Please tick) Yes      No

b. Please explain why you think so.



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.....  
.....  
.....  
.....

4) a. Have you ever experienced any difficulties in teaching grammar? (Please tick)      Yes  
No

b. If yes, please describe them briefly.

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.....  
.....  
.....  
.....

5) Please note down any type of grammar activities that you use with your students, indicating how often you use them.

.....  
.....  
.....  
.....

**Part B**

Rate each of the following statements by circling the most appropriate answer on the given scale.

1) A learner can acquire a second or foreign language without grammar instruction (i.e. similar to how children learn their mother tongue).

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE  
STRONGLY AGREE

2) All students will learn the different structures of English in the same order.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE  
STRONGLY AGREE

3) Grammar should be taught to all learners (i.e. beginner, intermediate and advanced).

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE  
STRONGLY AGREE

4) Students should be given the opportunity to work out grammar rules from examples.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE    STRONGLY  
AGREE

5) It is essential that students are familiar with the correct grammatical terminology.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE STRONGLY AGREE

6) It is important for students to be given the right answers after a written exercise or test.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE STRONGLY AGREE

7) It is important for students to be given the right answers after a written exercise or test.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE STRONGLY AGREE

8) The major part of a language course should focus on teaching and practising grammar.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE  
STRONGLY AGREE

9) It is important to identify all grammatical errors in students' written work.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE STRONGLY AGREE

10) Teachers should begin a grammar lesson by explaining how a particular structure works.

STRONGLY DISAGREE    DISAGREE    NEUTRAL    AGREE

STRONGLY AGREE

**Part C** Any additional comments or suggestions about teaching/learning grammar:

.....

.....

## Appendix B Interview Questionnaire

1. Please tell me about your own experiences of language learning.

o Can you remember what kinds of activities you did?

o How were you expected to behave as a learner?

o What kind of role did your teacher take?

2. Do you think your own language learning experiences have any influence on the way you teach?

3. Now tell me about your background in teaching.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

5. How would you describe your approach to grammar?

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

7. When planning lessons, how do you decide which grammar features to focus on?

8. What kind of grammar activities do you normally use with your students?

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Teacher A:

uses the prescribed syllabus and scheme of work in planning lessons. Except on very rare occasions, she generally sticks to what is prescribed. Even though she sometimes does not think they are appropriate or interesting, she tends to carry out the activities in the course book, and follow the same order in which the activities are presented.

Teacher B:

argues that the primary purpose of teaching English is to develop students' ability to use the language appropriately in various situations. The teaching materials he uses are based on teaching language functions (e.g. greeting, apologizing, etc). For him, fluency rather than accuracy is more important.

Teacher C:

regards language as a system of grammatical structures. Her aim in teaching English is to ensure that her students can produce error-free language at all times. She plans her lessons around a range of grammatical structures (e.g. passive voice, present perfect, etc). When introducing new grammar, she first presents the structure to the class, explaining how it works and any necessary terminology associated with it. She then moves on to getting her students to do some activities which would allow them to practice the new structure in a controlled way. Once the students are confident with using the structure, she sets up activities which would allow them to produce the language more freely.

Teacher D:

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sees grammar as being fundamental to language, and therefore the teaching of grammar as being essential if students are to develop confidence in their ability to use language in various social and educational settings. He argues that grammar should be treated as an area of discussion and discovery. Thus it is necessary to develop a meta language which students can use to talk about grammar consciously and confidently, in the same way that they may use technical language in other areas of learning.

10. Do you correct your students' grammatical errors? If so, when and how ?

11. How would you know if a grammar lesson has been successful?

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

=====

## Appendix C

### Interviews

#### Interview 1

**Time: 30 min**

1. Please tell me about your own experiences of language learning.

Ans : I was taught in Government Pilot School.

o Can you remember what kinds of activities you did?

Ans : We were taught through GTM and it was all board work and book exercises. It was an Urdu medium school.

o How were you expected to behave as a learner?

Ans : We were expected to learn all the works given by teachers.

o What kind of role did your teacher take?

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Ans: They were all very good , polite and interactive teachers.

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: Yes may be I am very much impressed by my teachers but as I told you that the education of my time was quite different from today. The students and the level of education are quite different so my style is change. Now every year we teach with new methods .I teach through English medium method of teaching to teach the present syllabus

3. Now tell me about your background in teaching.

Ans:I have been teaching for the last fifteen years in Crescent Model School.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: My teacher Mrs. Khan was a very good teacher. I like her because she used to tell us incidents during her teaching. Her style was board chalk and book focused. We don't have to do anything by ourselves we just had to learn whatever she gave us. At that time there was no grammar at junior level, it was just taught in senior classes

5. How would you describe your approach to grammar?

Ans: Grammar is the mother of every language. Indirect method is best.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: Last week I taught 'The Rabbit's Egg' to the students and kept on telling them direct and indirect speech, singular plurals, forms of verbs to the students. I teach grammar through reading when they understand. I often reinforce their grammatical concepts during lesson.

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7. When planning lessons, how do you decide which grammar features to focus on?

Ans: I mainly focus on the reading skills of the students because if their reading is good they grasp grammar concepts easily.

8. What kind of grammar activities do you normally use with your students?

Ans: I don't specially make any special activities for the students because I ask them to do book and workbook exercises to do in class.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Teacher A: uses the prescribed syllabus and scheme of work in planning lessons. Except on very rare occasions, she generally sticks to what is prescribed. Even though she sometimes does not think they are appropriate or interesting, she tends to carry out the activities in the course book, and follow the same order in which the activities are presented.

Teacher B: argues that the primary purpose of teaching English is to develop students ability to use the language appropriately in various situations. The teaching materials he uses are based on teaching language functions (e.g. greeting, apologizing, etc). For him, fluency rather than accuracy is more important.

Teacher C:

regards language as a system of grammatical structures. Her aim in teaching English is to ensure that her students can produce error-free language at all times. She plans her lessons around a range of grammatical structures (e.g. passive voice, present perfect, etc). When introducing new grammar, she first presents the structure to the class, explaining how it works and any necessary terminology associated with it. She then moves on to getting her students to do some activities

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which would allow them to practice the new structure in a controlled way. Once the students are confident with using the structure, she sets up activities which would allow them to produce the language more freely.

Teacher D:

Sees grammar as being fundamental to language, and therefore the teaching of grammar as being essential if students are to develop confidence in their ability to use language in various social and educational settings. He argues that grammar should be treated as an area of discussion and discovery. Thus it is necessary to develop a meta language which students can use to talk about grammar consciously and confidently, in the same way that they may use technical language in other areas of learning.

Ans: I think "B"

10. Do you correct your students' grammatical errors? If so, when and how?

Ans: Yes I correct their written work when I check their notebooks.

11. How would you know if a grammar lesson has been successful?

Ans: When students use the grammar concepts correctly in their written work.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Grammar is very important for learning any language because it is mother of every language.



## Appendix C

### Interviews

#### Interview: 2

Time: 30 min

1. Please tell me about your own experiences of language learning.

Ans: It has always been very difficult for me to learn the rules because to learn any language it is very important to learn that basic rules of a language. I was taught the rules of language but I was unable to learn the rules. I have learned English language through my own effort, by reading a lot of books and watching English movies. One must learn the rules for language.

o Can you remember what kinds of activities you did?

Ans: Was taught through GTM in Saudi Arabia. There were no proper activities, we just had to do copy work from board and learn it.

o How were you expected to behave as a learner?

Ans: We just had to learn the work had taught by teachers. We had to produce exactly the teachers' work we couldn't make any changes in that. Definitely we had to cram.

o What kind of role did your teacher take?

Ans: Lecture method

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: Definitely it had a deep influence on my teaching. I teach through the way I was taught. Teachers were strict and they focused on spellings I do resemble them.

3. Now tell me about your background in teaching.

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Ans: This is my ninth year of teaching English .I taught for six years in Yousaf School System to senior boys.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: My teacher Asma was a very good teacher .She used to explain the stories and grammar concepts very vividly and I understood them well.

5. How would you describe your approach to grammar?

Ans: Grammar should be taught through rules.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: I taught my students Adjectives in which I told them the definition and used different things present in the class for explanation. Students also told me about different adjectives.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: I mostly focus tenses in my grammar lessons.

8. What kind of grammar activities do you normally use with your students?

Ans: Book and workbook exercises sometimes real life examples.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans: 'D'

10. Do you correct your students' grammatical errors? If so, when and how ?

Ans: Yes I correct their errors when they speak in the class and in their notebooks.

11. How would you know if a grammar lesson has been successful?

Ans: Through their responses in class and their written work.

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12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Rules are the basics of a language. They should be directly taught.

## Appendix C

### Interviews

#### Interview: 3

Time: 30 min

1. Please tell me about your own experiences of language learning.

Ans: It was a very interesting experience of learning English as a second language which is most widely spoken all over the world.

Can you remember what kinds of activities you did?

Ans: We were taught grammar through book and grammar book exercises.

o How were you expected to behave as a learner?

Ans: They expected to answer the questions which they ask .We were asked to cram all the work.

o What kind of role did your teacher take?

Ans: They give guidelines and ask as to practice the work.

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: It was the way of learning by heart . They were very strict. Yes I do teach in the same way as I was taught. I'm taking experience and teach through latest ways. I'm not strict but my teachers used to be very strict with us.

3. Now tell me about your background in teaching.

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Ans: I have been teaching for three years.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: My teachers were very strict with us.

5. How would you describe your approach to grammar?

Ans: Both structural and functional

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: Proverbs and adjectives which I taught.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: Mostly I focus on grammar e.g tenses , forms of verbs.

8. What kind of grammar activities do you normally use with your students?

Ans: I don't use any special.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans:"B"

10. Do you correct your students' grammatical errors? If so, when and how ?

Ans: Yes, while checking their notebooks

11. How would you know if a grammar lesson has been successful?

Ans: When they do their work correct.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: No

## Appendix C

### Interviews

#### Interview: 4

Time: 30 min

1. Please tell me about your own experiences of language learning.

Ans: I learnt through environment, friends and family

o Can you remember what kinds of activities you did?

Ans: We did a number of activities in our school, group and pair works.

o How were you expected to behave as a learner?

Ans: We were expected to do error free work.

o What kind of role did your teacher take?

Ans: She always encouraged us to do work by ourselves and appreciated whenever we made sentences. She asked us to write in own words. They taught us so well that we didn't have to take any tuition. We just had to learn work at home. My teacher said, "When I'm teaching you can ask me thousand times but after that you have to produce like me." She said you have to produce yourself.

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: Yes, it has influenced a lot. But it depends on the level of the students as we are teaching in a semi Urdu medium school

3. Now tell me about your background in teaching.

Ans: I have been teaching for the last eight years. Previously I was teaching in Saint Anthony's High School.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: I think I was very much impressed by my teacher. She used to dress up nicely, explain things well and treat us humbly. We were not afraid of her so she was not terrifying at all. We were never scared that if we will go to her she would shout on us.

5. How would you describe your approach to grammar?

Ans: I think grammar should be taught indirectly but it depends on your students if the students can do. We have to see the environment and the things how they are going on in school.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: I taught my students Adjectives and students enjoyed a lot.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: obviously on the basics and foundation and go systematically .Sometimes systematically you fail so it depends on the students.

8. What kind of grammar activities do you normally use with your students?

Ans: Work pages of book. Students learn more through stories.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans: 'D"

10. Do you correct your students' grammatical errors? If so, when and how ?

Ans: Obviously! Within the class .During conversation when they speak and when I ask them to write a paragraph I call them and tell them their errors.

11. How would you know if a grammar lesson has been successful?

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Ans: Through explaining and discussion and by teaching through directly and indirectly .After that when students give feedback.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Your way of talking should be of the level of the students instead of trying to make students come up to your levels .We should take students in confidence and let them learn on their own levels.

## Appendix C

### Interviews

#### Interview: 5

Time: 30 min

1. Please tell me about your own experiences of language learning.

Ans: I studied in Queen Marry School .I studies in Urdu medium till class 4<sup>th</sup> then it became an English medium School. I was taught there through GTM, no creative activities were done but the books were oxford so they filled up the short comings of traditional methodology. We used to learn question /answers and essays.

o Can you remember what kinds of activities you did?

Ans: I have told earlier that all the work was done on workbooks which were quite good.

o How were you expected to behave as a learner?

Ans: We were supposed to learn all the work.

o What kind of role did your teacher take?

Ans: They facilitate by writing all the work on board, explained well but teachers of that time were not so easy to communicate.

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: Yes it influenced a lot till I started attending workshops and professional development courses. Now I know all the methodologies but the syllabus, demand of the school and the assessment style of the school hinders it. Because there is big strength and a lot of workload.

3. Now tell me about your background in teaching.

Ans: I have been teaching in different schools during my eight years of teaching experience.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: Yes the model lessons of Mam Ruby Iftikhar (The principal of the schools I taught in) was a very excellent teacher. She used indirect method and focused on excessive language exposure.

5. How would you describe your approach to grammar?

Ans: I believe in rules + functional approach to teaching and a lot of language exposure is needed for direct approach.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: Yes, I once used pictures to teach adverbs to the students, the students enjoyed a lot and deeply understood.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: I don't focus every time on grammar. It is learnt with practice.

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8. What kind of grammar activities do you normally use with your students?

Ans: Real life objects in class, students etc.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans: "A"

10. Do you correct your students' grammatical errors? If so, when and how?

Ans: Yes, I correct them in their notebooks not when they speak. When they speak wrong I just speak correct sentence in front of them.

11. How would you know if a grammar lesson has been successful?

Ans: When students are able to do usage properly.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Actually we need to revise our syllabus, over all methodology used in school and way of assessment because one section can't work differently.

**Table 1**

**Descriptive statistics for importance of grammar**

No	Description	SD	%	D	%	Ne	%	A	%	SA	%
3	Grammar should be taught to all learners (i.e. beginner, intermediate and advanced).	2	2.5%	4	5%	7	8.75%	44	55%	23	28.75%
8	The major part of a language course should focus on teaching and practicing grammar.	0	0%	39	48.75%	11	13.75%	39	48.75%	20	16%

Note. No. refers to the number in the original questionnaire Part B.

SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

## Table 2

### Descriptive statistics of feedback and error correction

No	Description	SD	%	D	%	Ne	%	A	%	SA	%
4	Students should be given the opportunity to work out grammar rules from examples.	1	1.25%	0	0%	1	1.25%	45	56.25%	34	42.5%
6	It is important for students to be given the right answers after a written exercise or test.	2	2.5%	3	3.75%	5	6.25%	46	57.5%	24	30%
7	It is important to correct all grammatical errors in students' oral work.	1	1.25%	17	21.25%	11	13.75%	41	51.25%	10	12.25%
9	It is important to identify all	0	0%	2	2.25%	3	3.75%	43	53.75%	32	40%

grammatical errors in students' written work.												
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Note. No. refers to the number in the original questionnaire Part B.

SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

**Table 3**

**Descriptive statistics for learning L2 grammar**

No	Description	SD	%	D	%	Ne	%	SA	%	A	%
1	A learner can acquire a second or foreign language without grammar instruction (i.e. similar to how children learn their mother	18	22.5%	30	37.5%	6	7.5%	3	3.75%	23	28.75%

	tongue).										
2	All students will learn the different structures of English in the same order.	12	15%	47	58.75%	6	7.5%	2	2.5%	13	16.25%
5	It is essential that students are familiar with the correct grammatical terminology.	3	3.75%	7	8.75%	6	7.5%	26	32.5%	38	47.5%
5	It is essential that students are familiar with the correct grammatical terminology.	3	3.75%	7	8.75%	6	7.5%	26	32.5%	38	47.5%
10	Teachers should begin a grammar lesson by explaining how a particular structure works.	4	5%	4	5%	10	12.25%	23	28.75%	39	48.75%

Note. No. refers to the number in the original questionnaire Part B. SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

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# Bhagat Unfolds Multicultural Realities through *2 States*

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## Abstract

‘Culture’ can be studied through literature and ‘literature’ can be well appreciated by cultural understanding, I propose. This paper focuses on the multiculturalism in fiction with reference to contemporary author Chetan Bhagat’s *2 States: The Story of My Marriage* (Published in 2009). It deals with how multicultural ground realities affect ‘Generation-Y’<sup>1</sup> greatly. Preliminaries and methodological considerations discuss the background, objective and the scope of the paper, then it clarifies the mono Vs. multiculturalism. Further, after Indian ‘unity in diversity’ sketch, it analyzes the fiction from cultural perspective and ends with the essence.

## 1. Preliminaries

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Bhagat Unfolds Multicultural Realities through *2 States*

Let's start with the concept of the 'Culture' first. The New Britannica Encyclopaedia (2007: 784) put forth 'Culture' as,

*'the integrated pattern of human knowledge, belief and behavior. Culture, thus defined, consists of language, ideas, beliefs, customs, taboos, codes, institutions, tools, techniques, works of art, rituals, ceremonies, and other related components'*

This Encyclopaedia (2007: 784) also quotes a classic definition of 'Culture' by Burnett Taylor, in his 'Primitive Culture' (1871) as

*'culture includes all capabilities and habits acquired by a man as a member of society'*

The part '... and other related components' from the first definition and 'all capabilities and habits acquired by a man as a member of society' from the second definition include almost every smaller aspect of society and its integrated or recurrent pattern. And no definition of culture can capture these and many more aspects entirely.

Multiculturalism is study of multiple (two or more) cultures. Many scholars use the terms '*Multiculturalism*' and '*Cultural Studies*' interchangeably. Multiculturalism, socio-political-religious studies, media studies, translation studies and many others come under the rubrics of cultural studies. The 'text' in multicultural study may be a novel or a film or rituals of certain culture. To study multiculturalism, there are different theoretical perspectives. It received more attention in the contemporary 'glocal' (global-local) era of cultural transmission.

Recently, the universities across the continents commenced the courses of cultural studies along with literature studies or separately. Literature mirrors the society and no society exists without its culture. Hence, the literature depicts culture overtly or covertly along with its characters. Popular literature is one of the prime sources of the contemporary societal values, habits, and the daily life of the people. Cultural aspects are more superfluous in the genre of



novel than other literary forms. So, the present study evaluates Chetan Bhagat's contemporary popular fiction '2 States: The Story of My Marriage.'



**Chetan Bhagat**

Singh and Sikha (2013: 351) rightly quotes Pawling's assertion regarding the connection with popular literature and social meaning, he believes, 'like other cultural products/creations, popular literature also reflects social meanings and mores and also intervenes in the life of society by organizing and interpreting experiences which previously (in Literature) might have been only partially reflected. To read popular literature in this way is to read it as a process of meaning creation.'

Facts sometimes are more hostile than fiction. We can reveal them from literature. May it be social novels or historical or realistic, something remains un-captured in all. Most of the part authors keep to readers to interpret and link to the possible realities. The aim of the literature is not to teach or preach the reader, but to help them to unfold the certainties.

## **2. Methodological Considerations**

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As mentioned above, there are different theoretical perspectives to study multicultural novel. To stabilize readers on definite issues in this paper, at the outset I clarify, this novel will be assessed as how the author keenly depicted minute cultural details successfully and he kept rest there to actualize for the reader. The title of the novel '*2 States*' suggests two regions of the India; Punjab and Tamil Nadu (previously called Madras state). And the second interpretation of '*2 States*' is mentally chaotic state or confusions. Both the interpretations are observed throughout the novel. The paper also will assess Punjabi and Tamil cultures (former interpretation) and pride and prejudices of the people from both cultures and mental states of both – the older and the younger - generations (later interpretation). Undoubtedly, other aspects of multicultural studies will be out of the scope here.

### **3. Does Monoculture Exist?**

The obvious question perturbs of mono-culturalism while studying multiculturalism. Singh and Shikha (2013: 1-5) discuss the advancement of monoculturalism and treated American as melting point from mono-cultural society to multi-cultural society. They believed the LPG (Liberalization, Privatization and Globalization) policy is the reason for the same and further they studied Bhagat's this novel on the light of LPG at the center. They also mention the transmission of popular cultures and their reasons like modern means and advancements. But basically they ignored constant transmission of cultures in all ages and not only popular culture now. With some exceptions of remote island cultures, there is no monocultural society exists as such in the world.

We observe the cultures co-exist, some cultures affect others, cultures submerge in each other, and their transmission and diffusion, etc. So, the pure culture, pure language, mono-lingual society or mono-cultural society is nothing but idealism or exception in contemporary era. The researchers are then appealed not to take multiculturalism and monoculturalism as binary or relative concepts with equal emphasis.

### **4. 'Unity in Diversity' of Multicultural India**

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India is multistate, multilingual and multicultural country. The country has twenty-eight states and twenty-two constitutionally recognized languages along with many other languages and dialects (roughly; 1576)<sup>2</sup>. The people from different religions like Hindu, Muslim, Christian, Jain, Buddhist, etc. live together. Each language has its society and culture for instance, in Maharashtra state, Marathi language, Marathi Culture and Marathi speaking people. Emeneau (1956) describes linguistic richness of India in his classic paper. Then the many linguists from the world were attracted to India and researched the languages from Indo-Aryan, Dravidian, Tibeto-Burman and Austro-Asiatic language families. As it is linguistic laboratory for the linguists, it is cultural laboratory also for researchers.

Modern Indian Languages (MIL) sourced their most vocabulary from Ancient Sanskrit language. And each of MIL influenced by Sanskrit ranging from greatly to a little. It is the language of Vedas and Upanishads and practiced for religious purpose across the states of India. The Epics like Ramayana and Mahabharata are in different versions but with common core also serve the link. Sanskrit is also written in more than 14 different scripts. Sanskrit language, the epics like Ramayana and Mahabharata, Gandhian philosophy, yoga, Indian freedom struggle, etc. kept India intact despite of all the diversities. They are also connected to each other because of Bollywood movies and sports like cricket now-a-days.

Bhagat has used these common grounds to put forth his philosophy through characters in the novel. He used Gandhian philosophy “Gandhiji strongly believed that all Indians are one” (Bhagat: 51) to unite Swaminathan and Malhotra families at Sabarmati Ashram on a trip arranged by Krish and Ananya. He also used Sabarmati Ashram and Aurobindo Ashram with equilibrium in different acts of the novel for mental peace. Suitably, the novel set in Ahmedabad, Delhi, Chennai and Goa; all the most populous metropolitan cities of India as they are full of different kinds of people. The novel brings out the complexities of multicultural societies and the people therein. We also compare setting of Bhagat’s previous fictions being metropolitan cities of India and his depiction of metropolitan youth culture (Jadhav, 2012: 1-5).

## **5. Cultural Realities of ‘The Fiction’**

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## 5.1 Two Cultures

Though an Individual is the smallest part of the community and culture, the family is the most meaningful social and cultural unit. Bhagat chooses two families from two different cultures: '*Tamil*' and '*Punjabi*'. The characters from the later are seen fun-loving as compared to the characters from the former with the exception of Krish and Ananya. They are altogether radical (*See; 5.6 for more details*). Tamil Brahmins (Ananya's family) love classical Carnatic music while Punjabis (Krish's relatives) enjoy Bhangra in the novel.

## 5.2 Their Pride and Prejudices

Both admire their own culture and blame another's. Both look down upon each other for different reasons. Both enjoy each other's food, praising. They have no problem with different places, but people from these places. Both hate each other for the reasons unknown. Sometimes may be like their older generation hate each other so they still maintain the same habit of not trusting: South Indian to North Indian and vice versa. They never accept each other without prejudices and find reasons to blame always.

## 5.3 Diversities

They have diversities in their languages (e.g. Tamil and Punjabi), customs, rituals (e.g. description of Punjabi marriage rituals in Duke and Minti's marriage and Tamil marriage rituals in Krish and Ananya marriage), cuisines (e.g. rasam, dal, roti, idly, rice, chicken, dairy products, sweets, paneer, rasgullas, biscuits, pao-bhaji, etc.), attire (e.g. shorts, track suits, suits, coats, dhoti, crisp white shirt, kanjiwaram sari, salwar kameez, etc.), occupations, interests, comforts, motives, etc. and they turn boon and boom every other time for the protagonists.

## 5.4 Chaotic and Calm Mental State

Bhagat has depicted the psyche of the characters also in the novel. He has used stream of consciousness technique mostly for Krish, the protagonist of the novel. He tries to focus on study and thinks of Ananya instantaneously. He is sure about job and unsure of life. Ananya also becomes restless many times. Their parents are also impatient and disapprove the wedlock of

Ananya and Krish and are confused for a long time. They are also insecure about the relations in the future. Duke is also shown confused. Krish is always like a Hamlet of Shakespeare; in the dilemma of 'what to do and what not to do'. Other characters are also confused many times. Aurobindo Ashram also struggled to calm down Krish.

### **5.5 Two Generations; the Younger and the Older**

Bhagat also throws light on issue of Generation gap. There is always miscommunication and indifferences in two generations. Both have their pride and prejudices. Both found another wrong. Both complain for not having concern about them. Both care each other still they turn away from each other because of misunderstandings and lack of better communication. The relationship between Krish and his father can exemplify that. As per Freudian concept Krish and his mother have better relation and Ananya and her father has closeness better than their counterparts. In the novel the younger generation (Krish and Ananya) is seen radical, creative, challenging, intellectual, adaptive and liberal while the older one (Krish and Ananya's parents) as submissive, conservative, conventional and stereotyped, typically.

The elder are not conservative but actually they are preservative in their point of view. They think they know the values better and they wish to preserve them. They do not wish to disturb life of Generation-Y deliberately, but they think what they are trying to do is right for both - the older and the younger - generation. From the cultural perspective, they believe that they are well care taker of their culture. The novel ends with the practical solution, better communication, young generation's initiative and lastly the elders support. Finally, it concludes with how Krish and Ananya, the representatives of millennial generation, paved the way to get married and to unite their families despite of all the adversities they travelled through inevitably.

### **5.6 Marriage; the Theme**

'Marriage' is defined by *The New Britannica Encyclopaedia* (2007: 871) as,

*'a legally and socially sanctioned union, usually between a man and a woman, that is regulated by laws, rules, customs, beliefs, and attitudes that prescribe the rights and the duties of the partners and accords status to their offspring (if any)'*

Further, *The New Britannica Encyclopaedia* (2007: 872) underlines the importance of marriage rituals and ceremonies as,

*'[they] surrounding marriage in most cultures are associated primarily with fecundity and validate the importance of marriage for the continuation of a clan, people or society. They assert a familial or communal sanction of the mutual choice and the understanding of the difficulties and sacrifices involved in making what is considered, in most cases, to be a lifelong commitment to and responsibility for the welfare of spouse and children'*

Bhagat gives his insightful dictum (*See; back cover page of the novel*) on marriages in India as,

*'Love marriages around the world are simple:  
Boy loves girl. Girl loves boy. They get married.  
In India, there are few more steps:  
Girl's family has to love boy. Boy's family has to love girl.  
Girl's family has to love Boy's family.  
Boy's family has to love girl's family.  
Girl and Boy still love each other. They get married.'*

We can compare Bhagat's dictum in the light of the above encyclopaediac conceptions of marriage and the rituals, and or ceremonies of it. We easily thought of the greater complexities of Indian culture as compare to world around. The observations of the marriage of Ananya and Krish are recorded hereafter.

Ananya, the heroine of the novel, belongs to upper caste Tamil Brahmin upper middle class family. Trendy, choosy, stylish Ananya is the most beautiful and the most popular girl at IIM-A campus from the fresher's batch. She was not shown as typical Tamil Brahmin. In fact, she enjoys Chicken or Paneer with same excitement. She is not only choosy in food and attire but also much conscious in selecting her life partner. She is not at all an emotional fool. Rather, she has shown emotionally sound and rejects thirteen proposals of marriage or love unsympathetically. Gradually, she develops relation with Krish, an IIT-Delhi alumnus and her IIM-Ahmedabad classmate.

Krish, who did not do well at IIT-D wish to prove himself at IIM-A, eventually come across Ananya and fell in love with her. Then he deliberately grows his relation with her, helps Economics University Gold Medalist Ananya in quantitative papers to get good grades in Mathematics. He does not want ever to loss her and feels his life empty without her. He is good-natured, witty, intellectual, and fun-loving Punjabi guy perfectly balances the modern and traditional values. He suggest not to wear unsuitable dress at public places to Ananya, appeals to his mother to behave nicely with Ananya's parent, helps to Ananya's brother in IIT preparation being a decent person.

Millennial are rebellious in their whole life style; the language, foodstuffs, cloths, relations, etc. Ananya and Krish care none to make romance and love each other despite of knowing conservative parents. Their nudity, premarital sex and live-in-relationship is completely anarchist for older generation. But they never reveal it to anyone.

The fiction depicts the bondage between them and their intense love for each other. Both are loyal to maintain their commitments. But this is one marvelous side has another side of mental torture, uncertainty, melancholy, loneliness, etc. Krish's uncontrolled-unresolved mental conflict turns into his psychological distortion and reached the psycho-somatic stage. The older generation is totally careless to such kind of spoilage of younger generation.

## **6. Narrative Style and the Essence**

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Bhagat depicts complex, deeply rooted socio-cultural problems of multicultural India, light-heartedly. He wants readers to laugh at themselves, at their follies, their prejudices, and their wrong-doings; not as a participant but as a distant observer. He doesn't attack them directly, but through fiction he attempts to realize their faults and gives a chance to correct in the real life. Bhagat's involving story telling technique and the humorous situations allure readers.

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### Endnotes

1. Generation-Y (Gen-Y) here refers to young generation. There are no uniformity on the exact dates of Gen-X, Gen-Y and Gen-Z, but are roughly believed from 1980s, 1990s, and 2000 A.D. onwards respectively.
2. The Indian census of 1961 recognized 1652 different languages; while 1991 census recognized 1576 classified 'mother tongues'.

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# Socioeconomic Status of Brick Workers in Coimbatore

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## Abstract

Brick-making is one of the most ancient industries. India is the second largest producer of clay fired bricks, accounting for more than 15 percent of global production. India is estimated to have more than 100,000 brick kilns producing about 150 – 200 billion bricks annually. Brick industry in India is employing large number of migrant workers including men & women and even children who work in the kiln on a temporary contract and low wages. Hence the researchers have made an attempt to study the socio economic condition of the brick workers in the selected brick kilns of Coimbatore.

**Keywords:** Bricks, Brick kiln, Migrant workers

## Introduction

Brick-making is one of the most ancient industries. The craft is as old as the Indus Valley Civilization (2500 – 1500 BC). Brick kilns in India produce around 200 billion bricks and it is the second largest brick producing country after China. According to Indian Brick Manufacturer Association, approximately one lakh brick kilns are operating in India which employs more than four million workers. Most of the workers are migrants who belong to economically backward and underdeveloped regions of the country and normally hail from low income and socially disadvantaged section of the society.

At the global level, Asia is the major player with regard to brick production. Asia contributes 87 percent of total brick production in the world. Six countries, namely China, India, Pakistan, Vietnam, Bangladesh and Nepal represent 75 percent of the Asian population and are the major brick producing countries. China contributes a maximum share of 77 percent and India is the second largest brick producer contributing a share of 15.5 percent. In India, brick industry is one of the traditional and highly labour-intensive industries.

Though one of the oldest industries in the history of mankind, brick industry in India still remains unorganized and no official authentic data is available regarding its status. The National Commission on Rural Labour estimated that there were about one million workers. But

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according to the All India Brick Kiln Manufacturer's Association, its membership extends up to 22000 units with about 3 million workers.

The entire process of recruitment, transit, working and living conditions in the brick kiln is a testimony and indication of existence of severe form of human bondage. The organization of work is highly influenced by sociocultural factors. Migrant in general and traditional 'low – caste' family labour in particular, continue to characterize labour in the brick kilns.

The pattern of labour recruitment in the brick kilns and the mechanisms of deployment, payment of advances and wages bear a striking similarity across the country. As the kilns are operating in the remote areas they mostly remain unregulated and wages paid are very often less than the statutory minimum wages. The wage payment systems are different for different processes and the labour contractors are usually paid a commission through an informal deduction from the labourer's wages.

There are varied natures of problems the brick workers are facing now. They have no unions or legislation to protect them. There are no proper drinking water or sanitation facilities. They are also exposed to health hazards like water-borne and skin diseases and even respiratory disorders.

Good, favourable socioeconomic condition of the workers may act as a booster, which, in turn, may establish congenial industrial relations. In this backdrop, an attempt has been made with the following objectives:

### **Objectives**

1. To understand the nature of work in the selected units;
2. To analyse the socio economic status of the selected workers in the units;
3. To find out the problems of the workers and
4. To give suggestions for the uplift of the brick workers.

The various dimensions of brick workers have been studied by a number of researchers including Pallab Kanti Ghosh (2008), Amal Mandal (2005), Dharmalingam (1995), Saran & Sandhwar (1990), and Aggarwal (1959).

### **Descriptive and Analytical**

This study is both descriptive and analytical. The study is descriptive in explaining the nature of work in brick kilns and analytical in analyzing the socioeconomic status of the brick

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workers in the study area. The study has used both primary and secondary data. The study was carried out during 2011-12.

### **Sampling Design**

As per the unpublished records of the Coimbatore Brick Kiln Owners Association, there are 458 brick kilns in Coimbatore. Out of 458 kilns 10 percent of the kilns were selected for the study based on convenient random sampling. In each kiln, five workers were interviewed of which 40 percent were skilled workers, 40 percent were unskilled workers and 20 percent were women workers. Accordingly 230 respondents were interviewed.

### **Tools Used**

The data was analysed using Chi-Square test and Sen Poverty Index. Chi-Square analysis was used to find out the association between the extent of poverty and size of the households. Sen Poverty Index was used to find the intensity of poverty.

### **Analysis & Interpretation**

- 80 percent of the respondents were male workers and 20 percent workers were female workers.
- 57 percent of the respondents were in the age group of 31 – 40 years.
- 41 percent of the respondents had just primary school education only.
- 63 percent of the respondents do not possess the voter's identification card.
- 54 percent of the respondents do not have ration card.
- The toxic items consumed by the respondents are liquor, cigars/ tobacco and pan. 67 percent of the respondents are addicted to liquor.
- 59 percent of the respondents were having two members as earning members. 69 percent of the respondents were having family income of Rs. 6000 – 9000.
- More than 90 percent of the respondents possessed mobile phones.
- 58 percent of the respondents were saving through nearby grocery shops.
- Around 84 percent of the respondents were having debt and the major reasons include inadequate and low wages, seasonal nature of job, visit to their native place and payment of old debts.

- The hypothesis of the Chi-Square test postulates that there is no significant association between the extent of poverty and size of the family. For that purpose a two-way table was framed.

**Table 1**  
**Extent of poverty and size of households**

Size of poverty	Respondents below poverty line	Respondents above poverty line	Total
Up to 4	25	122	147
Above 4	02	81	83
<b>Total</b>	<b>27</b>	<b>203</b>	<b>230</b>

Since calculated  $\chi^2$  value is greater than  $\chi^2_{.05}$  for U is equal to 1 degrees of freedom hypothesis is rejected and thus there is association between the extent of poverty and size of households.

**Sen Poverty Index** also implied that the intensity of poverty in the selected area is very less (only 2.4 percent).

$$P = H [R + (1 - R) G] = 0.12 [0.1884 + (1 - 0.1884) (0.0143)] = 0.0240$$

**The extent of poverty is very less in the selected area** because of two main reasons: (i) construction industry in Coimbatore region is witnessing a boom and consequently the brick making sector is facing huge demand and labour shortage and (ii) high wages are offered in the region due to the concentration of textile, hosiery and engineering industries. This was also supported by the study of Bhukuth Augendra in ‘Labour in Brick Kilns: A Case Study in Chennai’ and also in *The Hindu* article ‘Brick Industry in Doldrums in Coimbatore’.

- The variety of work in the brick kilns includes machine operator, cutting raw bricks, extracting clay, crushing and grinding, mixing clay, carrying clay, loading and unloading, pulling a wheel barrow and other functions. 22 percent of the respondents use sun hats and only 12 percent of them use working shoes.
- 88 percent of the respondents work on contract basis and receive wages accordingly.

- 98 percent of the respondents are not getting work all the days in a year since the nature of work is very seasonal. 65 percent of the respondents go to their native place during off season.
- 80 percent of the respondents want to upgrade the technology to improve the working condition.

### **Suggestions & Conclusion**

The living conditions of the brick workers are very basic and shanty-like. There is a need to provide adequate housing facilities at the brick kilns. By increasing the access to microfinance, brick workers can be empowered and their exploitation can be avoided. There is a need to provide some useful skills to the women like tailoring, needlecraft, poultry raising and dairy farming which can supplement their income especially during off season. Worker friendly technology can be introduced to reduce the hardships associated with brick work.

The growth in India's economy and population, coupled with urbanization, has resulted in an increasing demand for residential, commercial, industrial and public buildings as well as other physical infrastructure. Building construction in India is estimated to grow at a rate of 6.6% per year between 2005 and 2030. The brick production process is mainly based on manual labour. One of the special features of the brick kiln workers is that they may be one of the most vulnerable and excluded workers-communities of Indian society. Hence, there is an urgent need for social concern to frame measures to improve the living and working condition of brick kiln workers for inclusive growth.

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## Q-Particle in Azari Turkish

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### Abstract

Turkish (Türkçe or Türkiye Türkçesi) is one of the languages of the southwest branch or a group of Oghuz Turkic languages and is the official language of Republic of Turkey. Azerbaijani (Azari Turkic and the Latin script (Azərbaycan Türkcəsi or Azərbaycan dili) is a language branch of the family of Turkic languages, and the language of Azari people in southwestern Asia, primarily in Azerbaijan and Azerbaijan of Iran and in Republic of Azerbaijan which is the official language there.

In this paper, I adopt Hagstrom (1998) and Aygen (1999) to account for Turkish facts about the Q-particle. Evidence is presented from of Turkish and Azari Turkish and these are compared. It is a parameter. Turkish is a wh-in-situ language. It means Wh- is not forced to move in them. There is a null-Q in it which appears as a morpheme in yes/no and echo questions. The distribution of the Q-Particle will be given in (I); the problem of analyzing embedded questions in these two languages (II); similarities and differences of Q-Movement and wh- questions in them.

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**Key words:** Turkish, Azerbaijani Turkish, Q-particle, echo question and wh-questions.

## **Introduction**

Turkish language or Turkish descent is a language family consisting of thirty-five languages and is recognized as a member of the family of Altaic languages. These languages are used in a large area of North Asia, North and West China to West Asia, parts of the Middle East and the Mediterranean coast, Central Asia, and Eastern Europe. The speakers of Turkish languages are about 165 million. Turkish is an agglutinative language. It means the words and verbs get at a different meaning or tense by adding the suffix.

One of the characteristics features of Turkish languages is vowel harmony. There is a null-Q in it which appears as a morpheme in yes/no and echo questions. There is some evidence in support of this claim that wh movement is a parameter. Turkish is a wh-in-situ language. It does not appear in wh-questions unless the structure is an echo of a wh-question.

## **Background research**

There has been less discussion which deals with the cases where the question particle in Turkish is used. Here I just write some of related works done.

Kamali Beste (2010) has argued about “The Question Particle in Turkish”. He states the default Q particle placement in Turkish parallels sentential main accent exactly because it relies on the same syntactic configuration spelling out the sentence accent. This analysis has the advantage of deriving default Q placement, along with accompanying accent, in one domain only, without evoking division of

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labor problems. It was suggested that narrow focus occurrences do not pose an empirical challenge to this claim if these do not operate under the same syntactic conditions but are rather base-generated.

Given this analysis,

1. -mI is not a “pre-stressing” particle any more. Neither do we need to ascribe a “focusing” function to account for the accent seemingly enforced by it. The causality is reverse.

2. Accent is assigned by the syntactic frame, Q duly follows.

3. Finally, he provided cross-linguistic support to the claim by Kahnemuyipour and Megerdooonian that Wackernagel clitics are also found in the other phrasal domain, VP, which has interesting parametric and theoretical consequences.

“On the Sentence-Final Position of the So-called Question Particle mI in Turkish: A Word Grammar Account” paper, Yoshimura Taiki (2008) explains the relative order of the personal suffix and the question particle **mI**, using Word Grammar (WG). He states that thanks to new concepts (i.e. ‘Clitic’ and ‘Host-form’), the relative order of the personal endings and the question clitics is well analyzed in WG.

He concludes that 1. The formal difference between the two paradigms comes from the difference of each form: affixes vs. clitics. The forms found in the z-paradigm should be called the ‘personal clitics’, while the forms in the k-paradigm are the ‘personal suffixes’.

2. mI is also an instance of clitics. Accordingly when mI combines with the main verb, there is at least one host word.

3. On the basis of rules shown in his paper, complex verbal forms including clitics are analyzed within the morphotactics of the host-form.

Hagstrom, Paul (2009) has a research paper “Intervention effects and the flavors of Q” that discusses about two aspects of his project where open questions remain. The first concerns the identification of Q morphemes across languages: many languages seem to make finer morphological distinctions than Japanese does, suggesting more than one “flavor” of Q. The second concerns the analysis of the intervention effect itself, in response to several recent proposals attributing them to semantic, pragmatic, or prosodic causes, rather than to syntactic causes. He states that in Japanese, questions are formed with the help of a “question particle” ka (“Q”), a morpheme that can also be used to signal disjunction or combine with a wh-word like dare ‘who’ to form dareka ‘someone’ and Q particle undergoes syntactic movement in questions.

## **2-1.Theoretical Framework:**

I adopt Hagstrom (1998), and Aygen (1999) to account for Turkish facts. It is about Q-particle and I use many Azari examples in it. I agree with them and I just add some Azari evidence and examples to indicate the similarities and difference of these two languages. In this paper I name Turkish for the Turkish language of Turkey and Azari for the Turkish language of Iran.

2-1-1. Turkish is a wh-in-situ language. Q-particle -mI appears in Yes/No questions either at the clause periphery or at a clause internal position with the constituent it focuses. A property of the Q-particle in Turkish is that it does not

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receive word final stress but rather causes the preceding syllable to be stressed; although it is written as a separate word in orthography, it undergoes vowel harmony, which indicates that it should be regarded as part of the word it follows. It does not appear in wh-questions unless the structure is an echo of a wh-question.

In Turkish, the co-occurrence of the Q particle and the wh- word is restricted to echo questions. In echo questions, the Q particle remains clause internal, and can occur clause-finally but with different interpretation. (1a) is an echo question of a wh-question, whereas, (1b) is an echo question of a Yes/No question:

a. Hasan ne mi aldı?

Hasan what Q bought (echo question)

b. Hasan ne aldı mı? (yes/no echo question)

Hasan what aldı Q

'Did Hasan buy what'?

Clause final position seems to be the domain for Yes/No questions..In Azari Turkish,only it is used wh-question and we can expect the null Q particle. Q particle is either a clause-final particle or attached to a focused constituent in in Turkish:

3 a. Hasan o kitab-i oku-du mu ?

Did Hasan read that book?

b. Hasan mi o kitabi okudu ?

Did Hasan read that book?

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In Azari Turkish, the null Q exists in the clause final position in Yes/No questions.

4a. Hasan o kitab-i oxu-de e?

Hasan that book read e?

Did Hasan read that book?

## 2-1-2. THE FUNCTION OF Q-PARTICLE

Now we consider the function of Q-particle in these two languages and state the similarities and differences between them.

(i) Q appears in Yes/No questions.

(ii) “as half of an indefinite formed on a wh-word meaning “one or other”.

(difference)

10) Kitap **mi** ne almiŝ.

book Q what took

'He took a book or something'

Null Q-particle is used in Azari Turkish in these kinds of structures.

11) Kitap e aldi ya namnane (aldi)

Book e took or what (took)

He took a book or something

(iii) used in disjunctive capacity:

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12) pasta **mi** pıtza **mi** iste-r-sin?

cake Q pizza Q want-AOR-2 Pr Sg

'Would you like cake or pizza?'

Null Q is used in Azari Turkish.

13) keyk **e** istisan ya pıtza **e** ?

cake want **e** or pizza -AOR-2 Pr Sg **e**

'Would you like cake or pizza?'

(iv) has a quantificational force:

14) Hasan gel-di **mi** ,harkes-i gul-dur-ur.

Hasan come-PAST Q everybody-ACC laugh-CAUS-IMP-Ø

3Pr Sg Agr

'Whenever Hasan comes, he makes everybody laugh.'

Q-particle behaves as a universal quantifier in this structure, unlike its Azari Turkish counterpart.

In Azari Turkish, there is no quantificational force but a null one and present tense is used instead of past tense in this structure.

15) Hasan galanda **e** harkas-i gul-dur-rur.

Hasan come-PRESENT **e** everybody-ACC laugh-CAUS-IMP-Ø

3Pr Sg Agr

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'Whenever Hasan comes, he makes everybody laugh'.

### 2-1-3. SIMILARITIES IN THE FUNCTION OF WH-WORD

“kim” and “kimi(leri) “in Turkish and “bire”/bir kes(ler) in Azari Turkish means who in English. The first ones are singular and the second ones are plural forms.

16) Kimi(leri) geldi.

17) Bir kesler/ bire galde.

Who-ACC(PLU) came

'Someone came.

Kimse (who) in Turkish and Hesh kas in Azari, are negative sentences and are interpreted as a universal quantifier :

18) Kimse ye-me-de.

Who-COND eat-NEG-PAST

19) Hesh kas ye-me-de.

' Noone eat'.

### 2-1-4. Q MOVEMENT

In a Turkish echo question, wh-word and Q particle occur in a CNP island and the occurrence of the Q particle outside the island is ungrammatical except when the wh-word is the complement of the CNP. In (20), wh-word is the subject of the CNP.

20a) Ben [ kim-in mi pısrırdıg-ı yem eg-ı ] yedım?

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I who-GEN Q cook-NOM-POS food-ACC eat-PAST-

I eat the food that who cook?

b.\* Ben [ kim-in pısrırdıg-ı yemeg-ı ] **mi** yedım?

I who-GEN cook-NOM-POS yemegı-ACC Q eat-PAST-

Null Q-particle is used in Azari Turkish:

c. Man [ kim-in e pısrırdıg-e gazane] yedım?

I who-GEN e cook-NOM-POS food-ACC eat-PAST

I eat the food that who cook

In (21), the wh-word is the complement of the embedded clause:

21 a) Ali [Ipek-in ne mi de-digini ] duydu?

(Echo question of a wh-question)

Ali Ipek-GEN what Q say-NOM-POS hear-PAST

Ali heard that Ipek say what?

b. Ali [Ipek-in ne de-digin-i] mı duydu?

(Ambiguous)

Ali Ipek-GEN what say-NOM-POS Q hear-

PAST

i) Is it sth that Ipek said what that Ali heard?

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(Echo)

ii) Is sth(about) what ipek said that Ali heard?

(Yes/No)

21b), where the Q-Particle appears outside the island is ambiguous. It is either a Yes/No question or it is an echo question where the Q has scope over the island. Data (20-21), indicates that overt movement of Q-particle is subject to Island conditions in echo questions, Q particle occurs with the wh-word it focuses. It cannot move overtly out of a CNP island unless the wh-word it focuses is the complement of the CNP. In the grammatical (21b) the Q-particle appears outside the embedded clause and the sentence is ambiguous: it is either a Yes/No question which has the complement of the matrix clause under its scope, that is the CNP under its scope; or it is an echo question focusing the complement of the matrix verb. In the second interpretation, it must have undergone over movement from an island to its surface position, which Hagstrom calls “the launching site”. He notes that this movement of Q-particle is focus driven in Turkish.

Null Q exists in Azari Turkish in these two cases. In (20a), the wh-word particle remains in the adjunct island; Q-particle can occur within or at the edge of the embedded clause or at the matrix periphery:

22.a.1) Ayşe [Hasan ne mi ye-dig-i zaman] şaşır-dı?

(echo of an embedded wh-question)

Ayşe Hasan what Q eat –NOM-POS time surprise-PAST

Ayşe was surprised Domuz eti .(pig meat)

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a.2). Ayşe [Hasan namna yiyan zaman taajob elade?

Ayşe Hasan what e eat –NOM-POS time surprise-PAST

b. Ayşe [Hasan ne ye-dig-i zaman] mi şaşır-dı?

(echo of an embedded wh-question)

Ayşe Hasan what eat –NOM-POS time V- Q surprise-PAST

Ayşe was surprised when Hasan ate what?

Answer: ii. Domuz eti ye-dig-i zaman .(when (he) ate pig meat)

c.1) Ayşe [Hasan ne ye-dig-i zaman] şaşır-di mi?

(echo of a Yes/No question)

Ayşe Hasan what eat –NOM-POS time V surprise-PAST Q

Ayşe was surprised when Hasan ate what?

Answer: iii. DOmuz eti. (pig meat)

c.2) Ayşe [Hasan namna yiyan zaman] taajob elade e ?

All parts of (22) are echo questions, but of different questions. (22a&b) are echo questions of a wh-question. Q must have moved overtly to its launching site. These two sentences are evidence to existence a null element in these languages. (22c) is the echo of a Yes/No question, focus is still on the question word, which might arguably an indication of its base position. Basically, these are the three positions Q can appear in Turkish. The same distribution holds for Yes/No questions. The difference between (22a) and (22b) is that Q focuses the question word in the

adjunct in (22a), whereas it focuses the adjunct clause in (22b). The wh-word in the adjunct is the complement of the embedded verb.(22a.2),(22.c.2), are the examples that there are no overt Q-particle in them.

#### 2-1-4. NULL Q MOVEMENT IN TURKISH

In Turkish echo questions, Q can appear next to the wh-word, remaining clause internal. According to Hagstrom (1998), Q moves to the clause periphery from a clause internal position.

The path of Q from its launching site to its clause peripheral position is forbidden to cross a certain class of elements. This kind of intervention effect is expected if the class of interveners share with Q the feature that is being attracted. The quantifier adverb yalnızca “only” is indeed such an intervener:

\*29). a Yalnızca Hasan ne-yi oku-muş?

Only Hasan what-ACC read-Reportive

Intended reading is an echo question: ‘Only Hasan read what, [they say]?’

In Azari Turkish, that sentence is ungrammatical as in Turkish.

b. \*faqat Hasan namnane oku-muşde?

Only Hasan what-ACC read-Reportive

30) a. **Yalnızca** Hasan kitab-I oku-muş

Only Hasan what-ACC read-Reportive

‘Only Hasan read the book [they say].

It is the same in Azari Turkish:

b. **faqat** Hasan kitab-I oxu-muşde

Only Hasan what-ACC read-Reportive

Only Hasan read the book [they say]

31) a. Ne-yi **yalnizca** Hasan oku-muş?

What-ACC only Hasan read-Reportive

'What did only Hasan read'?

Again it is the same in Azari Turkish:

b. Namnane **faqat** Hasan oku-muşde?

What-ACC only Hasan read-Reportive

'What did only Hasan read'?

In (29) the quantifier “only” seems to block a possible covert wh or a null Q movement to the clause periphery, hence the ungrammaticality.

32)\***Yalnizca** Hasan ne-yi oku-muş? Vs **Yalnizca** Hasan kitab-I oku-muş

Only Hasan what-ACC read-Reportive

'Only Hasan read the book'

In (30), however, scrambling the wh-word along with the null Q saves the structure since the null Q can launch from the scrambled position to the clause periphery.

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Same judgments hold for overt occurrence of the Q-particle in echo questions:

33). \***Yalnizca** Hasan ne-yi **mi** oku-muŝ?

Only Hasan what-ACC Q read-Reportive

34). Ne-yi **mi** yalnizca Hasan oku-muŝ?

What-ACC Q only Hasan read-Reportive

‘only Hasan read what?’

Certain quantificational elements cannot intervene between the in situ material and the clause at which the wh-word takes scope Beck effect .

Kimse( “noone”) Is such an intervenor. In (31,32),we have a Yes/No question where the NPI kimse “no one” - which is morphologically made up of the question word “who” and the conditional morpheme“(I)se- blocks the movement of Q.

35). \*kimse pizza-yi mi ye-me-di?

Nobody pizza-ACC Q eat-NEG-PAST

'Did nobody eat pizza?'

36) Pizza-yi mi kimse ye-me-di?

Pizza-ACC no one eat-NEG-PAST

'Did nobody eat the pizza?'

Intervener “nobody” seems to block Q movement of -mi. Let’s see whether a long distance movement is blocked similarly.

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37)\*kimse [Ayşe-nin mi gel-eceg-i] ni duşun-me-di?

Noone Aysh-GEN Q come-NOM-POS-ACC think-NEG-PAST

'Did nobody think that Ayshe would come?'

NPI blocks the covert movement of Q in long distance movement as well.

38)\*kimse kim-I mi gor-ma-miş?

Noone who-ACC Q see-NEG-Reportive

To sum up, evidence from interveners blocking the movement of overt Q-mi, and a possible null Q, supports Hagstrom (1998).

### 2-1-5. QUANTIFIERS AND SYNTAX: (Miyagawa 1998)

The scopal interaction of wh-words and quantifiers allows us to detect covert movement of Q-particle:

39) Kim herşeyi gordu? single answer

Who everything-ACC saw

'Who saw everything?'

40) Herkes ne gordu? ambiguous

Everybody what saw

'What did everybody see?'

41) Herkes ne mi gordu? Single answer

Everybody what Q saw

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'Everybody saw what?'

The ambiguity of (40) is due to two possible LF structures given in(42) below:

(42) a. Q...herkes.....ne.... .single answer

b. herkes... list answer

The fact that (41) has only a single answer such as “Everybody saw a cat” indicates that Q undergoes covert movement to clause periphery as given in (42a).

## CONCLUSION

The basic proposal of Hagstrom (1998) is that in wh-questions of wh-in situ languages, there is a morpheme Q which is base generated as a sister to a wh- word and moves to clause periphery by feature attraction. Evidence for the covert movement of the question particle -mI in Yes/no questions and echo questions and a similar movement of a null counterpart in Turkish comes from the following facts in Turkish:

1. Interveners: which block the movement of -mI or its null counterpart by such as quantifiers (i.e only) and NPIs (nobody).

2. Quantifiers & Wh-words: Ambiguity of structures with a quantifier and Wh-word indicates the covert movement of a null Q to the clause-periphery.

There are some similarities and differences between Azari and Turkish languages. The evidence given in Azari language indicates that there is a null Q in it most of the time in the comparison of Turkish.

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# Learning English Language in India: Challenges and Opportunities

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## Abstract

A study of English teaching-learning process in undergraduate and post graduate classes is quite fascinating and fastidious. In fact both the teacher and the learners are unaware of the effective pedagogical strategies. There are innumerable problems in this teaching-learning process which need to be addressed by the language trainers and learners with care and concern.

My paper would explore the challenges and opportunities available for the teachers and students in India. In order to substantiate my points, the paper would be based on some major issues observed in our practical life. But the fact remains that learning of English is inevitable for success in this globalised world. Indeed, I have drawn my own conclusion that to master English language, self-practice is inevitable, which can never be substituted.

## Teaching English Language in Under-Graduate Classes

Teaching English language in under-graduate classes is still a thought-provoking and tough proposition. Though people in general and students in particular are crazy to learn English, this has become a challenging task for both teachers and students. Students are seen going to English coaching centers and tutorials in large numbers to master the desired language, but are often seen lagging behind. Much hue and cry has been witnessed on the issue of how to gain knowledge and skill in speaking and writing English. Examinations and reexaminations have been conducted through seminars and workshops, conferences and symposia on this issue, but

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nothing encouraging and substantial has emerged out of these exercises. Therefore, it is highly essential to delve deep into the root cause of all such issues.

### **Demand for Instruction in English**

It is an interesting fact that pupils of varied class, race, religious and cultural background struggle to undertake the task of learning it. To speak and write presentable English one needs to cultivate the skills such as (a) listening (b) speaking (c) reading and (d) writing.

English language has become an integral part of school and college curriculum. With the sweeping sway of globalization parents are very much eager to put their children in English medium schools and colleges. It is assumed that whosoever speaks English is a learned and intelligent fellow. Of course, it has some sense saying that English speakers are more privileged than the native language speakers in this globalised world. Indians estimate that English speakers are more talented, though they are found to be less scholarly than our native language speakers. Efforts have been made by the institutions as a whole and individuals in particular, to teach and learn English. Predominance of our vernaculars somehow ostracized the promotion of English in India in the past. The challenges that the Indians confront to get a grip over the language need to be addressed with care and concern.

### **Slow and Weak in the Mastery and Use of Language Skills in English**

Today in India the major challenges being faced by the students in schools and Universities are concerning the fact that the students are slow and weak to listen, speak, read, write and understand English correctly and properly.

### **Major Challenges**

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Learning English Language in India: Challenges and Opportunities

The major challenges are faced by students coming from:

- Rural and Underdeveloped areas
- Tribal background
- Economically backward society
- Uneducated families

It has been recognized that the children of rural backgrounds are less outgoing than the urban children and therefore the rural children hesitate to speak English. The children of tribal backgrounds too face difficulties in learning English because they have to learn other language/s of the state, for example, Odia, Hindi, Telegu, Urdu or any other state language than the tribal language they speak at home. Hence, they learn English as their third language.

Economically backward people are unable to afford to send their children to get educated in English medium schools. Furthermore, the children from uneducated families do not get any academic help from their parents to learn the language, because the parents may not know English and they may even lack literacy even in their own mother tongue or the language/s of the state.

### **Recognizing the Global Demands**

Indeed, it is a good sign that the children of our generation are relatively conscious about the global scenario and, therefore, feel the importance of learning the English language. A close scrutiny reveals the fact that the school and college-going students tend to pick up and use words and sentences to which they are exposed. But they are unable to catch and reproduce necessary and apt expressions, or form correct sentence structures. They speak and write wrong sentences, use improper intonation, faulty pronunciation and commit many grammatical errors. Such errors do not help them to communicate effectively what they want to communicate. These categories

of people with ordinary skills hardly get any success in their graduate and post-graduate careers. In such a situation, it becomes the duty of every teacher to guide and teach the students the appropriate skills, enabling them to speak and write effective communicative English.

### **Continuing Paucity of Well Trained and Skilled English Language Teachers**

Historically for practical reasons, India chose to teach English mostly using the services of native teachers. But, unfortunately, even now India does not have adequate number of teachers, proficient in English to deliver the programmes now being embarked on. Indeed, the English teachers of schools and colleges of rural areas are not quite competent and proficient in teaching the English language as most of them are from vernacular mediums. Thus the rudimentary stage of the students' career becomes very shaky. The untrained (in English) and unskilled (in English language teaching) teachers have less credibility and are unable to nurture the career of the learners properly.

### **Neither Fluent Nor Apt Grammar and Vocabulary**

The teachers of the category that we are talking about are even not sound in grammatical usages: the appropriate use of verb (tense) form, appropriate use of words such as noun, pronoun, adjective, preposition, conjunction, adverb, article, phrases and correct sequence. Their gestures, posture and the body language are also not quite impressive. The teachers, therefore, need to be extra careful in all these matters and there by cater to the needs of the learners.

### **Poor Student Performance**

It is often seen that these students commit common mistakes because of confusion and lack of conceptual clarity. Hence the foundation of English learning should be strengthened at an early stage of learning.

Even in higher classes the students are not up to the mark due to the weak foundation at the primary stages of their education. So it is worth prescribing that the learners start learning English along with their native language so as to be able to master it later.

### **Regional Variation in the Attitude to Learn and Use English**

In the northern part of the country it has been noticed that English has not been given much importance. Some people consider English language teaching and learning as colonial, British legacy. They do not hesitate to inflict ill-mannered remarks on attempts made by the learners to speak English. They do not wish to upgrade themselves with the fast-moving global pace. It is disappointing and discouraging. This is probably one of the possible reasons for our backwardness.

On the contrary, people of the south are much better in English than those from the north because they accept English and consider it as a global language and as something that has filled a global need.

### **Consider the Advantages**

We must not forget that by learning English we are learning, science, technology, literature, culture, tradition and many more. So, Indians should rise above limiting ideas, for the furthering of their knowledge and education through English.

### **Paucity of Materials and Infrastructure in Educational Institutions**

Deficiency of basic minimum infrastructure and standard teaching materials create a great hindrance in the teaching-learning process. Poor intervention of technology in language teaching class rooms also does de-motivate the learners.

## **New Generation, New Ideas and New Opportunities**

In spite of all the challenges, the learners of our generation are privileged because of the fact that there are numerous English medium schools and colleges coming up these days to cater to the needs of our learners. These institutions can play a pivotal role in enriching the teaching-learning process.

School and college curriculum have been changed considerably. Soft skill and communicative English courses have been introduced in the syllabus so as to promote language learning.

In addition to these welcome additions, television channels help promote language learning through their attractive and fun learning programmes. Our children are fond of these channels as adequate amount of fun is involved in the programmes. Internet also contributes a great deal to the learning of the English language. Through Facebook, Twitter, Google, mail and chatting, etc., one can also improve upon their English language learning.

Similar kinds of programmes are also presented in radio which really help promote the learning of the English language. Listening to radio is a great experience. A learner can enrich his English language speaking to a great deal if he regularly listens to different English programmes. Pronunciation and intonation can be refined and tuned by way of attentive listening to the radios.

Newspapers and magazines too supplement language learning to a great extent. Children from rural areas are able to read newspapers and magazines of their choice, which can benefit them in the learning English language.

Translation is a medium that helps learning language to a large extent. Government Agencies like Central Sahitya Academy and State Sahitya Academy encourage translators to translate various Indian classics into English and thereby draw the attention of the readers all over the country. This is probably one of the greatest opportunities of language teaching and learning.

Competitions like English Olympiads at the school level, Chairman's cup and Chancellor's cup speech and writing competitions at the college and university levels and many other competitions of a similar kind create opportunities for the students to train to do much better in English.

Our children are privileged that they are provided with digital classrooms fitted with LCD projectors and modern equipments. These classrooms really give them a different feeling and make their learning enjoyable. Even the readymade language CDs and DVDs available in the market these days are of great use for our learners.

### **Continuous Endeavour Called for**

Most of all, our learners should realize the delicacy of learning a language and should put in much endeavour to master it for a better future and a better tomorrow. Self-practice can make language-learning quicker. Thus practice with interest and motivation is an independent exercise and has no substitute.

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# Does Plain English Matter?

Pradeep Kumar Debata, Ph.D.

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## Abstract

This paper analyzes some new techniques in the field of communication skills by using Plain English. English is one of the world's most important languages. English has got its special significance in international, social, cultural as well as political activities. English continues to be the standard language in the world. It allows people to share and contribute from present to future, from local to global, from country to continent, etc. In today's business world, English is no longer viewed as a foreign language. It is the global means of communications. Most of the people need English for communication purpose like business administration, judiciary, media, medicine, science and technology etc. So, we have to improve the language skills like speaking, listening, reading and writing as much as we can. Plain English should, I believe become an accepted part of Plain dealing between consumers businessmen, between citizens and the state etc .

**Key Words:** Ye, Shalle, Playne, Englische, Plainness.

## Introduction

Simplicity is the order of the day. There was the time when communication was full of clichés, unfamiliar words and weak phrases. But today technical and professional terms are used with precision and care. Therefore communication becomes effective as well as significant now-a-days.

### What is Plain English?

First of all let's understand what is meant by Plain English? Is it anything more than a slogan? Plain English is a generic term for communication in English that emphasizes clarity, brevity, and the avoidance of technical language – particularly in relation to official government or business communication. Undoubtedly, Plain English is a woolly term since no formula can genuinely measure the Plainness of a document. I would like rather describe Plain English than define it.

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In my view, Plain English refers to “The writing and setting out of essential information in a way that gives a co-operative, motivated person a good chance of understanding it at first reading, and in the same sense that the writer meant it to be understood” (Cutts,4). This means pitching the language at a level of sophistication that suits the readers and using appropriate structure and layout to help them navigate through the document. The goal is to write in a way that is easily understood by the target audience: clear and straight-forward, appropriate to their reading skills and knowledge, free of wordiness, cliché and needless jargon. It often involves using native Germanic words instead of those derived from Latin and Greek .

Cicero argued, “When you wish to instruct, be brief; that men's minds take in quickly what you say, learn its lesson, and retain it faithfully. Every word that is unnecessary only pours over the side of a brimming mind.”(The Orator xxiii, 76-79). Cicero writes that the Plain style is not easy. While it may seem close to everyday speech, achieving the effect in formal discourse is a high and difficult art: "Plainness of style seems easy to imitate at first thought, but when attempted, nothing is more difficult."

### **Plainness**

Plainness does not mean the absence of all ornaments, only the more obvious ones. Cicero recognizes what Aristotle had already pointed out, that a well-turned metaphor or simile can help us see a relation we had not recognized. In fact, he makes use of metaphor and simile to teach us what the Plain style is all about: “... although it is not full-blooded, it should nevertheless have some of the sap of life so that, though it lack great strength, it may be, so to speak, in sound health.... Just as some women are said to be handsomer when unadorned... so this Plain style gives pleasure when unembellished.... All noticeable pearls, as it were, will be excluded. Not even curling irons will be used. All cosmetics, artificial white and red, will be rejected. Only elegance and neatness will remain” (The Orator, xxiii, 76-79).

### **A Literary Tradition**

Shakespeare parodied the pretentious style, as in the speeches of Dogberry in *Much Ado About Nothing*. The Plain or native style was, in fact, an entire literary tradition during the English Renaissance, from Skelton through Ben Jonson and including such poets as Barnabe Googe, George Gascoyne, Walter Raleigh, and perhaps the later work of Fulke

Greville. In addition to its purely linguistic Plainness, the Plain Style employed an emphatic, Pre-Petrarchan prosody (i.e. each syllable either clearly stressed or clearly unstressed).

### **Birth of Plain English**

People have been using Plain English since a long time. Writers of 14<sup>th</sup> century made use of it. Geoffrey Chaucer says, “Which ye shalle here in playne Engliche” (Kanwar, I/1.9). From 17<sup>th</sup> Century, the Protestants tended to favour a simple style in their writing and speaking. They called it Plain English.

### **Role of Plain English**

Plain English makes our interaction effective as well as clear. It is important that it receives of the message must be able to decode what we transmit. This is possible when we both i.e. sender as well as receiver, know symbols and words we use. We must be careful while we select words and the construction of sentences. A person, who knows between 2000 to 3000 English words, can easily communicate with others.

Below is given a table where some examples of the Plain alternatives for difficult words are given. No one will forbid from using them but judicious use of the alternatives will help us to be shorter and more conversational.

<b>Don't use</b>	<b>Use</b>
As consequence of	Because
Ascertain	Find out
Accede	Agree/Grant/Allow
Apprise	Tell or Inform
Alleviate	Ease/Reduce/Lessen
Attain	Reach
Attribute	Earmark
Accede	Allow/Agree/Grant
Additional	Extra/ More

Accustomed to	Used to
Accordingly	So
Acquaint yourself	Find out/Read
Acquaint yourself	Find out/Read
Advices	Instructions/Informations
Address	Deal with/Consider/Tackle
Aggregate	Total
Constitute	Form /Make
Calculate	Work out/Decide
Cease	Stop / End
Commence	Begin/Start
Consequently	So
Category	Group
Cognizant of	Know about/Aware of
Component	Part
Concerning	About
Deduct	Subtract/Take off/Take away
Deem	Consider/Treat As
Endvour	Attempt/Try
Due to the fact that	Because
Dwelling/Domicile	Home/Property
Desist	Stop
Despite the fact that	Because
Determine	Decide
Dispatch	Send
Discontinue	Stop
Disburse	Pay
Expenditure	Spending
Expiration	End
Envisage	Imagine
Entitlement	Right

Equitable	Fair
Erroneous	Wrong
Expedite	Speed up
Furnish	Provide
Facilitate	Help
Henceforth	From now on
Herewith	With this
Hypothecate	Earmark
If this is the case	If so
Impart	Pass on
Incidence	Rate of occurrence/how often
In lieu of	Instead of
In order to	So
Not more than(ten)	At least ten
Notwithstanding	Even If

### **Dose Plain English Work?**

Research shows that documents carefully crafted in Plain English can improve reader's comprehension. In an American study of instructions given by word of mouth to juniors, the Plain versions improved comprehension by 14 % points, from 45% to 59% (Cutta, 15). In a further study the same instructions were given in both speech and writing. Juniors understood the Plain versions 'almost fully', said the researchers (Cutts, 15).

In the U.K, Plain English commission tested the Time Share Act (a law rewritten in Plain English) with 90% senior law students in 1994. Nine out of 10 preferred the Plain version to the language used in the Act. Performance also improved. On one key question, 94% got the correct answers when working with the rewritten version, while only 48% did so with the original language of the Act. These offer most convincing arguments in favour of the benefits of Plain English (Cutts, 15).

### **Some Major Guidelines for the Use of Plain English**

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Let's focus on the implementation of certain guidelines concerning on different areas such as given below:

### **Style and Grammar**

- Use an average sentence length 15 to 20 words in writing.
- Use words your readers are likely to understand.
- Use only as many as words you really need.
- Use active voice unless there is a good reason for using passive voice.
- Use clear, crisp, lively verbs to express the actions in your writing.
- Use vertical lists to break up complicated text.
- Use minimum cross-reference.

### **Preparing and Planning**

- Plan before you write.

### **Organizing the Information**

- Organize the information or material in such a way that helps reader to grasp the important information early and thoroughly.
- Organize the different way of setting your information.

### **Management of Writing**

- Manage colleagues' writing carefully and considerately to boost their morale and effectiveness.

### **Plain English for Specific Purposes: e-mails, instructions and legal documents**

To take much care with the simplicity of language while doing an e-mail.

To devote much effort to produce lucid and well-organized instructions.

To apply Plain- English techniques to legal documents such as insurance policies, car-hire agreements, laws and wills etc.

### **Layout**

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To use clear layout to present your Plain words in an easily accessible.

## Conclusion

Plain English expresses ideas clearly. It is easier to read and understand. On the other hand, Formal English is designed to impress the listener or reader. Plain English always makes a reader to understand clearly the information it carries. Hence we should not forget the real significance of Plain English or what is plain in language to us may not be plain in language to others. A language is like a rainbow having several colours, each merging into another. Similarly what is plain today may be difficult after a hundred years from now onwards because patterns of usage, readers' prior knowledge, and readers' expectations will all change over time.

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# A Stylistic Analysis of English Newspapers of Assam with Special Emphasis on *The Assam Tribune* and *The Sentinel*

Dinee Samad, M.A., Ph.D. Scholar

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## The Assam Tribune

### Introduction

English print journalism gained ground in Assam towards the end of the 19th century. The publication of the first English newspaper, *The Times of Assam* (1895-1947), which started as a weekly edition, added a new chapter in the history of English journalism. This article draws attention to the fact that, how in a state, where English is not the native language, is the practice of writing in newspapers (in a non-native language) be at par with the journalistic style and structure, compared to other National English dailies. In other words, it aims at investigating the linguistic style of English newspapers - both non-extinct and current in Assam - vis-à-vis the change that has come about since the publication of the first English newspaper. However, it is to be mentioned in this context that most of the English newspapers of yesteryears like *The Weekly Express*, *Nagarik*, *News Star*, *North East Times*, *Eastern Clarion*, *News Front*, *North East Observer*, etc., were short-lived and their copies (except *The Times of Assam*) are not available for reference. Therefore, in this paper the discussion would be based on data from *The Times of Assam* (a few issues are available for reference.), *The Sentinel* and *The Assam Tribune* - the latter two, being the most circulated dailies at present.

The Sentinel  
*of this land, for its people*

### 1. A Brief History

The weekly *Eastern Herald* (1898-1901) existed only for a short period, and dealt with “Politics, morals and society”, including provincial and local news and the social evils of the Indian society. It reproduced news items from the then leading national papers like *Pioneer Mail* and *Pioneer*. This reproduction could be called a special feature of this paper.

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Though *Eastern Herald* couldn't last long, it paved the way for the publication of a second English paper in Assam in 1902, namely, *The Citizen*, which continued its publication for five years. After this, *The Advocate of Assam* appeared as a weekly paper in 1905. It supported the 'Swadeshi' and 'Swaraj' movements and focused on its attention on politics, agriculture, economics and sanitation. The interests of the people of Assam were given much attention in the columns of this paper. Its tagline was –

“Born of the People  
Fed by the People  
For Whom should I work  
But for the people.”

-Bradlaugh

*The Advocate of Assam* published articles condemning the policy of the government as 'unsympathetic and retrograde'. During that time Indian elites were influenced by economic and industrial development. While voicing against the then existing land laws of Assam it said, “The ryot cannot look upon his land as something which he permanently owns, he feels no abiding interest in it and cares not to improve it to the extent he would have otherwise done”. Another short-lived English newspaper, *Assam Chronicle* was simultaneously published in 1905. Since it couldn't impact the society much, a weekly newspaper, *Assam Herald* came up in 1912 published by the same editor. At the closure of the fourth decade of the 20th century, *The Assam Tribune* with R. G. Baruah as its pioneer appeared as a weekly paper since 4th August 1939 and it is under circulation till today. Since 30th Sept. 1946, it started appearing as a daily from Guwahati after being shifted from Dibrugarh. The tag line of this daily at present is “71 YEARS OF SERVICE TO THE NATION”. Then came *Sentinel* which started its publication on 13 April, 1983 and is still running, with a tagline, “Of this land, for its people”.

## 2. Approach to the study of stylistic features

The genre of newspaper language (as is written) has been termed as *Journalese* and therefore it is important for the readers to be acquainted with this term. Webster defines *Journalese* as- “English of a style featured by use of colloquialisms, superficiality of thought or reasoning, clever or sensational presentation of material, and evidence of haste in composition, considered characteristic of newspaper writing.”

Today's journalistic style has the following characteristics (Ref. Ch.5 *Journalism and Mass Communication*)

i) Compact, usually short sentences, every word selected and placed for maximum effect.

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- ii) Short, terse paragraphs, each complete in itself and capable of being removed without destroying the sense of the story.
- iii) Conciseness, directness and simplicity through elimination of unnecessary words and phrases.
- iv) Factual without editorial opinions and dogmatic expressions.
- v) 'Strong' verbs and nouns preferred over hackneyed words and expressions.
- vi) Observance of grammatical and word usage rules.

It would therefore be feasible to see different parts of the newspaper and the type of language used therein and thereby see the variations across different newspapers (here *The Times of Assam*, *The Sentinel* and *The Assam Tribune*) published from Assam. The different parts are discussed as follows-

**Lead:** It is the first paragraph or introduction of a news story that gives the summary of the news to follow. Examples are cited below-

1) In view of the resolution passed by the A.I.C.C about hunger-strike and Pandit Jawaharlal's telegram to them asking them to suspend hunger-strike hunger-strikers in Meerut Conspiracy Case have resolved to suspend hunger-strike from tomorrow. (The Times of Assam ;5th Oct 1929)

2) Amid high drama, a Hong Kong bound Air India aircraft was grounded at IGI Airport here today following a call that "two terrorists" carrying explosives were on board but the call turned out to be a hoax, the fifth such incident this week. The Airbus A 310 on a flight from Mumbai to Hong Kong with a halt at Delhi was thoroughly combed by security agencies... (The Sentinel ;PTI Nov. 1, 2002)

3) A Hong Kong bound Air India aircraft, which was detained at IGI Airport here following a call that two of its passengers were carrying explosives, took off this afternoon after security personnel thoroughly combed the plane to find it to be a hoax, the fifth such incident this week.  
(The Assam Tribune ;PTI Nov.1, 2002)

4) There is now no difficulty in getting Assamese contractors for any work, whether big or small, so much so that the Assamese contractors are now available even for opening out Tea Gardens and completing them with factory and machinery... (The Times of Assam; 15th June 1929)

5) Panic over the Anna movement has also gripped Dispur that has instructed those at the helm of security affairs of the state assembly and the capital complex to ensure full security...  
(The Sentinel 27 Aug. 2011)

6) Sounding the war bugle against all projects that would prove detrimental to the State, the KMSS said that a public convention would be held on July 6 at Lakhimpur and another meet would be held on July 10 at Gogamuk. (The Assam Tribune ;24th June 2008)

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**Byline:** It is the line giving the name of the writer of a story or article.

*The Times of Assam* i) A Meerut message of Sept. 29 says:-  
ii) A local correspondent writes

*The Sentinel* iii) A NYT report on Wednesday quoted editors as saying.....  
iv) By our Staff Reporter

*The Assam Tribune* v) By a Staff Reporter, Gauhati, Jan2.  
vi) CORRESPONDENT

**Headline:** It is the heading or caption of a newspaper article.

- i) Meerut Accused Suspend Hunger Strike
- ii) Breeds Ancient and Modern
- iii) India Lodge Complaint with NZC
- v) India lodge complaint to NZ
- iv) AI plane grounded amid hoax call
- vi) AI flight takes off for Hong Kong after being cleared

### **Inference**

In Lead No.1 the term ‘hunger-strike’ is repeated thrice and ‘them’ repeated twice in the same sentence without any punctuation, sounds clumsy.

2 & 3 are leads on the same report (from same source PTI) where the underlined terms are common. But the difference lies in the usage of ‘grounded’ and ‘detained’ in the two different dailies.

No.4 begins with a statement which is subjective in tone.

In No.5 ‘Anna Movement’ is a newspaper-coined term associated with a special individual (Anna Hazare); and term Dispur (state capital of Assam) is personified in this context.

No.6 uses an idiom (underlined part) which is in hyperbolic sense; and the term ‘detrimental’ takes the place of rather a simpler word like ‘harmful’.

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The bylines in all the three newspapers are different as seen.

The headline is one of the most interesting and attractive part of any newspaper and it varies across newspaper to newspaper in terms of structure and style. The quoted headline Nos. (i) & (ii) are in inverted pyramid structure and significantly each of the word begins with upper-case, followed by lower-case.

Nos. (iii) & (v) are on the same report, where the former is double-decked and the latter single. Additionally, the acronyms also vary; NZC refers to cricket while NZ is not indicative of the same even if placed in the Sports page of a newspaper.

Nos. (iv) & (vi) are also on the same report but the former appears in single deck and the latter in three, and which doesn't hint at the reason for 'being cleared', unlike the former, giving the gist of the report.

## Advertisements

Advertisements are an integral part of a newspaper. These promote goods and/or services and, in doing so, use less focused words. The features (including picture) are presented in different fonts & styles according to their order of importance. Moreover, the newer editions of newspapers play with words which have a different connotation (as 'DIESEL SHOOTOUT' in Ad iii).

## Levels of Style

The two levels of the stylistic features of the language used are lexical and grammatical. Let us take sentences from the newspapers and analyze them under both these levels.

Examples:

(i) "... Capt. Benn has the reputation of commanding an impressive personality, being an able Parliamentarian with a capacity for grasp of details. He was one of Asquith's right hand men in the Liberal Party from 1910 to the beginning of the war, in which he has a distinguished record, and is said to be one of the most popular members of every Parliament in which he sat. It remains to be seen, however, how Capt. Benn acquits himself in his new office at this critical moment of Indian history." (*The Times of Assam*, 15th June 1929)

i.i The quoted report starts with present tense, but in the second sentence with the usage of 'was' in the beginning and that of 'has' (present perfect aspect) towards the end creates an inconsistency of tense and aspect. Moreover, in the very sentence the adjective 'distinguished' (as in 'distinguished record') has been applied to a non-human entity which is generally restricted to persons in its common usage, like 'a distinguished person'. There is also a repetition of the relative clause 'in which' (2nd sentence). The first occurrence of the clause creates confusion whether it refers back to the 'Liberal Party' or to 'the war'. The second occurrence (...in which he sat...) leaves a scope of modification like – "... one of the most popular members of every parliament he sat in."

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i.ii Here, *right hand men* implies ‘most helpful and reliable men’. ‘Captain’ is replaced by the short form Capt. Moreover, the expression ‘It remains to be seen’ is more of a colloquial form than that of standard and is no longer found in modern day newspaper language.

ii)

### Shillong Notes

... So far, so good; but since midday yesterday our good fortune has changed and incessant rain has stopped all sports’ tournaments and became so heavy by evening as to look like affecting the attendance at the Govt. House ball fixed for last night. This, however, did not happen to any great extent, as the downpour moderated shortly before the hour fixed for the dance to begin and most guests were thereby enabled to attend without much difficulty. The ball-room was very prettily decorated with two rows of large hanging baskets of tastefully arranged flowers suspended from the ceiling and extending the whole length of the room and flanked by mural floral decorations.”

(The Times of Assam, Shillong, 5 June 1929, Correspondent)

ii.i The report has several parenthetical clauses. Though parenthetical clauses are intended to ‘add information’, the linkages are sometimes structurally lost i.e., confusion arises as to what refers back to what. In the given example ‘... rain has stopped all sports’ tournaments and became so heavy by evening...’ does not make it clear whether the rain or the tournament is heavy.

ii.ii The words like- incessant rain and downpour are synonymous and probably intended to avoid repetition of the same word ‘rain’. But contrasting this, the term tournament (in sports’ tournament) itself refers to sports and therefore it is rather redundant to say “sports’ tournament” than simply ‘tournament’. However, the last line is too descriptive and therefore loaded with several clauses and this doesn’t fulfill the criteria that newspaper language is intended only to give information rather than being too descriptive.

iii) The export of jute goods from India to Egypt will continue to be important in view of the growing Egyptian demand and insufficient production in that country (1) says the Federation of Indian Chambers of Commerce and Industry in a trade analysis.(2)

(The Assam Tribune, pg.7 1962)

iii.i The phrase ‘in view of’ is archaic and has undergone changes.

iii.ii There is no punctuation between (1) and (2) as in ‘- says the ...’. The economy of words is not maintained here. For example, ‘in that country’ could be replaced by ‘there’. ‘jute goods’ has now been modified into ‘jute products’ as found in today’s newspapers.

As a part of stylistic study, especially of newspaper English, there are parameters of ‘layers of usage’- the literary layer (bookish character), the colloquial layer (lively spoken character and the neutral (universal character) layer. This classification given by I. R. Galperin, ‘reflects to a great extent the mobility of the lexical system so characteristic of the English language at its present stage of development’. Owing to the fact that a newspaper enjoys a special freedom and acceptability of using a compact language, neological and connotative words replace a general word used in common prose

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pieces. Moreover, substitution of one word for another is aimed at giving special effect. For example in extracts like-

i) AGP blasts Congress government for misgovernance, graft (The Sentinel, Dec.24, 2012) - uses the word 'blast', connoting a strong tone of criticism.

ii) ... The accident took place when the speedy jeep slipped off the road and turned turtle... (The Assam Tribune, Aug 21, 1981) uses an informal idiom (underlined part) generally associated with boat; but here, it is used in the context of a jeep.

iii) "Gangs of Wasseypur" wowed both critics and audience alike. (The Sentinel, 24th Dec 2012) - substitutes a neutral word like 'impressed' with 'wowed' in order to give an informal effect.

The words given below have been extracted from different newspapers and are categorized on the basis of the 'levels of usage'.



<b>Standard</b>	<i>Literary</i>	<i>Colloquial</i>	<i>Neutral</i>
	consigned to flames	.....	cremate
	Retard	Stop	prevent
	Protract	Long	prolong
	.....	Scam	scandal
	kick-off	start/begin	start/begin
	Plea	.....	request
	Asset	property	property
	pall of gloom	gloomy	gloomy
	Sympathiser	supporter	supporter
	Chic	stylish	stylish/fashionable
	Journalist	Scribe	reporter
	Tantamount	Equal	equivalent
	<b>Non-standard</b>	Fund	Kitty
.....	high-voltage	exciting	
.....	capped	scored	
exchange words/conversation	dialogue	discussion	
Taxi	Cab	taxi	
.....	Lull	calm	
.....	comfy	Comfortable	
.....	scores	so many	
.....	pump in	Allot	
Spellbound	wowed	Impressed	

#### 4. Deviation vis-à-vis word and sentence levels

The phenomenon of change in written language, especially in newspapers, can be found both in the word and sentence levels. In so far as the history of English newspaper publication is concerned, it has crossed three centuries- the 19th, 20th, and 21<sup>st</sup> in Assam, and every century carries certain features along with the inevitable linguistic changes. This is because the coinage of new terms and expressions in colloquial English has influenced the newspaper language in course of time. In the initial stage English newspapers of Assam were found to use a formal language, which required very long sentences. But with the passage of time and the need to economize the number of word-usage in

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modern English newspapers are comparatively simpler in language as intended to be intelligible and attractive to the readers.

#### 4.1 Lexical aspects

There are many words/phrases (including spellings) and expressions of the archaic English newspapers which are no longer in use today. Some of them are listed below.

<u>Word/phrase</u>	<u>Replaced/ modified term/ modified spelling*</u>
compounder Babu	Pharmacist
officiating clerk	clerk
organising manager	manager
lorry	truck
colloquial fluency	fluency of local language
province	state
disquieting feature	disturbing
death-roll	death-toll
p.c/ per cent	%
townsmen	localite
sometime a chairman	former Chairman
put out of action	ineffective
at dead of night	in wee hours
melee	fight
emergent	upcoming
remarkable degree	remarkably
capital remedy	complete cue
perused	detailed examination
in constant succession	constantly

sympathizer	supporter
speaker	spokesperson
place of occurrence	spot
functionaries	officials
mandap	Pandal
miilennium*	Millennium
dissappear*	disappear
transshipment*	transshipment
Moslem*	Muslim
Quoran*	Quran

## 4.2 Grammatical features

### 4.2.1 Cluttering of sentences

The usage of more than required words to convey a message is 'clutter'. Sometimes two consecutive paragraphs may comprise two lines only. However, this cluttering of sentences is evident in most of the English newspapers. Moreover, the object to the respective subject (in a sentence) could be missed out due to cluttering. This is illustrated with an example given below-

i) BJP's national general secretary and party's Assam in-charge (1) Vijay Goel today said that though he was not sure (2) of the exact number of seats that would be won by the BJP in the Assam Assembly elections (3) he was certain that his party would form the next in the State.(4) (The Sentinel)

In this report the underlined portion shows that the intended object (government) is not clear. Here (1) is the complement of the subject (Vijay Goel); (2) is the subordinate clause; (3) is the adjective clause and (4) is the subordinate clause. Again (2) & (4) are embedded clauses. (The Assam Tribune)

### 4.2.2 Usage of more embedded clauses thus causing ambiguity:

The controversy over what is known as(1) 'Pabbi trial issue'-an echo of the July disturbances of 1960 (2)-revived today when the report into the inquiry(3)conducted by Sri A.K. Choudhury, Additional District Magistrate, Gauhati, (4) into the matter (5) was delivered in the Court(6).

(The Assam Tribune, 1962, pg.7)

Here, the relative clause (1) splits the subject where (2) is its appositive of the NP;(3) is also an adverbial clause for NP .Again (4) is an appositive inserted into the adverbial clause ; Anomaly is also created by insertion of (5) between (3) and (6).

### 4.2.3. Non-intelligibility of complex sentences

“Geof Pullar and Vijay Mehra causalities in the England and India teams in the Fourth Test match (1) due to sickness and finger injury respectively (2), may soon be fit (3), it was learnt here today from official sources.”

In this example (1) is a modifier for the main clause “Geof Pullar and Vijay Mehra may soon be fit ...” But the consecutive occurrence of parts (2) and (3) creates confusion to locate the cataphora. In other words, the subordinate clauses (1) and (2) occur between the subject and the complement

### 4.2.4 Usage of Figures of Speech

Figure of speech	Example	Gloss.
<b>Metaphor</b>	Flagship	most important or leading member of a group
	reel life	on-screen life
<b>Metonymy</b>	Press/newsmen/scribe	People writing for newspapers
	Kitty	Fund
	Grass-root	Primary
	wee hours	early morning
	Person	face
	counterpart	A person or thing having the same function or characteristics as another
<b>Euphemistic term</b>	pass away/expire/ no more	to die
<b>Idiom</b>	finger in many pies	to be involved in too many things; to have too many tasks going to be able to do any of them well
	rule the roost	be dominant
	leave in the lurch	to leave someone in a difficult situation

	helm of affairs	the ruling party/government
	remain in force	valid
	egg on urge on	cause to act
<b>Religious</b>	Avatar	manifestation of a Hindu deity (especially Vishnu) in human or superhuman or animal form
	Jihad	A holy war waged by Muslims against infidels.
<b>Hyperbole</b>	high voltage contest battled against each other	Exciting contest Fought against each other
<b>Periphrasis</b>	tie the nuptial knot military equipment	Marry Weapons
<b>Slang</b>	Cop	Police
	Info	Information
	Savvy	Someone who understands
	Coke	Coca-cola/cocaine
	Snap	Expression of dismay, surprise, joy, etc.
	Ace	Excellent/great
	Bucks	Money
	Proxy	Agent/middleman
	Haywire	Crazy
<b>Connotation</b>	saffron party	BJP
	The Black Caps	the New Zealand cricket team
	Oz	Australian cricket team
	Didi	Mamta Banerjee
	The Men in Blue	Indian cricket team
	Bonsai format of cricket	T20 cricket

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**Personification:** ...another severely injured in the ill-fated vehicle has since been shifted.....

.....*Dispur* that has instructed those at the helm of security affairs.....)

.....separatism and regionalism which are raising their ugly heads .....

....Chemotherapy narrows woman's reproductive window.

.....Malcolm's resume not exactly cause Bolt sleepless nights.

#### 4.2.4 Parallelism

This device matches 'phrase against phrase, clause against clause'. Additionally, it helps in ellipsis because of the underlying logic of parallelism, the reader can easily fill in the gaps from his own recognition of the 'common denominator of the series'. Following are examples of this kind.

- i) AGP has blamed the Tarun Gogoi led Congress government for its failure to check corruption, solve illegal foreigners' problem, create employment avenues and develop the State in all sectors during the 12 years of its rule.
- ii) Yuvraj batted well in the first game, while Dhoni and Raina got a few in the second.

#### 4.2.5 Grammatical connotation of nonce terms

There are expressions which are used for certain grammatical purposes, i.e. behaving as another part of speech, deviating from a general category. The illustrations (taken from newspapers) given below are indicative of this.

- i) Go-Manmohan chorus; Anna-fever (the underlined parts serves as an adjective)
- ii) Euro bailout package worth 110bn for Greece Okayed. (The underlined word, though a verb, acts as modifier 'package'.)
- iii) Anna fever grips Dispur. (Anna is a proper noun but, here, acts as modifier for 'fever')
- iv) ... former Telecom Minister who has been charge-sheeted.....(the underlined word is a derived verb form for noun 'chargesheet')

v) The Indian women's cricket team rode on a disciplined bowling performance to register a 10-run win... and inflict a 3-0 whitewash on the visitors here today. (The first underlined expression is a noun with 'disciplined' as its modifier; the second underlined term again is a modifier for 'win' of the dependent clause.)

The analysis of an English newspaper unfolds the usage of different stylistic devices, both lexical, grammatical or lexico-grammatical. The publication of English newspapers of Assam, since its inception in late 19th c. has not been linear till the emergence of The Assam Tribune and The Sentinel. Currently these two dailies serve the purpose of letting the people (especially the non-native speakers) know the day to day happenings and the affairs of the state through the voice of the local writers, correspondents and reporters. Apart from it, the occasional usage of local terms gives a native flavour, a feature found in National English dailies as well. Moreover, the significant features of the newer newspaper editions include the substitution of archaic word for new, usage of different figures of speech, the simplification of sentences along with the element of colloquialism, etc., making the newspapers intelligible and enjoyable for the readers.

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# Avowal to Aspersion A Comparative Study of Gandhian Philosophy in Select Indian English Novels

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## **Political Leaders in Indian Writing in English**

Political figures across generations have often inspired creative writers to use them as source materials for spinning out tales concerning the human journey in its various aspects. Amongst such illustrious political figures, Mahatma Gandhi stands out head and shoulders above the rest for being the fountain-head of not only the most number of fictional efforts, but also in the sense that creative writers have incessantly continued to return to him for nearly a century now.

## **Gandhi and Indian Diaspora**



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The emergence of Gandhi on the Indian intellectual terra firma was like the glowing emergence of the full moon on a dark chaotic night. As the imperialist rulers of India established their strong arm stranglehold over the ruled and as their extortionist regime discovered new and newer ways of subjugating the people, voices of resistance to their machinations started growing. Amidst such general chaos, Gandhi started his work of political re-organisation of Indians from the far off land of South Africa. Having reached there in 1894 as an apprentice lawyer he was immediately thrown in the middle of the vortex of socially and politically hostile circumstances. As he accepted the gauntlet of leading the dispossessed community of Indian contractual labourers there, he was led into thinking about the condition of Indians abroad as well as in their homeland in an increasingly engaging way. His persistent desire to deal with issues at deeper and more meaningful levels brought him in touch with Indian intellectuals of various hues. In 1908 he came out with a bold monograph titled *Hind Swaraj* delineating India's condition at the hands of its rulers and possible ways of getting rid of not only the political regime but also the ill effects of India's engagement with the West.

### **Gandhi's Return to India – High Hopes of People**

By the time Gandhi returned to India in 1914, his aura had effectively preceded him. Educated people with nationalistic leanings looked up to him with a degree of high hopes. It was in such a milieu that the first novels in India to be written in English were in the making. The writers found a natural icon in Gandhi, an icon who was in dire demand as he had a discerning mind that was not shy of fusing thought and action, ideas and experimentation, philosophy and politics. Gandhi's clairvoyance of separating the good from the bad, the essential from the

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redundant, pragmatic from the ideal, the viable from the desired, made his ideals of great fictional value. Thus began the first phase of Indian writers' long association with Gandhian ideas forming the core of their thematic delineations.

### ***Kanthapura*: Depiction of Gandhi**



Raja Rao's, first novel, *Kanthapura*, published in 1938, is unique in depicting the transforming effects of Gandhi's enunciations on Indian village life. By adopting the mythic technique Raja Rao has given a large perspective to Gandhian ideology. He sees him as an incarnation in the tradition of Shiva, Rama, Krishna and Buddha who came upon this earth to liberate it from demons and provide happiness to their devotees.

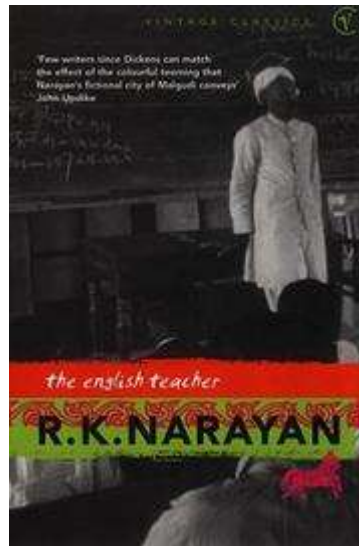
Gandhi is always in the background of *Kanthapura* which undertakes the freedom struggle under the leadership of Moorthy, who is Gandhi's staunch devotee. The inscription from the *Gita* on the inner title page of the novel: "Whenever there is misery and ignorance, I come" radiates Raja Rao's sentiments about Gandhi" (Sharma, K 10).

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## R. K. Narayan's Gandhi



The opening lines of R.K. Narayan's *The English Teacher* (1946) depict that Krishnan, the protagonist, is Gandhian in being truly self-examining and self-critical. Although in the whole novel there is no direct mention of Gandhi, but the way his enunciations moulded the mood of the times is clearly visible in the actions and views of the protagonist. His habit of "a remorseless self-analysis" (7) is essentially Gandhian in nature. In the novel Gandhian ideology can be found in the contexts other than the struggle for independence. There are multiple references to Western education where the protagonist raises the questions. Further he is aware of a flimsy involvement with his pupils the scope of which is set by the Westernised education system with its emphasis on attendance and mugging up of foreign literary authors without any genuine scope of understanding them or imbibing any learning from them.

Another Gandhian character is Krishnan's father who is an educated person and opts to settle in his village. Use of old paper or not wasting it, and use of old pen and the ink prepared by

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himself shows his Gandhian traits. Narayan's intentions are very clear in portraying the character of an educated person living in a village and trust in village handicraft.

The Headmaster of the play school is a very prominent Gandhian character in the novel. He believes in purely Gandhian concept of education. Gandhian traits we find in the character of the headmaster are like truth and determination to change for the better. The headmaster renounces his ancestral property, a fine house in Lawley extension. He believes in Gandhian philosophy of non-possession and the dignity of labour with which one can change the condition for the betterment. Krishnan is opposed to the perpetuating system of education that stultifies his imagination and hence believes in social freedom and independence of mind. "His soul revolted against the British education and hence he gave up and preferred to work as primary school teacher" (Singh 23). Accordingly he decides to resign from college and start working in the kindergarten being run by the headmaster. He leads a type of life which is recommended in the Gita in which Gandhi also strongly believed. He is ready to work for the benefit of others without caring for his self-interest.

### **Bhattacharya's Gandhi in *So Many Hungers***



Bhattacharya's very first novel *So Many Hungers* (1947) bears a clear imprint of Gandhi on it. The novel explicitly depicts the Gandhian love for rural India and her cultural past. "... it actually covers the war years with their uncertainties, privations, agonies, cruelties, frustrations. The foreground is occupied partly by the Basu family, and partly by the peasant family, the girl Kajoli, her mother, her brother." (Iyengar 412).

In order to present the whole scenario of freedom struggle and famine from a Gandhian perspective, Bhattacharya has portrayed a full-fledged character in the image of Gandhi. Popularly known as Devata, the celestial being, Devesh is an object of a kind of reverence for the villagers. "When we call him Devata, our tongue and our soul earn merit. We are only peasant folk, sir" (23). Deveta advises Rahoul, his grandson, to participate in the National Movement. Rahoul expresses the best kind of metamorphosis brought by Gandhi in the psyche of an average Indian through the catalysis of experience.

Bhattacharya depicts his themes of freedom struggle, women's position in society, crusade against the social evils, and his love for the traditions of India from an explicitly

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Gandhian perspective. We have the intellectuals turning to Gandhian, merging of the different sections of the society under Gandhian influence.

### **Depiction of Gandhian Aura in Pre-Independence Period**

All these three novels of the first phase delineate Gandhian aura of a Mahatma, a saint and more significantly a teacher. In these novels all the protagonists are the Gandhian replicas who play the role of teachers in various forms.

In *The Kanthapura* Moorthy, the protagonist is a youth in the village who teaches villagers the political and spiritual lessons. Krishnan, the protagonist, in *The English Teacher*, is a middle aged teacher who, first in a college then in a school, teaches the Gandhian way to the students of all ages. Devesh Basu, the protagonist, in the novel *So Many Hungers* is an old and retired teacher who teaches not only Gandhian philosophy but also attains the place of a *Devata*.

All these three novels cover all the three stages of life, viz., youth, aged and old. India, yet to be born or in her infancy wanted to be educated and the idea of education was conceived by Gandhi in 1808. For Gandhi political freedom was merely a fact and not an objective. Gandhi's main concern was education, primarily basic education through which one could achieve real freedom. This concept of Gandhian education can clearly be discerned in these novels.

### **Metaphoric Cessation**

Gandhi's death in the beginning of 1948 didn't merely mean his physical obliteration from the scene of action. It signified a kind of metaphoric cessation too. The short intervening

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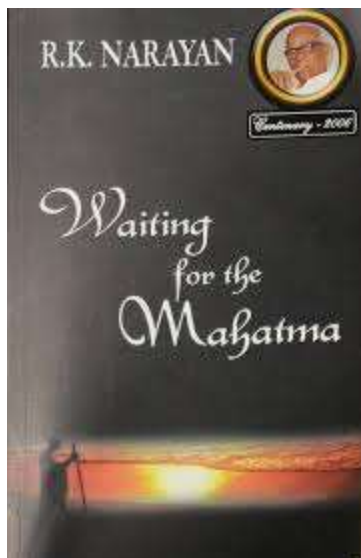
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period between India's freedom and his death was probably a period of inordinate anxiety-laden length for him. The intensity of violence-filled process of birth for the twin nations was cause enough for him to re-assess the relevance of all that he had worked and stood for throughout his life. India through its bloody actions had amply demonstrated to the man himself as well as to all those who cared to follow his footsteps how it gave scant regard to his ideals, ideals which he lived and died for. The mood of the nation was that of token gratitude to the man and his methods.

### **Gandhi in Post-Independence Period– An Ideological Shift**

Writers of fiction function also as chroniclers of fictional history of their times. Their mindscapes are palimpsests on which are etched the psychic predilections of their age. When during the pre-independence period the nation saw Gandhi as an incarnation of hope, writers also held him as harbinger of change, modernity, freedom, and so on. But in the aftermath of freedom as the nation found it convenient to pay him ritualistic obeisance, so did the writers.

### **Narayan's *Waiting for the Mahatma***



Narayan's *Waiting for the Mahatma* deals with the triumphs and tragedies of Sriram, the protagonist, an orphan teenager of Malgudi who is brought up by his grandmother. His young heart has started to attract his natural attention towards beauty and charm around him. Narayan introduces the heroine dramatically and gives the preliminary hints of Sriram-Bharati's long-drawn romance. Sriram through Bharati finds himself amidst Gandhi's followers. "The hero Sriram is simply a shadow of Bharati who for the sake of his love, follows her and gets innocently involved in the National Movement willy-nilly" (Singh 36). Initially Sriram becomes a recognized member of Gandhi's followers and forms a trio with Bharati and Gopad and accompanies Gandhi in his tour of the famine affected villages near Malgudi but practically he has no knowledge of villages. "In her company he remains a true devotee of Gandhiji and tries to follow his principles. But whenever he moves farther from Bharati, he becomes injudicious and inordinate" (Sharma A 101).

In *Waiting for the Mahatma* varied motives prompt the characters to join the Mahatma and his movement. The characters like Natesh, Jagdish and the contractor act out of expediency,

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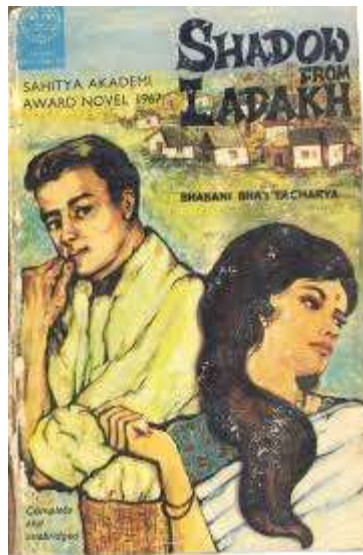
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not of principle. The Mahatma remains incomprehensible to Sriram's Granny. She does not understand Gandhi and his political mission. She feels that he and his followers are trying to disturb the smooth-running stream of life. She does not want her grandson Sriram to invite trouble on himself by associating with Gandhi and his dangerous preaching. "Narayan wants to point out that the impact of Gandhi was different on different strata of the society" (Singh 35).

### ***Bhabani's Shadow from Ladakh***



Bhabani Bhattacharya in his novel *Shadow from Ladakh*, (1966) presents a clash between two ways of life – the Gandhian and the Western. Both have a widespread following in India. The novel proffers the conflict between the old and the new; between the rural and the urban; between asceticism and aestheticism; between political and technological aspects and stresses the need for the synthesis of divergent sets of values for an all-round progress of the nation.

Gandhigram and Steeltown symbolize two ways of life and two philosophies in direct opposition and it also espouses to the novelist's wavering faith between Gandhi and Nehru.

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Gandhian ideology in its social, economic, political, cultural and moral dimensions is dealt herewith, from two different points of views.

### **Raja Rao's *Comrade Kirillov***

Raja Rao's *Comrade Kirillov* (1976) is a socio-political novel in its concern. Again, the novel 'Comrade Kirillov' has represented the transition period when the protagonist or the main characters do not affirm completely the Gandhian philosophy, rather they question its feasibility and sustainability. The protagonist does not have full faith in Gandhi. He has grave misgivings about Gandhi and his ideology. He makes vituperative attack on Mahatma Gandhi. 'Kirillov, however, "knew one thing, he was finished with Gandhi and all that" (22). Gandhi is a "friend and fool of the poor, the Sadhu reactionary... whose birth in this world has set history many centuries backwards" (33). The personal besmirching is done as "'Gandhi is a kleptomaniac' and 'Mahatma Gandhi is an ungrown adult'" (35). He even calls Gandhi, "'that old puritan humbug' or 'that fine, moral hypocrite'" (101).

### **Duality in Kirillov**

We can see the duality in Kirillov's mind as a psychological dilemma. "By the end of the book, Kirillov is shown to be a man of contradictions: attacking and worshiping Gandhi simultaneously, deeply loving traditional India but campaigning for a Communist revolution, reciting Sanskrit shlokas but professing Communism" (Pranjape, Introduction XIV). The author's ironic description of Kirillov's dresses, particularly, the necktie "revealed a soul so ambivalent" (25). Ambivalence is the foremost trait of his character. He is full of contradictions.

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Thus the creative writers who found niche in Gandhi have transmogrified him from iconic to ineffectual in the latter half of the century.

### **Common Thread between Pre and Post- Independence Works**

The common thread, interestingly, between the two phases, the pre & post-independence, is that even while the intentions and nature of works, despite belonging to the Gandhian discourse, are of differing scopes, their authors remain common. What is surprising is the ideological shift that they clearly depict in their pre and post-independence stances.

The three authors, namely, Raja Rao, Bhabani Bhattacharya and R.K. Narayan in the post-independence era of their respective writings align themselves with the predominant social thought, instead of sticking to their own orbit of thinking. They seem to be unmindful if in the process of thematic realignment their own earlier self-avowed commitment to the Gandhian vision of India's destiny gets skewed, twisted or thwarted. Here it is needless to say that the authors under discussion do not belong to the category of sundry writers. They rather belong to that exalted stratum of writers of fiction in English who are known for their fictional achievements. As representative writers having a width of appeal, their common deviation merits careful delineation. Possibly the growing disenchantment with the political practitioners professing faith in Gandhian ways has led to this estrangement.

### **The Third Phase – The Denigration of Gandhian Values**

A serious reader of Gandhi as a fictional ideologue, who has seen the first two phases, would not be off the mark if such a reader awaits the third phase that would be a natural corollary to the first two phases and would bring in some coldness. With the publication of

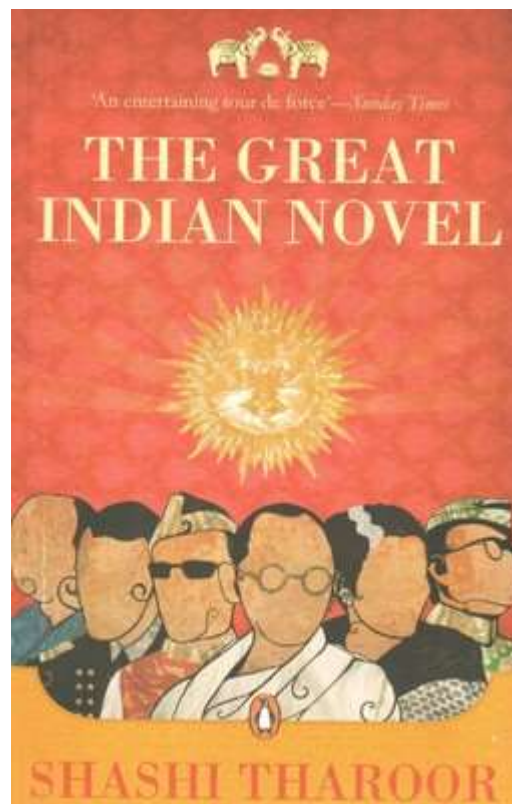
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Shashi Tharoor's *The Great Indian Novel*, Gandhi unmistakably slips into that phase. Some of the writers of this period depict Gandhi as nothing but a man of lamentable portents, ominous contradictions, consuming desires, pernicious effects etc. The verdant spring of Gandhi's adulation through works of fiction, as it journeyed through the second phase, gave away to a period of ideological denudation of autumnal characteristics.

### ***The Great Indian Novel* – An Effort to Besmirch Gandhi**



In *The Great Indian Novel* (1989), the author has artistically interwoven the story of the Mahabharata into the texture of pre- and post-independence Indian history. More than half of the novel is preoccupied with Ganga Dutt / Mahatma Gandhi as the central character who is also the Bhishma of the Mahabharata. This meta-narrator co-opts and converts Gandhi into a diffused

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political projectile. In this novel Gandhi serves as a mere textual tool to propagate the personal-political prejudices of the author.

The author gives description of the appearance of Ganga and one can easily judge that this is an alibi for caricaturing Gandhi:

Picture the situation for yourself. Gangaji, the man in charge of Hastinapur for all practical purposes, thin as a papaya plant, already balder..., peering at you through round-rimmed glasses....People were forever barging into his study unexpectedly and finding him in nothing but a loin cloth. 'Excuse me, I was just preparing myself an enema', he would say, with a feeble smile, as if that explained everything. (35)

Here the denigration of Gandhian values can be observed: "You smug, narcissistic bastard, you!' Amba screamed, hot tears running down her face. 'Be like you, with your enemas and your loincloths? Never!" (29).

Gandhi believed truth to be the ultimate reality and the search of truth was one of the primary aims of his life. In the novel there is a satirical tone when Gangaji says, "I shall pursue the Truth, in all its manifestations, including the political and, indeed, the sexual. I shall seek to perfect myself, a process I began many years ago, in this very palace" (45).

Keeping in mind his "terrible vow of old Bhishma, and the principles of celibacy" (228) he wanted to make an experiment that would help him in rediscovering the moral and physical strength.

But I have asked her (Sarah Behn) to join me in an experiment that will be the ultimate test of my training and self-restraint. She will lie with me, unclad, and cradle me in her arms, and I shall not be aroused. In that non-arousal I hope to satisfy myself that I have remained pure and disciplined. And not merely that. It is my prayer that this test will help me to rediscover the moral and physical strength... (228)

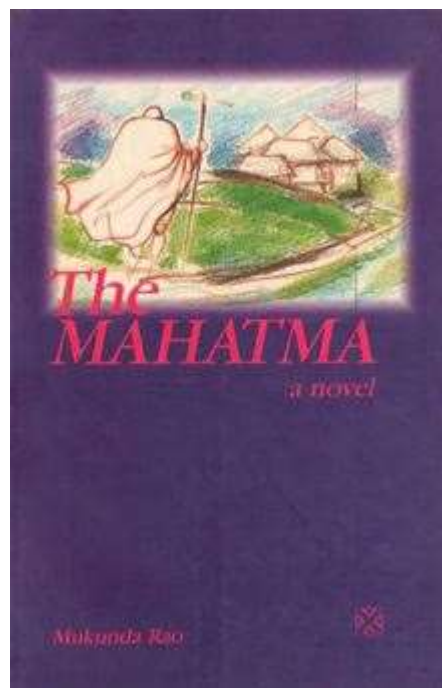
In the midst of the exultation and celebrations of Independence, the most dejected man at the end of a prolonged struggle fell victim to his assassin's bullets. Amba, metamorphosed in Shikhandin (Nathuram Godse) confronts the celibate Bhishma, Gangaji and denounces him for dereliction of duty:

What a wreck you are, Bhishma! The voice went on 'what a life you've led. Spouting on and on about our great traditions and basic values, but I don't see the old wife you ought to be honouring in your dotage. Advising everyone about their sex, marrying people off, letting them call you the Father of the Nation, but where is the son you need to light your funeral pyre, the son of your own loins?... 'You make me sick Bhishma. Your life has been a waste, unproductive, barren. You are nothing but an impotent old walrus sucking other reptiles' eggs, an infertile old fool seeking solace like a calf from the udders of foreign cows, a man who is less than a woman. The tragedy of this country springs from you – as nothing else could after that stupid oath of which you are so pathetically proud.

Bhishma, the pyre has already been lit for you in the flames that are  
burning your country. You have lived long enough! (232)

Tharoor portrays the complete mental picture of Ganga/Gandhi after the partition of the land at the time of independence from the British. The narrator has found Gandhi alienated from his own people. They not only reject him but they negate his ideology also. In order to reinforce the impact of the serious allegation, Tharoor deviates from the popularly known account of Gandhi's death and puts in the mouth of the dying leader not "Hey Ram" but "I...have... failed, 'he whispered" (234). The narrator's overall tone suggests that the father of nation died as a defeated, desolate and disillusioned man.

### **Mukunda Rao's *The Mahatma***



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In Mukunda Rao's *The Mahatama* (1992), the author furnishes the minute details of the Mahatma's visit to the riot-torn areas of Noakhali and presents the facts in a chronological order in episodic form. The novelist through his perceptive creativity sticks to historical precision as far as the chronological description of factual events goes, the way he delineates, by suppressing or skirting even the critical facts.

The opening of the novel renders Gandhi as an eccentric, isolated, full of despair, restless, unwelcomed, unpredictable and a complete failure. His unique way, his eccentricity always surprises even his close disciples. In his visit to Noakhali, he leaves most of his disciples behind in a daze. "His cruel rejection of them, his apathy to all their pleas had left them heart-broken and confounded: never at any time in the past had the Mahatma acted thus" (1). Gandhi forbids his associates to accompany him and "The question why the Mahatma wanted to isolate himself from his close disciples did surprise Shankar....Mitra was puzzled and bothered" (1). The Mahatma walks fast with great energy but his face is full of sadness. "The Mahatma's lusty strides, his locomotor restlessness and energy seemed to mark at his face which looked sad and forlorn" (1). Mahatma Gandhi is not only unwelcome but the people protest against him and even try to bar his way by strewing garbage.

### **The Pensive Image of Gandhi**

Factually, during this period there were occasions when Gandhi harboured doubts about the efficacy of his methods and the meaningfulness of his actions, but he quickly emerged from these nagging doubts. Here the Mahatma does not try to get over his dubiousness rather he remains in the pensive mood. He is shown very dejected and he is becoming increasingly

despondent about the way things are going. "The world was coming to an end...There was only

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corruption and violence everywhere in the world: a celebration of death. What is man ? A cruel joke? What is life? A play of death? What am I?”(20).

Even the close associates do not agree with the Mahatma and his *brahmacharya* experiment, *Yajna*. Gandhi sends Shankar out and Mitra goes out intentionally leaving the Mahatma alone with his principles or ideology. The author picturises the dismal atmosphere in which he visualizes the agony of the Mahatma. “The afternoon was gloomy. The sky suddenly looked besieged by dark clouds. The trees looked sombre, there was no life in the air, everyone looked heartsick. There was something funereal about the whole scene. The Mahatma was in agony” (156).

The novel comes to an end on a note of utter confusion. The novelist has condemned Gandhi to death eleven months before the event took place in actuality.

### **Sudhir Kakar’s *Mira and the Mahatma***



Sudhir Kakar’s *Mira and the Mahatma* (2004) ... “is a true story of nine years- from 1925 to 1930, and from 1940 to 1942- in the lives of Madeline Slade (aka Mirabehn) and Gandhi, where their lives were entwined more intimately than any other period of their long

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association (Author's Note). Kakar satirically comments on Gandhi's *ashramas* and the *ashramites*. He tries to unmask the inner reality of the *ashramas* where very few inmates can be considered strong people marching together for the awakening of a person's spiritual potential. The author being a psychoanalyst analyses the inmates psychologically and finds that most of the *ashramites* imitate without understanding the principle or idea behind the imitated action.

The narrator throws light on the complex relationship of Gandhi and Mira, thereby unveiling the man behind the Mahatma. He depicts the most crucial stage in Gandhi's life, his growing attraction towards Mira and he unwrapped her all-consuming desire to serve Gandhi and desperate longing to be close to him at all times. Thus the author by devising the technique of psychoanalysis tries to calumniate Gandhi's image. The author casts aspersions on Gandhi's failure on other fronts also like Hindu-Muslim unity, removal of untouchability, celibacy which becomes the main reason of severe depression and other complications in him.

Prithvi Singh, a legendary revolutionary, who does not believe in Gandhian ideology, expresses his views on various issues frankly:

Forgive me, Bapu, but in your ashram is there place for anything other than sex? During their leisure time, the people here constantly discuss the subject. It seems to me that in obedience to your wishes and in an emotional mood, people may take a vow to lead a celibate life but they have not the slightest idea how passions rock the mind and how to control them. (232)

Prithvi disagrees to the Bapu's mantra of life: "Just like the way Mirabai was absorbed in God, I saw this English lady absorbed in Bapu. Yet I never saw the lines of satisfaction on her

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face. I was troubled by the question why persons living so close to Bapu did not use Bapu's mantra of life to make their own lives happier?" (240). The examples quoted are certainly not exhaustive, they are illustrative of the novelist's bias in projecting his view of Gandhi's nature.

### **Debunking Gandhi– An Outcome of Authors' Personal Aspirations**

However, a quarter of a century after freedom as the nation-centric consciousness could be palpably felt to be slipping behind, individualistic aspirations started gaining legitimacy. This social drift could be viewed in the mirror that literary creations belonging to this era represent.

Writers of fiction of English in India found it lucrative to align their styles and themes to those of their Western counterparts. In most cases their sensibilities led them naturally to west-centrism because of their westernised education. A trend of seeking legitimacy in the opinion of Western readership and its critical canon gained ascendancy.

Gandhi who not only waged a prolonged ideological struggle against political and cultural domination of India by European powers, but also took up cudgels against the idea and practices of Western civilization, has predominantly been a subject of ridicule in the Western world. Whenever such ridicule emanates from the Indian hinterland or the Indian classes, the views of the former not only draw legitimacy from it, but they also win vital breathing space.

### **Fanciful Delineation of Gandhi – Motivated Degradation**

Thus there is a befitting case of quid pro quo between the two. In such a scenario a growing coterie of writers from India has taken up fictional depiction of Gandhi's social, and more specifically personal, life and imputes fanciful dubiousness to it. Since inventing chinks in

Gandhian ideology, i.e. the ideology whose subtleness and efficacy have been vindicated by historical tide and time, may well be beyond the creative ken of such writers, what they feel compelled to manipulate is the enigmatic persona of Gandhi the man.

The strategy of debunking Gandhi is blatantly conjured up to add to the number of readers of this fiction, helping writers, who have “a morbid fascination” for Gandhi's idiosyncratic openness, to “sell their books” (Tushar Gandhi). If in the process of fabricating such titillating facts, these writers have to be economic with Truth, they do so without qualms. While globally an understanding of Gandhian principles seems to be gaining in popularity (e.g. in sustainable development studies, environmental sciences, peace conferences, international relations, etc), such fiction soaring on the wing of phantasmagoria is striving to discover its own dark hole on the azure horizon. Thinkers like Gopalkrishna Gandhi are not off the mark in observing, “Despite this, Gandhiphile thinking and writing continues to grow and continues to dwarf the Gandhiphobic” (Gandhi Gopal).

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# Integrating Accuracy and Fluency in Communicating Language Teaching

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## **Abstract**

Communicative language teaching has been a popular method used by ESL teachers in many countries. The main focus of this approach is to make the learners use the target language in day-to-day situations where the learner practices his/her communicative skills of target language. This approach emphasizes fluency than accuracy, but the accuracy and fluency can be achieved by integrating these two by means of relevant learning activities. This paper tries to look at the feasibilities of integrating accuracy and fluency from different perspective by different scholars.

**Keywords:** CLT, accuracy, fluency

## **Introduction**

The past record of second language teaching has witnessed changing perceptions of corrective feedback (Celce-Murcia, 1997). Actually, views on the role of corrective feedback can be highly diverse. The Audio-lingual Approach, for example, supports minimal or no tolerance of learner errors and suggests that every attempt should be made to prevent them. On the other hand, the Natural Approach regards error correction as unnecessary and counterproductive one. The latter view is also shared notably by the Communicative Language Teaching (CLT) approach that has come to dominate L2 classrooms since the early 1970s. CLT stemmed from an effort to transfer from an exclusive focus on forms manifest in the previous structure-oriented approaches towards a focus on meaning and use. Its main concern is development of fluency. Over the years, in their pursuit of CLT, second language teachers generally have not only changed their way of teaching but more profoundly, altered their conceptualization of

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teaching/learning. Springing out of the movement is also a great conception that learning can only come about through learner-learner interactive output practice and that teachers' task lies in providing attractive activities which will get students involved in using the target language. Form-focused instruction is deemed unfavorable. Corrective feedback consequently is accorded low status in classroom processes.

## **Second Language Acquisition and CLT**

Second language acquisition research over the past three decades has equipped us with the understanding that in learning an L2, learners develop, through intake, a language system called interlanguage based on their experience with input, and this system enables them to produce linguistic output. Input here refers to primary linguistic data, i.e., natural language data. In second language classes that solely feature meaning-based learner-learner interaction, the role of learner output supersedes the role of natural authentic input and pedagogical input. This heavy reliance on learner-generated output as classroom input appears to violate conditions that favor L2 acquisition and may deprive learners of the opportunity to develop their language system in the direction of the target.

The necessity to restore the imbalance is pressing and should be met by making two important additions to the teaching format referred to above. First, more natural authentic data should be introduced to the classroom to improve L2 learners' exposure to the target language. Second, provision of pedagogical input including form-focused instruction and error correction should be integrated into classroom processes to facilitate L2 learners' knowledge construction and enhance knowledge use.

## **Accuracy and Fluency**

Recent classroom SLA research (has suggested that it is not only possible to integrate a focus on form with a focus on meaning but that "accuracy, fluency, and overall communicative skills are probably best developed through instruction that is primarily meaning-based but in which guidance is provided through timely form-focus activities and correction in context" (Lightbown & Spada, 1990:443).

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A communicative revolution really took place by the early 80s, mostly radiating out from the UK. The key principle is the separation of classroom work into accuracy work and fluency work. Accuracy work is for concentrating on learning new bits of language (grammar patterns, functional exponents, vocabulary, etc). Fluency work is for getting the students to speak freely (say in discussions). Much confusion is caused when teachers are trained to see these as closely linked together, with accuracy work leading to fluency work which is highly impossible.

The basic principle of all communicative activities in the classroom, whether accuracy-based or fluency-based, is the information gap, which has remained with us ever since. The communicative revolution, via the information gap, has been very profound and real, and has coursed through every aspect of method, whether accuracy or fluency oriented. As an example of the accuracy-oriented information gap, we can have communicative drills (e.g. students interview each other about their daily routines to get controlled practice of Present Simple for routines) and as an example of a fluency-oriented information gap, we can have free discussion, where the students discuss a real thing without interruption and the teacher takes notes of the mistakes and feeds these back afterwards.

### **Emphasis on Communication**

In the US in the late 70s, an influential version of second language learning theory was developed by Stephen Krashen, which postulated that learners acquired language if they are fed a diet of genuine communication (as does the child acquiring the first language), but they only learnt language if they are fed a diet of classroom exercises.

The result was that many teachers started to believe that unconscious acquisition was profounder, more real, and therefore better, than conscious learning. These teachers decided that the classroom had to become an immersive bath of authentic communication and this attitude persists today in many classrooms, at the expense of conscious learning (Lowe, 2003).

### **A Combined Processing Model**

Actually, many variations of the learning-acquisition model have emerged (including those of Bialystok, Long, and Rutherford), and a combined processing model seems to be the current

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favourite, which is to say that the classroom learner probably operates both mechanisms – learning and acquisition – all the time, with some interchange between the two; it is now thought, increasingly, that teachers cannot strongly influence how these mechanisms are used by their students (Lightbown & Spada, 1990).

### **Grammaticalized Lexis**

Recently, there has been a growth of interest in classroom tasks which help the student to see grammar in its global and truly communicative context; some modern academic linguists' take the view that language is grammaticalised lexis. Using this principle for language syllabuses, some schools have dispensed with grammar, and give the title *lexis* to many language bits which once might have been called grammar.

As for language exercises, we can use global text exercises (using semi-authentic and authentic texts) in which the 'grammar' has been taken out (i.e. the inflections, the articles, the infinitive markers, etc), and which the students have then to put back. This is very motivating for the learners, it is very individualized, and it is very efficient for the teacher, who only has to spend time clarifying the language items which are causing problems. The grammaticisation approach is becoming increasingly popular, but it is important to keep it in perspective with the other approaches to teaching grammar, which all have their relevance (Lowe, 2003).

### **Various Practices such as Use of Translation**

We use translation when it is quick and efficient to get across meaning. We still teach grammar, even though we no longer assume it to be a starting point, but more as a reference point. We use drilling (e.g., listen-repeat) when it is an efficient way for students to get their mouths round the sounds and the rhythm of a useful expression. We use practice exercises (e.g. gap-fills) to raise students' awareness of common lexical expressions. We use focus on functional expressions when students listen to a tape model of a telephone call. We use information gaps almost all the time, in accuracy as well as fluency work; we use personalization all the time, whether the students are practicing language, preparing for a role-play, or reading the newspaper. We use a task-based approach when students are set a discussion role-play and are required to prepare their

positions in groups, asking for language help from the teacher as they go along. We use output feedback when the teacher uses a conversation activity to produce student output, and then feeds back on language errors. we use test-teach-test when students are set a short telephone-call role-play without time to prepare, and this is taped and followed up with focus on telephone phrases, which is then followed by another telephone role-play .we use noticing activities practically all the time, because any activity in which the students are being invited to put their attention on an aspect of language is a noticing activity; we use grammaticisation activities when we want to see how each student's individual internal grammar is progressing (Lightbown & Spada, 1990).

It has been a curious tendency in ELT for both the proponents of new ideas and for many teachers, to want to dispense with the old to make way for the new. This cannot be right. The modern teacher is able to use any approach from the past as long as it is appropriate and useful.

## Conclusion

It is possible to foster accuracy and fluency in communicative language teaching. Many of us would agree that accuracy is indispensable to improving fluency. It is not that accuracy or fluency but accuracy and fluency. In fact, they are mutually influential. Accuracy brings fluency and fluency brings further accuracy. Accuracy and fluency are not contradictory but rather like two pillars that support the spiral stairs toward communicative competence.

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# Status of Corpus Linguistics in India

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## Abstract

Linguistic research has been a preoccupation of humans from times immemorial. Philosophers and scholars from various disciplines have expended considerable time and effort to understand the nature of language and language use to gain an insight into human nature. In the realm of linguistic research, the discipline of corpus linguistics has managed to attract the thoughts of linguists, computer scientists, teachers, speech language pathologists and people working in language technology. This paper, while mentioning primary assumptions of corpus linguistics, tries to highlight the need for establishing language corpora in a plurilingual context of India.

**Key words:** corpus linguistics, speech language pathology

## Introduction

The discipline of linguistics has undergone development with the renaissance of corpus linguistics that heralds a new understanding about the theories and assumptions regarding the nature of language. In the 1960s, corpus linguistics brought in a revolution to the discipline of linguistics by providing a platform for researchers to explore what 'language is' rather than 'what language ought to be'.

A *corpus* is defined as a collection of texts that acts as a tool, which represents a given language that can be used for linguistic analysis as enumerated by Francis (1964). Thus, a corpus consists of a databank of natural texts compiled from writing and/or transcription of recorded speech. In order to conduct a study of language, which is corpus-based, it is necessary to gain access to a corpus and a concordance program. A concordance is a software program, which analyzes corpora and lists the results. Even though originally corpora were regarded as mere tool for linguistic work, the main focus of it shifted to discover patterns of authentic language use by analysing natural usage of language. It also helps to understand the language behaviour across population. However, this field of corpus linguistics was not welcomed with open mind during its advent.

### a) Overview of Corpus-based Studies

Over the past decades, since 1950, majority of corpus-based studies have been reported for English and other non-Indian languages. The focus of those studies is either on language pedagogy, language acquisition, spelling or the type of studies undertaken for understanding language corpus.

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The following section provides an overview of the status of corpus-based studies in these dimensions.

### *i) Studies on Language Acquisition*

The studies of child language in the 19<sup>th</sup> century (e.g., Ament 1899; Compayre 1896; Major 1906; Preyer 1882; Ronjat 1913) were based on carefully composed parental diaries recording the child's locutions. These primitive corpora are still used as sources of normative data in language acquisition research today (for example, Ingram, 1978). Corpus collection continued but was diversified by collecting language samples from large groups of children during the 20<sup>th</sup> century (Stern & Stern 1928; Campbell 2006). Analysis of language corpus was carried out with the aim of establishing norms for language development. Longitudinal studies, though on a smaller sample of children (for example, Bloom, 1970; Brown, 1973), have been documented from 1957 till date. Whether parental diary-based or with longitudinal design, studies employing language corpus have its own inherent merits and demerits.

### *ii) Studies on Language Pedagogy*

The corpus and second language pedagogy had a strong link in the early half of the twentieth century, with vocabulary lists for foreign learners often being derived from corpora (Kennedy 1992). The word counts derived from such studies as Thorndike (1921) and Palmer (1933) were important in defining the goals of the vocabulary control movement in second language pedagogy.

Fries and Traver (1940) and Bongers (1947) used the corpus in research on foreign language pedagogy. Eaton (1940), a comparative linguist, compared the frequency of word meanings in German, Italian, French and Dutch with the corpus data available in all the four languages. Fries (1952) created a corpus of transcribed telephone conversations, and transformed the corpus to generate descriptive grammar of English. He also studied syntax and semantics using the corpus data. His pioneering work provided a model for the corpora of English developed by Quirk, Greenbaum, Leech and Svartvik in 1985, the data that was meaningfully adopted almost 30 years later for better understanding of language.

In the early 20<sup>th</sup> century, with the advancement of technology, impetus was given to machine-readable corpora. Machine-readable corpora were developed with material that was originally produced for some other purpose. For example, Brown Corpus and Brown clones, Brown University Corpus by Francis and Kucera (1964) (American-English one-million-word sample corpus consisting of 500 texts chosen from 15 text categories. Each text has about 2000 words), the Lancaster/Oslo-Bergen (LOB) Corpus by Geoffrey Leech in 1970s with the same selection scheme and number of words as Brown Corpus, International Corpus of English (ICE) (consists of 18 Brown-style corpora taken from 18 countries where English is the native or official language), Bank of English by COBUILD and the University of Birmingham, (1982) which is a monitor corpus comprising about 450 million running word forms and British National Corpus (BNC, 1995, 100-million-word sample corpus, 90 million written, 10 million spoken words). The literature suggests that good amount of corpora has been established and utilized for various purposes especially in English language. In order to establish such corpora, the researchers have embraced different approaches for the study of corpus linguistics.

### **b) Approaches to corpus Linguistics**

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There are two main approaches to linguistic research, namely, corpus driven and corpus-based methods.

In a corpus-based approach, independent theories are developed that are later tested using the primary facts of a corpus. Here, corpora are used to expound, test, or exemplify theories and descriptions that were formulated before large corpora became available to inform language study. This approach helps to label corpus linguistics as a methodology that does not restrict the study to one particular aspect of language and gives a holistic approach to the discipline of linguistics (Tognini-Bonelli, 2001). Similarly, according to Wu (2002), quantitative techniques are also essential for corpus-based studies to derive and understand patterns of language use. For example, if one wanted to compare the language use of patterns for the words ‘big’ and ‘large’, one would need to know how many times each word occurs in the corpus, how many different words co-occur with each of these adjectives (the collocations), and how common each of those collocations is. However, quantitative measurements are limited since a crucial part of the corpus-based approach is going beyond the quantitative patterns to propose functional interpretations explaining why the patterns exist. As a result, a large amount of effort in corpus-based studies is devoted to explaining and exemplifying quantitative patterns.

In the corpus driven approach, the data is analysed without any pre-conceived notion in relation to how it should be analysed or regarded. In corpus driven analyses, theories are developed by examining the primary facts of a corpus directly. The assumption in this approach is that corpus linguistics is a discipline that defines a whole system of methods and principles besides suggesting how to apply corpora in language studies (McEnery, Xia & Tono 2005).

The corpus-driven approach, like corpus-based approach, also identifies the need for a very large corpus. For example, the Bank of English has grown to 524 million words. The differences between a corpus based and corpus driven approach is primarily based upon the type of corpora used, attitudes towards existing theories and intuition and the focus of the research undertaken. Corpus driven linguists propound that a corpus becomes a balanced corpus when it grows large to achieve the intended cumulative representativeness.

One such cumulatively representative corpus is a corpus of Zimbabwean English (Louw, 1991) used in his contrastive study of collocations in British English and Zimbabwean English which showed that the collocates of wash and washing, etc., in British English are machine, powder and spin whereas in Zimbabwean English the more likely collocates are women, river, earth and stone. The different collocational behaviours were attributed to the fact that the Zimbabwean corpus has a prominent element of literary texts such as Charles Mungoshi’s (2007) novel ‘Waiting for the Rain’, “where women washing in the river are a recurrent theme across the novel” (Tognini-Bonelli 2001, p. 88).

Such illustrations lead to the argument that cumulatively balanced corpora exhibit a tendency to be skewed as the balance of a corpus is affected by either the theme or the style of the texts. Since the type of source selected for the corpora restricts the corpora and its elements, researchers are unable to generalise their findings. For example, a researcher may set the minimum frequency of occurrence for a pattern (say twice in separate documents) which it must reach before it merits attention (See Tognini-Bonelli, 2001 for more details).



However, a corpus-driven grammar would consist of thousands of patterns, which would bewilder the learner (See Grammar Patterns Series in Francis, Hunston & Manning 1996; 1998), which are considered as the first results of the corpus-driven approach. Despite the differences between the corpus-based and corpus-driven approaches, both the approaches are employed in the study of corpus linguistics depending on the purposes of research.

### c) Application of Corpus Linguistics

Earlier researchers used corpora for specific purpose such as to study language acquisition, but currently Linguists of all persuasions have discovered that corpora can be very useful resources for pursuing various research agendas. Corpus-based research is being conducted in various linguistic disciplines to understand grammar, language variation, lexicography, functional description of language, language pedagogy and such other related disciplines of linguistics.

#### i) *Corpus Linguistics and Grammar*

Grammatical studies of specific linguistic constructions involves studying frequency of occurrences of particular grammatical construction, its various other forms, its communication potential, and its context. It is also possible to use corpora to obtain information on the structure and usage of many different grammatical constructions and to use this information as the basis for writing a reference grammar of English.

#### ii) *Corpus Linguistics and Language Variation*

Corpus-based research can provide useful information in studying language variation by describing the use of grammatical constructions, lexical items in different contexts such speech vs. writing or scientific writing vs. broadcast journalism thus reflecting how language usage varies according to the context in which it occurs.

#### iii) *Corpus Linguistics and Lexicography*

Lexicography is another area in which corpus based studies are found to be of great utility. Lexicographers have now concluded that large corpora are a prerequisite for generating dictionaries, as they can be more confident that the results obtained reflect the actual meaning of a particular word with more accuracy. Therefore, corpus linguistics has imperatively contributed to the field of linguistic research.

#### iv) *Corpora in Functional Descriptions of Language*

One of the applications of corpora is in functional descriptions of language, which helps to understand the theoretical implications of corpus linguistics. Because corpora consist of spoken words and or texts (or parts of texts), they enable linguists to contextualize their analyses of language. As a consequence, corpora are very well suited to more functionally based discussions of language. Functional descriptions help to understand the communicative potentials of language elements by analysing the frequency counts and frequency distribution of the element of interest.

#### v) *Corpus Linguistics and Pedagogy*



Corpus linguistics plays a very crucial role in the teaching and learning of language by promoting the inductive approach to language learning where in the rules of a language, patterns of a language and/or appropriate language use are learnt by observing multiple examples.

According to Barlow (2002), three realms in which corpus linguistics can be applied to teaching are, syllabus design, materials development, and classroom activities. Scholars as Swales (2002, 2004) have criticised that corpus linguistics promotes a bottom-up rather than top-down processing of texts where in minute parts of the text are examined while missing the larger structure of the text under study. Flowerdew (2003, 2005) and Biber, Connor, Upton (2007a) take on a more judicial approach to the two varied modes of processing and observe that certain parts of a text cannot be reached even by a concordance. These are aspects of the macro-structure of a text, such as textual moves comprising a unit of text that expresses a specific communicative function (as it appears like a direct quote).

However, Willis (1998) states that corpora, helps to determine the potential different meanings and uses of common words; useful phrases and typical collocations they might use themselves; the structure and nature of both written and spoken discourse; certain language features are more typical of some kinds of text than others.

Thus, corpus is reported to be very useful in teaching language as students are given access to the facts of authentic language use, which comes from real contexts rather than being constructed for pedagogical purposes, and are, challenged to construct generalizations as well as note patterns of language behaviour.

#### *vi) Corpus Linguistics and Speech Language Pathology*

The importance of normal and typical language use is imperative for Speech Language Pathologists (SLPs) to assess, diagnose and provide a framework for intervention. For such task, language has to be understood in the context of its use. In the field of Speech Language Pathology, studies on language variations are conducted in the experimental paradigm, with closely matched normal control groups (Irwin, Pannbacker, & Lass 2008).

While Corpus based research provides a less well-controlled methodology than that obtained through experimental methods, it has advantages of increased statistical power through large data sets and increased validity through large and wide scope of sampling from authentic contexts. Thus, Corpus Based Research has influenced both research and clinical work in Speech Language Pathology. A few such examples are noted below:

- i) The Brown Corpus of American English (Francis and Kucera, 1982) that was employed to develop stimuli for assessments of naming in aphasia.
- ii) Francis and Kucera's data was also used to develop lists of high frequency words within the test batteries for the Psycholinguistic Assessments of Language Processing in Aphasia – PALPA (Kay, Lesse & Coltheart, 1992).
- iii) Corpus Based research provides the field of Speech Language Pathology a methodology that can be usefully applied across main theoretical perspectives that inform research in this area.
- iv) Biber (2002) opines that corpus based research provides empirically well grounded guidance for developmental hierarchies in children's control of linguistic devices associated with particular spoken and written genres.

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- v) Roland, Dick and Elman (2007) draw attention to the usefulness of the comprehensive set of frequencies of particular linguistic forms that are common points of focus for research in both language development and acquired language impairment.

To summarize, linguistic corpus, whether corpus-based or corpus-driven, provides empirical values with which actual patterns of languages in use can be analysed in natural speech or texts. One more advantage of linguistic corpora is that its establishment can be tailor made to the need in purview thereby the tenets of the corpus are based on the principles that govern the need for which the corpus is being established. It also provides both quantitative and qualitative results for research. The quantitative result is produced from the corpus and are further analysed qualitatively to find significance of a particular value under consideration.

As Beaugrande (1994) observes, a corpus answers questions central to the study of language such as the relation between actual language vs. language use. Hence, corpus linguistics has a significant role in assessing language with reference to the relation between grammar and lexicon, syntagmatic and paradigmatic principles, relation among syntax, semantics, and pragmatics. The role is further extended to assess the size of a corpus, the linguistic rules, the word, the sentence, the meaning, the evolution of language and discourse, the production of reference works, such as dictionaries, and in teaching and learning of language in addition to the linguistic status in persons with language impairment.

### **Criticism of Corpus Linguistics**

Linguists from different areas such as generative grammarians had different opinion about the usefulness and reliability of corpus for explaining linguistic theories and grammatical descriptions. Hence, corpus linguistics received numerous criticisms during its early development.

Descriptive linguists (e.g., Bloomfield,1933) hold that language can be represented by a corpus, but doing so is not obligatory, and can be supported by practical shortcuts with non-authentic data, assuming that the same results would be obtained with authentic data. Generative linguists like Chomsky (1965) are of the view that language need not be described from a corpus view point at all; linguists can safely rely on their own intuition and introspection as native speakers to supply data. Practitioners of Glossematics like Hjelmslev (1969) hold that language is an abstract, ideal system not directly manifested in data, and so must be deduced by formal or logical means. Fieldwork linguists like Longacre (1958) iterate that language is best represented by the largest and broadest corpus of authentic data that can be collected and described. Prescriptive linguists like Alford (1864) is of the view that language is a delicate system menaced by errors and abuses, and so must be described as not how it should be but as how it is used. This view is prominent with its ties to behaviourism (language as habit), especially when working with a language which the linguists have a good knowledge and hence described over many decades.

Generative grammarians and corpus linguists have different goals. However, corpus linguistics offers a testing ground for linguistic hypotheses based on more functionally based theories of grammar. One of the major contentions of Generative grammarians as iterated by Leech (1992) is that the information that a corpora yield is more descriptive than theoretical and is inclined more towards performance than competence. Leech further iterates that, as performance is an outcome of competence, a corpus behaves as a basis for theoretical issue under research since a

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corpus provides verifiable sources for evaluating falsifiability, completeness, simplicity, strength, and objectivity of any linguistic hypothesis (Leech, 1992. p. 112–13).

With the accessibility of large corpora, a shift in the paradigm of methodology towards empiricism was evident which brought with it observability of phenomena and verifiability of theories. This influence of corpus linguistics was demonstrated by Sinclair (1998) using the COBUILD corpus by applying a corpus driven statistical method of finding collocations to enumerate that words condition their environment and in turn are conditioned by it. In natural language, there exist hardly any ambiguities in entries. Sinclair (1998) suggests a statistically motivated approach to the concept of meaning where meaning is not only expressed by the examined (node) word, but also by the neighbouring, co-selected words. With this view, a lexical item is considered to consist of several words and their relationships to each other calling for a complete re-description of language thus calling for a syntagmatic and paradigmatic dimension to scrutinise and define lexemes.

In the recent decades, a widespread opinion is that intuition should be combined with empiricist techniques and hence, corpus linguistics which was neglected for a long time and only used by a minority (e.g. to study phonology) is now receiving immense attention. Linguists of all persuasions are now far more open to the idea of using linguistic corpora for both descriptive and theoretical studies of language. With the advancement in speech language sciences and speech language pathology, linguistic research based on corpora gained additional impetus as it is viewed as one of the essential components for designing tests and intervention methods for persons with communication disorders. As a consequence, the discipline of linguistics and speech language pathology, together have marked a cliché in the area of corpus linguistics through considerable number of corpus based studies.

### **Corpus Linguistics: Present Scenario in India**

In a plurilingual situation like what we have in India where the discipline of corpus linguistics is in its infancy and in a context where language technology is progressing in leaps and bounds, the need to establish language corpora becomes imperative to answer some fundamental questions about language in use. These questions can be about the most frequent words and phrases, tenses that people use, language in formal contexts, frequency of idiomatic expressions, and the knowledge of vocabulary that person must have to participate in everyday conversation. A corpus provides a researcher a compilation that offers a chance to evaluate the coverage, convergence, and consensus between what languages ought to be and what language is, in its present use.

The progress of language technology and the central role that corpus linguistics plays in linguistic research has stimulated a need for establishing corpora in various Indian languages. Dash (2005) has enlisted the present endeavours in the discipline of corpus linguistics. There are other institutions and researchers focusing on development of corpus as detailed below:

- Indian Institute of Technology, New Delhi houses a corpora of 3 million words in English, Hindi and Punjabi languages.
- Central Institute of Indian Languages, Mysore, Karnataka houses a corpora of 5 million words in Tamil, Telugu, Kannada, and Malayalam languages.
- Deccan College, Pune, Maharashtra houses a corpora of 3 million words in Marathi and Gujarati languages.

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- Indian Institute of Applied Language Sciences, Bhubaneswar, Orissa houses a corpora of 3 million words in Oriya, Bangla and Assamese languages.
- C-DAC, Kolkota is developing a speech corpora for Bengali, Assamese and Manipuri languages.
- C-DAC, Trivandrum is developing a speech corpora for Tamil, Telugu and Malayalam languages.
- C-DAC Noida in collaboration with ELDA France is developing annotated corpora of Hindi Language. It has a recording of 2000 people in various settings.
- CEERI and TIFR has developed a database of 207 spoken words for the purposes of developing a voice operated Railway Reservation Enquiry System.
- TIFR, Mumbai is developing a speech corpus for Indian languages. It has 350,000 sentences in different Indian languages.
- A plain text corpus of about 10 Million words developed by Kannada University, Hampi is a collection words of their own publications, including books, Ph.D theses.
- All India Institute of Speech and Hearing has a vast un-annotated language data of typically developing and special children, collected for small scale research studies conducted with specific objectives. (Karanth, 1980; Vijayalakshmi, 1981; Sridevi, 1977; Prema, 1979; Roopa, 1980; Venugopal, 1980; Shyamala, 2002). Training kits have also been developed for language intervention (Early Language Training Kit- Karanth, Manjula, Geetha and Prema, 1999). However, the data so compiled is not adequate to make any generalization or to apply it for corpus linguistic research that is so essential for the growth of the discipline of speech-language and hearing sciences, speech-language pathology and audiology.

Thus, present scenario in the Indian context depicts the lack of well-established, machine-readable corpus in most of the Indian languages especially in Kannada language. The corpora currently available are restricted to limited usage due to the lack of appropriate annotation, inadequate sampling of words. Most of the corpora developed are based on written language and therefore, there is immense need to establish spoken language corpora, especially in Indian languages. Well-established spoken language corpora provide greater scope for its use in the areas such language sciences and pathology, language technology and computational linguistics, which further substantiate its usefulness and applicability in various disciplines.

To summarize, the discipline of corpus linguistics that has been in the interest of linguists over the decades has contributed tremendous information and knowledge that is applicable across many disciplines. Owing to the vastness and richness in its application to the study of language and language disorders, the significance of this specialized field is acknowledged in the recent years by researchers from many disciplines including speech language pathologists and audiologists, computational linguists, lexicographers, computer scientists/ programmers among others.

The far-reaching influence of corpus linguistics upon other disciplines emphasizes the need to understand the significance, method, approaches, analysis and types of spoken and written language corpora, in order to derive the best for the purpose of research and or clinical activities. Hence, an attempt has been made in this paper to present an overview of corpus linguistics to in order to drive the message that this is one of the potential areas for research. Language corpora of typical population serves as an essential database against

which clinical data from persons with communication disorders may be compared and interpreted with fairness.

Therefore, there is an urgent need to consider prioritizing this area for research by the professionals and researchers. Further, application of corpus linguistics also finds a prominent place in related disciplines such as computational linguistics that goes in tandem with speech language sciences, speech language pathology and audiology to design tests, develop measures and / or treatment paradigms to enable meaningful empirical research. Research in this direction positively facilitates the discipline to provide answers to a priori and posteriori knowledge about language sciences and its application to different disciplines.

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# Synchronization of Noir and Hardboiled Concepts in Twentieth Century Crime Fiction

Dr. J. John Sunil Manoah

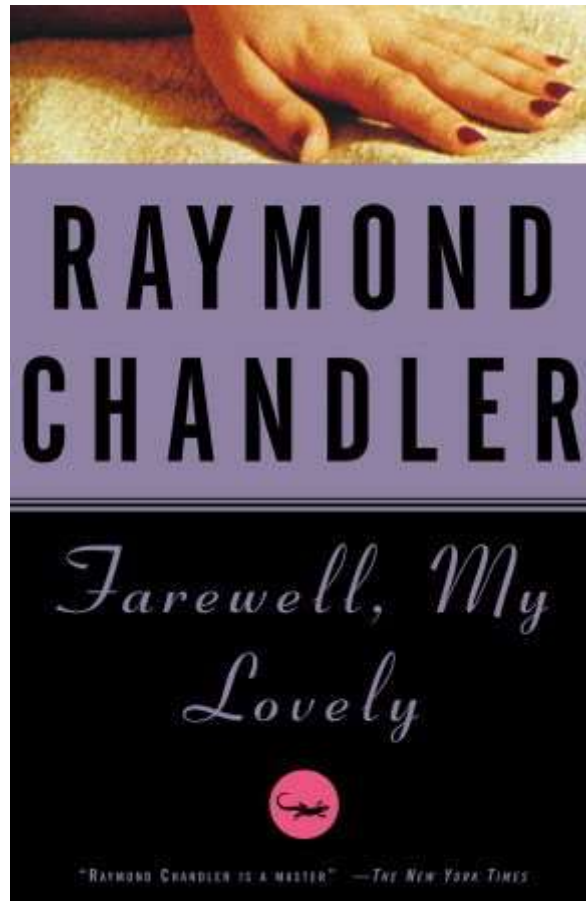
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## Abstract

Noir fiction is the name sometimes given to a mode of crime fiction regarded as a subject of the hardboiled style. According to Noir aficionada George Tuttle, in this sub-genre the protagonist is usually not a detective but instead a victim, a suspect, or a perpetrator. He is someone tied directly to the crime, not an outsider called to solve or fix the situation. This genre is most commonly associated with detective stories distinguished by the unsentimental portrayal of violence and sex. “Hardboiled” didn’t refer exclusively to a type of crime fiction; it meant any tough and violent fiction, which also included adventure and western stories. My study traces the unity and the synchronization of Noir and Hardboiled concepts in Twentieth Century Crime Fiction.

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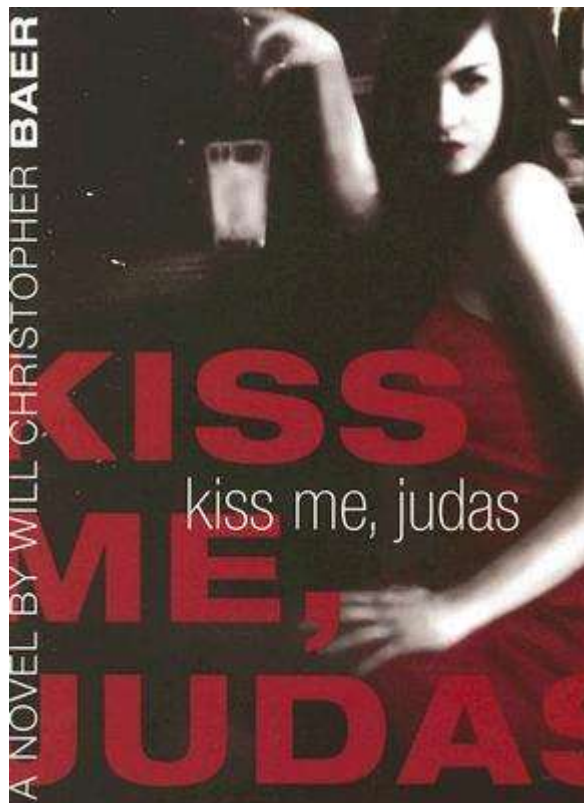
Synchronization of Noir and Hardboiled Concepts in Twentieth Century Crime Fiction

**Key Words:** Noir, Hardboiled, Crime.

### **Introduction – What Is *Hardboiled*?**

‘Hard Boiled’ style was pioneered by Carol John Daly in the mid-1920s, popularized by Dashiell Hammett over the course of the decades and refined by Raymond Chandler beginning in the late 1930s.

Hardboiled detective fiction can be recognized by four main elements: **the language, the settings, the detective, and the detection.**



### **Hardboiled Language**

Hardboiled language describes things rather than ideas. Adjectives are kept to a minimum. It reports what happened and what was said, not how it felt. Perhaps the most famous writers of non-detective fiction in this style is Ernest Hemingway, and many writers of Hardboiled detective fiction have said that they began by imitating him.

### **The Outlook of Hardboiled**

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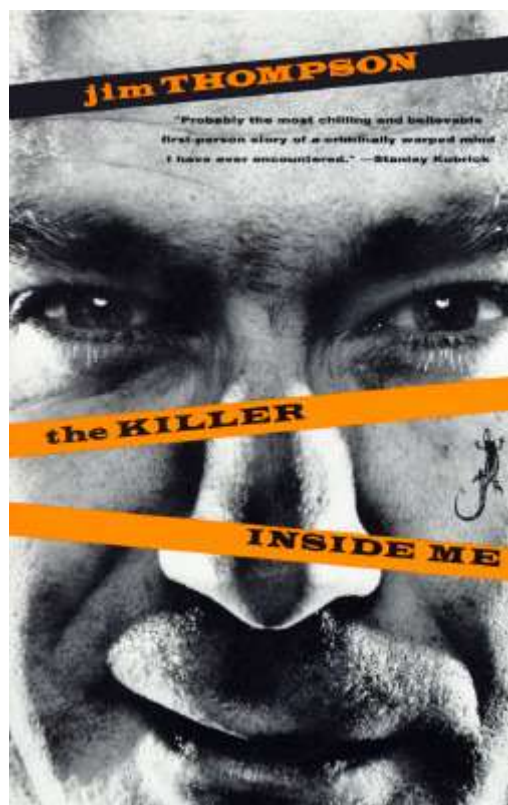
The setting of the hardboiled detective fiction is almost always urban, perhaps because of its origins in the period of prohibition and the Depression of the 1920s. The cities it describes tend to be dark, dangerous places run by corrupt politicians and gangster syndicates. The sort of crime that takes place in the stories also could be read about in newspapers. As Raymond Chandler puts it (Chandler 1993:161), the world they describe is “not a fragrant world but it is the world you live in”.

The hero of Hardboiled detective stories is most often, though not always, a private detective hero, a frontier hero of the nineteenth century. It could be argued that both the hero brings order to the lives of the people he chooses to help.

### **Method of Detection**

Another defining characteristic of hardboiled detective fiction is the method of detection itself. In keeping with the origins in western and romance stories, the hardboiled detective is usually presented as being on a quest. The predominant element of hardboiled fiction was derived from the incidents that happen very common in society.

### **The Hardboiled Genre**



In one of his foundational statements on “hard-boiled” crime writing, Raymond Chandler enshrined a number of apparent truths. Over the years, these have proved to be remarkably difficult to dislodge. In no particular order, he dismissed the English “Cheesecake Manor” detective novels of the golden age as contrived and whimsical and praised Dashiell Hammett for trying to write “realistic mystery fiction” for being spare, frugal, hard-boiled, and for writing, scenes that seemed never to have been written before. He also held himself and ‘Hammett up as examples very rare examples- of detective novelists who might also be said to write literature or something approaching “good serious novels” (Joyce 2001:312). In doing so Chandler wittingly or otherwise gave to the hard boiled crime novel a critical orthodoxy which is only now undergoing revision.

If an impetus to reappraise the hard-boiled constitutes one of the main jumping off point for this paper, it is perhaps worth taking a moment to asses Chandler’s claims in more detail.

### **Hard-Boiled Masculinity**

Dora Suarez (Priestman 2003:144) deconstructs the hard-boiled persona to reveal the unnamed detective as anxious, wounded, and internally divided, and shows the violence of both the detective and killer to be projections of these insecurities. Raymond (Chandler 1993:82), therefore, makes explicit what had been implicit since Philip Marlowe (Horsley 2009:72) first walked down the mean streets of hard-boiled crime fiction. The hard-boiled male’s toughness, like his neutrality and objectivity, has always been little more than a ruse or façade. Chandler’s Marlowe is usually cited as the worst example of the hard-boiled unreflective sexism and masculinity insecurities. Philip Marlowe seeks to construct and legitimize his own masculinity - and indeed his whiteness. More recently, Rzepka (Rzepka 2010:183) has ‘tried to modify the conventional views of Chandlers’ unregenerate masculinism by pointing to his use of homoerotic and homological tropes.

### *Noir*

The label ‘noir’ itself make it difficult, if not impossible to come up with a precise definition. The term has been used and abused by readers, writers and critics so long and so often that as with most literary labels the meaning of noir has become blurred.

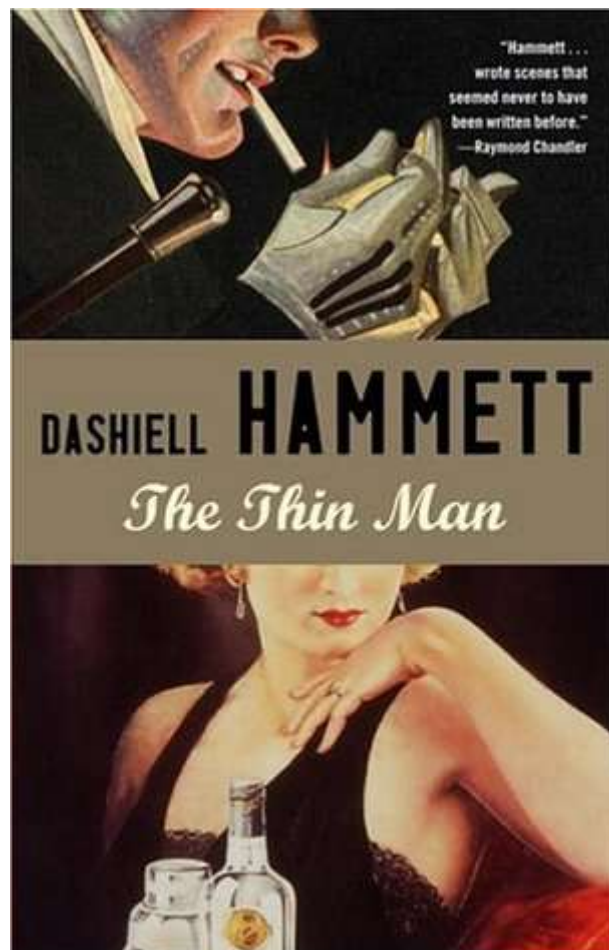
### **The Noir Character**

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The Noir crime story deals with disorders, disaffection, and dissatisfaction. Throughout the genre's seventy year history this had remained a constant and central tenet. The typical noir character (if not the typical noir writer) has a jaundiced view of government, power, and the law. He (or sometimes she) is often a loner, a social misfit. If he is on the side of the angels, he is probably a cynical idealist. He believes that society is corrupt, but he also believes in justice and will make it his business to do whatever is necessary to see that justice is done. Clashes between good and evil are never petty and good does not always triumph, nor is justice always done.



A quality noir story must emphasize character's conflict. The crime or threat of crime with which the story is concerned is of secondary importance. Moreover, it reflects the society to the people. Thus my study reveals the actual contribution of Noir crime to the departments of crime and gives the possible utilization with effective consequences.

### **The Noir Style and Procedural Application**

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Noir Fiction is the name sometimes given to a mode of crime fiction regarded as a subset of the hardboiled style. According to noir aficionado George Tuttle, in this sub-genre, the protagonist is usually not a detective, but instead a victim, a suspect, or a perpetrator. He is someone tied directly to the crime, not an outsider called to solve or fix the situation. Other common characteristics are the emphasis on sexual relationship and the use of sex to advance the plot and the self-destructive qualities of the lead characters. This type of fiction also has the lean direct writing style and the gritty realism commonly associated with hardboiled fiction. The seminal American writer in the noir fiction mode was James M. Cain, regarded as the third major figure of the early hardboiled scene. He debuted as a crime novelist in 1934, right between Hammett and Chandler. Other important U.S. writers in the noir tradition are Cornell Woolrich, Dorothy B. Hughes, Jim Thomson, David Goodis, Charles Williams, and Elmore Leonard.

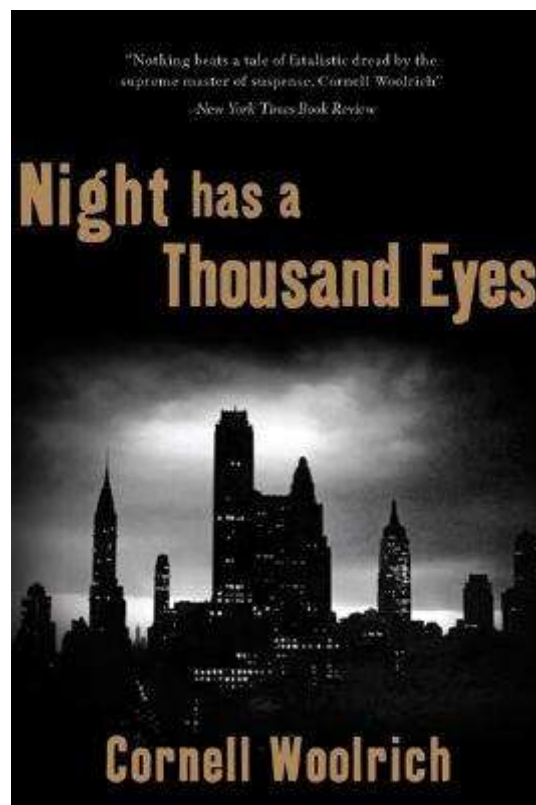
The term “noir fiction” may evoke unrelenting gloom. In fact, the work of all major authors in the field might be characterized by a fatalistic attitude. It has been expressed in a variety of tones. Woolrich and Goodis indeed often portray what seems to be a sunless world, but Leonard is frequently bright, even when the color is blood red (Horsley 2009 234). Hughes and Williams are somewhere in the middle and their work is serious, yet with a lot of hardboiled attitude, while their forte is the philosophical smile and shrug. As for Cain and Thomson, each wrote some of the blackest of American genre fiction, and some of the funniest.

The popular use of “noir” in the term “noir fiction” derives immediately from “film noir” as it has been used to characterize certain putatively dark Hollywood crime dramas and melodramas, many early examples of which were based on works by the original hardboiled writers. In turn, noir, first applied to American films in the mid-1940s by observers in France was used there in similar senses. Most relevant term *roman noir* was employed to describe a range of books, some that an English speaker might think of as mysteries, others as gothic melodramas. Note that while the meanings of “noir fiction” and *roman noir* are closely related, the derivation is not direct.

Making the connection even tighter in 1945, the French publisher Gallimard brought out a new series of paperback thrillers, many of them translations of hardboiled American fiction. The line was called “serie noire”.

## Important Features of Noir

A quality noir story must emphasize character and the problems inherent in human behavior. Character conflict is essential. The crime or threat of crime with which the story is concerned is of secondary importance. It must be reflective of the times in which it was written, providing an accurate, honest, and realistic depiction of its locale and of the individuals who inhabit that locale. Even more important, it must offer some insight into the social and moral climate or its time.



The hard-boiled detective is a much more ambiguous character, less an upholder of social order than “an emblem of personal honor, a knight operating within a social structure of civic corruption, decadence and dishonesty”. The first hard-boiled detective appeared in the pulp magazine *Black Mask* during the 1920s giving rise to a story type identified by Michael Walker as one of the three noir narrative patterns.

## Conclusion

In conclusion, noir and the hard boiled psycho thriller share many common features, as this brief survey has demonstrated. One of the most obvious connections between the two



forms is the structural focus on violent crime and the individual psyches of those who perpetrate crime and those charged with preventing it.

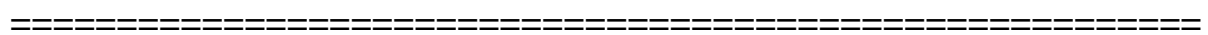
The noir movement focuses on social deviants and outlaws, and so does the hard boiled psycho thriller. In both forms, notions of right and wrong are always up for grabs. The noir movement focuses on social deviants and outlaws, and so does the hard boiled psycho thriller.

In both forms notions of right and wrong are always up for grabs. The characters must make moral decisions based on individual circumstances, which leads them inevitably into conflict with other individuals making their own fateful decisions. Little moral differences exist between the characters, no matter which side of the traditional “hero/villain” binary they are on.

The universe in which these characters clash is both existential and deterministic. Arbitrary chance may strike down the most virtuous of characters for no good reason whatsoever, but the essence of a character also usually determines his or her ultimate destiny in the narrative.

Finally, noir and the psycho thriller critique the deleterious impact of social institutions upon psychological development. The tone of much fiction within the two genres, and the many other that are cousin to them, is one of paranoia. We fear that the institutions we depend on for our shared existence are not only fundamentally unsound but downright rotten. The psycho thriller enacts this fear for us in unforgettable fashion.

In concluding the Hardboiled genre appears to be an extremely fluid entity which is at odds with Priestman’s assertion (Priestman 2003:121) that the genre possesses astonishing stability. The infusion and hybridization of noir into other genres, explicitly the gothic and science-fiction modes, allow noir to progress and delineate from the path that it had previously been restrained too. Noir is plot driven with the denouement of a text surprising the reader and delighting them in equal measure. However, in its postmodern and fantastical incarnation, noir is able to surprise the reader by providing resolutions which undermine the previous stability and expectation of the genre.



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# Perceptions of ESL Teachers towards CALL - Implications for ELT (English Language Teaching) at the Intermediate Level – A Case Study from Pakistan

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## ABSTRACT

In this study, perceptions of ESL Intermediate college teachers towards Computer Assisted Language Learning (CALL) were investigated. A descriptive research study was conducted with ESL teachers working at different Intermediate Colleges and using computers in their lessons. 10 English teachers were selected as the participants of this study. Teachers were conducted a questionnaire to reveal their perceptions towards CALL. In addition a semi-structured interview was held with these teachers to support the results of the questionnaires and to gain further insights into the teachers' perceptions. Questionnaires were analyzed by using SPSS 10.0 statistical program. Descriptive analysis was performed and frequencies and percentages were calculated. Interviews were analyzed qualitatively using content analysis. The results of this study revealed participant teachers' perceived computer competence, general perceptions towards CALL and their implementations of CALL in class.

**Keywords:** Computer Assisted Language Learning (CALL), perceptions of college teachers, recommendations for effective use of CALL.

## 1.1. Introduction

In houses, workplaces and also in colleges, electronic technology is now used widely (Hirschbuhl & Bishop, 2002). Computer technology is one of the most important components of these electronic technologies. Computer technology has been common in educational contexts over recent years (Rilling, 2000). The use of computer technology in English Language Teaching (ELT) context has also been common since 1960s (Lee, 2000). Different terms have been used to define the integration of computers into ELT context, the most common one is Computer-Assisted Language Learning (CALL). Levy (1997, 1) defines

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CALL as “the search for and study of applications of the computer in language teaching and learning” and goes on to state that “it is used as the general term to cover all roles of the computer in language learning” (Levy, 1997, 81). As obvious from this definition, CALL is a broad term that includes all aspects of computer implementations into language classes. Levy (1997) further indicates the other terms used for defining the integration of computers into language teaching. These terms are CAI (Computer-Assisted Instruction), ICALL (Intelligent Computer-Assisted Language Learning), CELL (Computer-Enhanced Language Learning) and TELL (Technology-Enhanced Language Learning). According to Levy (1997, 80) “each term suggests a particular focus which tries to encapsulate the use of the computer in language learning”. Therefore, it can be understood that the term CALL is a general term that comprises all of the terms mentioned above.

In recent years, the use of computers in colleges has been so widespread that “language teachers must now begin to think about the implications of computers for language learning” (Warshauer, 1996, 3). As mentioned by Higgins (1993, 1), the developments in computer technology have allowed teachers to be motivated “to reassess the computer and consider it a valuable part of daily foreign language learning”. In connection with this, today’s language teachers have also started to believe that they should use CALL in their lessons because, CALL has started to be a trend and it has a good prestige (Jones, 1999). This idea of teachers can not be generalized, but it is obvious that CALL has started to be used increasingly in schools because of several advantages. According to Rilling (2000), computers can assist ELT students and teachers in various ways. Students may use multimedia learning opportunities and Internet connections for searching and communicating with others.

Teachers can use computers for preparing lesson materials, keeping grades and for presenting their lessons more professionally. This application of the computers at almost all stages is very important. Haughland (2000) states that the interaction of children with computers is crucial for them to become productive adults in an increasingly computer-oriented society.

## **Pakistan Context**

In Pakistan, the Ministry Higher Education also initiated a development programme to improve the standards of education. As part of this programme, the curriculum of the intermediate colleges has changed and student-centered education has gained great importance. The ministry has supported the integration of computers into the intermediate colleges' curriculum and for this reason; a computer lab campaign was started for each intermediate college in 2005.

Consistent with these developments, perceptions of the teachers have gained a key role in CALL application process. According to Smith & Hanson (2000, 1), "technology in education begins and ends with teachers". If teachers are not aware of using the technology and basically computers in the class atmosphere, the availability of these technologies may be useless.

### **Importance of Perceptions**

Briefly, it can be indicated that perceptions, knowledge, lacks, beliefs and suggestions of the teachers might shape the effective implementation and adaptation of the new technologies into classes. As the implementers of computers in language classes, understanding the teachers' perceptions towards CALL and taking their recommendations for effective implementation of CALL might be a guide for the ministry of education or other relevant authorities. Therefore, this study focused on the perceptions of ESL college teachers towards CALL and also attempted to get their suggestions for the effective implementation of CALL in the future.

### **Purpose of the Study**

The purpose of this study is to determine the perceptions of ESL college teachers towards CALL.

The study addresses the following research questions:

1. How do ESL college teachers perceive their computer competence?
2. What are ESL college teachers' general perceptions towards CALL?
3. How do ESL college teachers implement CALL in their lessons?

## 1.4. Limitations of the Study

1. The results of this study were limited with 10 ESL college teachers. Therefore, the findings can not be generalizable to all of the ESL college teachers in Pakistan.
2. Perceptions of the participants might be based on the teachers' current knowledge and working conditions which may differ from one teacher to another and can not be generalized.
3. Time allocation was a limitation because; the data collection period took a long time.
4. Two data collection instruments, a questionnaire and a semi-structured interview, were used in this study. In addition to these instruments, observation could also be used to enable the data triangulation.

## LITERATURE REVIEW

Computer Assisted Language Learning (CALL) has gained great importance in recent years. As a result of this, computers have started to be used in English language classes to improve the quality of the English language teaching. The aim of this chapter is to give a short review of the literature on CALL focusing on the history of CALL, computer competence of ESL teachers, changing roles of teachers, changing roles of students, perceptions and attitudes of teachers.

### History of CALL

The historical period of CALL started in the 1950s and 1960s. Warschauer (1996) indicated that the development of CALL can be categorized in three phases.

**The three stages of CALL are summarized in Table 2.1.**

Stage	1970s-1980s:	1980s-1990s:	21st century:
	<b>Structural CALL</b>	<b>Communicative CALL</b>	<b>Integrative CALL</b>

Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching	Grammar Translation	Communicative Language Teaching	Content-Based ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency

*Table 2.1 the Three Stages of CALL*

*(Based on Kern & Warschauer, 2000; Warschauer, 1996; Warshauer, 2000; Warshauer, 2004)*

## **Behaviourist CALL**

Behaviorism was the dominant theory between 1950s and 1960s and it effected the education between 1960s and 1970s. Well known behaviorists were Watson, Pavlov and Skinner. According to these behaviorists, learning was “a response to an external stimulus” (Duffy, Mc.Donald & Mizell, 2005, 14). Behaviourist CALL was based on behaviourist theory. The first example of behaviourist CALL was “PLATO (Programmed Logic for Automatic Teaching) Project which was initiated at the University of Illinois in 1960” (Levy, 1997, 15) and the role of it was to provide “the more mechanical types of vocabulary grammar drill, thereby freeing class time for more expressive activities” (Hart, 1981 cited in Levy, 1997, 16). The features of behaviourist CALL are illustrated as:

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Audio Lingual Method was the method that was mostly based on the behaviorist belief. Most common exercises of this method were pattern practice and drills. Teaching and learning process included new vocabularies, structures presented through dialogues, which were learned through imitation and repetition. Drills were mostly based on patterns in dialogues. Apart from these, students' correct responses were positively reinforced. (Larsen & Freeman, 1986).

Grammar-translation method also shared some views of behaviouristic theory, “according to which habit formation and imitation” were the basic elements of language learning (Tick, 2006, 5). First CALL software programs mostly focused on these teaching approaches and also enabled repetitive drills and practices (Warschauer, 2004; Tick, 2006; Levy, 1997; Lee, 2000).

## **Communicative CALL**

The second stage of CALL was communicative CALL which was conceived in the 1970s and early 1980s (Warshauer & Healey, 1998). “Communicative CALL corresponded to cognitive theories, which stressed that learning was a process of discovery, expression and development” (Warshauer & Healey, 1998, 57). Cognitivists perceived learning as a mental process rather than a stimuli-response process as behaviorists believed. Cognitivists also believed that learning and problem-solving were the represent of mental process (Duffy, Mc.Donald & Mizell, 2005). Personal computers started to be commonly used in this period and so, individual work of students increased (Lee, 2000; Tick, 2006; Warshauer & Healey, 1998).

The basic features of communicative CALL were listed by Underwood in 1984. Underwood (1984; cited in Warshauer, 1996) indicated that communicative CALL:

- focuses more on using forms rather than on the forms themselves;
- teaches grammar implicitly rather than explicitly;



- allows and encourages students to generate original utterances rather than just manipulate prefabricated language; does not judge and evaluate everything the students nor reward them with congratulatory messages, lights, or bells;
- avoids telling students they are wrong and is flexible to a variety of student responses;
- uses the target language exclusively and creates an environment in which using the target language feels natural, both on and off the screen; and
- will never try to do anything that a book can do just as well. (Underwood 1984; cited in Warshauer, 1996, 4)

In this phase, the importance of communication was appreciated in language teaching. Skill practice was important and computers were used for this reason. In connection with this, computer programmes were developed focusing on skill practice rather than repetition drill activities “with a greater degree of student choice, control and interaction” (Davies, 2003, 1). These kinds of software programmes enabled students to learn the language in a meaningful context and also allowed learners to construct their own knowledge (Warshauer & Meskill, 2000). Some examples of these kinds of technologies were “text-reconstruction software, concordance software, and multimedia simulation software” (Warshauer & Meskill, 2000, 304).

## **Integrative CALL**

The third stage, integrative CALL, emerged with the developments of multimedia computers and the Internet (Warshauer, 1996). In this phase, sociocognitive view took the place of cognitive view and teachers started to support this view “that emphasizes real language use in a meaningful, authentic context” (Lee, 2000, 2). Four language learning skills (listening, speaking, writing, and reading) and also technology were integrated into language teaching with the help of integrative CALL (Warshauer & Healey, 1998). This period also included the developments of hardware and the development of computer software programmes (Chartrand, 2004). As Warshauer & Healey (1998) stated, integrative approaches such as task-based, project-based, and content-based started to be actively used in language teaching environments. Furthermore, the use of these approaches provided authentic learning environments in this period of CALL (Tick, 2006).

Multimedia and the Internet were basic elements of this phase of CALL. CDROMs were most widely known examples of multimedia technology (Warshauer, 1996). According to Davies (2003, 1), the basic advantages of multimedia packages were enabling “reading, writing, speaking and listening to be combined in a single activity with the learner exercising a high degree of control over the path that he/she follows through the learning materials”. With these kinds of CD-ROMs and DVDs four language skills were easily integrated into language classes and an authentic environment was created (Tick, 2006).

Internet and World Wide Web also provided important sources and materials into English language teaching environment. Warshauer & Meskill (2000, 4) give examples of how Internet can be used in various ways in language teaching. One of them is “online activities to foster increased opportunities for interaction within a single class”. By the help of the new developments of multimedia and the Internet, the integration of computers into language teaching may reach high standards. As Bax (2003, 24) indicated, if language students and teachers start to use computers everyday “as an integral part of every lesson, like a pen or a book”, CALL will be able to be integrated into language classes effectively.

## **Computer Competence of ESL Teachers**

The terms *computer competence* and *computer competency* are used interchangeably in the research field. The term computer competency was defined by Lee (2001, 4) as “basic knowledge of how to operate a computer and what the computer can do, familiarity with some computer terminology and some knowledge of dealing with commonly encountered problems”. Albirini (2004, 44) further indicates that the term computer competence is not only related to teachers’ computer knowledge but also “the skills and experience necessary for putting them into use”.

Many researchers stated the importance of computer competency of teachers in the implementation period of computers into class atmosphere. Teachers should have the necessary computer knowledge and skills to be able to teach their classes with computers (Pelgrum, 2001; Lai & Kritsonis, 2006; Wang, 2006). Egbert, Paulus & Nakamichi (2002, 113) supports this idea by stating that teachers “who have more experience in teaching and in

technology use, especially in practice, are more likely to integrate technology in their classrooms”. According to these ideas, it can be concluded that computer competent and experienced teachers are better implementers of computers in their lessons. Hertz (1987, 183; as cited in Levy, 1997) defines four levels of computer competence for language teachers. These levels are as follows:

**Level 1:** the computer using teacher; L2

**Level 2:** the non-programming author of courseware content

**Level 3:** the user of authoring systems;

**Level 4:** the teacher as programmer.

(Hertz, 1987, 183; as cited in Levy, 1997, 106)

Level 1 includes teachers who have basic computer skills and can use computers in their lessons. At the second level, teachers can use CALL materials, but they can not create their own programs. At the third level, teachers can use authoring systems and can make their own materials. The last level involves teachers who can program their own materials easily. Lee (2001, 4) also describes a number of features for teachers’ effective use of software and the first property is teachers’ having “a certain level of computer competency in the use of computers”. Lam (2000) additionally investigated the reasons of teachers’ not using technology in their lessons. Two of these reasons were related to their computer competence. One of them was the lack of knowledge about teaching L2 with computers and the other one was lack of confidence in computers skills. In the light of these, to be a competent teacher is really important so; most of the researchers indicated the training need of teachers who lack of computer competence before using computers in their lessons successfully (Chen, 1996; Lee, 2001; Lai & Kritsonis, 2006; Sa’ari, Luan & Roslan, 2005).

Albirini’s (2004) investigated the factors affecting the attitudes of Syrian EFL teachers towards Information and Communication Technology (ICT). In this study the researcher also investigated the computer competence of Syrian EFL teachers. The results revealed that participants had “Little Competence” in computer use. Abu Samak (2006) also conducted a similar study on Jordanian EFL teachers. The participants of the study reported that they had “Moderate” to “Much” computer competence.

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In other studies it was concluded that computer competence and use of computers are related with each other (Berner, 2003; Isleem, 2003). In another study Sa'ari, Luan & Roslan (2005) conclude that teachers having moderate competence level have also positive attitudes towards information technology. In this continuously developing technology age, teachers' using computers effectively has great importance. Duffy, McDonald & Mizell (2005, 400) underline this importance by stating that "using a computer will become as essential as reading" and they additionally indicate that teachers will try to improve their computer competence level in order to use the new technology in a proper and effective way.

### **Perceptions and Attitudes of Teachers towards CALL and Other Technologies**

Perceptions and attitudes are the terms that are generally considered as interrelated that is they are in relation to each other. According to Brown (1994, 168), "perception involves the filtering of information even before it is stored in memory, resulting in a selective form of consciousness". Brown (1994, 168) goes on to point out that "attitudes form a part of one's perception of self, of others, and of the culture in which one is living". In short, it can be concluded from Brown's (1994) definitions that our attitudes mostly form our perceptions towards something.

An awareness of the attitudes and perceptions of ESL teachers in the implementation period of CALL is really important. As Woodrow (1991, cited in Shamoail 2004, 149) states, "if teachers regard computers negatively or with suspicion, or believe that a new program (as it is being introduced) will not work successfully, the educational utilization of computers will be limited". According to Koohang (1989) and Selwyn (1997), teachers' attitudes toward computers are the basic factors in terms of computer technology's initial acceptance and its forthcoming use (cited in Albirini, 2004). With regard to teachers' perception of computer, Asan (2003, 154) claims that "teacher perceptions of computer and technology are closely related to their computer knowledge and computer use". Parr (cited in Ward & Cope, 2002) also maintains the importance of being aware of teachers' perception for integrating learning technologies into class atmosphere successfully. Ward & Cope's (2002) study, which was conducted to reveal the perceptions of experienced high school teachers towards learning technologies, concluded that teachers with "limited development" and "inappropriate

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perceptions” can not integrate learning technologies into their classes to improve the quality of the learning.

In Pakistani context, Hizal (1989, 6 cited in Usun 2000, 138) indicates that integration of computers into educational context is a new project and the success of which is based on the positive attitudes and perceptions of teachers towards new developments. Usun (2000) supports this view by indicating the importance of teachers’ perceptions, attitudes, beliefs and suggestions towards computers and Computer Assisted Language..

Results of this study showed that Jordanian EFL teachers had positive attitudes and positive cultural perceptions towards ICT. Brual (2006) also conducted a study seeking to determine perceptions and future recommendations of nineteen ESL instructors’ towards CALL. Findings of this study showed that participant teachers mostly use CALL programs in their lessons and perceive them as useful, but they also indicated that they encounter with some barriers while trying to implement CALL. The most frequent barriers of these teachers were lack of CALL development time, unfamiliarity with CALL software, unfamiliarity with general software and not being certain about whether CALL is useful or not.

World Wide Web has become the mostly used CALL resources but anyway, most of the participants’ attitudes were positive towards CALL. In another study, Wigans, Bender & Maushak (1999) investigated Iowa high school teachers’ and students’ perceptions towards technology integration in terms of revealing the current situation in this school.

Teachers were using computers mostly for word processor and the Internet. Both students and teachers were also using presentation programmes. Many teachers indicated the role of technology in their classes as a tool not as the base of the lessons or not replacers of the teachers. In addition, participant teachers reported the reasons of their motivation for integrating technology. The most frequently stated reasons were teachers’ enthusiasm, increasing students’ enthusiasm and the importance of technology skills for students’ higher education. Another finding of this study was encountered barriers of participant teachers. These barriers were “inadequate technology training, inadequate access to technology, lack of time for teachers to learn technology and use it in the classroom, and lack of vision by school leaders” (Wigans, Bender & Maushak, 1999, 27). Zheng’s (2003) study also focused on

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perceptions of teachers towards instructional technology to shed a light on the development of in-service training programs. The analysis of this study revealed three points. They were “(1) the varying levels of expertise in using computers; (2) infrastructure problems; and (3) teacher training in technology” (Zheng, 2003, 2). As a conclusion, it was claimed that these points should be taken into consideration before designing technology training programmes. Participant teachers of this study thought that these factors affect the implementation of technology into the classes.

Tuzcuoglu (2000) conducted a study at Osmangazi University focusing on teachers’ attitudes towards using computers in classes. The results of this study show that English teachers at Osmangazi University are aware of the term CALL and they have positive attitudes towards using computers in English classes, but they also point out that they should learn much more about CALL. To do so, the teachers believe that they need training programs about how to implement computers into their teaching process. Another study conducted by Ozsoy (2004) investigated teachers’ and students’ perceptions and attitudes towards the use of computers and CALL at the Preparatory School of Celal Bayar University.

There was no difference between the attitudes of teachers and students towards the use of computers and CALL attitudes of both groups were generally positive. To bring additional light to the nature of the technology in education, Asan (2003) investigated 252 elementary school teachers’ technology awareness in Trabzon/Turkey. The findings of this study demonstrated that “gender, years of teaching, and school statuses have a significant relationship to familiarity with computer technologies in Turkey” (Asan, 2003, 153).

A study conducted by Celik & Bindak (2005) provided useful information about the computer attitudes of primary school teachers according to various variables. 261 primary school teachers working in Siirt, Turkey were distributed a questionnaire. The results of this questionnaire illustrated that “computer attitudes of teachers did not change according to gender, branch, and workplace” (Celik & Bindak, 2005, 27) and teachers having their own computer showed more positive attitudes towards computers than teachers not having their own computer.

In a case study conducted by Timucin (2006), CALL implementation was investigated in a Turkish State University's EFL Preparatory school. According to the results of this case study, it can be stated that recognizing the needs of the teachers and also supporting them is important before the implementation period of CALL.

As a conclusion, it is obvious that there is lack of studies focusing on the perceptions of ESL College teachers towards CALL in Pakistan so; this study aims to contribute to the literature by attempting to fill in this gap I a different perspective.

## **METHODOLOGY**

This study is a descriptive research study. This study aimed to determine perceptions of ESL college teachers towards CALL, so descriptive research design was selected as the most appropriate design for the study.

In this study, both qualitative and quantitative methods were used in order to collect data. To determine perceptions of participants towards CALL, at first, a questionnaire was used and the results of this questionnaire were analyzed quantitatively. As a supplementary to questionnaire results and to get a broader picture of the perceptions of the teachers, face to face semi-structured interviews were conducted with the teachers, and the results were analyzed qualitatively.

### **Participants and Sampling**

In this study, the participants were identified by a purposeful sampling strategy. 10 ESL college teachers working in Lahore City and using computers in their lessons were selected as the participants of this study.

### **Data Analysis**

Both qualitative and quantitative analysis techniques were used. The quantitative data, questionnaires were analyzed by using SPSS statistical computer programme.

The qualitative data were analyzed using content analysis technique.



## Demographic Information of the Participants

Variable	Category	Frequency	Percentage %
Age	20-29	5	0.5 %
	30-39	2	0.2 %
	40-49	2	0.2 %
	50-59	1	.1 %
Gender	Male	10	100 %
Teaching experience	1-5 years	5	0.5 %
	6-10 years	2	0.2 %
	11-15 years	2	0.2 %
	16-20 years	1	.1 %
	>20 years		
Education	M.A English,	5	0.5 %
	M.AEnglish,M.Ed	2	0.2 %
	M.A EnglishB.Ed	2	0.2 %
	M.AEnglishELT	1	.1 %
Teaching classes	Intermediate	7	70.%
	Graduation	3	30.%
Computer at home	Yes	9	90.%
	No	1	10.%
Internet Access	Yes	7	70.%



	No	3	30.0%
Attended any computer training	Yes	7	70.0%
	No	3	30.0%
Experience of CALL	Joined at least one basic computer course.	5	0.5 %
	Joined at least one CALL course.	2	0.2 %
	Joined at least one CALL seminar or conference.	2	0.2 %
	Read about it.	1	.1 %
Using CALL in their classes	1-12 months	5	0.5 %
	1 year	2	0.2 %
	2 years	2	0.2 %
	3 years and over	1	.1 %
Developing CALL activities or lessons	1-12 months	5	0.5 %
	1 year	2	0.2 %
	2 years	2	0.2 %
	3 years and over	1	.1 %

### Perceived Computer Competence of Teachers

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Teachers were asked how they perceive their computer competence both in the questionnaire and in the interview. Results are given below.

### Questionnaire Results

Computer Competence Items	Percentages and Frequencies				
	No Competence	Little Competence	Moderate Competence	Much Competence	
1. Install new software on Computer	.1 %	0.2 %	0.5 %	0.2 %	
2. Use a	.1 %	0.2 %	0.5 %	0.2 %	
3. Use a computer keyboard	.1 %	0.2 %	0.5 %	0.2 %	
4. Operate a word processing program	.1 %	0.2 %	0.5 %	0.2 %	
5. Operate a presentation program	.1 %	0.2 %	0.5 %	0.2 %	
. Use the	.1 %	0.2 %	0.5 %	0.2 %	

Internet for communication					
Use the World Wide Web to access different types of information	.1 %	0.2 %	0.5 %	0.2 %	
8. Solve simple problems in operating computers	.2 %	0.5 %	0.2 %	0.1 %	
9. Select, evaluate and use an educational software	.1 %	0.2 %	0.5 %	0.2 %	
10. Teaching your students with CALL materials	.1 %	0.2 %	0.5 %	0.2 %	
11. Creating or developing your own CALL materials	.5 %	0.2%	0.2%	0.1 %	

12. Maintaining CALL materials that you have developed or published on the Internet (if you have not, do not answer					
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## Interview Results

### Perceived Computer Competence of the Interview Participants

Level of Competence	Frequencies	Mentioned by
Sufficient	7	T2,T3, T4, T5, T7, T9, T10,
Not sufficient enough	2	T1, T6,
No competence	1	T8

Below are some quotations related to perceived computer competence of the participants:

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*“I am sufficient but I cannot use computers appropriately because of inadequate materials.” (T2, sufficient)*

*“I cannot say that I am sufficient enough, but in the course of time, we can improve our knowledge.” (T6, not sufficient enough)*

*“I am not sufficient at that topic. If the Ministry of National Education held a course, I would join.” (T8, no competence)*

### **Perceived Deficiencies of the Interview Participants**

<b>Perceived Deficiencies</b>	<b>Frequencies</b>	<b>Mentioned by</b>
Use of some computer programs (excel, word, ppt)	5	T1(Excel) T4, T5, T6,T7,
Material development	3	T2, T3, T8
Use of software	1	T9
Use of projection	1	T10

The following quotations are some samples of perceived deficiencies of the teachers:

*“I do not know how to use excel program, I can only create squares and write numbers in it, but I do not know how to use it appropriately.” (T1, use of excel)*

*“I am insufficient in preparing a power point presentation.” (T4, use of ppt)*

*“I can not use computer programs in detail.” (T5, general usage)*

*“I do not know how to use projection and also I do not know how to use computer with it.” (T10, use of projection)*

*“While using computers, I am sufficient, but; for instance, I cannot stop the CD and ask a question related to the topic at that time.” (T9, use of software)*

### **Table 4.5. Interview Participants’ Training Needs**

Need a Training	Frequencies	Mentioned by
Yes	09	T1, T2, T3, T4, T5, T6, T7, T8, , T10, ,
No	01	T9

### Type of Training that Interview Participants Need

Type of Training	Frequencies	Mentioned by
CALL seminar/course	6	T1, T2, T3, T4, T5, T6
A course or a department for new developments (CDs etc.)	3	T7, T10, T8
Self study	1	T09,

Sample quotations of the participants related to the types of training that they need are illustrated in the following quotations:

*“As part of an in-service training, a CALL course containing more practice and more specific information related to English Language Teaching would be better. We were given a more general course and we found it useless.” (T6, CALL course)*

*“As teachers, we had requested to take a CALL course as an in-service training, but a general computer course was given instead. It was not useful for us at all” (T3, CALL course)*

*“You know that lots of software is published. To be able to keep up with such developments, seminars should always be held or a special unit should be established*

*to help teachers with their difficulties.” (T7, a course or a department for new developments)*

*“We could have taken a course related to preparing power point presentations.*

*“I should study a lot and be in contact with the computer all the time.” (T9, self study)*

## **Implementation of CALL**

Participants were asked some questions related to their implementation of CALL into their classes in another research question. Teachers’ perceptions related to implementation of CALL were taken into consideration. They were asked for which skills’ development they use CALL in their classes and which aspects of language are appropriate for CALL; for which reason; they use it in their classes, what kinds of materials they use in these lessons and how they obtain these materials.

## **Questionnaire Results**

As a first question concerning the implementation of CALL, participant teachers were asked which aspects of language are appropriate for CALL.

### **Aspects of Language Appropriate for CALL**

Items	Frequencies	Percentages
Grammar	3	30%
Comprehension	2	20%
Speaking	5	50%
Listening	6	60%
Reading	5	50%

Pronunciation	5	50%
Writing	2	20%
Vocabulary teaching	5	50%
Presentation skills	4	40%
Teaching with games	7	70%

### **Kinds of Software and Computer Applications Used in CALL Lessons**

<b>Items</b>	<b>Frequencies</b>	<b>Percentages</b>
Commercial Language Learning Software (CDs)	7	70.0%
Microsoft Word	3	30.0%
Power Point	3	30.0%
Microsoft Excel	1	10.0%
Web Design Software	1	10.0%
Internet Websites	3	30.0%
Other	1	10.0%

### **Interview Results**

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Participant teachers were asked how often and how they use computers in their classes to be able to learn how they implement CALL in their classes.

Items	Frequencies	Mentioned by
Very Often	1	T4,
Often	3	T2, T3 T5,
Rarely	6	T1, T6 T7, T9 T10, T8

T4 states the frequency of using computers such as:

*“I try to use computers in my lessons everyday.” (T4)*

Secondly, 3 of the interview participants (T2, T3, T5,) pointed out that they use computers in their lessons often. These participants mean that they use computers at least once a week. Some sample quotations are given below:

*“I could use only one hour of four hour lessons’.” (T2)*

*“I cannot use everyday, but I try to use once in a fortnight or once in a week.” (T5)*

*“I try to use once in a week.” (T3)*

Lastly, 6 of the participants (T1, T6 T7, T9 T10, and T8) mentioned that they use computers rarely in their lessons. Rarely used as a code for defining the less use of computers in the lessons such as using it once a month.

Following quotations exemplify this code:

*“Because of some lacks of facilities, I cannot often use computers in my lessons. I could sometimes use it.” (T7)*

*“We cannot use very often. We should use more often, but classes are very crowded so; we cannot... we can only use once in a month.” (T6)*

Interview participants were also asked how they use CALL in their lessons. In connection with this topic, they were asked what kinds of materials they use in their lessons.

## Perceptions towards CALL

Participants were asked several survey questions in order to be able to arouse their perception towards CALL.

## Analysis of the Questionnaire

At first, participants were asked if they came across the term CALL previously.

*Analysis of this question is given below in Table 4.17.*

Items	Frequencies	Percentages%
Yes	3	30.0%
No	7	70.0%

*Table 4.18. What the CALL Term Means to Teachers*

Items	Frequencies	Percentages%
Students learning a language using computers in the presence of a teacher.	8	80.0%
Students learning a language using only computers without the presence of a human teacher.	3	30.0%
Students learning aspects of	1	10.0%

a language (for example grammar) by only using Internet websites.		
A language lesson when a teacher uses an LCD projector or interactive whiteboard as a teaching aid for part of the time	6	60.0%
Students learning how to write in English by using word processors (for example Microsoft Word).	2	20.0%
Students learning aspects of a language using printed materials that you have designed with a computer program such as a word processor or photo editor.	5	50.0%
Students learning aspects of a language using materials printed from a website.	4	40.0%
Students learning a language by running a program from a CD-ROM.	6	60.0%
<b>Items</b>	<b>Frequencies and Percentages%</b>	

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Strongly Agree</b>
Using computers is enjoyable for them.	-----	-----	10%(1)	-----	90.%(9)
I like using computers in teaching English.	-----	-----	20.%(2)	-----	80% (8)
Computers save time and effort in ESL lessons.	-----	-----	10%(1)	-----	90.%(9)
Computers would motivate students to the more study.	-----	-----	10%(1)	-----	90.%(9)
I would rather do things by hand than with a computer	-----	-----	20.%(2)	-----	(80%(8),
I do not think I would ever need a computer in my classroom	10. %(1)	10%(1)	50.%(5)	10%(1)	20.%(2)
Computers can enhance students' learning English.	-----	-----	-----	-----	100.%(10)
Computers can improve education of English language.	-----	-----	20.%(2)	-----	(80%(8),
Teaching with computers offer real advantages over traditional methods of instruction.	-----	-----	10%(1)	-----	90.%(9)
Computer technology can not improve the quality of students'	10. %(1)	10%(1)	50.%(5)	10%(1)	20.%(2)

learning.					
Computers are not useful for language learning.	10.%(1)	10%(1)	50.%(5)	10%(1)	20.%(2)
Computer use fits well into the curriculum.	-----	-----	50.%(5)	-----	50.%(5)
Class time is too limited for computer use.	10.%(1)	-----	20.%(2)	-----	70.%(7)
Computer use suits my students' learning preferences and their level of computer use.	-----	-----	50.%(5)	-----	50.%(5)
Computer use is appropriate for many English language learning activities	-----	-----	20.%(2)	-----	(80%(8),
In my opinion, to implement CALL successfully, each student should be given a separate computer	10.%(1)	-----	20.%(2)	-----	70.%(7)
My school has enough personal computers for me to implement CALL.	10.%(1)	10%(1)	50.%(5)	10%(1)	20.%(2)
Using computer technology in the class would make the subject matter more interesting.	-----	-----	10%(1)	-----	90.%(9)

## Conclusion and Discussion

In this study, 10 ESL College teachers were administered a questionnaire and semi-structured interviews with 10 teachers were conducted in order to reveal their existing perceptions towards CALL. The following research questions were addressed in this study:

1. How do ESL college teachers perceive their computer competence?
2. What are ESL college teachers' general perceptions towards CALL?
3. How do ESL college teachers implement CALL in their lessons?

In connection with these research questions, the conclusions obtained from the findings are discussed as follows:

### **Research question 1:** How do ESL college teachers perceive their computer competence?

The results of the questionnaire and the interview revealed the perceived computer competence of the participants. According to the results obtained from the 12- item Likert scale, the teachers' level of computer competence varies between little and moderate competence with the total mean score 2.28. A large number of the respondents have no or little competence in handling some computer functions such as installing a new software, operating a presentation program, solving simple problems in operating computers, selecting, evaluating and using an educational software, teaching their students with CALL materials and creating or developing and maintaining their own CALL materials. These results corroborate with the findings of Albirini's (2004) study which revealed that most of the participant EFL teachers in Syria had little or no competence in handling most of the computer functions. Similarly, in Aliamat's (2007) study, only a small percentage of the participants were competent in creating their own CALL materials.

According to the computer competence scale implemented in this study, it was also revealed that the teachers were more competent at using a computer keyboard, a printer, the Internet for communication, the World Wide Web to access some information and operating a word processor programme. According to the interview results, competence levels of the teachers were revealed as sufficient, not sufficient enough and no competent. Most of the

interviewees perceived themselves as not sufficient or no competent in terms of computer competence. Only seven of the interview participants indicated that they are sufficient enough to use a computer in their lessons. The less competent aspects of the interview participants were defined as using some computer programmes, using some software, developing appropriate materials and using a projection. In connection with their computer competence level, most of the interviewees stated that they needed a training to develop their computer skills to be more competent users. This willingness of teachers is similar with the participants of other studies (e.g., Pelgrum, 2001; Albirini, 2004). After the participants indicated the need of training sessions, they also expressed what type of training they need. The types of trainings that teachers wanted to receive include a CALL seminar, a course informing them of the new developments, a self study programme, a PowerPoint course and a projection course.

## **Research Question 2:** What are ESL college teachers' general perceptions towards CALL?

To find out the general perceptions of teachers towards CALL, participants were asked several survey questions based on the awareness of CALL, perceived definition of CALL, roles of computers in language classes, the interest level and lastly their general perceptions towards CALL. According to the findings, it can be stated that most of the teachers have heard the term CALL before, but 33.3% of the total participants have not heard this term previously. Regarding the definition of the term CALL, the results showed that a considerable majority of the teachers perceive CALL as students' learning a language using computers in the presence of a teacher. In other words, most of the participants believe that CALL should be performed in the presence of a teacher.

A small number of teachers indicated that CALL means students' learning a language using only computers without the presence of a teacher. The other most frequently reported CALL definitions of the participants were CALL's being a language lesson when a teacher uses an LCD projector or interactive whiteboard as a teaching aid for part of the time, students' learning a language by running a program from a CD-ROM and students' learning aspects of a language using printed materials that teachers have designed with a computer program such as a word processor or photo editor. The results of Aliamat's (2007) study also

revealed a similar finding (see Appendix F) in terms of teachers' perception of CALL as a learning experience with printed materials. To sum up, participants perceive CALL from different perspectives and their CALL perceptions may differ from each other. Such different perceptions may stem from their teaching situations, their students or their current attitudes.

In this study, perceptions of the teachers towards the role of computers in a CALL class were also revealed. As clear from the results, most of the teachers perceived computers as a means of visual and audio materials provider, a complements to classroom instruction or a useful provider of mechanical language practice.

Participants of this study also expressed how they rate their interest in CALL. In parallel with this, most of the teachers perceived themselves as interested or very interested in CALL. 28.3% of the participants considered themselves as little or not interested at all. In addition to these, responses of the teachers to the 18-item Likert scale focusing on the general perceptions towards CALL showed that teachers generally have positive perceptions towards CALL. Regarding the results of this Likert scale, it can be concluded that a large number of participants agreed or strongly agreed to the statements related to the advantages of CALL.

All of the participants of this study agreed or strongly agreed that computers can enhance students' learning English. A large number of participants also agreed or strongly agreed that using computer technology in the class would make the subject matter more interesting; computers can improve English language education; computer use is appropriate for many English language learning activities; teaching with computers offer real advantages over traditional methods of instruction; computers would motivate students to do more study; computers save time and effort in ESL lessons; using computers is enjoyable for the teachers, teachers like using computers in teaching English and that they would rather do things by hand than with a computer. It is also obvious from the findings that most of the participants find class time too limited for computer use; they also think that each student should be given a separate computer to implement CALL successfully. More than half of the participants also strongly agreed or agreed that computer use fits well into the curriculum and suits their students' learning preferences and their level of computer use.



In addition, the findings indicated that most of the participants disagreed or strongly disagreed to the negative statements of this scale, such as computer technology's not being able to improve the quality of students' learning and computers' not being useful for language learning. Results also revealed that a large percentage of the participants believe the need of a computer in their classes and most of the teachers noted that their schools did not have enough computers for them to implement CALL.

### **Research Question 5:** How do ESL college teachers implement CALL in their lessons?

With regard to fifth research question, participants were asked some questions including their implementation of CALL. According to the perceptions of teachers, as revealed from the questionnaire, it may be concluded that almost every aspect of language is appropriate for CALL. Teaching with games is revealed as the most appropriate aspect of language for CALL. The other most frequently mentioned aspects are listening, pronunciation, vocabulary, presentation and speaking skills. In addition, a majority of the teachers indicated that they use computers to reinforce classroom lessons and to develop particular language skills. Only a small number of teachers stated that they use computers in their lessons for independent study or as the focus of the lesson.

Through the interview, it was also revealed that some teachers use CALL in their lessons often while others use it rarely. Only a few of them stated that they could use CALL very often in their lessons due to several reasons, such as the computer lab's being inadequate or teachers' of mostly computer lessons using computer labs. As a result, labs are not readily available for the use of English teachers. The results of Aliamat's study (2007) also revealed a similar result. According to the findings of Aliamat's study, most teachers mentioned that they can not use computer labs because the labs are generally used by the teachers of other subjects mostly related to computer studies.

Although most of the teachers indicated that they can not use computers in their lessons very often because of some lacks, it may also be concluded from the results of this study that some schools have their own opportunities to implement CALL. For instance; some schools have a projection and a computer in their classes obtained with the support of

the students' parents. But, it is also clear from the results of this study that some schools do not have any additional opportunities. Despite the lacks of their schools, some teachers who are eager to use CALL in their lessons, try to do their best by bringing their own laptops or materials into their classes.

In the present study, the materials that participants use in their CALL lessons were also identified. Many teachers expressed that they use commercial language learning software (CDs) in their CALL lessons. Internet websites and PowerPoint presentations were the other mostly used materials. In line with this, most of the participants stated that they buy these materials themselves or their students bring them.

Downloading the materials from the Internet, using some websites and their school's providing them were the other ways of getting CALL materials. Only 8 teachers pointed out that they are able to create their own materials, and a few teachers commented that the college provides them the materials.

## **Implications for ELT**

This study aimed to explore the perceptions of ESL college teachers towards CALL. The results of the study have several implications for educational authorities and for the teachers.

At first, it was revealed that perceptions of teachers towards CALL are generally positive and most of the teachers are aware of the advantages of CALL. The ministry of higher education can take into consideration positive perceptions of teachers and their recommendations for effective implementation of CALL. These teachers are more eager to use CALL in their lessons and authorities can provide the appropriate teaching situation for these teachers.

At first, the ministry of education should supply adequate hardware, software and CALL materials to the colleges. Language labs or CALL labs can be established in every college as recommended by the teachers because, some teachers do not even have a special room for implementing CALL and also some teachers bring their own laptop and can use

only projection in some of their lessons. In addition, the class size needs to be decreased to enable the effective CALL implementation. Teachers need to be motivated with different CALL materials and for this reason; a special budget for CALL implementation and development can be allocated.

In addition, pre-service training such as special CALL lessons can be offered to ELT students in ELT departments of the universities. Teacher trainees can be educated on CALL implementation before they enter their professional life. Finally, it can be stated that the ministry of education should provide in-service teacher training focusing mainly on the implementation of CALL in English language classes. Related with this, professional development of teachers related to CALL can be promoted. With competent teachers and technologically well equipped classes, CALL can be implemented in Turkish primary schools more successfully.

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Perceptions of ESL Teachers towards CALL - Implications for ELT (English Language Teaching) at the Intermediate Level – A Case Study from Pakistan

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# **Influence of Stress Pattern of Native Language on Non-Native Language: A Comparative Study between Tone and Non-Tone Language Speakers**

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## **Abstract**

As there are only a handful of studies analyzing the effects of the stress pattern of native language on non-native language, the present study aimed to investigate the effects of the stress pattern of native Manipuri (Tone language) speakers and native Hindi (non-tone language) speakers.

20 native Manipuri speakers who could speak Hindi (10 males and 10 females) and twenty native Hindi speakers (10 males and 10 females) in the age range of 20 – 23 years were made to say 10 Manipuri and 10 Hindi sentences (having adjective and noun combination) in two conditions; first with no stress and secondly, stressing the adjective. Manipuri speakers were asked to say the sentences which were in Manipuri and Hindi and the native Hindi speakers were asked to say the sentences only in Hindi. Recorded sentences were subjected to acoustical analysis. Tone Duration, Tone Height and Peak Amplitude were measured and S-ratios for these parameters were calculated.

The results indicated that tone language speakers', produce stress by increasing the duration of the word or syllable and this pattern of stress in their native language influences the pattern of stress in their second language also. This suggests that, the stress patterns of native language have a major effect on the stress pattern of the other languages they speak. The obtained data will foster our understanding of the behavior of stress in bilingual speakers of native tone language and non tone language.

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Influence of Stress Pattern of Native Language on Non-Native Language: A Comparative Study between Tone and Non Tone Language Speakers

## **Introduction**

A tone language is one having a lexically significant, contrastive but relative pitch on each syllable (Beach, 1924). Tone language has four basic characteristics; lexically significant pitch (pitch distinguishes the meanings of words), Contrastive pitch (pitch that can be differing within a functional system), relative pitch (relative height of the toneme), significant pitch unit (most frequently there is one to one correlation between the number of syllables and the number of tonemes specific utterance, however a syllable may have more than one toneme).

## **Tone Languages in the World**

The languages of South Eastern Asia, (China, and Indo-China) and West and South Africa (Sudanic, Bantu, Bushman and the Hottentot group) are largely tone (Tucker, 1940). In North America, various tone languages are found in South Western (Mexico, Mazateco, Otomi, Tlapaneco, Trique and Zapoteco) regions. There are very few studies on tone languages spoken in North- Eastern part of India (Manipuri, Mizo and Naga languages), which belong to Kuki-chin group of the Tibeto Chinese subfamily.

Efforts have been made to investigate the production and perception of tone in past. Researchers have tried to investigate the type of tones, its perception and cues used by the native and nonnative speakers for the perception, identification and discrimination of tones. Most of these studies are on Cantonese, Thai and Mandarin-Chinese languages.

## **Study of Tone Languages of India**

Early studies of Indian languages spoken in the Himalayan region and in the North-Eastern region of India (Assam, Nagaland, Manipur, Arunachal, etc.) have attempted to detail aspects of tones in the Tibeto-Burman family of languages. There are a good number of studies on the tone languages of India in recent decades. Central Institute of Indian Languages in Mysore, Karnataka, have come up with various phonetic readers of several Tibeto-Burman languages, such as Manipuri, Thadou, Ao Naga, Angami Naga, etc., including

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several languages spoken in the Ladakh region as well as other Himalayan regions. Researchers at the Department of Linguistics, University of Delhi have also focused on the study of the languages of the North-Eastern India, which has many tone languages. A few researchers (Radhakrishnan, 2005; Rohini, 2007) have studied the types of tone in Mizo and Manipuri language and the perception of these tones by native and non-native speakers.

### Suprasegmentals

The term “suprasegmental” refers to those properties of an utterance which do not belong to any single segment. The supra segmental properties are stress, tone, intonation, length and organization of segments into syllables. Sweet (1878) was the first one to talk about stress. He said that stress is a comparative force and called it as extra physical effort. Bolinger (1958) implies the possibility of more and less prominent pitch accent by referring to stress as “the most prominent one in the utterances”. The acoustic correlate of stress varies depending on the language under the study.

Stress is cued by acoustic parameters such as increased fundamental frequency (F0), increased amplitude (A0), prolonged duration. The importance of these parameters indicating stress is language dependant. Stress is the relative force with which a given sound, syllable or word is pronounced. Stress is assigned to that syllable of a word which stands out more conspicuously. It is conveyed by variation of frequency, intonation, duration and pause (Hargrove and McGarr, 1994). While in languages such as English (Bolinger, 1958; Morton & Jassem, 1965), and French (Rigault, 1962), Fo is the primary acoustic correlate of stress whereas duration is found to be major correlate in Swedish (Westin, Buddenhagen & Obrecht, 1966), Estonian (Lehiste, 1968a), Italian (Bertinetto, 1980), Tamil (Balasubramanyam, 1981), and Kannada (Savithri, 1987; Raju Pratap, 1991; Savithri 1999).

Very few studies on stress have been done in Indian languages. Some of the works done in Indian languages are summarized in Table 1.

Language	Author	Year	Cue for stress
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Kannada	Ratna, et al.	1981	Do, Ao
Kannada	Savithri	1987	Do
Kannada	Raju Prathap	1991	Do
Kannada	Savithri	1999	Do
Hindi	Ruchi, et. al.	2007	Do, Fo
Mizo	Narasimhan, et. al.	2010	Do

Table 1: Cues for stress in different languages (Indian studies)

### **Importance of Pitch and Stress in Tone Languages**

Tone languages use pitch and stress to signal a difference in meaning between words (Avery 1977), these pitch variations are an important part of the language. In these languages, word meanings or grammatical categories such as tense are dependent on stress. Stress is assigned to that syllable of a word which stands out more conspicuously. Hence among the bilingual tone and non-tone language speakers, the acoustic factors which contribute to this stress patterns in tone languages may differ from the stress patterns in non-tone language. So, the present study will help in understanding the effect of stress patterns of a tone language on the stress patterns of non-tone language.

### **Need for the Study**

India is a country with a variety of languages including tonal and non tonal languages. In past, several studies on perceptual and acoustic correlates of stress have been carried out in Indian languages. There are no studies analyzing influence of stress patterns of tone language on the stress patterns of non tone language of India, hence, the present study was planned.

### **Aim of the Study**

The presents study aimed at comparing the stress patterns of native Manipuri speakers (tone language) speaking Hindi and English (non-tone languages) with native Hindi speakers speaking Hindi and English.

## Methodology

**Subjects** – 22 native Manipuri speakers who knew Hindi (10 males and 10 females) and 20 native Hindi speakers (10 males and 10 females) in the age range of 20-23years served as the subjects for the study. All subjects were pursuing their graduation in LLB at Mysore University. They were screened for any speech, language, hearing, cognitive and neurological deficits.

**Material** – 10 Manipuri and 10 Hindi sentences (which had noun + adjective combination) served as the stimuli. Geminate clusters and aspirated syllables were avoided during the selection of stimuli and a constant syllable length was maintained in the sentences. Table 2 below shows the stimuli used for the study.

Sl no	Sentences in Manipuri	Sentences in Hindi
1	Adagi achouba yum sae fajiya.	Wo bada ghar acha hein.
2	Adagi se asangaba tablene.	Wo ek lamba table hein.
3	Sagol amuba ani chalaе.	Do kaala gode daud rahe hein.
4	Asidagi phajaba phirol sae eiginе.	Wo khubsursath vasthre mera hein.
5	Kayada nungsiraba yumno!	Kithna sundar ghar hein!
6	Eigi anonba gari ama liarae.	Meine ek nayi gaadi khareedi.
7	Angang sindigi apikpa behong palli.	Bachon ke charan chotte hein.
8	Adagi apakpa lambel church ki manung chalaе.	Wo chowdi sadak church tak jaathi hein.
9	Eigi emanaba di apikpa mamit palli.	Meri dosth ki aankhein chotti hein.
10	Eidi magi anguowba phijol do pamme.	Mujhe uski safed vasthre pasand aaya.

Table 2: Sentences used for the study

**Procedure** – The subjects were asked to say each sentence in two conditions; first, with no stress i.e., speaking as naturally as possible and secondly, stressing the second word i.e., the adjective. The stimuli were recorded using sandisk m200 digital recorder. It was digitized at a sampling frequency of 16 KHz using a 12 bit A/D converter. Subjects were seated comfortably in noise-free environment and the microphone was placed at a distance of 8-10 cm from the mouth. Native Manipuri speakers read the sentences given in Manipuri and Hindi language and the native Hindi speakers read only the sentences given in Hindi. Two Manipuri native speakers and two Hindi native speakers listened to the recorded samples of the subjects and were asked whether the two conditions (stressed and unstressed) were produced correctly or not. Further, all the sentences were subjected to acoustic analyses using PRAAT software (version 4.5.06; Paul and David 2006; University of Amsterdam) and the following parameters were extracted:

- a) Tone Height (TH) was measured as the difference between the starting (A) and ending point (B) of F0 contour.  $TH = A - B$  (in Hz).
- b) Tone duration (TD) was measured as the time difference between the starting and ending point of the F0 contour (in ms).
- c) Peak Intensity/ Amplitude (PA) was measured as the maximum intensity in the utterance (in dB).

S-Ratio i.e., difference between stressed and unstressed words for males and females were found and tabulated.

**Statistical analysis** – MANOVA at 0.05 level of significance was done as a part of the inferential statistics to compare the three acoustic correlates of stress (TH, TD, and PA) for stressed and unstressed production across the 3 speaking conditions, i.e., Manipuris speaking Manipuri (M-M), Manipuris speaking Hindi (M-H) and Hindi speaking Hindi (H-H). Further, to examine the significant effects of the three speaking conditions on TD, TH and PA, Scheffe's Post Hoc test (multiple comparisons) was also carried out. SPSS software (13<sup>th</sup> version) was used for the analysis.

## **Results & Discussion**

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The present study aimed at analyzing the influence of stress patterns in Manipuris speaking Manipuri and Hindi and the native Hindi speakers. MANOVA was done to compare the three acoustical correlates of stress (Tone Height, Tone Duration and Peak Amplitude) for two conditions (stressed and unstressed). The result of MANOVA for stressed and unstressed condition across M-M, M-H and H-H are displayed in Table 3.

Source	Variable	F-Value	Significance
Speaking Condition	TD	137.847	.000
	TH	196.961	.000
	PA	21.073	.000
Gender	TD	221.045	.000
	TH	161.767	.000
	PA	96.440	.000
Stress	TD	416.533	.000
	TH	127.625	.000
	PA	51.716	.000
Speaking condition VS Gender	TD	22.707	.000
	TH	13.661	.000
	PA	20.377	.000
Speaking condition VS Strtess	TD	12.688	.000
	TH	22.342	.000
	PA	1.118	.327
Gender VS Stress	TD	8.455	.004
	TH	11.114	.001
	PA	.464	.496
Speaking condition VS Gender VS Stress	TD	1.527	.218
	TH	3.340	.036
	PA	.289	.749

Table 3: Results of MANOVA.

As it can be seen from Table 3, the result of MANOVA, it was evident that TD, TH and PA were significantly different between both the stressed and unstressed conditions. It was seen that there was a significant effect of speaking conditions (i.e., M-M, M-H and H-H) on all the three acoustic correlate of stress. Significant gender effect was also noted across the TD, TH and PA. The combined effects of the speaking conditions and gender were also noted across all the three acoustic parameters analysed.

As there was significant effects of the three speaking conditions on TD, TH and PA, Scheffe's Post Hoc test (multiple comparison) was carried out. From the result of Scheffe's Post Hoc test it was noted that there was a significant difference between all the three speaking conditions across the TH. M-M showed highest with the mean value of 510.9 msec that was significantly higher than that of M-H (432.6msec). H-H showed the least TD with a mean of 413.8 msec. It was also noted that H- H (37.8 Hz) showed highest TH whereas M-H and M-M showed no significant difference on TH i.e., 18.5Hz and 19.5 Hz respectively. PA of H-H (71.0dB) showed the least from all the three speaking conditions. However M-M and M-H speaking conditions there was no significant difference i.e., 73.2 dB and 74.4 dB respectively.

The results of acoustic analysis indicated that tone duration (TD) was the major cue for stress in Manipuri language as well as the Hindi spoken by native Manipuri speakers. However, tone height (TH) along with tone duration (TD) served as major cues for stress in Hindi spoken by native Hindi speakers. Thus the results indicated that tone language speakers give stress by increasing the duration of the word or the syllable and they also perceive the stress with increased duration of the word or the syllable. The results are in consonance with the studies done on Estonian (Lehiste, 1968) and Mizo (Narasimhan et al., 2010) where the results suggested that the TD was major acoustic correlate of stress in tone languages. The results also indicated that the speakers of tone language generalize the stress patterns of their native language to the second language they speak in spite of the second language being non tone language. Hence from the results of the present study it can be inferred that in native tone language speakers, there is a major influence of stress patterns of tone language on a non tone language.

The acoustic correlates of stress in Hindi were found to be TD as well as TH. Hence the results obtained in the present study are in agreement with the study done by Ruchi et al, (2007) which reported that the major acoustic correlates of stress in Hindi are the TD and TH. This can be further evidenced by the higher S-ratio obtained for TD and TH by the Hindi speakers. Therefore it can be noted that the native Hindi speakers give stress by increasing the syllable duration as well as changing the relative pitch of the syllable.

Thus, this data supports the notion that acoustic cues of stress differs across languages. Also native tonal language speakers use the stress patterns of their native language while speaking their second language (non tonal). The relative pitch (i.e.TH) is lexically significant in a tone language, i.e., change in TH changes the meaning of the word. Intensity cannot be a major cue for stress due to various factors such as intrinsic properties of the speech sounds, interaction between F0 & formant data, transition factor, and recording variables. Thus TD can cue stress in tone languages which in turn influences the stress patterns of other languages they speak. But the relative pitch (i.e.TH) is not lexically significant in a non tone language, i.e., change in TH does not change the meaning of the word. Hence it can be told that the non tone language speakers make use of the change in relative pitch of the syllable as well as the TD to cue stress in non tone language and which also in turn influences the stress patterns of other languages they speak.

## **Conclusion**

In this study we analyzed the acoustic correlates of stress in native Manipuris speaking Manipuri, Hindi and English languages; Hindi native speakers speaking Hindi and English languages. It was found that tone duration was the major cue for stress in native Manipuris irrespective of the language they spoke while tone duration and tone height were the major acoustic correlates of stress in the native Hindi language speakers. During the course of the study it was also found that the acoustic correlates of native language (tonal or non tonal) could influence the stress correlates of their second language. Further studies on this aspect could throw light on understanding the nature of stress in bilinguals. The obtained data will foster our understanding of the behavior of stress in tone and non tone languages. It also provides a thrust to the long felt need for research in the field of prosody in bilingual

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native tonal language speakers and also on the tone languages of India. Further, stress analysis should be done on speech and language disorders in tone language to better understand prosodic deficits in them. It will also be a useful input in text to speech synthesis and can also be used in forensic sciences in the speech identification.

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## Marginalization of Gays: A Study of Dattani's *On a Muggy Night in Mumbai*

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**Mahesh Dattani**

### **Marginalization Based on Sexual Preference**

In a multilingual and multicultural country like India, marginalization of certain community including homosexuals is a major problem that threatens the fabric of our society. Factors like caste, religion, community and gender give rise to social exclusion of marginalized people. The Indian society witnessed this marginalization or social exclusion right from time immemorial when it was divided on the basis of caste. But now the discrimination against people in our society on the basis of gender and sexuality is quite visible to the public through the writings of writers like Mahesh Dattani .

Mahesh Dattani, the most significant Indian English playwright of our country, projects through the play *On a Muggy Night in Mumbai*, the problems faced by the Indian homosexual community. He deals with a variety of homosexual sensibilities, including men and women, showing how they react to societal pressures.

### **A Trendsetter**

Usually Indian literature has ignored the theme of homosexuality. Being a gay or lesbian in India is still a huge taboo. Often writers have shown courage to suggest homosexuality indirectly only. But Dattani is in no way a trend follower but definitely a trendsetter, dealing with

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the issues of the marginalized in the Indian urban society. John Mc Rae, in the introduction to the play *On a Muggy Night in Mumbai* writes:

And the themes of *On a Muggy Night in Mumbai* deserve to touch the whole society and to be touched by it. It is not simply the first play in Indian theatre to handle openly gay themes of love, partnership, trust and betrayal. It is a play about how society creates patterns of behaviour and how easy it is for individuals to fall victim to the expectations society creates. (45)

### **Torn between True Self and Traditional Indian Society - India's First Play**

The play is the first in Indian theatre to openly handle gay themes of love, affiliation, trust and betrayal, raising serious 'closet' issues that remain generally 'invisible'. Dattani projects the crisis that gays face as they are torn between their true self and what the traditional Indian society thinks and expects of the gays. Their hidden fears and feelings are carefully exposed by Dattani, within the framework of dramatic structure and he tries to investigate the identity crisis of the gays, who occupy no honourable space in social order.

### **Legal Provisions against Homosexual Practice**

In Indian society, the practice of homosexuals/ lesbianism is not tolerated. A consensual homosexual relationship remains a crime to this day, according to the civil law section 337 of the Indian Penal Code. The section refers to "carnal acts against the order of nature". Even homosexuality is against religious values. As per the law, whosoever voluntarily has carnal intercourse against the order of nature with any man, woman or animal shall be punished with imprisonment for life or imprisonment of either description for a term which may extend to ten years or liable to fine.

### **Societal Opposition**

Therefore Indian gays and lesbians are busier in hiding their sexual identities than in leading an active and honest sex life. 'Closed people', 'underground' community, people with 'alternative sexuality' are terms casually used to refer to gays and lesbians. Such language use underscores the need to keep same-sex orientation and preferences under cover or push them under our patriarchal, feudal and fascist carpets. This takes away the dignity of choice and therefore, the dignity of living itself.

### **Portraying the Identity Crisis**

The socio-psychological identity crisis of the gays, who are torn between the social taboos and their personal desires, their conscience and social consciences are discussed in the play *On a Muggy Night in Mumbai*. Dattani examines the psychology of persons who are by

nature or by choice 'gays' or bi-sexuals' and the desire on the part of some of them to turn heterosexual, by hiding their identity.

The play moves through the figures of Kamlesh, Ed, Bunny, Prakash, Sharad, Deepali—the homosexual variations of gays and lesbians whose self-reflexive positioning defines the new metro-sexual identity formation in the newly 'created world', through the assertion of own ideology, flamboyancy and rejection of traditional approach. The play concentrates on the secret private spaces of the bedroom and the deeper space that belongs to the inner thoughts of the characters.

### **The World of Gays**

The gays inhabit a world of their own subject to exclusion and isolation, which is unacceptable to the ideas of homogeneous cultural identity. In the play, Prakash and Kamlesh were deeply in love with each other. The separation between Prakash and Kamlesh causes immense pain and distress in the heart and mind of Kamlesh. Thereafter, he comes in contact with Sharad and develops gay relationship with him. However, Kamlesh can't adjust himself with Sharad, as he is hunted by the memories of Prakash. It is a great shock to him, that he has now changed his name as Ed, and intends to marry Kiran, divorcee sister of Kamlesh. He invites his friends, in order to find a solution for his problem.

The relationship between Prakash and Kamlesh flounders due to societal pressures of heterosexuality, which make Ed believe that he is somehow wrong and should switch to normal, heterosexual mode. Prakash or Ed feels himself as a sinner, according to his religious values. Kamlesh says, "He (Prakesh) goes to church every week now. They put him on to a Psychiatrist. He believes his love for me was the work of the devil. Now the devil has left him" (CP 85).

Kamlesh is quite different from Prakash. He is not ashamed of being a homosexual, and is very honest about it, but Ed/ Prakash is ashamed to own the relationship publicly. The society approves of a heterosexual relationship but the homosexual relations are looked down upon by the majority. It is not the individual alone, who disapproves homosexuality, but the high institutions of society like church that do not approve and sanctify such relations, because relations between same sex cannot be procreative and so are seen as unnatural and carnal.

Edwin Prakash Mathew alias Ed, wants to hide his gay identity and, therefore, he loves Kiran, Kamlesh's sister. The fact is that he wants to remain in touch with Kamlesh through Kiran so that nobody suspects his identity. He says, "Nobody would know. Nobody would care... I'll take care of Kiran. And you take care of me" (105). It shows he does not want himself to be branded publically as a gay. He justifies himself,

Look around you. Look outside... There are real men and women out there. You have to see them to know what I mean. But you don't want to. You don't want to

look at the world outside this- this den of yours. All of you want to live in your own little bubble. (99)

### **Consequence of Hypocrisy**

This shows the identity crisis of Ed and for the sake of society, he pretends to be 'heterosexual'. Similarly, all the gays in the play are facing the same crisis. This society, in which gay and lesbians have to necessarily live, does not accept them as what they are. It tries to make them what they are not, with often disastrous results. It brings about their self-alienation, through a complex web of discourses.

The typical reaction against the situation is that of Bunny Singh and Ed who get married to prove to the society that they are normal while secretly carrying with their gay relationship. Hypocrisy is, thus a part of the damaging discourse, Bunny Singh admits,

Just as the man whom my wife does not exist. I have denied a lot of things. The only people who know me-the real me-are present here in this room. And you hate me for such a hypocrite....I have try to survive. In both worlds. And it seems I do not exist in either. (103)

Bunny continues to perform the role of a straight male to gain acceptance in his professional circle, which expects him to be an ideal husband, a family man.

Sharad, who loves Kamlesh sincerely, is the antithesis of Ed. He is vocal of his gay identity. Like him Deepali, a lesbian, boldly accepts her true self. As McRae observes in "A Note on the Play", *On a Muggy Night in Mumbai* in *Collected Plays*,

Of the characters, Sharad and Deepali are comfortable with their sexuality, and have different ways of being gay. Sharad is camp, flaunting; Deepali more restrained, perhaps more stable. Kamlesh is anguished and Ed the most obvious victim of his own insecurities. Bunny, the TV actor is a rather more traditional Indian gay man- married. (he would say happily) while publicly denying his own nature, and Ranjit has taken an easy way out by moving to Europe where he can, 'be himself' more openly. (45)

### **Interpersonal Affairs and Conflicts**

Kamlesh is caught up into the frustration and anger resulting from the betrayal of Prakash. Though he lives with Sharad, he is not able to forget Prakash. When Kiran introduces Ed/Prakash to Kamlesh, he was approved and encouraged. He has sacrificed his feelings for his sister. At the same time, he is not able to love Sharad sincerely. It is understood in the following conversation between Sharad and Kamlesh.

Kamlesh : I wanted to love you. I tried for a whole year.

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Sharad : But you couldn't

Kamlesh : I do love you.

Sharad : Oh! Spare me the lies!

You could never love anyone because you are still in love with Prakash.

(CP 56)

It shows that the homosexuals have strong bond of love and affection like heterosexual. At the same time, it is difficult to find a life partner easily in India, because the established notions of love and marriage of our society only permit heterosexuals. That is why gays like Ranjit leave India for keeping his gay relation and identity intact and safe. He says, "Call me what you will. My English lover and I have been together for twelve years now. You lot will never be able to find a lover in this wretched country" (71).

### **Reflection of the "Mainstream" Behaviour in the World**

The treatment of the subject in the play is most broad-based. The play focuses upon a whole spectrum of gay behavior - Sharad's flamboyance, Bunny's hypocrisy and double-dealing and Ranjit's cleverness in escaping to the liberal West where he can 'be himself' by openly pursuing his homosexual activities. As Chaudhuri observes in *Contemporary Writers in English*,

Much of 'mainstream' society, Dattani believes, lives in a state of 'forced harmony', out of sense of helplessness, or out of a lack of alternatives. Simply for lack of choice, they conform to stereotypes like 'homosexuals' that in some sense leads to a kind of ghettoisation within society, little spaces, to which the marginalized are pushed. (47)

### **Pressure of Traditional Culture Consciousness**

Dattani tries to show how gay people behave and act under the pressure of traditional culture consciousness which forbids them indulging in it. He used the symbol of a photograph to highlight the identity crisis of marginalized people as gay, in the play. It is the photograph where Kamlesh and Ed are hugging each other. It is the only photograph left with Kamlesh as he has returned all the other similar photographs to Ed along with the negatives. He was hiding this one in particular in the bathroom, behind the mirror which Sharad discovers and takes out to show it to other friends.

### **Characterization of Bisexuals – Are They Hypocrites?**

There is a different opinion between Kamlesh and Ed, about the photograph. Kamlesh finds it beautiful whereas Ed calls it ugly and a piece of filth. Ed's calling it ugly shows that he was not ready to leave any proof of his gay identity with Kamlesh. He also tries to commit

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suicide when he comes to know that Kiran and other people at the party and the wedding have seen the picture and his gay identity that he wanted to hide was revealed to the people. The fear, the loneliness and the conflicts of playing the traditional gender roles are fully displayed in *On a Muggy Night in Mumbai*.

In many cases, homosexuality may exist side by side with heterosexuality. If they hide their true self, act like heterosexuals and get married, it will result in many problems. The heterosexuals do not love their wife, because they love their friend of their own sex. Both Ed and Bunny are branded as 'hypocrite' of cheating another woman's feelings. When Ed decides to marry Kiran, to secretly get Kamlesh's love, he forgets the emotional harm he would be doing to Kiran. Kiran asks him, "What did you want from me? What did you want from me so badly that you could not care how much you hurt me for it?" (CP107). Bunny and Ed thus translate the oppression they receive at the hands of society into deception and victimization of their wives: the chain reaction begins, without any point in sight at which it would end.

### **Mixing Red and Blue**

It is very difficult for a gay or lesbian person to decide about putting an end to hypocrisy and pressures of society that he or she cannot decide for himself or herself. Samuel Delany speaks in *Times Square Red, Times Square Blue* about the problematic desire to identify homosexuals as a conflict between ontological and epistemological concerns. While some want to understand the behaviours associated with being gay, others want to know what causes homosexuality. The question at the 'epistemological level' is given by him as in the following:

What qualities do we possess, that signal the fact that we partake of the pre-existing essence of 'gayness' that gives us our gay 'identity' and that, in most folks' minds means that we belong to the category of 'those who are gay'? (187)

### **Privacy and Hetero-normative Spaces**

Privacy is another construct of negotiation between queer and hetero-normative spaces. In the play, *On a Muggy Night in Mumbai*, Dattani has made use of multi-level stage to represent the different spaces of household representing the mental spaces of the characters and the different realities they live in. The dark expensive area represents the mental anguish and dilemma of the characters while the open space represents the action in the context of external thoughts.

All the action takes place in Kamlesh's flat that is divided into three spaces- the living room, the bedroom and the non-realistic expensive state. The flat is situated at the Marine Drive which gives the idea of the luxurious life of Mumbai. There is a contrast between the glorious view of the 'Queen's Necklace' and the isolated flat of Kamlesh which shows the contrast between the public and private life of the gays. The second is the bedroom of Kamlesh, which is hidden behind the wall which gives it an image of mystery and privacy. The third area is the

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space where the characters immediately suspend and their innermost thoughts and feelings come out. Chaudhuri comments in *Contemporary Writers in English*,

Dattani obviously seems to have a point to make his audience. But rather than directly preach, the playwright dramatizes and peoples the performance stage with characters one begins to identify with, facing genuine, real life problems. The play, then, in a sense, is a plea for empathy and sensitivity to India's 'queer culture'. (51)

### **Dattani's Approach**

It is clear that Dattani feels the need to establish a firm connection between the possibility of greater space for the gays from the affluent society. He, not very loudly, makes a plea for an atmosphere of acceptance and acknowledgement for the gay and lesbian community and also brings out the gay issues out of the closet into the open. He problematizes the whole issue of gay relationship and analyzes the world of gay people expecting public participation on the problem under discussion.

### ***Bravely Fought the Queen***

The homosexual wants to be powerful and commended like the real man of society. They want to belong to the world of real man and woman. But there is deception and betrayal prevailing in the world of gays in order to hide their true identity. They behave like heterosexuals, and they may spoil women's life too.

It is well seen in Dattani's another play, *Bravely Fought the Queen*. Like Ed, Nitin Trivedi, a gay, wants to marry Alka, in order to continue his gay relationship with Praful, Alka's brother. Before the marriage, Kiran comes to know that Ed is none other than the gay partner of her own brother and she stops the marriage. But in the case of Alka, after the marriage only she comes to know that her husband has homosexual relationship with her own brother. Her sufferings and agony are immense, and her whole life is spoiled due to his 'gayness'. Because of her problems with her marital life, Alka takes to drinking and she drinks heavily in order to forget her sufferings.

Alka suffers severely due to her husband's true identity as a gay. It is his selfishness that makes him not to reveal the truth. For the sake of society, he marries her, as did Ed. As a result, Alka is childless, lacks decency and qualities of an ideal wife. Further she is an alcoholic and thus an immoral woman. But it is her brother and her husband who had indirectly forced her to suffer and become alcoholic. They are themselves at fault and are guilty persons but they do not suffer. Alka suffers. She is victimized and she becomes a totally different person. Kiran's life would have been spoiled just as Alka's, if she married Ed. But the truth about Ed and Kamlesh prevented her to marry him.



## Inner Recesses of Gay Characters



**A scene from the play**

Dattani takes a plunge into the inner recesses of the characters who desire to be gay. It appears that they are puzzled about their identity in society and they feel marginalized. If they fulfill their longing to be gay individuals, it will damage their identities and recognition in society which disapproves such a relationship and promotes marriage between heterosexuals. Their sexuality is endangered and engulfed by the rules and regulations of the society.

Torn between longing and identity, the characters try to find out their alternatives. The clash results from their conflicting nature with the culture of the society to which they belong. As Bijay Kumar Das comments in *Form and Meaning in Mahesh Dattani's Plays*:

There is a binary opposition between their nature and the culture of their society. This dichotomy between nature and culture obstructs their love and poisons their minds. The note of revolt against the society is unmistakable. In the page of globalization, nature triumphs over culture. (97-98)

### **Dattani's Realistic Exposition**

Dattani discusses the homosexuality as it happens in our society. He shows how established norms of society suppress and repress individual urge and passion causing mental agony to the person concerned. The whole play revolves around the identity crisis of gays in Indian society, and how they find out their own gender orientation midway through fulfilling their parental and social expectations. The marginalization of people in the name of culture, customs, community, and gender, is questioned by Dattani, through the play *On a Muggy Night*

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*in Mumbai*. He neither approves nor disapproves the marriage between the people of the same-sex. He is just unmasking the truth shrouded under established tradition of heterosexual relationship. He has an awareness and also ability to look into the invisible or taboo issue wrapped in the web of hypocrisy and tradition. Dattani's insightful handling of the relations between persons in homosexual relationship is unmatched.

### Abbreviation

CP- Collected Plays

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# Phonological and Grammatical Word as a Linguistic Phenomenon

Mohsin Khan, Ph.D. Research Scholar

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## Abstract

Words are notoriously difficult entities to define, both in universal and in language specific terms. Many criteria have been proposed for identifying word but there has often been lack of a clear distinction between lexeme and word form, and between phonological and grammatical criteria. It is suggested that different sorts of criteria should be kept strictly apart – phonological criteria define phonological word, which is a unit in phonological hierarchy, while grammatical criteria define grammatical word, which is a unit in grammatical hierarchy.

The purpose of this paper is to define ‘word’ in terms of phonology and grammar, which explores the unit ‘word’ as a linguistic phenomenon, and to discuss the possible criteria to define word. In order to do so it is essential to look into the basic characteristic features of unit ‘word’, with the help of different sorts of definitions of ‘word’ given by scholars.

## Introduction

The term ‘word’ is an older and familiar term. In non-technical everyday talk, we speak about words without ever thinking its complexity and that could be a problematic notion, because it is not as straightforward as one might expect. Word can be intuitively felt but the notion of word is difficult to define easily. In morphology we deal with words, how words are formed in terms of morphemes, clauses and sentences. ‘Word’ is one of the key concepts in morphology since we deal with word structure. Bloomfield (1933: 178) states that a word can be defined as “*a minimum free form*”, i.e. the smallest unit that can exist on its own. Studying words is not only the chief subject matter of lexicology but it depends on phonology for its phonological structure and on syntax for its delimitation of its status in more complex configuration.

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Words are the fundamental building blocks of language. The foremost task of any language learner, including young children acquiring their native language, is to find out the segments and analyze the wall of talking-noise around them into meaningful units – namely, words and their meaningful parts.

### **Dictionary Definition**

*Webster's Unabridged Dictionary* (1989) reports, words are 'usually separated by spaces in writing and distinguished phonologically, as by accent' (p. 1643). But this definition is not sufficient to define 'word'. Although space is placed between words in the written form of many languages like English, but orthography cannot be a crucial component of word-hood. For example, languages like Chinese have no space between words in writing, but speakers of these languages still identify a word in their language. Similarly, illiterate people who cannot read and speakers of languages without writing system know what words are in their language.

### **Based on Phonology**

On the other hand, phonology does play an important role across language in identifying the boundaries between words. For example, the string 'greenhouse'. Phonological stress disambiguates the meaning of the utterances in (a) and (b). Identifying that 'greenhouse' is a single (compound) word in (a) but two distinct words 'green' and 'house' in (b).

- a. They walked past a GREENhouse.
- b. They walked past a greenHOUSE.

A phonological word is a piece of speech, which acts as a unit of pronunciation. This is based on certain criteria, which vary from language to language. In English, each phonological word has exactly one main stress (as in 'green house').

### **Based on Meaning**

The semantic definition of word states that a word expresses a 'unified semantic concept'. Although this may be true for most words (even for son-in-law) which is ill-behaved with regard to the integrity criteria), it is not sufficient in order to differentiate between words and non-words. The simple reason is that not every unified semantic concept

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corresponds to one word in a given language. Although a word may always express a unified concept, not every unified concept is expressed by one word. Hence, the criteria are not very helpful in distinguishing between words and larger units that are not words. Before taking the semantic definition of word seriously, it would be necessary to define exactly what ‘unified concept’ means.

### **Based on Syntactic Behaviour**

This leaves us with the syntactically- oriented criteria of wordhood. Words are usually considered to be ‘syntactic atoms’, i.e. the smallest element in a sentence. Words belong to certain syntactic classes (nouns, verbs, adjectives etc.) which are called parts of speech, word classes or syntactic categories. The position in which a given word may occur in a sentence is determined by the syntactic rules of a language. These rules make reference to words and the class they belong. In a syntactic rule of ‘word’ no smaller units can be moved to different position in the sentence. A word is generally occurs in a fixed order. Thus, syntactic criteria can help to determine the wordhood of a given entity. To summarise the possible definition of word (phonological, orthographic, semantic and syntactic) we can say that, in spite of the intuitive approach of the notion ‘word’, it is sometimes not easy to decide whether a given string of sounds (or letters) should be regarded as a word or not. In the light of the above discussion, the properties of a word can be summarised below.

### **Properties of Words**

- words are entities having a part of speech specification.
- words are syntactic atoms.
- words (usually) have one main stress.
- words (usually) are indivisible units (no intervening material possible).

### **Types of Word**

Morphology and syntax are the two parts of grammar, which are closely linked together through the unit ‘word’. The basis of a word is lexical root or roots to which various morphological processes may be applied: compounding, reduplication, shift of stress or

change of tone, internal change, subtraction and most common of all affixation. A word is produced by applying these relevant morphological processes to a root.

Types of word can be broadly divided into two categories as below:

- a. **Phonological words:** those, which are determined on entirely phonological principles.
- b. **Grammatical words:** those, which are determined on entirely grammatical (that is, morphological and syntactic) principle.

### **Simple and Appealing Definitions**

Some of the definitions of 'word', which have been suggested by various scholars, are simple and appealing. Sapir (1921: 34) defines a word as "one of the smallest, completely satisfying bits of isolated "meaning" into which sentence resolves itself" and Žirmunskij (1966: 66) "the word is most concise unit of language which is independent in meaning and form". However, each of these two definitions is essentially vague because they are unable to provide definite criteria for deciding 'what is a word' in a given language.

According to Bloomfield (1933: 178), a word is a "minimum free form". This is probably the most oft-quoted definite of word but is, in fact scarcely workable. Many linguists have suggested more detailed definitions of 'word' in general or in a particular language. Newman (1967: 183-3) begins his perspective study of word classes in Yokuts (California) with list of phonological and grammatical criteria, he states morphological criteria serve to supplement the phonological features for delimiting the unit 'word'.

On the other hand, Wells (1947: 99) states: "because of the insufficiency, the phonemic criteria of a word must be supplemented, for every language, by criteria of the second kind... the grammatical". Wells also states that working in terms of a single unit 'word' – in fact, the word is most solid as unit in those languages where, phonemic and grammatical criteria reinforce each other.

### **Coinciding Feature**

In types of words, it may be that after phonological word has been recognised on phonological criteria and grammatical on grammatical criteria, the two units will be found to coincide. Nevertheless, in many languages they do not quite coincide. A linguist who has just

tried to recognize a single unit 'word', mingling phonological and grammatical criteria, will find himself in trouble (Dixon 2010: 3).

### **Phonological Word**

It is difficult to find single and fixed criteria, which can be used to define a unit 'phonological word' in every language. There is a range of types of criteria such that every language, which has a unit 'phonological word', uses a selection of these criteria.

Dixon (2010: 7) states that a phonological word is a phonological unit larger than the syllable (in some languages it may minimally be just one syllable) which has at least one (and generally more than one) phonological defining property chosen from the following areas:

- *Segmental features*

Internal syllabic and segmental structure, phonetic realization in terms of this; word boundary phenomena; pause phenomena. These segmental features are helpful to define a phonological word. A phonological word can be realised depending on the different segmental features of a word. For example; sequence of phoneme types, vowel clusters between consecutive syllable, possible positioning of phonemes within a word, role of aspiration and nasalization and pausal phenomena etc. (see, for examples, Dixon 2010: 8-10)

- *Prosodic features*

Stress (or accent) and/ or tone assignment; prosodic features such as nasalization, retroflexion, vowel harmony. Stress or accent, in many languages proves one helpful criterion for defining a phonological word. It becomes easier to find the position of word boundaries from the location of stress in a word, but in some languages, stress placement may depend on a combination of morphological and phonological factors. In such cases, stress may not be a useful criterion for phonological word. A phonological word can be realised in terms of vowel harmony, which operates over a certain syntagmatic extent.

- *Phonological rules*

Some rules apply only within a phonological word; others (external Sandhi rules) apply specifically across a phonological word boundary. Phonological rules that are applied in a phonological word have particular rules of pronunciation, which help to figure out the



boundary of a word. For example, languages that stress the last syllable of a word, a word boundary is likely to fall after each stressed syllable. Another example of a phonological rule is vowel harmony, where the vowels within a given word share the same quality, so a word boundary is likely to occur, whenever the vowel quality changes. For example in Turkish, vowels in certain types of word must either be all front or all back (Bloomfield 1933: 181, Waterson 1965). Vowel harmony may constitute a necessary and sufficient condition for recognising phonological word but not all languages have such convenient phonetic rules, and even those that do present the occasional exceptions.

### **Grammatical Word**

In the previous, section of ‘phonological word’ only a number of types of criteria could be offered where none of them can be applied to every language to determine a phonological word. On the other hand, for grammatical word it is possible to put forward general criteria, however tempered by a number of caveats. For grammatical word, we can discuss eight criteria, which are helpful to identify a grammatical word. Out of these (a-d) are main for the identification of a grammatical word.

- a) A grammatical word has its base one or more lexical roots to which morphological processes (compounding, reduplication, shift of stress, change of tone, internal change, subtraction, and affixation) have applied. When these morphological processes are applied to an underlying root, a grammatical word is produced.
- b) A grammatical word has a conventionalized coherence and meaning. This shows that the speakers of a language think a word as having a certain unity and character. A speaker of any language when talks about word he is unlikely to talk about morpheme. For example, the word like ‘untruthfulness’, one may talk about ‘true’ or ‘truth’ or ‘untruth’ or ‘truthfulness’ or ‘ untruthfulness’ etc., but not surely of *-th* or *-ness* (although he may possibly talks about the suffix *-full*, since it is homonymous with the word *full* which has some semantic similarities, or about *un-* since this is a clear meaning of negation). The next two criteria involve compounding and affixation, can be discussed together in terms of grammatical elements.
- c) The elements of a grammatical word always occur together, rather than scattered through the clause (the criterion of cohesiveness).

d) The elements of a grammatical word generally occur in a fixed order.

Consider the examples from Dyirbal language as given below.

i)      Ban                      yibi                      bulayi                      bani-nu  
           ↓                            ↓                            ↓                            ↓  
           Determiner (fem)    woman                      two                            come-past  
           The two women came.

ii)      ban                      yibi                      jarran                      bani-nu  
           ↓                            ↓                            ↓                            ↓  
           Determiner (fem)    woman                      two                            come-past  
           The two women (a pair of women) came.

In the above example (i) the four forms *ban*, *yibi*, *bulai* and *baninu* can be permuted and use in any order (e.g. *yibi ban baninu bulai*). However, in (ii) *jarran* must follow *yibi*; here we can only permute *ban*, *yibi-plus-jarran*, and *baninu*. This example shows that *bulai* is a separate grammatical word that adjective ‘two’, while *-jarran* is a nominal suffix with dual meaning.

e) In grammatical word, there will be just one inflection per word. Matthews (1991: 213) provides examples from English of the varied word order of application of derivational processes. In the following examples suffixal processes *-al* and *-ize* apply before *-ation* in (1) and in (2) they apply after it.

For example,

1.	Noun root	nation
	add <i>-al</i> ,	deriving an adjective stem      nation-al
	add <i>-ize</i> ,	deriving a verb stem              nation-al-ize
	add <i>-ation</i> ,	deriving a noun stem              national-iz-ation
2.	verb root	sense
	add <i>-ation</i> ,	deriving a noun stem              sense-ation

add <i>-al</i> ,	deriving an adjective stem	sense-ation-al
add <i>-ize</i> ,	deriving a verb stem	sense-ation-al-ize

After completing the derivational process, the resulting stem takes the inflection appropriate to the word class. For example, *nationalization* is derived noun and now the plural suffix –s can be added to it. Same as in *sensationalize* is a derived verb and takes one of the inflectional suffix available for verb in English, -ed, -ing, -s or zero.

- f) Morphological processes involved in the word-formation tend to be non-recursive. That is, as a rule, one element will not appear twice in a word. However, as Matthews points out, this is not fixed principle; it does apply without exception for some languages (e.g. Latin).
- g) In a grammatical word, a speaker may pause between words but not within word. In a synthetic language one certainly tends to pause, more often between words than within words but it is no means unheard of to pause between morphemes within word. For instance, *un <pause> suitable*. In English, for example, there are just a few examples of two grammatical making up one phonological word, e.g. *don't*, *won't*, *he'll*. One would not pause between the grammatical words *do-* and *-nt* in the middle of the phonological word *don't* (one could of course pause between the *do* and *not* of *do not*, since these are distinct phonological words).
- h) A word may constitute a complete utterance, all by itself. This criterion is neither only applicable to ‘phonological word’ nor only to ‘grammatical word’ but a combination of these two, i.e. a unit which is grammatical word consisting of a whole number of phonological word; or to something which is a phonological word consisting of a whole number of grammatical word. For example, clitics (which are one grammatical word, but not a separate phonological word, e.g. *n't* from English *don't*).

## Conclusion

To summarise the notion ‘word’ in the light of the above discussion we can say that few definitions have clearly distinguished between phonological and grammatical words. Often, the unit ‘word’ is taken for granted, with no justification of criteria offered. Sometimes criteria are offered but they mix grammatical and phonological characteristics without clear

discussion of whether these always define the same unit. Different types of criteria are relevant for defining phonological word in different languages. In addition, the relative importance and weighting of criteria differ from language to language.

The criteria (a-h) offered for the identification of grammatical word, (a-d) are the main criteria for defining a grammatical word. In criterion (e), distribution of inflections and (f), non-recursiveness, do apply well in certain languages. The principle of pausing/interruptability, (g), is only a tendency - which may apply more to phonological than grammatical words – but can be a useful support for the other criteria. Moreover (h), isolatability, is again a tendency which can be of use when it is realized that it only applies to a unit which consists of a whole number (one or more) of grammatical words and also a whole number (one or more) of phonological words.

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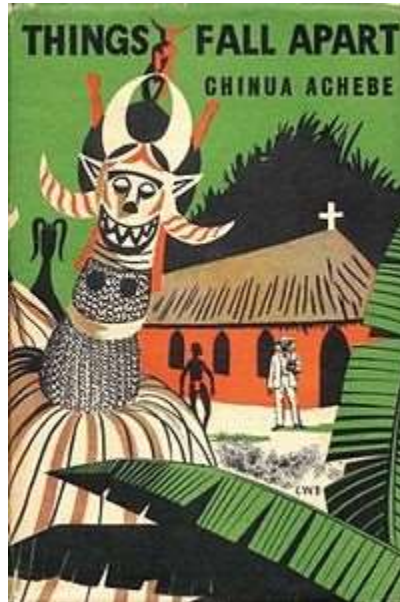
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# *Things Fall Apart* as a Postcolonial Text - An Assertion of African Culture

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## Abstract

When we study the history of Asian and African countries, the colonial experience plays an important role in the better understanding of their history, culture and religion. *Things Fall Apart* is an English novel by the Nigerian author Chinua Achebe and it got published in 1957. It depicts the African culture, their superstitions and religious rites through the Ibo society. This novel is a response to as well as a record of the traumatic consequences of the western capitalist colonialism on the traditional values and institutes of the African people. This paper is an attempt to study, how in this novel Achebe has tried to prove to his fellow African people that there is nothing shameful in African culture and tradition.

## Introduction

For the countries in Asia, Africa and South America, the experience of colonialism plays an important role in the process of understanding their history. When we see this perception in

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the literature of these countries, we study it as postcolonial literature. Bill Ashcroft, Gareth Griffiths and Helen Tiffin rightly maintain that though historically “post-colonial” implies “after colonization,” in literature, it signifies “all the experience affected by the colonial process from the beginning of the colonization to the present day” (Ashcroft 1-2). Postcolonial studies critically analyze the relationship between the colonizer and the colonized, which is based on basically two things – knowledge and power.



**Chinua Achebe (1930-2013)**

### **A Post-Colonial Text**

Looking from this perspective, Chinua Achebe’s *Things Fall Apart* (1957) is a postcolonial text. This novel is postcolonial in the sense that it draws a clear line between the colonizer and the colonized. Broadly speaking, this novel is a response to, as well as a record of the traumatic consequences of the western capitalist colonialism on the traditional values and religious institutions of the African people. In his article, *The Novelist as Teacher* (1965), Achebe dwells upon, “the disaster brought upon the African psyche in the period of subjection to alien races” (Roscoe, 122). This disastrous impact brought upon Africa is usually depicted in three phases. The first phase deals with the depiction of the strategies adopted by the white man, for forcefully introducing an alien form of administration, education and religion and thereby inducing the natives to prefer western culture and regard their own religion with contempt. The

second phase deals with the period of resistance on the part of the natives, and finally the third phase deals with the post – independence stage. In this novel, Achebe focuses on the first phase.

### **The Second Coming**

The title of the novel is taken from “The Second Coming,” a famous poem by W. B. Yeats, and its immortal lines have duly been acknowledged by Achebe at the very outset:

“Turning and turning in the widening gyre  
The falcon cannot hear the falconer  
Things fall apart the center cannot hold;  
Mere anarchy is loosed upon the world.” (Brians 1)

### **A Fictional Hero**

Like most of the African Postcolonial novels, this novel also depicts the fictional hero as the leader of the struggle against colonial powers. Here, Okonkwo- the hero of the novel, is depicted as a leader and a local wrestling champion in Umuofia – a fictional group of nine villages in Nigeria, inhabited by Igbo people. Dr. Lucky Gupta, in one of his essays, rightly asserts, “*Things Fall Apart* is a typical Igbo novel which describes Okonkwo’s rise and fall” (Gupta 1-3). He was well known throughout the “nine villages and even beyond” (Achebe 3). He is strong and hard working. He never shows any kind of weakness. His character is a complete contrast to that of his father Unoka. He is a leader of his village, and he has attained that position in his society, for which he has striven all his life.

### **Unfolding the Cultural and Religious Beliefs**

*Things Fall Apart*, as a postcolonial text, successfully unfolds the cultural and religious beliefs of the nineteenth century Iboland. As the novel reveals, there used to be a complete hierarchy of Gods and deities ranging from the personal God “Chi” to the greatest God “Chukwu” in Iboland. The shrine of an Ibo man used to have the wooden images of “Chi” and his ancestral spirits. Then there were other deities like Udo, Ogwugwu and Idemili, who used to protect the village and the clan. Ani, the earth goddess was responsible for all the fertility. The natives believed in the omnipresence of God and they used to pray to the lesser gods and deities, in order to approach the highest God Chukwu.



## **Honest Depiction of the Belief System**

Achebe has made an attempt to portray the society honestly. While on the one hand he has celebrated the culture of the natives, on the other he has never for once tried to conceal the shortcomings inherent in their culture. Perhaps it is for this very reason that the behaviour of the natives has been shown as somewhat irrational and the people are depicted as superstitious in religious matters. For instance, at the very outset, parents are seen advising their children not to whistle at night: “Children were warned not to whistle at night for fear of evil spirits” (*TFA* 9). Likewise, “a snake was never called by its name at night, because it would hear” (*TFA* 9).

Moreover, if a person had a swelling in his stomach, it was considered “an abomination to the earth goddess. When a man was afflicted with swelling in the stomach and the limbs he was not allowed to die in the house. He was carried to the Evil Forest and left there to die” (*TFA* 18). It was considered an abomination of earth. So, he was not given the first and the second burial. The people of Umuofia also observed a “week of peace” before sowing seeds in the fields. They believed that if no violence was committed during this sacred week, goddess Ani would get pleased and this will lead the village to prosperity.

The story went round the village that a man had once broken the peace and as a punishment, he was dragged on the ground through the village until he died. Unfortunately, during one such week, Okonkwo happened to lose his temper. He failed to control his rage and he beat his wife, as she could not prepare the food in time. For his misdeed, Ezeani rebuked him and said, “The evil you have done can ruin the whole clan. The earth goddess whom you have insulted may refuse to give us her increase, and we shall all perish” (*TFA* 30). He commanded Okonkwo to bring a she- goat, one hen, a length of cloth and a hundred cowries to the Shrine of Ani, to repent for the sin he had committed.

## **Belief in Omens**

The people of Umuofia believed in omens and ill-omens too. For instance, the twitching of eye- lid was considered a bad omen. When Okonkwo’s daughter Ezinma said that her eye- lid was twitching, her mother Ekwefi replied, “it means you are going to cry” (*TFA* 40). Likewise, people were afraid of answering back when they were called by their names. When Nwoye’s

mother addressed Ekwefi by her name, she replied, “Is that me?” (*TFA* 41) The belief in the omens and ill-omens was so deep rooted in the psyche of the Igbo people, that it had become instrumental in shaping their behavior and conduct: “That was the way people answered calls from outside. They never answered yes for fear it might be an evil spirit calling” (*TFA* 41). Big and ancient silk cotton trees were considered sacred and it was believed that the spirits of good children lived in these trees, waiting to be born. Similarly, the birth of twins was considered a bad omen and they were put in earthenware pots and were thrown away in the forests. This fact highlights the blind superstitious beliefs of the people, which made them so cruel, that they hardly felt any remorse or regret in throwing away their newly born in the forest.

### **Superstitious Approach to Life**

Achebe relates another incident to depict the irrational and superstitious approach of the people of Umuofia. The second wife of Okonkwo, Ekwefi, was unlucky in the sense that her children did not survive for long. When Okonkwo consulted a medicine-man, he was told that the child was “Ogbanje,” which meant that it was a wicked child who entered the mother’s womb to take birth again. He directed Okonkwo to send his wife at her parents’ home as soon as she becomes pregnant. When the third child was born and circumcised on the eighth day, he was not given proper burial. The medicine-man mutilated his body with a sharp razor and caught it by the ankle and dragged it to the “Evil – Forest.” This event shows the cruel and absurd beliefs of the Igbo society.

The superstitious behaviour of the people of Umuofia is manifested even in the way, in which the people took their decisions. For instance, whatever enterprise the people of Umuofia undertook, it was only with the permission of “The Oracle – the Oracle of Hills and Caves.” The voice of the Oracle was considered no less than the voice of the God: “The Oracle was called Agbala, and people came from far and near to consult it. They came when misfortune dogged their steps or when they had a dispute with their neighbors. They came to discover what the future held for them or to consult the spirits of their departed fathers” (*TFA* 16). Later the story reveals the sheer absurdity on the part of a man who left his profession of palm – wine tapping, just because the Oracle warned him that he would fall off a palm tree and would get killed. A woman Chielo, who was the priestess of Agbala, used to prophesize when the spirits of Agbala

was upon her. Whatever decision she took, was adhered to, by the village folk -be it rational or irrational.

### **Disastrous Consequences**

Achebe was fully aware of the disastrous consequences, which these beliefs could result in. It is probably due to this very reason that he has related two incidents, which particularly highlight, how irrational and even cruel these beliefs can prove to be. The first incident is regarding the custody of Ikemefuna. Because of the great esteem Okonkwo had earned, the elders of the village selected him as the guardian of Ikemefuna. Ikemefuna is taken a prisoner, by the villagers, as a peace settlement between two villages, when his father killed an Umuofian woman. The boy lives in Okonkwo's family and he considers Okonkwo as his second father. Okonkwo also develops a liking for the boy. Eventually "The Oracle" pronounces that the boy must be killed. Despite the warning of oldest man of the village, Okonkwo strikes the fatal blow to his dear child Ikemefuna, who begs before his father for protection. However, Okonkwo kills Ikemefuna because "he was afraid of being thought weak" (*TFA* 61). But afterwards he feels restless and finds it hard to eat or sleep. Okonkwo "felt like a drunken giant walking with the limbs of a mosquito" (*TFA* 63). The second irrational behaviour of the people comes to light when Chielo comes to Okonkwo's house at night and orders him and his wife to give their child Ezinma to her, as Agbala wanted to see her. When Okonkwo and his wife Ekwefi hesitated, she screamed and said, "Beware of exchanging words with Agbala. Does a man speak when a god speaks? Beware!" (*TFA* 101) Thus both husband and wife feel quite helpless and give the girl to her. These incidents show how blind faith can cause severe harm to the ignorant human society.

### **Complex Rituals**

In the cultural history of Nigeria, complex rituals also played a crucial role in the daily life of people. Achebe reflects these rituals and taboos with rare precision. The space between an individual identity and his ancestors in the society was narrow. In fact, "the land of the living was not far removed from the domain of the ancestors. There was coming and going between them, especially at festivals and also when some old person died, because an old man was believed to be very close to the ancestors. A man's life from birth to death, was considered a series of transition rites, which brought him nearer and nearer to his ancestors" (*TFA* 122).

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Several other legends and myths, such as “the earth and the sky,” (*TFA* 53) “the mosquito and the ear,” (*TFA* 75) and “the tortoise and the birds” (*TFA* 96-99) have also been related in the novel. The use of language, in this novel, shares the function of myths. Achebe strongly believes, “among the Ibo the art of conversation is regarded very highly, and proverbs are the palm oil with which words are eaten” (*TFA* 7). Thus proverbs and myths are ways of conveying a meaning through simple conversation rather than forcefully.

### **Beliefs Keep People Unified**

Thus, there were irrational and superstitious beliefs prevalent in the primitive African society. However, in spite of all these shortcomings in the religious beliefs of the people, it had one positive quality. These beliefs kept the people of the community unified. Moreover, Achebe has related incidents which prove that if the culture of natives had its shortcomings, even the western culture was far from being perfect. Towards the second half of the novel, a clash of civilizations comes into light, and Okonkwo’s speech reveals that even Christian beliefs had some irrationalities in them. Okonkwo makes fun of the white man’s religion and their God “Jesu Kristi.” “You told us with your own mouth that there was only one god. Now you talk about his son. He must have a wife, then”(TFA 147). The interpreter was dumbfounded at Okonkwo’s remark and he somewhat awkwardly replied, "I did not say He had a wife"(TFA 147). Through this episode, Achebe seems to suggest that no religion is perfect and no beliefs can be perfectly rational and logical. Okonkwo was not at all impressed with these white missionaries, who came during his exile from the village, and who called African gods- only the pieces of wood.

### **Emergence of New Religion and Its Impact**

However, the emergence of new religion did become successful in creating some doubts in the minds of the village folk. The young generation in particular, felt attracted towards Christianity. The Churches started converting the village folk to Christianity. When Okonkwo asked Obierika whether the white man understands their customs, he replied, “How can he when he does not even speak our tongue? But he says that our customs are bad; and our own brothers who have taken up his religion also say that our customs are bad. How do you think we can fight when our own brothers have turned against us? The white man is very clever. He came quietly

and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart” (TFA 176).

### **Changing Values and Breaking Away from Original Beliefs**

Okonkwo was a true patriot. He felt deeply hurt to see his village and his people changing and breaking away from their values and beliefs. In a fit of rage and anger, he killed one of the messengers of the District Commissioner Court, who came to stop the meeting of the villagers. However, he realized that nobody would protest against the white man. In his loneliness and despair, he committed suicide. He preferred to die, than to accept defeat in the battle of religion. He could not even get proper burial. He lost his status and reputation among his own people, as it was a sin to commit suicide in Igbo community. A man informed the District Commissioner, “it is against our custom... It is an abomination for a man to take his own life. It is an offense against the Earth and a man who commits it will not be buried by his clansmen, His, body is evil, and only strangers may touch it” (TFA 207).

### **Conflict between Traditional Decision-Making and Colonial Decision-Making**

Towards the end of the novel, Obierika accuses the District Commissioner and says, “that man was one of the greatest man in Umuofia. You drove him to kill himself; and now he will be buried like a dog” (TFA 208). Thus the white man failed in crushing the native African religious beliefs of the African society. The natives refused to accept the white man’s authority as far as decision making was concerned. Before the arrival of the colonial powers, they lived in a patriarchal- collective political system. Decisions were made by the elder males in the village and by the husband in the house.

### **Goal – Preservation of Dignity**

Despite himself being a Christian convert, Achebe wrote *Things Fall Apart*, not only in response to the various misinterpretations about the native people, but also to depict the dignity of Igbo culture to his fellow citizens. At the same time he never hesitated to “present(s) its weaknesses which require change and which aid in its destruction” (Rhoads 61). This novel attempts to repair some of the damage which has earlier been done by the European novelists to

the African culture. Through the novel *Things Fall Apart*, Achebe has made a praiseworthy attempt to show that European sentiments toward Africans are mistaken. The most important achievement of this novel, it seems, is that it has changed the attitude of the people and even the novelists towards Africa and it has set the foreground for numerous African novelists. Before this novel, European novelists portrayed African society as a place of savages, which needed to be enlightened by the Europeans.

### Conclusion

Achebe has himself admitted that there are some imperfections in the beliefs of the society but he believes that one should be proud of one's culture and beliefs. In the article *The Novelist as Teacher*, he observes, "I would be quite satisfied if my novels (especially the ones set in the past) did no more than teach my readers that their past - with all its imperfections - was not one long night of savagery from which the first Europeans acting on God's behalf delivered them. Perhaps what I write is applied art as distinct from pure. But who cares? Art is important but so is education of the kind I have in mind. And I don't see that the two need be mutually exclusive" (Roscoe, 121). In short, in spite of all the shortcomings and irrationalities in the beliefs of the African people and their society, Achebe implores them to live with self-respect and dignity, without feeling any shame for their past.

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# Mother-Tongue Interference on English Language Pronunciation of Senior Primary School Pupils in Nigeria: Implications for Pedagogy

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## Abstract

This is a theoretical paper which highlights the interference of mother-tongue on the English pronunciation of senior primary school pupils in Nigeria. The Nigeria Policy on Education stipulates that it is at this level pupils encounter English as a medium of learning for the ‘first time’. Of each of the listed 521 local languages listed, each community has its own peculiar challenges in this aspect of second language learning. In this paper however, only four languages from the current figure were studied; these are Yoruba, Hausa, Igbo and Tiv. Attempt is made by studying some common errors of these set of second language learners from the languages stated, implications for pedagogy stressed and some steps of remedial drills suggested which can be of use to teachers of English language at the target level in correcting and possible reduction of the effects of mother-tongue interference.

## Introduction

The Federal Republic of Nigeria is said to be the giant of Africa because of its dense population, vast land, economy, mineral and natural resources (crude oil, tin, coal, and cocoa), education, and so on. It is a federal constitutional republic comprising thirty-six states and one Federal Capital Territory – Abuja. The three largest and most influential ethnic groups are the Hausa, Igbo and Yoruba. At the last census in 2006 it was estimated that Nigeria’s population is about one hundred and fifty million (150million). There has been a rapid growth in the population from the last statistics of July 2012, estimated at 170,123,740 (CIA WORLD FACTBOOK, 2013). Nigeria was a pioneer in the movement for African independence. In the past centuries, its territory was home to a series of powerful and technically-advanced societies, renowned for their artistic, commercial, and political achievements. The official language of the country is English and covers almost all areas, e.g., education, government, commerce and industry, media and so on (Wikipedia, 2010).

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Of this population, it is assumed that 30 million are students. The country provides free, government-supported education, but attendance is not compulsory at any level, and certain groups, such as nomads and handicapped, are under-served. The education system consists of six years of primary, three years of junior secondary school (equivalent to the 7th, 8th and 9th Grade respectively), three years of senior secondary school (equivalent to 10th, 11th and 12th Grade) and four years of university education (6-3-3-4) (Wikipedia, 2010).

## **Literature Review**

### **Language**

We are in a world of language. Hardly will a moment pass in our lives without the use of language to communicate with each other. Whatever people do when they meet, whether they fight, play, share love, they have to talk. We talk to colleagues, friends, enemies, students, some form of language is definitely used. Every day of our lives we are not free from words as we talk face-to-face, telephone, in our dreams or even alone when there is no one to answer. Language is equally a medium of communication within the family and society. Every tongue expresses the culture of the society to the complete satisfaction of its members.

The language an individual speaks is for him or her, the most expressive and the most beautiful of all languages (Fromkin, Rodman and Hyams, 2007). Several psychological studies have been proved that language is not only a product of human life it is the prerequisite of it. Or in other words, human beings require a human relationship to survive (sample is the experiment by Friedrich the second of Hohenstaufen (1194-1250) in Wikipedia, 2009).

This is one basic reason why language is central to learning and life itself (Boyer, 1996). This may explain why it is said that the success of language education is generally the success of education. And it is equally true that educational failure is basically a linguistic failure. Language, therefore, is not just one of the subjects in the curriculum; it is the essential vehicle for learning all other subjects in Nigerian schools (Oyetunde, and Muodumogu, 1999).

### **Language Policy in Nigeria**

It is a futile effort to talk about education without discussing its tool, which is language. Whether formal, non-formal or informal, education is imparted through the medium of language. In the formal educational system school subjects are coded via the means of language. Teachers teach through it, and pupils or students learn through it. Actually, language does not only serve as a medium of instruction in the school; it also exists as a subject taught through language.

Like most African countries, Nigeria is multilingual. There were about 400 languages—not dialects—and three of these languages, Hausa, Igbo and Yoruba, are spoken by about half of

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the population of the country. In addition, some fraction of the population is made up of other languages that are nevertheless able to speak at least one of the major languages as an additional language. The next in numbers and importance to the three major languages are about ten main languages that serve as the principal languages of some states. Such languages include Kanuri, Ibibio, Efik, Tiv, Ijaw, Edo, Fulfulde, Urhobo, Nupe, and Igala. We may as well conclude that there are three functional types of languages in Nigeria: major languages at national level, main languages at state level, and small-group languages that function mainly at the local level. English has come to stay in Nigeria as the official language and has even taken the place of the national languages (Bamgbose, 1994).

By 2005, however, the number of Nigerian local languages listed is 521. Of those, 510 are living languages, 2 are second language without mother-tongue speakers, and 9 are extinct (Gordon, Raymond G., Jr. (ed.), 2005). English is the medium of instruction after the first three years of the primary school straight into the tertiary institution. It is taught as a subject as well as using the language to teach all other school subjects. The three national languages are also taught according to regions in the junior secondary school, at the senior secondary students are expected to study one of the major languages as an elective. At the tertiary level however, students have the choice of studying any of the languages as a major (NPE, 2004).

### **The Place of English Language in Nigeria**

The introduction of English was a product of evangelical expediency, in which missionaries passed the language baton to colonial administrators until English became the official language of the country. It is noted that even after political independence from the colonial masters, English still occupies pride of place in Nigeria, especially in the formal school system.

The fact that Nigeria is a multilingual country with many local languages stated above, with the constitution and National Policy on Education laying emphasis on three major Nigerian languages, the importance of English language in Nigeria cannot be overemphasized being the official language. It is the language of the mass media, judiciary, administration and commerce; it is the language of science and education. For example, it is extensively used in the electronic and print media, police administration, and in the armed forces, legislature and so on, and as a lingua franca in political mobilization, ethical orientation and population education. This confirms the entrenchment of English as a dominant language of Nigeria (Oluwole, 2008).

Amuseghan (2007) summed up the place of English language that for most learners, English is a second language. It becomes expedient to provide conducive environment for them at each educational level to make a way of improvement in the four skills (listening, speaking, reading and writing). To determine the success or otherwise of the aims, goals, objectives,

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methods and materials of English curriculum, a study of the mass accumulation of the four skills as well as different levels (phonetics and phonology, morphology, syntax, lexis and semantics) is an evitable task. Most ESL curriculum reforms over the years have sought to balance between linguistic competence and communicative competence. Contrary to this expectation, communicative competence is lacking in most Nigerian school children.

### **A Restricted Code**

Texts, methods and contents are some contributory factors. Amuseghan (2007) further made reference to Obanya (2002: 207) that the socio-linguistic realities, are however different in that English is really a restricted code language in the Nigerian setting, even in school premises. Therefore, the challenge posed in this situation has become one of the greatest areas of concern in our educational system in recent times, particularly in secondary and tertiary institutions, which witness remarkable decline in both communicative and linguistic competence of the learners of English. The situation at the secondary school level is that in which the motivation is to pass English and not to master it. However, in the real sense of communicative situation, the ability to understand a language and to produce it in actual communication is not the same as meeting a descriptive standard which examination-oriented English curriculum emphasizes. This is because actual language use involves many varieties of knowledge, which no one has ever attempted to squeeze into textbooks or grammars (Amuseghan, 2007).

### **Importance of English Language Acquisition as a Stepping Stone**

The importance of English language acquisition as a stepping stone for proficiency in other school subjects cannot be overemphasized. The knowledge is important for educational, economical and national development (Oluwole, 2008). The importance has further been emphasized because, through the use of English language, improving communication among the various ethnic groups in Nigeria can be ensured. The need to improve the quality of spoken and written English language among school children is further emphasized (Salami, 2002 as cited in Oluwole, 2008).

One educational problem that has caught public interest recently is the poor achievement of students in public examination especially in subjects like Mathematics, English and science. This poor level of achievement maybe attributed to poor foundation at the primary level. Several research reports have supported the view that language inefficiency invariably leads to poor academic performance (Ayodele, 1988; Ivowi, Okebukola and Oladotun, 1992; Falayajo, 1997; Kolawole, 1998; kolawole and Dele 2002 cited in Oluwole, 2008).

### **Mother-tongue and Its Importance**

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Mother-tongue is the first language acquired by a child and it is successfully used for communication at that level. It is not the language of a child's mother as wrongly defined by some people, Mother in this context probably originated from the definition of mother as a source, or origin; as in mother-country or- land. It also describe as a first language (also native language, mother-tongue, arterial language, or L1) is the language a human being learns from birth. A person's first language is a basis for sociolinguistic identity. Language as a human institution presupposes communication. Individuals who are mute or deaf must learn how to speak by using sign language. One characteristic of language is finding names for objects and persons within the child's reach, so it is possible for a child to grasp, repeat and understand the world.

One's mother-tongue makes it possible for a child to take part in the knowledge of the social work. Another impact of the mother-tongue is that it brings about the reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting. But there are also many people who prefer to speak and communicate in their second language because their mother tongue might be very limited and does not provide a large number of words or expressions. Language is a medium of communication within the family and society. Every tongue expresses the culture of society to the complete satisfaction of its members. The language an individual speaks is for him or her most expressive and often the most beautiful of all languages (Wikipedia, 2009).

Mother-tongue is of immense importance to the educational foundation of learners. The Nigerian National Policy on Education stipulates that from Pre-Primary to the first three years of Primary education, mother-tongue should be the medium of communication or language of the immediate community (NPE, 2004). This is because the background experience is needed to make learning conducive for learners. Senadeera (2006) further supported with the reasons discussed below:

## **I. Communication**

By participation in activities organized around the use of the mother-tongue, learners will acquire communication skills in the language that will enable them to widen their networks of interpersonal relations. It will enable the learners to use their mother-tongue to establish and maintain good relationships with family members (especially grandparents) and relatives.

## **II. Cultural Identity**

Learners will develop an understanding of the culture of the mother-tongue language and they can use it as base for comparison with other cultures. They will thus develop an appreciation of the validity of different ways of perceiving and encoding experiences and of organizing interpersonal relations to reach a deeper appreciation of their own personal identity

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and values. Through mother-tongue children learn the everyday life patterns of their contemporary age-group, cultural traditional social conventions, historical roots, relationships with other cultures, cultural achievements, current events and regional and geographical concepts, historical evidence of civilization in different countries including their own. The children who have a cultural identity learn to stand the pressure from peer group of different cultures in schools, work places and society. This is further supported by other researchers that mother-tongue not only helps children to preserve and value their culture but to develop it lexically. According to these authors the use of English in the early primary school makes the average primary school child to be sufficiently in either mother- tongue or English.

These researchers believe that a citizen that is literate even only in the mother-tongue will be equipped to live in the fast changing world. So if permanent literacy is to be promoted in the primary schools, the use of the mother-tongue as a medium of instruction in schools should be encouraged (Akinbote and Ogunsanwo, 2003 as cited in Oluwole, 2008). The same author further highlighted the importance of the child's mother-tongue because it categorizes a large part of his environment, that is, it has names for most objects, actions, ideas, attributes and so on that are so important to him, as well as to any society. The mother-tongue is the child's environment and is the natural basis on which verbal skills can be built, children learn through communicating in a language, which they understood.

### **III. Cultural Heritage**

Languages are a means of transmitting the cultural traditions of ethnic groups to the second and later generations. Therefore, by learning the mother-tongue it will prevent total disappearance of certain languages and cultures in the world. The children will gain knowledge and understanding of a range of subject matter related to their needs, interest and aspirations, as well as to other areas of their formal learning. The learning of mother tongue will provide an individual the right to study his/her mother-tongue and culture. This will also preserve family bonds and lessening of cultural conflicts between generations. Learning mother-tongue may be an avenue for occupation of translator, interpreter, or similar occupational pursuit, as well as useful in trade and commerce. Bilingualism assists the child's general intellectual and conceptual development as well.

Research has shown that children who come to school with a solid foundation in their mother-tongue develop stronger literacy abilities in the school language. When quality time is spent with children telling stories or discussing issues with them in a way that develops their mother-tongue vocabulary and concepts, children come to school equipped to learn the school language and succeed educationally. Children's knowledge and skills transfer across languages from the mother-tongue they have learned in the home to the school language (Cummins, 2003).

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To further strengthen this fact, Krashen (2004) stated that many skills acquired in the first language can be transferred to the English language. For example, if a child has developed good reading skills in Korean, she/he is likely able to apply these skills when reading English. Your children will learn English much more effectively if they continue to develop their first language at the same time. Brown (2006) argues that using the mother-tongue, we have learned to think, learned to communicate and acquired an intuitive understanding of grammar. The mother-tongue opens the door not only to its own grammar, but to all grammars, in as much as it awakens the potential for universal grammar that lies within all of us...For this reason, the mother is the master key to foreign languages, the tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language.

## **Mother-tongue Interference on English Language**

### **Pronunciation**

From the foregoing so far, the importance of mother-tongue in the learning of English cannot be overemphasized. Language is said to be universal so these issues are not peculiar to Nigerian context, it is therefore necessary to tackle the issue of interference to bring a free flow from mother-tongue to the learning of English among children.

Errors may occur due the fact that some of the English sounds are not found in their mother-tongue. It has rightly been observed that in the first language learning, the learner is highly motivated and is surrounded by a conducive linguistics environment, the kind that the second language lacks. This implies that though language learning is generally difficult, second language learning has greater problems which results in the greater number of errors in performance of second language users (Onuigbo, 1984 cited in Aladeyomi and Adetunde, 2007).

Bhelda (1999) opined that in as much as the second language learning environment encompasses everything the language learner hears and sees in the new language, the learner's goal is the mastery of the target language. The learner begins the learning task of learning a second language from point zero (or close to it) and, through the steady accumulation of the mastered entities of the target language, eventually amasses them in quantities sufficient to constitute a particular level of proficiency. L1 interference when speaking or writing in a second language is generally a lifelong experience which needs continues attention, sometimes even up to adulthood the lexical stress patterns of their mother-tongue in their second language (English) oral production, are not shaken off in spite of years of teaching and listening.

Interference can be identified according to regional variations in Nigeria, especially, in phonology and lexis. Certain pronunciations are identified with members of an ethnic group and when all the markers of the group's accents are present in a particular speaker, one can be fairly certain that the speaker in question is a member of that ethnic group by birth or upbringing, or

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both. So, it is easy to identify Yoruba, Igbo, Tiv, Hausa speakers, just a few out of about 400 languages in Nigeria (Idowu, 1999).

Onike (2009) posited that interference is a psycho-linguistic concept which is a reality in language learning. Errors in second language learning are partly attributable to interference. Theorists of interference believe that acquisition of the first language usually affects performance in subsequent language acquired. Interference as a linguistic problem is common in communities where second languages (usually the lingua franca) must be learnt. In other words, interference is a term which refers to a situation whereby two different languages overlap. Interference is either positive or negative transfer of the linguistic knowledge of a language into performance in the other. Negative transfer pertains to difficulties in using the target language which are mainly attributed to mother -tongue interference. Positive transfer however implies the ease or facilitation in learning the L 2 resulting from similarities between the L 1 and L 2.

Two types of interference can be distinguished.

The first type is the proactive interference. This is an interference phenomenon that helps in the acquisition of the target or subordinate language. For instance, the presence of certain consonants and vowels in Nigeria indigenous languages facilitate the acquisition of such similar sounds of the English language. Such sounds include bilabial plosive voiced /b/, voiceless alveolar plosive /t/, /d/ as well as short vowels such as /i/, /u/, and /e/.

The other type of interference is the retroactive type; this type retards the process of the acquisition of the target language. According to Bamgbose (1971), most of the phonetic characteristics in the English of Nigerians can be traced back to the transfer features from their local languages (see some examples below).

## **Yoruba**

Yoruba people are one of the largest ethnic groups in West Africa. The majority of the Yoruba speak the language which is said to be a tonal language just like Igbo and Chinese. The Yoruba constitute 30 million individuals throughout West Africa and are found predominantly in Nigeria with approximately 21 percent of its total population.

Yoruba live in Western part of Nigeria, Ekiti, Lagos, Ogun, Ondo, Osun, Oyo, Kwara, Kogi states as well as Edo. There are also substantial indigenous Yoruba in the Republic of Benin, Togo Jamaica, Brazil, Bahamas Ghana USA ,Guyana to mention a few (Wikipedia, 2009).

Phonetically sounds such as the voiced labiodentals /v/ and the voiceless fricative /f/ which are present in English but are absent in Yoruba for instance make it difficult for Yoruba to

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acquire the English sounds. Similarly, the lack of long vowels in Yoruba hinders the acquisition of long vowels in English by Yoruba English bilingual. It is difficult at times for these learners to distinguish between such words sit, /sIt/ and seat /si:t/. Also, there are some sounds in English language which the Yoruba Language does not have e.g. /z/ /tS/ sounds. The short voiceless bilabial plosive /p/, voiceless and voiced labiodentals fricative /f/ and /v/ and the long vowels /i:/, /u:/ and /o:/, etc., in Yoruba, for instance, makes it difficult for Yoruba English bilingual to acquire such sounds.

A Yoruba speaker is likely to pronounce Zoo as (Soo), while, champion and child are pronounced as /Shampion/ and /Saild/ because of the /z/ and /tS/ sounds. Thus, some Yoruba-English bilingual will produce pat' as /kpt/, fever' as /fifa/ and think' as /tink/. Also they generally nasalize English vowels, which are preceded by nasal consonants, for example, they pronounce /morin/ instead of /monig/ for the word 'morning' because of the absence of velar nasal voiced /g/. /feri/ instead of /veri/ for the word 'very' etc. All these according to (Idowu, 1999) are due the fact that the phonemes /m/, /v/, /o/, /d/ etc are not present in Yoruba phonology; so they tend to replace these sounds with others that are near to them in Yoruba phonology.

## **Hausa**

Hausa is the largest ethnic group in the Northern, Southeastern Niger of Nigeria with an approximate population of 15 million. They are surrounded by some neighboring peoples like Kanuri, Fulani, Akan, Songhai and Yoruba. There also large numbers found in northern Ghana, Benin, Cameroon and smaller communities scattered throughout West Africa. They speak the Hausa language that belongs to the Afro-Asiatic language group found in Sokoto, Kebbi, Katsina, Zamfara, Kaduna, Jigawa, Bauchi, Adamawa, states. Kano is considered the center of Hausa trade and culture (Online Nigeria, 2010).

Hausa speakers of English tend to replace bilabial voiceless stop /p/ with labiodentals fricatives voiceless /f/ and vice versa, for example, 'problem', 'pyramid', 'pot', 'paper', 'people' and so on. They tend to pronounce /frobblem/, /firamid/, /fot/, /fefa/, /fi:fl/. They also tend to insert vowel between a syllable-final consonant and initial consonant of 'an' immediately following syllabic. For instance, /rezigineisn/ instead of /rezigneSn/ for the word 'resignation'. In the same way, Hausa speakers of English replace the interdental fricatives voiced and voiceless /θ/ and /ð/ alveolar voiced and voiceless with /s/ and /z/ when pronouncing words like, 'thin' 'the', 'these', 'that' as shown here, /sin/, /ze/, /zis/, /zat/ and they also prone to interchanging the bilabial voiced /b/ and the labiodentals /v/ in words like 'ban' and 'boat' which they pronounce as follows 'van' and 'voat'

## **Igbo**

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Igbo people, also referred to as Ibo, are an ethnic group living chiefly southeastern and south Nigeria. They are among the largest and most influential ethnic groups in Nigeria. Igbo is a tonal language, like Yoruba and Chinese. There are hundreds of different dialects and Igbo languages in the Igbo language, such as the Ikwerre and Ekpeye. The Igbo in Nigeria are found in Abia, Anambra, Ebonyi, Enugu, Imo, Delta and Rivers States. The *CIA World Fact* book puts their population between 24 and 25 million. They are equally found in Diaspora in countries like Gabon, Canada, United Kingdom and United States (Wikipedia, 2009).

Igbo speakers of English, even some well-educated ones, tend to transfer vowel system of their language into English. They usually pronounce /folo/ for the word follow instead of /folw/ because of the sequence of /o/ and /o/ in two successive syllables is not permissible in Igbo. Some are fond of replacing the interdental fricative voiceless /θ/ as in ‘thin’, ‘think’ with alveolar voiceless /t/ ‘tin’, ‘tink’. Also, in a research carried by Aladeyomi and Adetunde, (2007) on Newscasters from the different zones in Nigeria, the Igbo speakers always substituted the vowel sound /e/ for /I/ words like, ‘presented’, ‘headed’ are pronounced as /prizentid/, /hedid/ instead of /prizented/, /heded/ and so on.

## **Tiv**

The Tivs are an ethno-linguistic group in West Africa. They constitute approximately 2.5% of Nigeria’s total population. The Tiv traditional language is spoken by over six million people in Nigeria, with a few speakers in Cameroon. Most of the language’s Nigerian speakers are found in Benue State of Nigeria. The language is also wide spoken in the Nigerian States of Plateau, Taraba, Nasarawa as well as the FCT Abuja (Wikipedia, 2009).

Tivs are known for their inability to use the alveolar liquid (voiced), lateral /l/ and retroflex /r/ consonants when speaking English appropriately because these do not occur in their language, and these sounds are always presented in the reverse order interchangeably. For instance, ‘ruler, road, rubber, reach, radio’, and so on are pronounced thus, /lula/, /lod/, /loba/, /litS/, /ledio/.

## **Implications**

The implications of English as a second language in Nigeria need to be highlighted. It should not be taken for granted that the teachers of English language are aware of their responsibilities in the teaching and learning of the subject as it relates to instructional goals.

The target of this paper is the senior primary school pupils because the National Policy on Education has clearly stated that from Kindergarten and first three years of primary education, mother tongue or language of the immediate community should be the medium of instruction. As already discussed in the foregoing, the use of English as the medium of instruction begins from

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the fourth year of primary through the tertiary level. The implementation of this section has been frustrated as only children who attend the Government public primary schools are subjected to this policy. Most elite parents take their wards to private school right from Kindergarten where instruction is English, of course proprietor cannot do otherwise since parents pay exorbitant fees.

The fact is that it is not the length of time one learns English but how well. The mistake is that it is assumed that every primary school teacher knows how to teach English well. But this is not always true: some primary school teachers have very poor spoken and written English. An approach that provides for specialist teachers of English alongside teachers for other subjects taught in the mother tongue has been shown to provide excellent results in terms of mastery of both English and the mother tongue (Bamgbose, 1994).

Of utmost importance is the fact that English needs to be taught and learned very well. According to Tiffen (1969, p.14 in Oyetunde and Muodumogu, 1999), "It is a question of ensuring that pupils have a complete mastery of the language, an ability to use it which is almost second to nature." It is important to point out that English is not the mother-tongue of any ethnic group in Nigeria, and this means that its teaching in schools is not a question of refining an already known language. Over 95% of Nigerian children depend on school to learn English. The great implication here is the need to give priority to the development of oral language competence.

The way English is taught in schools has come under criticism by some researchers. Ubahakwe (1991), Ohia (1997) and Duff (1997) cited in Oluwole (2008) had criticized the traditional teaching strategies used in English classrooms. Oglan (1997) cited in Oluwole (2008) had also criticized the domineering nature of traditional teaching strategy which renders learners passive in class. The latter therefore, recommended an activity classroom where learners especially at the primary level, can make learning a fun. This is actually in agreement with the current pedagogical issues being encouraged.

## **Remedial Drills**

Remedial drills are discussed below in view of the fact that the senior primary pupils in Nigeria are supposed to be coming in contact with English language at a zero or near zero level. They are therefore, subject to make errors especially in their oral production of sounds, words, sentences and so on. According to the nature of the mother tongue interference in relation to the language in use in that particular environment, sample drills are suggested. In this study only four languages were sampled, that is, Yoruba, Hausa, Igbo and Tiv. The focus here is to give pupils the ample opportunity to do the oral production of some difficult sounds in different ways.

### **I. Sounds in Isolation**

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The teacher writes out the sounds on the blackboard or large cardboard paper and pastes it on the wall of the classroom. The teacher gives the pupils all assistance needed and opportunity to keep trying until the correction in their pronunciation of the sounds are made.

**Examples:**

Yoruba----- /f/ /v/ /i:/ /u:/ /o:/ /tS/ /S/ /z/ /s/ /p/ /0/ /g/ /p/  
 Hausa----- /p/ /f/ /0/ /z/  
 Igbo----- /oo/ /0/ /e/ /i/  
 Tiv----- /l/ /r/

**II. Words in Minimal Pairs**

The teacher takes the drill a step higher by preparing sets of words in minimal pairs with the controversial sounds for pupils to carry out oral drills for as long as the difficulty is being experienced by them.

**Examples:**

Yoruba-- /f/ /v/	ferry-----very
/l/ /i:/	bid-----bead
/u/ /u:/	full-----fool
/o/ /o:/	bud-----board
/t/ /0/	tin-----thin
/g/ /n/	morning-----money
/tS/ /S/	chop-----shop
Hausa-- /p/ /f/	pat-----fat
/b/ /v/	ban-----van
/0/ /s/	thin-----sin

/d/ /z/                      these-----zeal

Igbo-- /0/ /t/                      think-----tin

/d/ /d/                      that-----dart

/e/ /l/                      headed-----tidy

/o/ /oo/                      flow-----follow

Tiv-- /r/ /l/                      rubber-----lobby

Ran-----land

Leech-----reach

Loss-----Rose

### III. Sounds in Sentences

The teacher writes several sentences with the identified sounds inclusive, pupils are also given opportunity to make sentences for future analysis. Pupils practice with or without teacher's assistance.

#### Examples:

Yoruba-- Bose was very lucky to get on the ferry today.

Mr. Daniel is bringing that money this morning.

I took some shirts to the church this afternoon.

Hausa-- I think that tin will be okay now.

The van carried the maize for storage in the ban.

Is it a sin to be thin?

Igbo-- The news reporter presented his written work in a tidy manner.

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The dart that tailor had sewn was wrong.

The flow of water the river follows the same pattern.

Tiv-- The nasty leech even reach the boy's eyes.

John found the rubber in the lobby.

Ladi is listening to her small radio.

#### **IV. Sounds in Rhymes**

For the sake of creativity and variety teacher make up rhymes with the different sounds in various positions. The idea here is not pecked on grammar but the ability to produce the difficult sounds simultaneously.

##### **Examples:**

##### **Yoruba**

Farmer found feeds in father Fabian's ferry father Fabian is ferrying the ferryboat to ferrymen to fetch fertilizer.

##### **Hausa**

Peacemakers pamper pacifiers who are pacesetters pacifiable to use paper as pad

##### **Igbo**

Floodwater follow floodway to the flowing river following it as it flows into flowing sea

##### **Tiv**

Welcome lobby lions who are strong rubber radio Makurdi calling as they run like rabbits to play football

#### **V. Sounds in Passage**

The teacher can compile various sentences pupils are produced into short passages which can be pasted in the News on the Board corner for subsequent class practices or individually.

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This is regardless of the relationship between the sentences, just for the fun of free participation in class activities.

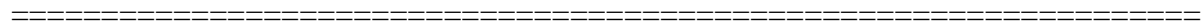
**Sample Passage:**

Good morning Mr. John! This is going to be a very busy day because we have to raise the money to buy that van. The secretary will have to pick my child from school and take him to the zoo. I hope the messenger has handed in his resignation letter as discussed; he is too lazy to work in this office. Oh! Can you give me that ruler and the radio too? Tomorrow is Sunday; I will be in church the whole day.

**Conclusion**

Mother-tongue has been identified as a panacea for the acquisition of L2 in Nigeria, which for majority senior primary school pupils it is English language. Therefore, its importance should not be underestimated. This paper recommends that teachers of English language should be dedicated and patient in handling these children in developing their speaking skill as a foundation.

Teachers should make effort in designing children friendly activities in class as regards to remedial drills in correcting errors transferred from mother-tongue according to the need of the ethnic group of an environment. This is in line with what Oglan 1997 cited in Oluwole (2008) stressed that an activity classroom where learners especially at the primary school level, aiming to make learning fun should be encouraged.



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# Identity of Meiteilon Segmental Phonemes

**Dr. Irom Robindro Singh, Ph.D.**

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## Introduction

Manipuri, also known as Meiteilon, the native tongue of the Meiteis, is a member of the Kuki-Chin group of the Arakan-Burmese branch of the Tibeto-Burman sub-family of the Sino-Tibetan family of languages. **M. A. Pie & F. Gaynor**, 1954 and **Grierson** (1908) considered it to be a link between Kuki-Chin languages and Kachin languages. **Shafer** (1966) included it under a separate branch called Meithei, which comes under Kukish section of the Burmic division. Geographically, Manipuri is the connecting link between the two important members, i.e., Tibetan and Burmese. The Himalayan, Assam (Indic language) and Naga groups of the Tibeto-Burman Sub-family separate Manipuri in the North and Northeast from the Tibetan. In the South and Southeast, there are Kuki-Chin and Kachin groups of the sub-family between the two sister languages, i.e., Manipuri and Burmese. Grierson LSI, (part-III, Vol. III) mentions that it sometimes agrees more closely with Burmese, and even with Tibetan, than with the Kuki-Chin languages proper. Nevertheless, Manipuri is intimately related to Burmese, Tibetan and in some ways, with Chinese. We have to make a note of the fact that Manipuri and its three sister languages developed on parallel lines with their peculiar dialectal predispositions and often developed contradictory idiosyncrasies.

## 1. Meiteilon Speech Sounds

Despite having dialectal variations Manipuri has twenty four consonant sounds including /z<sup>h</sup>/, which is found only with /z<sup>h</sup>al / ‘cymbal’, twelve vowel sounds of which six pure vowels and six diphthongs under segmental phonemes, and two tones under suprasegmental phonemes, i.e., level and falling. Suprasegmental phoneme is not discussed here in this article.

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## 2.1. Meiteilon Vowels

There are twelve vowel sounds in Meiteilon. The vowel contrast is close and open systems. Vowel qualities are comfortably changed at the morphophonemic level.

### 2.1.1. Meiteilon Pure vowels (Monophthongs)

There are six pure vowel sounds. Out of these, two are high vowels, three are mid vowels and one is central low vowel. The mid position of the vowel area may be further sub-classified as higher mid, mean-mid and lower mid. There is no front rounded vowel sounds. All the rounded vowel sounds are back vowels. They are illustrated below:

#### Meiteilon Vowel Chart

	Front	Central	Back
	Un-rounded	Un-rounded	Rounded
High	i		ʊ
Higher mid	e		o
Lower mid		ə	
Low		a	

### 2.1.2. Meiteilon Diphthongs

Of the six diphthongs, four of them ended in / i / and the remaining two end in / u / respectively. They are given below.

/ əi ai ui oi əu au /

## 2.2. Meiteilon Consonants

Twenty-four consonant sounds are used in Meiteilon. Out of them, twelve are stops; three are nasals, five fricatives, one lateral, one tap and two approximants. All the stops have voiced and voiceless distinctions at each point of articulation. Moreover, they have aspirated and un-aspirated qualities. The followings are the consonant sounds:

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### List of 24 consonant sounds

(Meiteilon Consonant chart,(I.Robindro Singh,2002)

		Bilabial		Dental		Dento-alveolar		Alveoar		Palatal		Labio-valar		Velar	
		vl	vd	vl	vd	vl	vd	vl	vd	vl	vd	vl	vd	vl	vd
P L O S I V E S	Unasp	p	b	t	d									k	g
	Asp	p <sup>h</sup>	b <sup>h</sup>	t <sup>h</sup>	d <sup>h</sup>									k <sup>h</sup>	g <sup>h</sup>
Nasals			m				n								ŋ
F r i c a t i v e s	Unasp					s		c	z						
	Asp								z <sup>h</sup>						h
Lateral							l								
Tap							r								
Approximants											j		w		

### 3. A Phonological Description of Meiteilon

#### I. Meiteilon Vowel phonemes

/i/ High, front, un-rounded vowel

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/e/	High-mid, front, un-rounded vowel
/ə/	Mid, central, un-rounded vowel
/o/	High-mid, back, rounded vowel
/u/	High, back, rounded vowel
/a/	Low, central, un-rounded vowel

Manipuri has six pure vowel phonemes. Among them, / u / and / o / are back rounded vowels, while front vowel / i / and / e / and central vowels / ə / and / a / are un-rounded. The vowels / i / and / u / are high, / e /, / ə / and / o / are mid and / a / is low.

## II. Manipuri Consonant Phonemes

/m/	Bilabial, nasal, voiced, plosive. / mənəm / ‘smell’
/n/	Dento-alveolar, nasal, voiced, plosive. / na / ‘ear’
/ŋ/	Velar, nasal, voiced, plosive. / ŋa / ‘fish’
/p/	Bilabial, un aspirated, voiceless, plosive. / pi / ‘tear’
/b/	Bilabial, unaspirated, voiced, plosive. / bənan / ‘spelling’
/p <sup>h</sup> /	Bilabial, aspirated, voiceless, plosive. / p <sup>h</sup> i / ‘clothe’
/b <sup>h</sup> /	Bilabial, aspirated, voiced, plosive. / b <sup>h</sup> abok / ‘audience’
/t/	Dental, unaspirated, voiceless, plosive. / ta / ‘spear’
/t <sup>h</sup> /	Dental, aspirated, voiceless, plosive. / t <sup>h</sup> abəl / ‘moonlight’
/d/	Dental, unaspirated, voiced, plosive. / dosi / ‘oil thread’
/d <sup>h</sup> /	Dental, aspirated, voiced, plosive. / d <sup>h</sup> up / ‘incense’
/k/	Velar, unaspirated, voiceless, plosive. / kok / ‘head’
/k <sup>h</sup> /	Velar, aspirated, voiceless, plosive. / k <sup>h</sup> ut / ‘hand’
/g/	Velar, unaspirated, voiced, plosive. / gulen / ‘catapult bullet’

- /g<sup>h</sup>/ Velar, aspirated, voiced, plosive. /guha / ‘well’
- /s/ Dento-alveolar, voiceless, fricative. / samu / ‘elephant’
- /c/ Alveolar, voiceless, fricative. /cənəm/ ‘garlic’
- /z/ Alveolar, voiced, fricative. / zəgoi/ ‘dance’
- /z<sup>h</sup>/ Alveolar, aspirated, voiced, fricative. /z<sup>h</sup>al/ ‘cymbal’
- /h/ Velar, voiced, fricative. / hik /‘louse’
- /l/ Dento-alveolar, voiced,lateral. / la/ ‘plantain leaf’
- /r/ Dento-alveolar, voiced, tap. / rumal / ‘handkerchief’/ləiraŋ ‘flower’
- /j/ Palatal, voiced, approximant. /ja / ‘tooth’
- /w/ Labio-velar, voiced, approximant. /wak<sup>h</sup>əl / ‘thought’

### 3.1. Distribution and Contrasting pairs of Manipuri Phonemes

All the pure vowels except/a/can occurs at all the word positions. As an exception, the phoneme / a / occurs at the word initial, /au /, in the Jiri dialect of Barak valley, meaning literally the first paddy crop of the season when there is double cropping.

#### I. Vowel Phonemes (Monophthongs)

/ i e a ə u o /

Manipuri	Gloss
----------	-------

- |           |                   |
|-----------|-------------------|
| / piba /  | ‘male’            |
| / penbə / | ‘satisfaction’    |
| / panbə / | ‘fair complexion’ |
| / pənbə / | ‘delay’           |

/ punbə / 'tie'  
/ponbə / 'dependence'

## II. Contrasting Pairs

/ i / & /e /

/ in / 'net'  
/ eka /\* 'ace' (loan words)

/ liŋbə / 'planting systematically'  
/ lenbə / 'move'

/ məci / 'horn'  
/ məce / 'his/her) elder sister'

/ i / & /a /

/ lin / 'snake'  
/ lan / 'war'

/ likli / 'bottle'  
/ likla / 'dew'

/ i / & /ə /

/isa/ '(my) body'

/əsa/ 'hope'

/isiŋ/ 'water'

/isəŋ/ 'moss'

/ i / & / u /

/ina/ 'thatch leaf'

/una/ 'leaf'

/lik/ 'necklace'

/luk/ 'meal'

/məci/ 'horn'

/məcu/ 'colour'

/ i / & / o /

/ibə/ 'write'

/obə/ 'vomit'

/pibə/ 'give'

/pobə/ 'lost the game'

/si/ 'die'

/so/ 'key'



/ e/& /a /

/ seŋbə / ‘clean’

/ saŋbə / ‘long’

/ ine / ‘maternal aunt’

/ ina / ‘leaf of straw/thatch leaf’

/ e /& / ə /

/ nembə / ‘dwarf’

/ nəmbə / ‘print’ press)

/ e /& /u /

/eka / ‘ace (loan)’

/ uka / ‘crossing frame’

/menbə / ‘to block the hole/to mend’

/munbə/ ‘to take possession illegally / to snatch’

/ce / ‘paper’

/cu / ‘sugar cane’

/ e / & / o /

/ len / ‘hail’

/ lon / ‘language’

/ a / & /ə /

/ haŋbə / ‘open’

/ həŋbə / ‘ask’

/ a/ &/u /

/pambə/ ‘like’

/pumbə/ ‘rotten’

/məpa/ ‘father’

/məpu/ ‘grandfather’

/ a/&/o /

/laŋ/ ‘net’

/loŋ/ ‘a type of spear with multi arrow’

/ ə/&/u /

/ənna/ ‘a coin used in the ancient time in Manipur’

/unna/ ‘leaf’

/cəna / ‘chana’ (a type of bean)

/cuna/ ‘sugar cane leaf’

/mɑpən/ 'nine'

/məpʌn/ 'bundle'

/ ə/&/o /

/ək<sup>h</sup>aibə / 'something like wood broken into pieces.'

/ok<sup>h</sup>aibə/ 'stir'

/ləŋ/ 'thread'

/loŋ/ 'a fishing net'

/ u/&/o /

/ʌbə/ 'see'

/obə/ 'vomit'

/pʌnbə/ 'tie'

/pɒnbə / 'dependence'

/məpu/ 'owner'

/ məpɔ / 'way of losing the game'

### 3.1.2. Distribution of Meiteilon Diphthongs

Out of the six diphthongs, the four diphthongs, namely, / oi əi əu ui / occur elsewhere in the word position, but /ai / appears in the word initial position only to a limited extent whereas, it appears at the final word position to a large extent. The diphthong / au / never appears in the word initial position except in the Jiri dialect of Manipur.

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/ oi /	/ oina /	‘left hand’
	/ t <sup>h</sup> oibə /	‘winner’
	/ t <sup>h</sup> əroi /	‘snail’
/ əi /	/ əik <sup>h</sup> oi /	‘we’
	/ ləinaŋ /	‘muddy water’
	/ mərəi /	‘argument’
/ əu /	/ əuraibə /	‘reading’
	/ həugətpə /	‘wake up’
	/ ləu /	‘technique’
/ ui /	/ uin /	‘a kind of tree’
	/ ui /	‘a kind of bamboo’
	/ hui /	‘dog’
/ ai /	/ ain /	‘law’
	/ laibək /	‘forehead’
	/ minai /	‘servant’
/ ai /	/ lai /	‘god/picture’
	/ ləikai /	‘locality/ neighbor’
/ au /	/ pau /	‘news’
	/ məpau /	‘news of someone’

### 3.2. Meiteilon Consonant Contrasts and Their Distribution

#### I. Distribution of Meiteilon Consonants

In Meiteilon, the consonant phonemes such as / k c t p l r j m n ŋ / occur in all the word positions, namely, initial, medial and final.

/ k /	/ kəmlak /	‘calf’
	/ kəkceŋ /	‘ant’
	/ kək /	‘head’
/ c /	/ ca/	‘tea’
	/ həkcaŋ/	‘body/health’
	/ caməc/	‘spoon’
/ t /	/ təl /	‘bread/ roti’
	/ mətəm /	‘time’
	/ licət /	‘character’
/ p /	/ pi /	‘tear’
	/ məpan /	‘flower’
	/ mərup /	‘friend’
/ l /	/ ləm /	‘land’
	/ kalək/	‘knee pit’
	/ mənɪl /	‘steam’
/ r /	/ rumal/	‘handkerchief’
	/ kurak	‘butterfly’
	/ sur /	‘tune’
/ j /	/ ja/	‘tooth’
	/ məjai /	‘middle’
	/ ləi/ləy/	‘tongue’
/ m /	/ miraŋ/	‘spider net’
	/ məmməl/	‘cost’
	/ ləm /	‘land’
/ n /	/ na/	‘ear’

	/ləinəm/	‘fragrance of flower’
	/lin/	‘snake’
/ŋ /	/ŋa/	‘fish’
	/məŋal/	‘light’
	/ləiraŋ/	‘flower’

But the consonant phonemes /k<sup>h</sup> g j t<sup>h</sup> d d<sup>h</sup> p<sup>h</sup> s w  
b b<sup>h</sup> / can occur in the initial and medial word positions. The phonemes  
/d<sup>h</sup> b<sup>h</sup> g<sup>h</sup> z<sup>h</sup> / occur in loan words only.

/k <sup>h</sup> /	/k <sup>h</sup> ut/	‘hand’
	/məik <sup>h</sup> et/	‘matchbox’
/g /	/gari/	‘vehicle’
	/məŋgol/	‘verandah’
/s/	/samu /	‘elephant’
	/usop/	‘feast’
/z /	/zagoi/	‘dance’
	/moza/	‘socks’
/t <sup>h</sup> /	/t <sup>h</sup> əmbal/	‘lotus’
	/p <sup>h</sup> əmt <sup>h</sup> on/	‘rank’
/d /	/dukan/	‘shop’
	/gəda/	‘mace’
/d <sup>h</sup> /	/d <sup>h</sup> ərmə/	‘religion’
	/gəd <sup>h</sup> a/	‘donkey’
/p <sup>h</sup> /	/p <sup>h</sup> i/	‘cloth’
	/ləp <sup>h</sup> oi/	‘banana’

/ s /	/sannəpot /	‘toy’
	/usa /	‘branch of the tree’
/ h /	/hameŋ /	‘goat’
	/məhi /	‘liquid’
/ w /	/wari/	‘story’
	/laiwa/	‘name of an eatable bamboo/message of God’
/ b /	/basi/	‘flute’
	/laibək /	‘forehead’
/ b <sup>h</sup> /	/ b <sup>h</sup> abok/	‘audience’
	/ səb <sup>h</sup> a /	‘council’

However, the two aspirated consonant phonemes such as /g<sup>h</sup>/ and /z<sup>h</sup>/ occur in the word initial position only.

/ z <sup>h</sup> /	z <sup>h</sup> al	‘cymbal’
/ g <sup>h</sup> /	g <sup>h</sup> əri	‘clock’

Note that the consonant phonemes, /k<sup>h</sup> p<sup>h</sup> t<sup>h</sup> c g g<sup>h</sup> d d<sup>h</sup>/, do not have transparent sounds at the final position of the words.

## II. Contrasting Pairs of Meiteilon Consonants

/ m    n    ŋ /	
/ ma /	‘bug’
/ na/	‘ear’
/ŋa /	‘fish’

/ m n /  
 /miŋ / 'name'  
 /niŋ / 'buttock'  
 /məmaŋ / 'front'  
 /mənaŋ / 'sleepy liquid'  
 /məpʊm/ 'whole thing'  
 /məpʊn/ 'bundle'

/ m ŋ /  
 /məsi/ 'this'  
 /ŋəsi/ 'today'  
 / həimaŋ/ 'name of a winter fruit having sour taste '  
 /ləiŋaŋ/ 'red soil'  
 /ləik<sup>h</sup>om/ 'mud'  
 /ləik<sup>h</sup>oŋ/ 'foot of the flower'

/ n ŋ /  
 /nəu/ 'oar'  
 /ŋəu / 'palate'  
 /ləinaŋ / 'muddy water'  
 /ləiŋaŋ / 'red soil'

/ p p<sup>h</sup> /  
 /pi/ 'tear'  
 /p<sup>h</sup>i / 'cloth'



/məpəi/ 'heap'  
/məp<sup>h</sup>əi/ 'thigh'

/ b b<sup>h</sup> /

/but / 'boot shoe)  
/b<sup>h</sup>ut / 'ghost'

/ t t<sup>h</sup> /

/ta/ 'spear'  
/t<sup>h</sup>a/ 'moon'  
/mətəu/ 'manner'  
/mət<sup>h</sup>əu/ 'duty'

/ d d<sup>h</sup> /

/gəda/ 'mace'  
/gəd<sup>h</sup>a/ 'donkey'

/ c s /

/ ca/ 'tea'  
/ sa/ 'animal/meat'

/ ica/ '(my) issue'

/ isa/ '(my) body'

/ z z<sup>h</sup> /

/ zəgoi/ ‘dance’

/ z<sup>h</sup>al / ‘cymbal’

/ k k<sup>h</sup> /

/koi/ ‘moustache’

/k<sup>h</sup>oi/ ‘bee’

/kok / ‘head’

/k<sup>h</sup>ok / ‘a kind of bamboo’

/ləika/ ‘corner of the petals’

/ləik<sup>h</sup>a/ ‘below part of the tongue’

/ s z /

/sibə/ ‘die’

/zibə/ ‘living beings’

/ t c /

/tin/ ‘insect’

/ cin/ ‘mouth’

/mətu/ ‘skin hair of animals’

/məcu/ ‘colour’

/ l r /

/potləm/ 'ingredience'

/porəm/ 'technique'

/w j/

/wa/ 'bamboo'

/ja/ 'tooth'

However, the consonant phonemes /g g<sup>h</sup>/ are not found in their contrastive pairs in written as well as spoken Manipuri.

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# Masculinizing Radha: The Politics of Representation in *Chandupottu*

Roshni Prabhakaran, M.A. and Nithya Thomas Poovathingal

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Chandupottu CD Cover

## Abstract

Malayalam cinema, from its inception, was strongly rooted in the contemporary social reality. Social realism at the level of thematic and stereotyping at the level of characterization is a peculiar brew for a cinema to adopt.

Cinema has become an important tool in the study of identities and sexualities today because of its ubiquitous presence as a popular medium and a powerful ideological apparatus negotiating with subjectivities and pleasures. *Chandupottu* is a typical Malayalam cinema that apparently has everything that constitutes a typical mainstream film in the Indian context. It also openly proclaims that it is different for its characterisation of the protagonist as a transvestite.

This paper aims to analyze how such a movie failed to acknowledge the effeminate nature of the male. It tries to highlight how instead the movie brought forth traditional machismo of the male hero and defined an unsophisticated masculinity.

**Keywords:** Identity, Social realism, Transvestite, Masculinity.

## Representation of an Effeminate Male

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**A Still from the Movie *Chandupottu***

*Chandupottu* is one of the most successful Malayalam films of 2005. The film was also conspicuously different from mainstream cinema in its representation of an ‘effeminate male’ as the central character. The film tried to undermine one of the strongly established conventions of mainstream Malayalam cinema – the machismo of the male hero. This paper examines how far this is true. It analyses how *Chandupottu*, the movie, did not acknowledge the possibility of effeminate male, and how, instead, the movie complied with the crudest form of masculinity.

According to the film reviews ( Indiaglitz: “*Review of Chandupottu: Dileep essays difficult role in 'Chandupottu'*”),

“Radhakrishnan, the hero of the movie, possesses the traits of an effeminate man. Divakaran, the father of the central character, tries to bring out the pain and humiliation of having a progeny laughed at by society. The conflict in Radhakrishnan’s life arises when he falls in love with his childhood friend Malu. There is the universal villain – Komban Kumaran – the typical macho figure, who is rather proud of this machismo. Kumaran fancies the heroine and creates roadblocks for the lovers. Radhakrishnan emerges victorious over the machivillain and thereby wins his love. The movie fights the stigma and prejudices attached to such people.”

### **We beg to differ!**

And this is where we beg to differ.

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If at at the first sight, the movie seems to stand apart for the effeminate and to be completely under its sway, it is only ambiguous. The validity of the statement could be evident by analysing some of the feminine and masculine traits the director has used to prove the effemacy in Radhakrishnan.

### **So-called Feminine Traits**

There are certain elements, the so-called 'feminine traits' in Radhakrishnan that stop him from being the bold hero in the beginning. Radhakrishnan's grandmother who had strong desire for a girl grandchild was disappointed when he was born. Eventually she comes to terms with the situation and Radhakrishnan is brought up like a girl. His grandmother calls him "Radha" – a female name. To add to the situation, his father, Divakaran goes to jail leaving Radha to grow up with his femininity and transvestism. Instead of going for fishing like other men, he chooses to dance. He loves to paint his nails, uses make-up and is always found in company of girls.

### **Literal Representation and Ideological Reference – Chains?**

In '*Making Things Perfectly Queer*' Alexander Doty, the critic suggests that cultural texts offer the potential for focus on connotative rather than denotative meaning to find credible readings hidden in the text. There is also a need to differentiate between the literal representation of femininity and ideological reference. In the movie, feminine backdrop is created by various supernatural forces like 'kadalamma', various goddesses of Hindu mythology, etc. Frequent allusions to moon, moonlight, gold, the colour 'white' etc. in the movie could easily bring forth associations with peace, purity and hygiene. Such submissive traits represent the femininity. Synecdoches such as the bangles, anklets and skirts are also used as a literary tool. These feminine elements chain him down. The relationship between the anklets and the chain prove that he is trapped in the web of femininity.

### **Contrast to Bring out Femininity and Subtle and Not So Subtle Elements of Masculinity**

The director even goes to the extent of using contrasting character to bring forth the femininity in Radhakrishnan. The characters like Komban Kumaran and Freddy – the two representatives of the typical macho men are used to further certify this.

The subtle elements of his masculinity is present in his affection for Malu. His possessive and jealous feelings become dominant when Kumaran tries to woo Malu. He proves his potency by impregnating her. The phallic symbols used in the film have highlighted it further like the recurrent imagery of lamp, nilavilakku, deepam, oars and kite. Even idyllic symbols for fertilisation are used. He proves his muscle power by overpowering the villain Kumaran. Perhaps the cycle is completed when he takes oars and nets and joins the men to catch fish.

Radhakrishnan's strength, vigour, passion, love, pain and virility are communicated through the pervasiveness of the colour 'red'. The solar images figuratively suggests superiority. Names like KombanKumaran, Divakaran, Bhaskaranetc emphasize this.

### **“Real Man” – a Macho Man: Deconstruction of Masculinity**

So far we have been using the masculinity in quotes. It implies the conventional images of big guns, big hard muscles, the ability to fight and win, images of aggression, strength and power, which depicts the idea of the “real man”. This “real man” is the macho man. However the conventional ideas of this macho man have been fluctuating with time. Once it was Jayan, who undoubtedly was the hallmark for machismo and now he is being mocked at.

Today's unchallenged heroes could also meet with the same fate. Masculinity must be deconstructed if it is to change. Masculinity as it is, currently express the link between strength and aggression. But aggression is a form of weakness, not strength. It is not by resorting to aggression that we should sort things out.

### **Confinement within Genderbox**

True strength comes from perseverance, rationality and ability to deal with situation in a calm and fair manner. Scholars suggest integrity and equality as masculine values. Men must begin to learn that true masculinity may not be particularly true after all and that they too are confined within a genderbox. The masculine gender must be broadened enough to accommodate the effeminate. In the Indian context too, Lord Shiva is exemplified as the fiercest of all gods. Yet we call him “Ardhanareeshwara”. He is not complete without the feminine counterpart within himself.



Our Radhakrishnan too is thus complete. As long as masculinity and femininity are poles apart, the problems will persist. Masculinity and femininity should not be against each other but should accommodate each other.

### **Claims Not Supported by the Facts of the Movie**

Now Lal Jose, the director has stated in an interview that this movie has evoked sympathy among the masses for the transvestites. This seems to be an ambitious statement though. Had the movie sympathized with the effeminate man, the man should not have been transformed in the first place. Besides, is it sympathy that they need? It is usually the deprived who needs sympathy. What effeminate needs is acknowledgement. Transmuting the legs and hands that sway to music into instruments that can bash up bad guys does not really evoke sympathy.

### **Fight Sequence**

In the first fight sequence, he cannot fight back. But the second fight is a crucial stage of his growth. He fights dancing countering the robust men with his smooth moves and mudras. In third fight sequence, we notice that he has shed most of his effeminate traits. This represents the way he is transformed to the stereotype.

### **Sexual Prowess and Female Passivity**

The use of Malu to prove Radhakrishnan's sexual prowess is another part of his transformation to 'masculinity'. In mainstream Malayalam cinemas, the male protagonist looks at and desires women as objects, while women are to identify with female figures passively. Woman's own desire and identification with an active figure becomes effaced. The same pattern follows in *Chandupottu*. The meaning that gets across is that everyman must have a love in his life, a love that would wait for him with tearful eyes.

### **Identity Based on Society Reaction**

When Radhakrishnan identifies with the male instinct, he looks at himself differently in the mirror. The image in the mirror establishes a relation between Radha, the subject and his identity. It symbolises the transformation that takes place in the subject when he assumes a

different role. Lacanian theory (Barry 114) on ‘mirror stage’ could be interpreted in this context by stating that Radhakrishnan’s identity is developed from the reaction of the society. His identity is an ideal likeness reflected back from everyone else.

### **Element of Myth**

The element of myth is prevalent throughout the film which is against effeminateness. In Omanapuzha, the place where Radhakrishnan was brought up, he was identified as a eunuch and the people easily believed he was the reason why they got no catch from the sea. He was the bad omen there. But, on the other island, now he is a blessing. He is called Krishna, not Radha. At the moment he is addressed as a male; and people get lucky. When he returns to Omanapuzha, he defeats Kumaran and then the people see him as a ‘real man’. Almost immediately the sea is loaded with fish and the fishermen get a good catch for the day. Instead of going back to teach dance, he goes out into the sea, like rest of the men to catch fish. The music ‘aello’ identifies with the folklore of the fishermen. It heightens the effect of completeness in a ‘real man’ who goes to the sea to fend for his family. When he identifies himself with the real man he cannot accept the effeminateness that might prop out from his progeny. It also appears as if effeminateness can be fixed up with a couple of blows hinting that the effeminate man is always a misfit. The movie has made mockery of effemacy. It does not answer what happens to those who cannot transform to shed their effeminateness? The issue remains unaddressed.

### **Symbol of Chandupottu**

The title *Chandupottu* is tagged onto anybody who appears out of line with the conventional macho man. It won’t take long for the word to enter the dictionary.

The internal criticism of the movie splits it apart. If we read the film obliquely and if we look beyond the apparent coherence, we find that it is ‘riddled with cracks’. The message which was supposed to carry the movie forward actually ends up in dismantling it.

According to Christian Metz (Dix 75) “the cinematic institution... is also the mental machinery – another industry – which spectators accustomed to the cinema have internalised historically”. The director of the movie *Chandupottu* who set out to be ‘revolutionary’ did not affect any radical change in the existing system. He assumed that the audience would treat the

text as natural, obvious and simply there to be enjoyed. The unconscious of the patriarchal society has structured the film form. Had the movie challenged this autonomy of the viewers, it would have been politically progressive.

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# Processing of Frequent versus Infrequent Words in Neuro-typicals and Persons with Broca's Aphasia- ERP Study

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## Abstract

The frequencies of occurrence of words have been studied in neuro-typical and persons with brain damage using behavioral and electrophysiological measures. Present study investigated the reaction time and accuracy of responses using frequent and infrequent words in persons with Broca's aphasia and their performances were compared with neuro-typical participants and also measured N400 component in neuro-typicals. Results showed an obvious difference in both the accuracy and reaction time for both frequent and infrequent words in persons with Broca's aphasia and a clear difference between frequent and infrequent words for latency and amplitudes of N400 was observed.

**Keywords** - *aphasia, semantic, neuro-typical, accuracy, ERP, reaction time*

## Damage to Human Brain

The brain is one of the largest and most complex organ in the human body. Most of the growth of brain comes from the cerebral cortex. Cortex has left and right sides which are broadly similar in shape. Some areas show more lateralization towards particular activity. Left hemisphere is dominant for language and right hemisphere plays a minor role. For other functions like spatiotemporal reasoning, abstract thinking right hemisphere plays a dominant role compared to left hemisphere. The human brain is vulnerable to different types of damage; most

common are head injury, stroke, infections, tumours etc. It is also susceptible to different degenerative disorders (Mohr JP, Dennis Choi , James Gotta & Philip Wolf, 2004).

## **Aphasia**

Aphasia is a disorder that results due to the damage to portions of the brain that are responsible for language. For most people, these areas are located in the left side (hemisphere) of the brain. Most of the time aphasia is sudden in nature, as result of head injury or stroke. The expression and understanding of, language as well as reading and writing may get affected in persons with aphasia. Aphasia has been classified into two categories viz. fluent and non-fluent aphasia (Basso, 2003). Fluent aphasia includes Wernicke's aphasia, transcortical sensory aphasia, conduction aphasia and anomic aphasia and non-fluent aphasia consists of global aphasia, Broca's aphasia and transcortical motor aphasia (Basso, 2003).

## **Language and Human Brain**

Two major areas in the human brain which are responsible for language- Broca's area which is partially responsible for production of language and then the other one is Wernicke's area which is accountable for processing of language. Broca's aphasia is a language disorder resulting from damage to Broca's area or its surroundings. Speech of persons with Broca's aphasia is rarely grammatical and slow in production. They generally preserve their vocabulary, but have difficulty in understanding the complex sentences. They are fully conscious of their difficulties and the rest of their abilities are unimpaired (Kent, 1994). Some persons with Broca's aphasia preserve certain grammatical abilities, including the ability to process certain types of syntax. As a result, Broca's area is evidently involved in grammar and language, but some other areas of brain also have overlapping functions. The other components of language (phonology,

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morphology, syntax, semantics and pragmatics) could also be affected due to aphasia (Kent, 1994).

### **Broca's Aphasia and Semantics**

One of the components of language which is affected in persons with Broca's aphasia is semantics. Semantic system stores the information and applies meaning to their sensory and production skills of auditory (spoken words) and visual (written words) modes of representations (Caplan, 1993). More deficits in semantic categories are observed in persons with aphasia (Schuell & Jenkins, 1961).

### **Lexical Decision Task**

Lexical decision task has been assessed using English words and pronounceable non-words which were preceded by semantically related, unrelated, or non-words in persons with Wernicke's, Broca's, Conduction and Global aphasics were asked to judge semantic judge pairs (Milberg & Blumstein, 1981). Results showed that persons with Broca's and conduction aphasia showed significantly shorter latencies in making real-word identifications when preceded by a semantically related word, whereas persons with Wernicke's aphasia performed similar to normals. It suggests that persons with Broca's and conduction aphasia shows impairment while performing the semantic-judgment, while such deficits were not observed in persons with Wernicke's aphasia.

### **Semantic Facilitation**

Semantic facilitation effects in a visual lexical decision task were administered in Wernicke's and other persons with aphasia with severe comprehension deficits (Milberg & Blumstein, 1981). Persons with Wernicke's, Global, Broca's, and Conduction aphasia were administered a lexical decision task in the auditory modality. Participants were also given a

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simple semantic judgment task using the word pairs from the lexical decision task. Performance of the semantic judgment task correlated with the severity of auditory comprehension deficits, whereas the consistency of the semantic facilitation effect did not. Even participants with severe comprehension deficits showed semantic facilitation. These findings decrease the likelihood of the notion that auditory comprehension deficits are due to semantic organization.

### **Lexical Decision Task vis-à-vis Wernicke's and Broca's Aphasia**

Lexical decision task was compared in persons with Wernicke's and Broca's aphasia. Participants were instructed to judge whether third word of each triplet presented through auditory mode was real or not (Milberg, Blumstein & Dworetzky, 1987). Persons with Broca's aphasia did not show any semantic facilitation in any priming conditions. In contrast, Persons with Wernicke's aphasia performance was similar to normals. They showed selective access to different meanings of the ambiguous words, as demonstrated by the fact that the context provided by the first word affected semantic facilitation on the third word. These results were in support with previous findings, proposing that the semantic representations may be largely spared in persons with Wernicke's aphasia and processing deficits were observed in persons with Broca's aphasia.

### **Auditory Lexical Decision Task**

Auditory lexical decision task was studied in persons with Broca's aphasia and normal control participants using stimulus pairs containing ambiguous (semantically-related) or unambiguous (unrelated) words as primes (Katz, 1988). Faster response (faster reaction time) for target words proceeded by semantically related than unrelated words (i.e., semantic priming). Persons with Broca's aphasia, though having considerably longer latencies, produced a pattern of results similar to normals; namely, faster reaction times for target words.

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## **Lexical Access**

Lexical access of words (varying in the number of meanings and frequency of occurrence) was examined in persons with Wernicke's, Broca's aphasia, and control group of non-brain damaged adults using a lexical decision task (Gerratt & Jones, 1987). Faster reaction time for high number of meanings and with high frequency of occurrence words compared to low number of meanings and with low frequency of occurrence in all participants.

Carreiras, Vergara and Barber (2005) have carried two event-related potential (ERP) experiments to elicit syllabic unit modulate early ERP components. To check the match or mismatch between the syllable boundaries and the colour boundaries visually coloured words and pseudo words were presented in Experiment 1. P200 time window colour-syllable congruency effect was seen and N400 amplitude for lexicality modulated, even though no effects of this variable were obtained at the P200 window. Congruent and incongruent conditions the high-and low-frequency words and pseudo words were presented in experiment 2. For low-frequency words and pseudo words congruency effects at the P200 was observed and it was not seen for high-frequency words. Lexicality and lexical frequency effects were seen at the N400 component.

## **Lexical Decision**

Lexical decision task was evaluated by character strings (half if words were frequent words and other halves were infrequent words) by Polich and Donchin (1988). All the participants were asked to decide whether the character strings presented were true word or not. Reaction time and event related potentials were recorded using the stimulus. These results shows that word frequency initiate early during processing. Frequent words (common words) require

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less processing time compared to infrequent words (uncommon words). Infrequent words were taken longer time to responds and longer P300, amplitude and slower responses.

Studies done on semantic categorization using lexical decision task in persons with Broca's aphasia suggests that semantic deficits were observed more in Persons with Broca's aphasia (Milberg & Blumstein, 1981; Milberg, Blumstein & Dworetzky, 1987). Slower reaction times and more types of errors were observed in persons with Broca's aphasia compared to normals (Katz, 1988). It shows that processing and understanding of language and meaning of words (semantic relation between word pairs) effected in persons with Broca's aphasia. Thus, the main purpose of the study was to explore the semantic categorization/ judgment of words based on frequency of occurrence on persons with Broca's aphasia and normals. This study in turn may give an idea about frequency of words have effect on semantic processing in persons with Broca's aphasia.

## **Method**

### **Participants**

A total of twenty participants were taken up for the study. They were divided into two groups in which the first group one consisted of 10 male monolingual persons with Broca's aphasia and second group consisted of age matched 10 monolingual neuro-typical male participants. All the participants were native Kannada speakers. It is a southern Dravidian language spoken in India predominantly in the state of Karnataka, India.

### **Inclusion Criteria for Participants**

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All participants in group one were diagnosed as Broca’s aphasia by a Speech-Language Pathologist/ Neurologist using Western Aphasia Battery- Kannada (Chengappa & Ravi, 2008). All the participants in both the groups had no pre-morbid psychological, neurological, sensory (visual & auditory) or any known organic deficits. All the participants were right handed.

### Stimulus Preparation

Frequent and infrequent words were taken as stimuli, mostly used words in daily communication are frequent words and which are less frequently used in daily communication are infrequent words. A total of hundred frequent words and infrequent words were taken from various resources and were given for rating by 10 speech language pathologists (native Kannada speakers) on a 3-point rating scale for familiarity check. In this rating scale, ‘0’ indicates infrequent word and ‘2’ indicates the frequent word. 20 frequent and 20 infrequent words were considered in the present study depending on the rating by speech language pathologists. The rating scale used for familiarity is shown in Table 1.

Table 1: Rating scale used for frequent and infrequent words.

Stimulus	0-2 rating scale		
	0	1	2
Frequent vs. infrequent words	Infrequent word	Can’t say	Frequent word

## **Recording of Stimuli**

Audio recording was done using Adobe Audition 3.0 by an adult female speaker (Kannada- L1). Recording was done in a sound treated room; unidirectional microphone was used for recording which was kept at a distance of 10cm from the speaker's mouth. 32 bit resolution and 44.1 kHz sampling rate was used in recording. The intensity of the stimulus was calibrated according to the intensity levels in the neuro-scan Inc. data acquisition system. In order to equalize the intensity for all the stimulus normalization was done.

During the selection of participants ethical guidelines as stated by AIISH, Mysore were followed. The caregivers of the persons with Broca's aphasia were explained about the purpose and the procedure of the study. Prior written consent was taken from the caregivers and participants.

## **Procedure**

Neuro-Scan Inc was used for the measurement of reaction time. It consists of two monitors, one is used for stimulus presentation i.e. Stim2 and the other one for response and data storage i.e. Scan 4.4. ER-3A insert ear phones for auditory stimulus and response pad for participant's response were used. Stim2 consists of various programs for different types of stimuli. Gentask Synamps2 was used for the presentation of frequent and infrequent words.

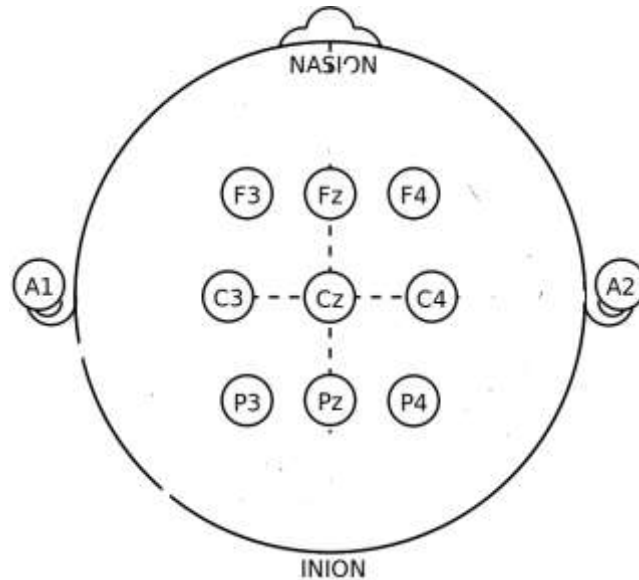
## **Behavioral Test**

All the participants were made to sit in a comfortable position in a quiet room. Prepared frequent and infrequent words were randomly presented to the participants through auditory mode using ER-3A insert ear phones. All participants were instructed to press the button "1" on

response pad if, the presented stimulus was frequent and instructed to press “2” if the presented stimulus was infrequent words. For each stimulus reaction time measured in a milliseconds. In both persons with Broca’s aphasia and neuro typical groups for frequent and infrequent stimuli in Kannada was measured.

### **Electrophysiological Method**

Event related potentials were recorded only for neuro-typical participants. Silver-chloride electrodes placed cap (quick cap) was used to record the potentials .Event related potentials were measured using scalp electrical activity from 9 electrode placements (Fz, F3, F4, Cz, C3, C4, Pz, P3 & P4) and referenced to the left mastoid. Electrode impedances were kept below 5 K $\Omega$  and signal were amplified within a band pass of 0.01 to 100 Hz and continuously digitized at a sampling rate of 1000 Hz. ERPs were then computed for epochs extending from 200 msec before stimulus onset to 1000 msec after stimulus onset. Matlab software 7.9 version was used for correcting the recorded EEG continuous files offline for eye blinks using independent component analysis (ICA). The N400 latency and amplitude values were measured for both frequent and infrequent words. The electrode placement of the present study is given in Figure 1.



*Figure 1:* Electrode placements used for event related potentials

The obtained data were appropriately tabulated and subjected to statistical measures. SPSS software (version 17.0.) package was used for statistical analysis. The tabulated scores were used for obtaining the mean (M) and standard deviation (SD). Parametric tests were utilized to obtain the significant difference measures. For the analyses, MANOVA was used to compare the reaction time between persons with Broca's aphasia and neuro typical groups for frequent and infrequent words. Paired t-test was used to compare the N400 latency and amplitude for frequent and infrequent in neuro-typical group.

## **Results and Discussion**

The results of the present study are explained in behavioral and electrophysiological findings. Table 2 represents the mean and standard deviation for frequent and infrequent words in both neuro-typical and persons with Broca's aphasia. Average reaction times for frequent and infrequent words in neuro-typical group were 936.65 and 1045.95 milliseconds respectively; for

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persons with Broca's aphasia were 3676.94 and 3901.45 milliseconds respectively. The accuracy of response of neuro-typical group was 98% for both frequent and infrequent words whereas 68% for frequent words and 60% for infrequent words in persons with Broca's aphasia.

Table 2. Mean, standard deviations of reaction time and accuracy for frequent and infrequent words in two groups.

Groups	Stimulus	Mean	Std. deviation	Accuracy
Neuro-typicals	Frequent	936.65	25.05	98%
	Infrequent	1045.95	36.32	98%
Persons with Broca's aphasia	Frequent	3676.94	71.508	68%
	Infrequent	3901.45	54.402	60%

Mixed ANOVA (Analysis of variance) repeated measures ANOVA was done using SPSS 17 for comparison of frequent and infrequent words within and between neuro-typical and persons with Broca's aphasia

The main effect for stimuli (frequent & infrequent words) within the groups ( $F= 96.422$ ,  $p<0.01$ ) was statistically significant; between groups ( $F= 36904.9$ ,  $p<0.01$ ) there was a statistically significant difference was observed. An interaction effect ( $F= 11.485$ ,  $p<0.01$ ) was seen between groups and stimuli. Paired t-test was done as there was an interaction effect between groups and stimuli. Paired t-test results showed that there was a statistical significant difference between neuro-typical group ( $t= 9.399$ ,  $p<0.01$ ) and persons with Broca's aphasia ( $t= 7.028$ ,  $p<0.01$ ) between frequent and infrequent words. Figure 1 displays the mean reaction times

for frequent and infrequent words in both neuro-typical and persons with Broca's aphasia. Y-axis represents the reaction time in milliseconds, X-axis represents groups.

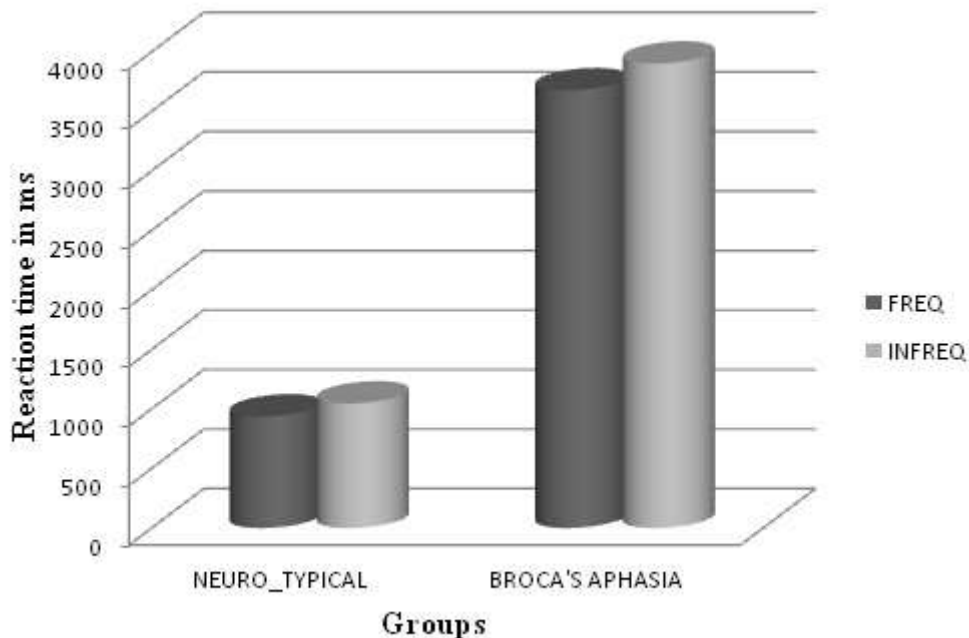


Figure 2. Mean reaction times for frequent and infrequent words in neuro-typical and Broca's aphasia.

Measurement of reaction time was done for both frequent and infrequent words in neuro-typical and persons with Broca's aphasia. Table 2 shows the means and standard deviation values for the frequent and infrequent words in both groups. It shows that quicker reaction time for frequent words than infrequent words in both neuro-typical and persons with Broca's aphasia. Neuro-typical participants responded faster than person with Broca's aphasia for both the stimuli (frequent and infrequent words). Accuracy of responses was also less in persons with Broca's aphasia than neuro-typicals. Thus, it suggests that semantic categorization in judgment task was



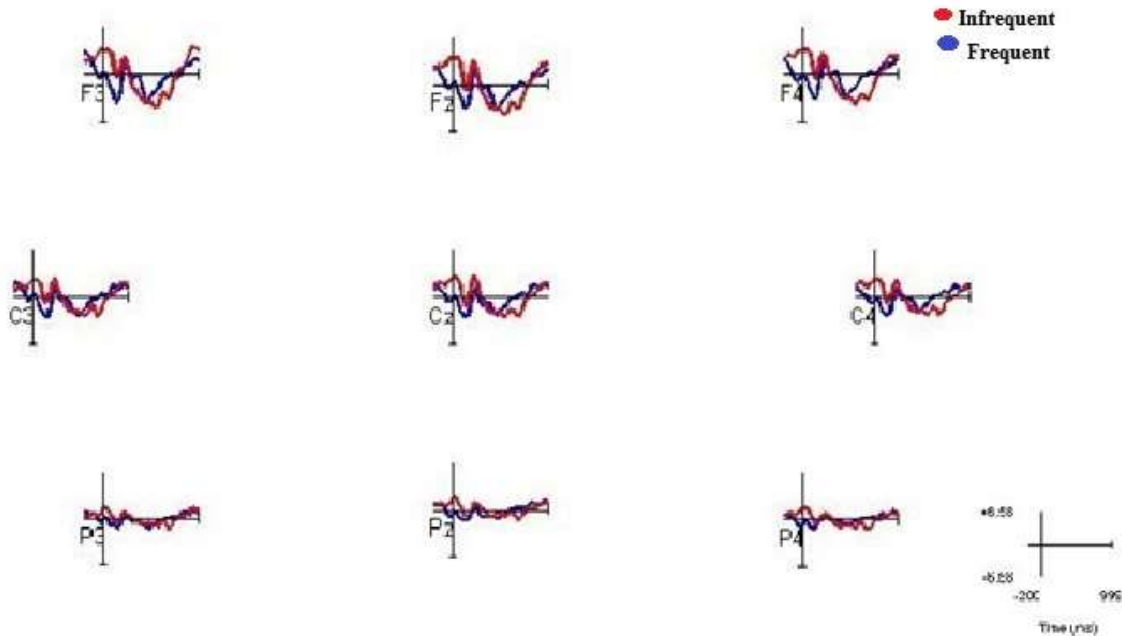
poorer in persons with Broca's aphasia compared to neuro-typicals both in terms of reaction and accuracy.

Table 3. Mean and standard deviation (SD) values of N400 latency and amplitude for infrequent words and infrequent words at 9 electrode placements neuro-typical group.

Electrodes	Frequent words				Infrequent words			
	Mean latency	SD	Mean amplitude	SD	Mean latency	SD	Mean amplitude	SD
F3	492.5	2.63	1.68	.16	520.5	7.6	2.75	.13
Fz	491.5	2.41	1.52	.17	564.5	12.3	2.91	.17
F4	465	11.05	2	.15	509.5	13.6	2.44	.10
C3	470	12.47	1.91	.12	489	4.5	2.35	.13
Cz	470	9.42	1.78	.33	491.5	2.4	2.35	.15
C4	471.5	9.73	1.36	.08	459.5	16.2	2.03	.22
P3	470.5	13.42	.71	.12	506.5	14.1	1.20	.18
Pz	478.5	9.73	1.16	.21	491.4	17.5	1.30	.12
P4	468.5	12.48	1.1	.13	496	19.9	1.24	.11

The mean latency and amplitude of N400 for frequent and infrequent words in neuro-typical groups at 9 electrodes {three frontal (F3, Fz & F4), three central (C3, Cz & C4), & three parietal (P3, Pz & P4)} was showed in table 3. The mean latencies for frequent words at F3, Fz, F4, C3, Cz, C4, P3, Pz and P4 was 492.5ms, 491.5ms, 465ms, 470ms, 470ms, 471.5ms, 470.5ms, 478.5ms and 468.5ms respectively. The more latency was seen at F3 and lowest was seen at P4. Whereas, the mean latencies were 520ms, 564.5ms, 509ms, 489ms, 491.5ms, 459.5ms, 506.5ms, 491.4ms and 496ms at F3, Fz, F4, C3, Cz, C4, P3, Pz and P4 for infrequent

words and more was seen at F3 and less was seen at C4. The more amplitude was seen for frequent words at F4 (2 $\mu$ v) and less was seen at P3 (.71  $\mu$ v); more amplitude was seen at Fz (2.91 $\mu$ v) and less at P3 (1.20 $\mu$ v) for infrequent words. Figure 3 displays the N400 waveforms for frequent and infrequent words at 9 electrodes.



*Fig*

ure 3: N400 waveforms at nine electrodes for nine electrodes for frequent and infrequent words of neuro-typical group participants.

The mean latency values of central electrodes (Mean latency- 470.5ms) were shorter compared to frontal (mean latency – 483ms) and parietal electrodes (mean latency- 472.5ms) for frequent words. The mean latency values of central electrodes (Mean latency- 480ms) were shorter compared to frontal (mean latency – 531.5ms) and parietal electrodes (mean latency- 497.9ms) for infrequent words. Therefore, the central electrodes activation was more compared

to other frontal and parietal electrodes for both frequent and infrequent words. The mean differences were seen between electrodes and stimuli (frequent & infrequent words). Thus, paired t-test was done to see the differences between stimuli and electrodes. Paired t-test was used to check the differences between frequent and infrequent words at each electrode in neuro-typicals. For latency, there was statistical significant difference between frequent and infrequent words at all electrodes except for C4, P3 and P4 electrodes. For comparison of amplitude of N400 the significant difference was observed at all nine electrodes. Therefore, at 6 electrodes differences was seen between frequent and infrequent words for N400 latency but at all electrodes difference was seen for amplitude between frequent and infrequent words.

The results of the study clearly show that for semantic judgment task (SJT) persons with Broca's aphasia shows obvious processing deficits. The poor reaction time seen in persons with aphasia for SJT could indicate that though these persons may not have any obvious processing deficits for highly semantic loaded stimuli, but when a constraint induced stimuli is presented, they show obvious deficits.

The deficits are not only observed for speed task but also for the performance task. Thus, it can be stated that the lesion in left hemisphere and more specifically in and around the Broca's area does affect the speed and accuracy of persons with Broca's aphasia for SJT. The frequency of word does have a role in SJT in persons with aphasia.

The present study results do have the supporting evidence from the previous research studies. More deficits in semantic categories were observed in persons with aphasia (Schuell & Jenkins, 1961). Lexical decision task was done on normal's (control group) and different types

of aphasia (Wernicke's, Broca's, Conduction and Global aphasics) and results show that persons with aphasia were impairment in performance on the semantic-judgment task compared to control group (Milberg & Blumstein, 1981). Similarly faster reaction time for high number of meanings and with high frequency of occurrence words compared to low number of meanings and with low frequency of occurrence in persons with Wernicke's, Broca's aphasia, and control group of non-brain damaged adults (Gerratt & Jones, 1987).

Semantic representations may be largely spared in persons with Wernicke's aphasia (Milberg, Blumstein & Dworetzky, 1987). Processing deficits automatically accessing the lexical representation of words were observed in persons with Broca's aphasia. Slower reaction times and more types of errors were observed in persons with Broca's aphasia compared to normals (Katz, 1988). It shows that processing and understanding of language and meaning of words (semantic relation between word pairs) effected in persons with Broca's aphasia. Carreiras, Vergara and Barber (2005) have done two experiments and they found that lexicality and lexical frequency effects were seen at the N400 component indicative of high frequent words have better N400 components compared to low frequent words.

## **Conclusion**

The present study was aimed to study the compare the semantic categorization of frequent and infrequent words in neuro-typicals and persons with Broca's aphasia. Researchers found that semantic categorization deficits were more in persons with Broca's aphasia than normal's (Milberg & Blumstein, 1981).

Present study results show that faster reaction time for neuro-typical than the persons with Broca's aphasia and the accuracy of response was also better in neuro-typical participants.

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Frequent words elicited faster reaction time than the infrequent words in both neuro-typical and persons with Broca's aphasia. Difference in N400 latency and amplitude between frequent and infrequent words in neuro-typicals, infrequent words elicited longer latencies and more amplitudes than frequent words on total nine (three central, three parietal and three frontal) electrodes. Central electrodes activation was more compared to other electrode placements. In previous study also found that faster reaction times for high number of meanings and with high frequency of occurrence words than low number of meanings and with low frequency of occurrence words. On a whole it shows that semantic categorization deficits were seen more in persons with Broca's aphasia than neuro-typical group. Future studies needed to study the semantic categorization deficits in different types of aphasia and also in larger sample size and event related studies also needed to study in neuro-typicals for different age population and persons with Broca's aphasia.

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## APPENDIX

Sl.No	Frequent Words	Infrequent words
1.	/onḍu/	/sa:həsa/
2.	/i:ga/	/gəti/
3.	/məttu/	/kəle/
4.	/a:ḍare/	/oḍəgu/
5.	/əvəru/	/hubbu/
6.	/e:nu/	/əḍḍu:ri/
7.	/me:le/	/a:ḍhi:na/
8.	/nəmme/	/upəva:sa/
9.	/na:nu/	/kəḍe/
10.	/iḍu/	/kətʃeri/
11.	/illi/	/kərune/
12.	/əḍu/	/kəlpəne/
13.	/ja:va/	/gərb <sup>h</sup> ini/
14.	/ḍIna/	/vəki:la/
15.	/ho:gi/	/tʃəluva i/
16.	/əvənu/	/səmiṭi/
17.	/na:vu/	/səmskruti/
18.	/erəḍu/	/ṭepəssu/
19.	/mūḍe/	/ṭe:dʒəssu/
20.	/nənəge/	/ḍəje/

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# Development of Syntax Comprehension Test in Hindi Language for Persons with Aphasia

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## Abstract

The study was carried out with the aim to develop a test of syntax comprehension in Hindi language for persons with aphasia. The present study was done in two phases. First phase included development of test material and in the second phase, the test battery was administered on neuro-typical adults and persons with aphasia. The developed material consisted of five sections, namely, prepositions, PNG markers, tenses, conjunctions and comparatives, and conditional clauses. The material was administered on 56 neuro-typical adults and 11 persons with aphasia aged 18 to 65 years. It was observed that there was a significant difference between the mean scores across the neuro-typical adults and persons with aphasia on the entire task in both the modalities. Based on this finding it is recommended that the developed test can be used for assessment of syntax comprehension for persons with aphasia.

**Key words:** Modality, Hindi, Task, Neuro-typical

## Introduction

Aphasia is an acquired language disorder caused by brain damage. Aphasia affects expressive and receptive communication in all modes including speaking, reading, writing, understanding and gesturing. The degree to which each of these is affected depends on the location in the brain where the stroke has occurred (Longerich & Bordeaux, 1954). Aphasia affects the ability to choose words to express one's opinions and also impairs the identification of words for the comprehension of phrases and paragraphs. If comprehension is affected, reading and listening will also be affected equally (Musso, Weiller, Kiebel, Muller, Bulau, & Rijntjes, 1999).

To assess comprehension ability, the stimuli is presented to the person, and his comprehension ability will be inferred based on the responses. A test of comprehension consists of carefully worked out administrative procedures, and stimulus materials that are designed to elicit relatively simple responses. The complexity of the stimulus can be systematically varied by increasing the number of items presented (such as phonemes, morphemes, phrases and sentences) in a test. The level at which the performance is disrupted due to information overload can be determined by systematically increasing the number of items to be processed both in terms of semantic content as well as syntactic complexity. Several researchers have studied comprehension at syntax level in persons with aphasia.

Heilman and Scholes (1976) studied 34 persons with aphasia, to find out whether persons with Broca's aphasia have a comprehension deficit, which is dependent on syntactic relationships and how this comprehension deficit is different from that seen in persons with Wernicke's aphasia and conduction aphasia. The results revealed that when comprehension is dependent on syntactic relationships, persons with Broca's aphasia perform poorly.

Caplan and Evans (1990) studied the relationship between complexity of syntactic structures and comprehension of discourse in persons with aphasia. Sixteen persons with aphasia and sixteen neuro-typical adults participated in the study. The results revealed that ability to understand discourse can be relatively preserved in person with aphasia despite impaired sentence comprehension. Person with aphasia showed effects of syntactic structure in the sentence comprehension task. In addition, Caplan, Waters, and Hilderbrandt (1997) studied syntactic complexity in fifty-two persons with aphasia using sentence picture matching task. Ten examples each of ten syntactic structures were tested. All sentences were semantically reversible and were matched with a picture depicting the action orally described in the sentence and a syntactic foil. Analysis of the number of correct responses per sentence type showed effects of syntactic complexity in persons with aphasia.

Further, Goswami (2004) made use of Kannada versions of Western Aphasia Battery, Linguistic Profile Test, and Revised Token Test to investigate the comprehension abilities across different aphasias at syntactic level. Results revealed that persons with aphasia have difficulty in comprehension at syntax level.

Salis and Edwards (2009) studied ten persons with aphasia to know how sentence comprehension abilities are influenced by the nature of the assessment task. The results revealed that nature of a task can have impact on the underlying deficit, as the actual pattern of deficit differed from participant to participant depending on the task. Thus, syntactic comprehension is sensitive to task effects.

Various comprehension tests that have been used for persons with aphasia such as Minnesota Test for Differential Diagnosis of Aphasia (MTDDA) (Schuell, 1955), Boston Diagnostic Aphasia Examination (BDAE) (Goodglass & Kaplan, 1972), Reading Comprehension Battery for Aphasia (LaPointe & Horner, 1979), Auditory comprehension test for sentences (Shewan, 1980), and Western Aphasia Battery (WAB) (Kertesz, 1979, 1982, 2006).

It is evident from the existing review of literature that the quoted tests vastly cover all the domains. However, there are limited tests to assess the comprehension abilities at syntax level for persons with aphasia in Indian context and the available Western assessment tests pose limitations in Indian contexts due to the linguistic and ethno-cultural diversity. Moreover, there is growing evidence that a diagnosis in terms of affected linguistic levels - semantics (word meaning), phonology (word sound), and syntax (grammatical structure) - is more useful than diagnosing aphasia type (Howard & Patterson, 1989). For the assessment of aphasia in the Indian context, it is necessary to have a culturally standardized test to identify the problem and classify the problem into various groups for the purpose of diagnosis, therapy and prognosis. Thus, the aim of the present study was to develop a test of syntax comprehension in Hindi language for persons with aphasia.

## **Method**

This study endeavored to develop a test of syntax comprehension in Hindi language. The objective of the study was to conduct a relative study between neuro-typical adults and persons with aphasia with respect to auditory and orthographic modes. The selection of participants followed a set criteria and the data collected was analyzed with respect to auditory and orthographic mode. The following procedure was adopted for the study.

## **Procedure**

The present study was done in two phases. First phase included development of test material and in the second phase, the test battery was administered on neuro-typical adults and persons with aphasia.

### **Phase- I: Development and Description of Test Material**

The first phase involved the development of the test material. All the items of the test were selected on the basis of the linguistic background of the target population. The Syntax comprehension test consisted of five sections viz. prepositions, PNG markers, tenses, conjunctions and comparatives, and conditional clauses. In each section, 20 items were selected from newspaper or day to day materials. Twenty Speech Language Pathologists (SLPs), who were proficient in speaking, reading, and writing Hindi language and who had at least two years of clinical experience, were asked to rate the items for assessing Syntax comprehension in persons with aphasia. A two point rating scale was applied to rate the stimuli on the basis of inappropriate and appropriate by the SLPs. An average of minimum 90% appropriate items rated by the SLPs was selected as the final set of stimuli for the test. SLPs were also asked to arrange the items in a hierarchical manner in the order of complexity.

The finalized test, Syntax Comprehension test in Hindi Language, consists of 10 items in each section. A total of 100 stimuli (50 stimuli in auditory mode and 50 stimuli in orthographic mode) were considered for the final test. Culturally appropriate picture stimuli were provided wherever necessary which were drawn by a professional artist. The stimuli were presented in auditory and orthographic mode separately and randomly. The response sheet for the prepositions and PNG markers section contains four pictures out of which one is the target picture and other three were the distracters. Different distracters were provided for different stimuli. In Tenses section, there were three pictures present in the test however pictures were not provided for the section of conjunction and comparatives, and conditional clauses. Responses could be either verbal, gestural or pointing pictures/cards having 'yes' and 'no' written on them.

### **Scoring**

Participants' responses were analyzed and a score of '2', '1', and '0' was given for every correct response without prompt, correct response with prompt, and incorrect/no response even after prompt respectively.

## Phase- II: Administration of the Test

The neuro-typical participants between the age group of 18-65 years were considered for this test. The participants were seated comfortably in a quiet environment. The test materials were arranged according to the demands of the task of each section and order of mode of administration of the test. The administration of the test was recorded on a digital video camera recorder (Sony Handycam, model no. DCR-SR88).

## Participants

A total of 67 participants participated in the study. The participants were divided into two groups: Group- 1 consisted of 56 neuro-typical adults and Group- 2 consisted of 11 persons with aphasia. The following Table 1 and Table 2 present the details:

**Table 1**

*Details of the participants of the study*

Participants	Age range	Male	Female
Neuro-typical adults	18-65	26	30
Persons with aphasia		7	4

**Table 2**

*Demographic details of persons with aphasia*

Sl. No.	Age/ Gender	Provisional Diagnosis	Time post onset	CT scan/fMRI report	Education
1	49 years/M	Global Aphasia	3 months	Left MCA territory	Graduate
2	65 years/M	Global Aphasia	3 months	Left MCA territory	Graduate
3	58 years/F	Global Aphasia	5 months	Left MCA territory	Graduate
4	62 years/F	Global Aphasia	3 months	Left frontotemporoparietal region	PG
5	42 years/M	Broca's Aphasia	4 months	Left MCA territory	Graduate
6	48 years/M	Broca's Aphasia	6 months	Left MCA territory	Graduate
7	43 years/F	Broca's Aphasia	4 months	Left MCA territory	PG
8	57 years/M	Broca's Aphasia	12 months	Left MCA territory	PG
9	65 years/M	Broca's Aphasia	7 months	Left MCA territory	Graduate

10	65 years/M	Broca's Aphasia	9 months	Left MCA territory	Graduate
11	55 years/F	Broca's Aphasia	5 months	Left MCA territory	Graduate

Initially a total of 60 neuro-typical adults and 16 persons with aphasia were recruited for the study. But there was attrition of four neuro-typical adults and five persons with aphasia which resulted in the final count of 56 neuro-typical adults and 11 persons with aphasia for the study.

### **Inclusion Criteria**

Ethical standards and considerations was maintained and adhered to while selecting the participants for the study. The participants (or family members/care takers in case of persons with aphasia) were explained about the purpose and procedure of the study and written consent was acquired. They were selected based on the following inclusionary criteria. The age of the participants should be between 18-65 years and ten years of formal education. All the participants under consideration should be the native speakers of Hindi and Pre-morbidly all participants have been right handed. There should not have been any known history of pre-morbid neurological illness, psychological disorders, and no other significant sensory and/or cognitive deficits. Mini-Mental State Exam (Folstein, Folstein, & McHaugh, 1975) was administered on neuro-typical adults to rule out any cognitive-linguistic deficits. The participants were diagnosed as having Ischemic stroke by a Neurologist/Physician.

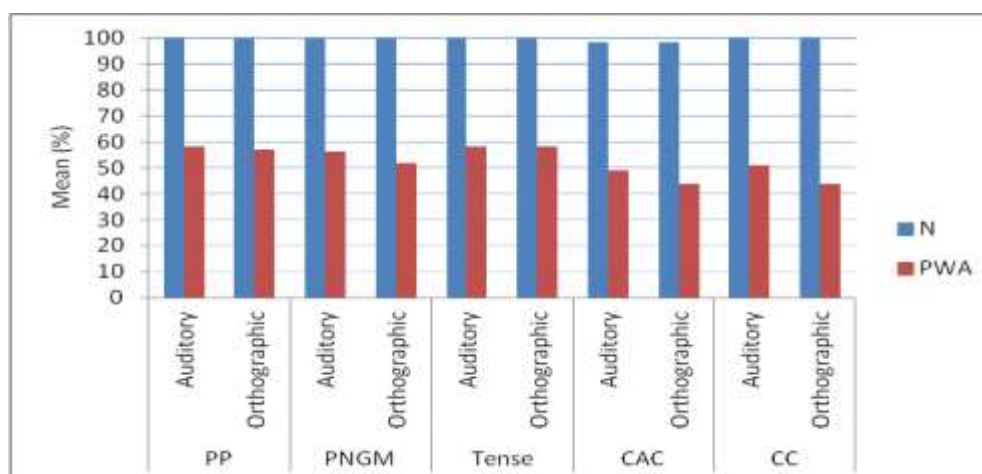
### **Results**

This study was undertaken to investigate Syntax comprehension in persons with aphasia and neuro-typical adults. Fifty six neuro-typical adults and eleven persons with aphasia participated in the study. The responses of the participants were tabulated and statistical analysis was done using SPSS software (Statistical Package for the Social Sciences package, version 17.0). Mann-Whitney U test was executed as a part of statistical analysis of the data and the results of the analysis are presented as follows.

**Table 3**

*Mean and SD values for neuro-typical adults and persons with aphasia in auditory and orthographic modes*

Sections	Mode	Neuro-typical adults		Persons with Aphasia	
		Mean (%)	SD (%)	Mean (%)	SD (%)
Preposition	Auditory	100.00	0.00	58.18	31.88
	Orthographic	100.00	0.00	57.27	36.90
PNG marker	Auditory	100.00	0.00	56.36	36.13
	Orthographic	100.00	0.00	51.81	39.45
Tense	Auditory	100.00	0.00	58.18	37.36
	Orthographic	100.00	0.00	58.18	39.45
Conjunction and comparatives	Auditory	98.57	3.53	49.09	27.73
	Orthographic	98.57	3.53	43.63	32.64
Conditional clauses	Auditory	100.00	0.00	50.90	35.05
	Orthographic	100.00	0.00	43.63	35.57



*Note.* PP- Preposition, PNGM- PNG markers, CAC- Conjunction and comparatives, CC- Conditional clause, N- Neuro-typical, PWA- Persons with aphasia

*Figure 1.* Mean scores on different task for neuro-typical adults and persons with aphasia.

### **Performance of Participants on Preposition Task**

It can be observed from Table 3 and Fig. 1 that the mean score of preposition task for persons with aphasia as 58.18 (S.D=31.88) and 57.27 (S.D=36.90) in auditory and



orthographic mode respectively. Persons with aphasia have performed better in auditory mode than in orthographic mode for preposition task, which is comparatively less than their neuro-typical adults counter parts whose mean score for preposition task were 100.00 (S.D=0.00) in both modes. For statistical significance, Mann-Whitney U test was carried out and the results reveal a significant difference in auditory ( $Z=-8.08$ ,  $p < 0.01$ ) and orthographic modes ( $Z=-8.08$ ,  $p < 0.01$ ) across the neuro-typical adults and persons with aphasia.

### **Performance of Participants on PNG Marker Task**

Mean and standard deviation of PNG marker task for persons with aphasia and neuro-typical adults are shown in Table 3. It can be observed from Table 3 and Fig. 1 that the mean score of PNG marker task in auditory and orthographic mode for persons with aphasia as 56.36 (S.D=36.13) and 51.81 (S.D=39.45) respectively. It also shows that performance of neuro-typical adults on PNG marker task is higher than the performance of persons with aphasia in both modalities. Comprehension of PNG marker is better in auditory mode than the orthographic mode for persons with aphasia whereas neuro-typical adults have comprehended well in both modes. A Mann-Whitney U test was carried out to examine for statistical significance and the results reveal a significant difference in auditory ( $Z=-8.08$ ,  $p < 0.01$ ) and orthographic ( $Z=-8.09$ ,  $p < 0.01$ ) modes across the neuro-typical adults and persons with aphasia.

### **Performance of Participants on Tense Task**

It is indicated from Table 3 and Fig. 1 that the mean score of tense task in auditory and orthographic mode for persons with aphasia as 58.18 (S.D=37.36) and 58.18 (S.D=39.45) respectively, which is comparatively less than their neuro-typical counter parts whose mean score of tense task were 100.00 (S.D=0.00) in both modes. Persons with aphasia have performed equally on tense task in both modes. To know the statistical significance, Mann-Whitney U test was carried out and the results revealed a significant difference in auditory ( $Z=-8.08$ ,  $p < 0.01$ ) and orthographic ( $Z=-8.09$ ,  $p < 0.01$ ) modes across the neuro-typical adults and persons with aphasia.

### **Performance of Participants on Conjunction and Comparatives Task**

The performance of persons with aphasia and neuro-typical adults on conjunction and comparatives task is represented in Table 3. Table 3 and Fig. 1 indicate the mean score and standard deviation for conjunction and comparatives task in auditory and orthographic mode



for persons with aphasia as 49.09 (S.D=27.73) and 43.63 (S.D=32.64) respectively, which is comparatively less than their neuro-typical counter parts whose mean score of conjunction and comparatives task were 98.57 (S.D=3.53) in both modes. Persons with aphasia have performed better in auditory mode than orthographic mode on conjunction and comparatives task. The performances of Person with aphasia on conjunction and comparatives task were comparatively lesser than neuro-typical adults in both modalities. To examine for statistical significance, Mann-Whitney U test was carried out and the results reveal a significant difference in auditory ( $Z=-6.57, p < 0.01$ ) and orthographic ( $Z=-6.57, p < 0.01$ ) modes across the neuro-typical adults and persons with aphasia.

### **Performance of Participants on Conditional Clause Task**

It can be observed from Table 3 and Fig. 1 that the mean score standard deviation for conditional clause task in auditory and orthographic mode for persons with aphasia as 50.90 (S.D=35.05) and 43.63 (S.D=35.57) respectively. It also shows that performance of neuro-typical adults on conditional clause task is higher than the performance of persons with aphasia in both modalities. Comprehension of conditional clause is better in auditory mode than orthographic mode for persons with aphasia whereas neuro-typical adults have comprehended well in both modes. Mann-Whitney U test was carried out and the results reveal a significant difference in auditory ( $Z=-8.08, p < 0.01$ ) and orthographic ( $Z=-8.08, p < 0.01$ ) modes across the neuro-typical adults and persons with aphasia.

### **Overall Performance of Participants on Syntax Task**

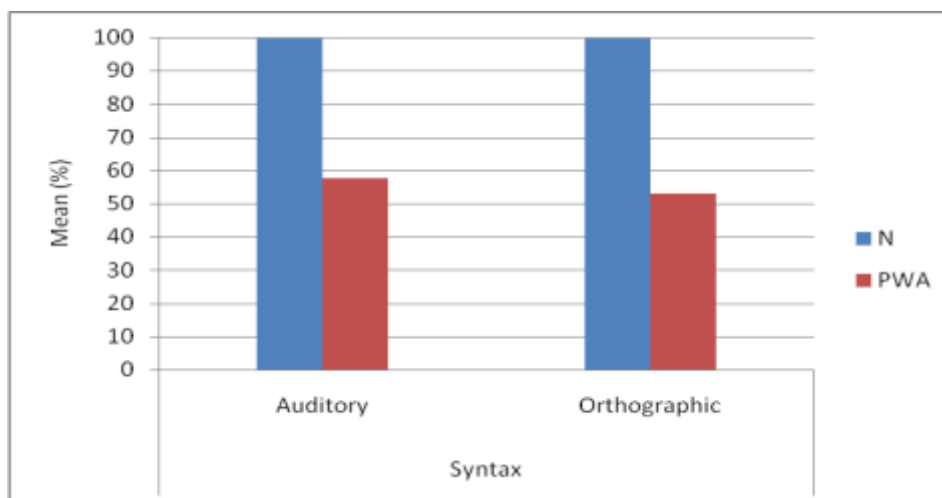
The overall total scores for Syntax comprehension were summed up for both modalities separately. The mean and standard deviation for auditory and orthographic mode were calculated. From Table 4 and Fig. 2, it can be seen that the persons with aphasia scored an overall mean of 57.79 (S.D=30.35) and 52.85 (S.D=35.84) in auditory and orthographic modes respectively.

**Table 4**

*Mean and SD values for comprehension of Syntax for neuro-typical adults and persons with aphasia in auditory and orthographic modes*

Modes	Neuro-typical adults		Persons with Aphasia	
	Mean(%)	SD(%)	Mean(%)	SD(%)

Syntax	Auditory	99.80	0.50	57.79	30.35
	Orthographic	99.80	0.50	52.85	35.84



Note. N- Neuro-typical adults, PWA- Persons with aphasia.

Figure 2. Mean values for comprehension of Syntax for neuro-typical adults and persons with aphasia.

Performance of persons with aphasia for overall Syntax task was better in auditory mode than in orthographic mode. This was comparatively lesser than the performance of neuro-typical adults whose scored an overall mean of 99.80 (S.D=0.50) in both modalities. A Mann-Whitney U test was carried out to examine for statistical significance and the results reveal a significant difference in auditory ( $Z=-6.56$ ,  $p < 0.01$ ) and orthographic ( $Z=-6.56$ ,  $p < 0.01$ ) modes across the neuro-typical adults and persons with aphasia. Result showed that there was a difference in the performances in Syntax task between neuro-typical adults and persons with aphasia across the both modalities.

## Discussion

In present study, an attempt was made to investigate the syntax comprehension in persons with aphasia and neuro-typical adults in auditory and orthographic mode. Results reveal that brain damage can cause deficits in comprehension of preposition, PNG marker, tense, conjunction and comparatives, and conditional clauses in auditory and orthographic modes in persons with aphasia. Comprehensions of preposition, PNG marker, conjunction and comparatives, and conditional clauses were better in auditory mode than orthographic mode for Persons with aphasia. In auditory mode, comprehension of preposition was better

than tense followed by PNG marker, conditional clauses, and conjunction and comparatives. In orthographic mode, comprehension of tense was better than preposition followed by PNG marker, conditional clauses, and conjunction and comparatives. Persons with aphasia have performed equally in both modes (auditory and orthographic) on tense task. The poorer comprehension of the persons with aphasia for conditional clause, and conjunction and comparatives may be due to less familiarity, less frequent use in everyday communication, and increase in sentence length as compared to other tasks whereas neuro-typical adults have comprehended syntax well and equally in both modes.

Comprehension deficits in persons with aphasia at syntactical level have been well documented in literature (Law & Leung, 1998; Law, 2000). However, this study attempted to elaborate on the syntactically comprehension deficits in persons with aphasia in auditory and orthographic mode.

From the Table 3 it is evident that, the neuro-typical participants exhibited significantly better comprehension as compared to the persons with aphasia on the entire task which assessed syntax comprehension. From the scores of persons with aphasia, it is observed that highest mean scores were observed in preposition and tense task and the lowest were in conjunction and comparatives task. The mean scores of other tasks fell within this range.

The performances of the persons with aphasia, however, were not similar across the various sections on syntax. They exhibited better comprehension on action verb compared with preposition, PNG marker, tense, Wh-question, conjunction and comparatives, and conditional clauses. The better comprehension on tense and preposition task could be attributed to the relative simplicity and familiarity of the stimuli as compared to the PNG marker, conjunction and comparatives, and conditional clauses. Moreover, the latter mentioned sections also require intact reasoning skills which may get compromised due to brain damage as reported by (Martin & Romani, 1994; Freedman & Martin, 2001).

However, the performance of persons with aphasia differs with different modality stimuli presentation for all the sections. This highlights an important observation that, the benefits of different modality stimuli presentation are also commensurate on the degree of a

person's comprehension difficulty on a particular task. Syntax comprehension may be influenced by factors such as familiarity, semanticity, speech rate, and stimulus modality. The influence of stimulus length on comprehension has also been reported by Curtiss, Jackson, Kempler, Hanson, & Metter, 1986; Goswami, 2004. These authors reported that other factors held constant, the sentence comprehension tends to decrease as length increases. The deterioration of comprehension with increase in sentence length is indicative of retention deficits in persons with aphasia. Effect of sentence length (Caplan & Evans, 1990; Cannito, Hough, Vogel, & Pierce, 1996; Caplan, Waters, & Hilderbrandt, 1997) and grammatical complexity (Law & Leung, 1998; Law, 2000) has been addressed by several studies. Generally, the more grammatically complex a sentence is, the more difficult is its comprehension for persons with aphasia.

Comprehension of grammatical elements such as preposition, PNG marker, tense, conjunction and comparatives, and conditional clauses requires intact reasoning skills and good attention and memory span (as the length and complexity of the stimuli increases), and deficits in all of these cognitive processes are implicated in persons with aphasia (Papagno & Genoni, 2003; Wright & Newhoff, 2004).

Deficits in comprehension of linguistic stimuli in persons with aphasia can be attributed to extent and nature of brain damage sustained by the person (Caramazza & Zurif, 1976). Similar findings of impaired syntax comprehension in persons with aphasia as compared to the neuro-typical adults have also been reported by Burchert, Friedmann, and De Blesser (2003); Goswami, 2004; Wright and Newhoff, 2004.

The present test has proved to be a useful test for persons with aphasia as implicated by the result. The facts indicate that syntax comprehension test to be one of the most elaborate clinical tools that help in terms of assessing an individual's auditory and orthographic mode comprehension and thereby identifying the syntax comprehension deficits in persons with aphasia, which would serve as a necessary baseline for aphasia management decisions. The particular responses of the person would also guide the clinician in the selection of linguistic timing, and contextual and other facilitators of comprehension. Thus, this study underscores the importance of a thorough assessment of syntax comprehension in different modalities.

## Conclusion

The present study intended to investigate comprehension deficits in Hindi speaking persons with aphasia at syntax level in different modalities. Review of relevant literature revealed the existence of syntax comprehension deficits in persons with aphasia. Result showed that there was a significant difference in the performances on syntax task between neuro-typical adults and persons with aphasia across the both (auditory and orthographic) modalities. The neuro-typical adults exhibited significantly better comprehension as compared to the persons with aphasia in auditory and orthographic modes on Syntax comprehension test in Hindi language.

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## Love as the Subject Matter in the Poetry of Nissim Ezekiel

Dr. Seema Dalal, B.A., B.Ed., M.A., M.Phil., Ph.D.

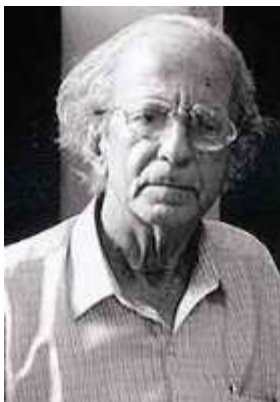
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Nissim Ezekiel (1924-2004)

### Abstract

The present paper seeks to examine the various dimensions of love as subject matter in Nissim Ezekiel's poetry. Ezekiel's poetry manifests love in its various forms ranging from ideal to physical to spiritual. Ezekiel's passion for flesh is so strong that despite his best effort to subdue his tone, he fails as is evident in his various love poems. This basic feature gave the readers profound, evocative and meaningful love poetry. In his love poems, we find him changing his tone quite often but the subject remains more or less the same—the flesh which at times distils in pure form of spiritual love.

### Three Strands of Love Theme in Nissim Ezekiel

Love has been the subject matter of a great amount of poetry in its various forms---ideal, sexual, matrimonial, etc. In the postcolonial period, Nissim Ezekiel has been acclaimed to be first and foremost a poet of love and many of his poems, specially his love lyrics, “deal with private experiences” (Introduction xxi).

Love in Nissim's poetry can be divided into three broad strands, namely, ideal or pure love, sexual and matrimonial. The first category of love is of pure love or love in its spiritual aspect. It is maintained that ideal love consists in adoration of woman without paying

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attention to the physical aspect of the relationship. Ezekiel asserts the need for love and considers it to be of prime importance. In the poem “In Emptiness” he says:

But this, I am sure, can never be:  
That I should shut the door on gods.  
.....  
And make no rendezvous with love  
I would rather suffer when I must. (*Collected Poems* 50)

Ezekiel affirms this view in the very first poetic collection, *A Time to Change*. In “Tribute,” the poet shows the innocence and gaiety of his love relationship. The following lines reflect these feelings:

I followed her, we joined the crowds,  
We drove the tandem cars, we cast  
A penny in the slot and won,  
Hung about and left the Fun-Fair last. (*Collected Poems* 62)

### **Nissim’s Concept of Love**

The poet’s concept of love can be understood when he juxtaposes songs, stars, winds and violins with love in the poem “A Song, A violin” in sixty poems. The lines run:

Salvation  
is in that song,  
that violin  
across the road;  
song and stars,  
violin and winds  
can be drawn  
closer to the great within  
where love is trapped,  
if it cannot speak  
to a Song, a violin. (*Collected Poems* 65)

### **Love Trapped inside the Heart**

Ezekiel speaks of love trapped inside the heart seeking release and expression. He projects love as a force. In his view, love is almost a divine urge. Ezekiel’s portrays his depth of emotion and need poignantly in the poem “For Her” in *Sixty Poems*.

How much of me you leave untouched,  
And yet you touch me well. (*Collected Poems* 67)

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### **Touching and Being Touched**

The emphasis is on touching or being touched or emotionally affected. Ezekiel expresses his deep love with utmost sincerity and frankness:

With friends to meet and strangers too,  
You help me to encompass all. (*Collected Poems 67*)

### **Transcending the Bonds of Matrimony**

Ezekiel's concept of love transcends the bonds of matrimony. The following lines of "I told the Thames" reveal this concept:

I told the Thames  
I was afraid,  
Attracted to  
Another maid.  
Beside the Thames  
I watched the waves,  
And I was one  
Of passions's slaves. (*Collected Poems* )

### **Love Can Inspire Poetry**

According to Ezekiel, love can even inspire poetry. He says in "Creation".

The sunshine of a kiss can glow  
Within a dozen poems, and a body yielding  
On the summer grass, with expert fingers  
Can release  
A spring of words as fresh as women's eyes. (*Collected Poems 79*)

The fact of drawing inspiration for poetry from love is also found in "Townlore" in *Sixty Poems*.

Natural to this timely change  
Are kisses, and the clear light of words. (*Collected Poems 81*)

### **Both Spiritual and Physical**

It is a feature of Ezekiel's poetry that his love encompasses both the spiritual and physical aspects. The fact is abundantly clear in "Question" in *Sixty Poems*:

Is this the way to happiness?  
Prolonging kisses till the world

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Of thought and deed is dim?  
.....  
This laughing love of ours alone  
Is wise, and will remain,  
When all endeavour has been cooled  
By Time and mated to defeat. (*Collected Poems* 82)

### **Eternal and Sublime**

Nissim, thus, projects his love as eternal and sublime. It has depth and intensity of feeling and at the same time it is emotional, physical and spiritual.

Ezekiel considers love to be more important than any thing else. In “For Her” in *Sixty Poems* he says:

Love breaks the incendiary laws,  
Blazing in a high wind  
But staying good. The more you love  
The less you burn away. (*Collected Poems* 88)

Here, he emphasizes the intensity of true love and compares it to a bogging fire. In “Aside” Ezekiel further says:

No, one cannot imagine it,  
Except as a song  
In which we the lovers  
Are sung and saved  
From too much separation  
Love is the ultimate reparation. (*Collected Poems* 93)

### **Life Worth Living**

Nissim affirms that love ultimately makes life worth living. The poet makes an idyll like image in “Episode” in *The Third*.

We sat in silence, till she said:  
‘I like this tracery of leaves  
With moonlight coming through  
And of course the moonlight on the water.’ (*Collected Poems* 98)

A wonderful picture of two lovers having an intimate moment is made here by Ezekiel. A sense of warmth and closeness is felt. In “Encounter” in *The Third* Ezekiel contends that love is always right:

And after, sporting brown and green  
With her in white,  
I knew that love is always right. (*Collected Poems* 100)

Here, after a sexual escapade, the poet feels that love conquers all and that it transcends social and moral barriers. Ezekiel negates a life without love and passion. In “Insight” in *The Third*, he says:

Then bitterly of safe disuse  
To die with solemn dreams unshared,  
No fury sparked the fuse,  
The Passion never dared. (*Collected Poems* 102)

### **Personal Emotion and Conviction**

Ezekiel’s poetry is charged with the spark of personal emotion and conviction. His life and poetry have been interlocked with each other.

The plight of lovers is depicted most poignantly in “*Situation*” in *The Third* “The upshot of their meeting was a quiet despair. She never spoke her mind. He looked beyond her eyes” (*Collected Poems* 109). Further in the same poem, he says:

They did not say a thing to counteract despair.  
No planned to satisfy the hunger in their eyes. (*Collected Poems* 102)

### **Extra-marital Love**

We come to a pertinent point that Ezekiel engages in Extra-marital love yet his conviction is very deep. The intensity of his emotion makes the physical aspect less important and the relationship stands out in purity. In Ezekiel’s concept of love, physical gratification is part of real love and it cannot be ignored. The strength and passion of love is captured in the lines of “*The Language of Lovers*” in *The Third*:

Prodigious music of our silences,  
Dry-throated suffering and helplessness,  
This is the natural language of love. (*Collected Poems* 111)

“*Love Sonnet*” in *The Unfinished Man* captures the romantic mood and sincerity of love most realistically:

Our love has formed like dew on summer nights  
The wind has ruffled up your hair. (*Collected Poems* 120)

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## Idea of Love

One of the most beautiful poems of Ezekiel is “*Love Poem.*” In *The Exact Name*, his idea of love comes through:

Your sad and thoughtful love I heard  
Above the tumult of despair.  
.....  
And storms of love I wish for you. (*Collected Poems* 142)

Nissim captures the romantic pensive mood of lovers deeply in love. He successfully portrays the deep longing of lovers for each other. In the same poem, he says:

Within and outside every trance  
I lived with you, you spoke my name  
Repeatedly you spoke my name,  
To celebrate the ritual dance. (*Collected Poems* 142)

In this poem, Nissim incorporates both the spiritual as well as the physical aspects of love.

## Sexual Relationship and Love

The second aspect of the love poetry of Ezekiel is bodily relationship or sexual relationship. Sensualism is an aspect of modern poetry. Ezekiel aptly fits into the category of a modern poet as he deals most frankly with sex in his poetry. He has a liberal attitude towards sex and extra-marital sex. He has a penchant for sex and considers it to be essential for his poetry. He uses words with sexual connotations quite freely in some poems like breasts, thighs, buttocks etc. The first poem in which sex is implied is “*And God Revealed*” in *A Time to Change*. He says:

As Lover Love you know that I am lost  
In continents of thought and every urge  
To see, know, hear, touch and praise the earth. (*Collected Poems* 25)

Thus, we see that he considers sexual desire as absolutely natural and essential for him and feels it related to his thoughts and creative power. It cannot be disputed that Ezekiel is a man with a strong sexuality and that this has provided sustenance to the poet in him. As W.H. Auden observes, “Love may stimulate an artist indirectly and intensify his general vision of life; it does not often make him write love poems: their source is more commonly

egoism or frustrated lust” (295). In “*Lines*” in *Sixty Poems* Ezekiel projects the urgency of physical love:

Unmask the mind, know the hardness  
Of the hidden and oppressive bone,  
Locate the source of shallow breath,  
Hear the throb of loins in love.  
.....  
Accept the long tormented breath  
And tremble in the thick of love. (*Collected Poems* 43)

### Passion

The above lines speak volumes of the poet’s strength of passion and his belief in it. A graphic description of the poet’s desire is found in “*Two Nights of Love*” in *Sixty Poems*:

After a night of love I turned to love  
The threshing thighs, the singing breasts,  
Exhausted by the act, desiring it again. (*Collected Poems* 47)

Nissim affirms the need for sex and indulgence in it. He adds:

With in a freedom old as earth  
And fresh as God’s name, through all  
The centuries of darkened loveliness. (*Collected Poems* 47)

We, here, see that he considers his desire for sex natural and pure even as God’s name.

### Sensual Description of Female Body

Ezekiel describes the female anatomy with special reference to hair in “*Description*” in *Sixty Poems*. The description is sensual. Although, Ezekiel does not shrink from sexual affairs yet in some poems, he decries this propensity. He says in “*I Wore a Mask*” in *Sixty Poems*:

Love again  
Is on the wing.  
But at the end  
The babe unborn  
Is weeping at  
The false dawn. (*Collected Poems* 72)

Ezekiel bewails the lack of freshness and innocence in the woman, he is making love to in “*Love Song*” in *Sixty Poems*. He says:

Beneath your dress I find you young  
.....  
soft and flowing .  
But you are old  
With the shop soiled wisdom. (*Collected Poems 74*)

In “*Nocturne*” in *Sixty Poems*, Ezekiel explores the complicity of love affairs. He bewails the futility of casual sex affairs which leave a sour taste of sin:

Desire  
Labyrinthine,  
The sweet smell of false desire.  
.....  
And is this all the Truth  
Of desire  
.....  
And all to win  
The sour taste of sin? (*Collected Poems 75*)

The same feelings are found in “*Situation*” in *Sixty Poems*:

And then the chips are down— recognize  
The haze of self-deception in our eyes. (*Collected Poems 43*)

### **Image of Lonely Woman**

Ezekiel draws the image of lonely woman in “*The Female Image*” in *Sixty Poems* who is the subject of fantasizing by young men:

This harlot of a dream  
Shall her belly know the lust of man? (*Collected Poems 68*)

In “*Delighted by Love*” Ezekiel makes an image of consummation in a temple:

By rituals holy in the temple  
Where life creates and is created,  
All kinships here are consummulated,  
By thrust of lust  
When all that burns in breasts or lips is sated. (*Collected Poems 82*)

### **Sensuality – Necessary and Unavoidable**

The poet has sensual thoughts which he feels are necessary and unavoidable and to be enjoyed. In “*Conclusion*” we find that Ezekiel maintains that all thin trees tables, waves, birds and women too are there to be enjoyed. “*At the Party*” in *The Third* tells of a man who goes to a party for making sexual exploits. The poem has erotic imagery:

Ethereal beauties, may you always be  
Dedicate to love and reckless shopping,  
Your midribs moist and your thighs unruly,  
Breasts beneath the fabric slyly plopping. (*Collected Poems* 98)

“*Gallantry*” contains a monologue addressed to a woman. It has a mocking love with sexual suggestively:

Your bosom likes me well.  
Or let me be humble,  
Taking in the thighs. (*Collected Poems* 105)

### **Sense of Guilt and Remorse over Indulgence in Carnality**

A sense of guilt and remorse is found in “*What Frightens Me*” in *The Third*. He feels guilty over his indulgence in carnality. He realizes that he has put a mask over the reality. Realization of his own weakness frightens him. “*For Lover’s Record*” in *The Third* tells of a woman gives to sex with different men. Yet, Ezekiel forgives her and does not consider her evil.

I found no evil in her searching eyes  
Such love as hers could bear no common code  
Vibrating woman in her nights of joy,  
Who gathered men as shells and put them by. (*Collected Poems* 110)

Ezekiel finds no fault in gratifying physical love. “*At the Hotel*” also in *The Third* is a poem where the poet is accompanied by a woman to a strip tease: “To say that Ezekiel sees in woman nothing more than her physical fabric is untrue. She is a butterfly of light who elevates and illumines earthly existence” (Raghu 35). The poet details with care the events:

On the dot she came and shook her breasts  
all over us and dropped  
the thin transparent skirt she wore. (*Collected Poems* 112)

### **Spousal Love**



An autobiographical note is found in “*A Jewish wedding in Bombay*” in the volume *Latter-Day Psalms*. There is a touch of humour when the poet says during the first serious quarrel between him and his wife she blamed him for taking her virginity. In “*Minority Poem*” in *Latter-Day Psalms* Ezekiel maintains that in marriage the husband loses his identity. He says:

It is not the mythology  
or the marriage customs  
that you need to know,  
it's the will to pass  
through the eye of a needle  
to self-forgetfulness. (*Collected Poems* 236)

In “*Song to be Shouted Out*” from *Songs for Nandu Bhende* in *Latter-Day Psalms*, we come across a wife who is always nagging her husband. The husband says:

Shout at me, woman!  
Pull me up for this and that.  
You're right and I'm wrong. (*Collected Poems* 242)

In this poem, we find the husband belittled and cowed down.

In “*The Way It Went*” in *Latter Day Psalms* the poet humorously relates how time passed by without her keen aware of it. He gets married at twenty seven years of age, then has children and before he even realizes it, becomes a grandfather. He ends in a light vein:

O well, I'll be damned,  
Is all that I can say. (*Collected Poems* 271)

*The Second Candle* is the last poem written by Ezekiel. It contains domestic accord and Harmony. Two candles are lit by the poet's wife, one to thank God and the other to ask for Grace. A beautiful picture of domesticity comes through the lines. Bliss and contentment are reflected.

The three broad categories in which the love poetry of Ezekiel can be divided have been discussed. It is also necessary to discuss a sense of failure which the poet encountered in respect to love.

### **Sense of Failure**

The first poem in which Ezekiel feels a sense of failure is “*Planning*” in *A Time to Charge*. He says:

We could not figure out what it is went wrong;  
Harmonised the impulse with the general tone,  
allowed for everything, except a long,  
Arresting arm, the unseen, the unknown. (*Collected Poems* 32)

This failure is in relation to his marriage.

The second instance of failure is found in “*A short Story*” in *Sixty Poems* when the poet was innocent and naive. He wanted to win the affection of a girl but she repeatedly rejected him. He started writing to a Spanish girl. She also understood his intensions and rejected his advances with some advice. He says:

He learnt the lesson, kept his own counsel,  
No longer wanted to be loved or understood  
But rightly broke with the Spanish girl. (*Collected Poems* 67)

We see how his innocence was not appreciated and he had to suffer humiliation. Another poem with a sense of failure is “*Sonnet*” in *The Third*:

At first the beloved merely finds fault,  
Later comes the slow unresponsive kiss. (*Collected Poems* 107)

Nissim, here, points out the fact that staleness and boredom comes into relationships after the passion wears off. We also find a sense of failure and a feeling of being cheated in his poems. A poem with an Autobiographical note is “*Poem of Separation*” in *Hymns in Darkness* which deals with the love for a woman who finally walks away from him. He says:

I ask you to pause  
And to hear it again  
But you sweep ahead to hear  
Another music.  
It’s true we cannot live on echoes. (*Collected Poems* 195)

### **Poetry and Love**

An important aspect of Ezekiel’s poetry is that he relates it to love. In “*Something to Pursue*” in *A Time to Change*, he says:

Out of doors, where the winds of God  
Make our minds sweet with love. (*Collected Poems* 18)

Nissim relates poetry and love again in the poem “*Failure*” in *A Time to Change*, we get a hint of the close relationship Ezekiel feels between love and poetry:

All my waiting turned to this :  
Unrenewed eyes and rhymes repeated. (*Collected Poems* 31)

It is felt that he draws on inspiration from love. Staleness in love is repeated in verse. Ezekiel also accepts the needs of the body as Linda Hess calls Ezekiel “a poet of the Body” (qtd. in Raghu 34). In “Creation,” he is very clear. This is also in sixty poems:

The sunshine of a kiss can glow  
Within a dozen poems, and a body yielding  
On the summer grass, with expert fingers  
Can release  
A spring of words as fresh as women’s eyes. (*Collected Poems* 79)

### **A Personal Quest for Identity**

Ezekiel’s poetry is a personal quest for identity, commitment and harmony in life. We can also affirm the relationship of Ezekiel’s poetry with love by the fact that he has written the maximum number of poems on this theme i.e., love be it marital or extra marital physical or spiritual and short lasting or long lived. Thus in the poetry of Ezekiel, the concept of love is not narrow rather it is complete, comprehensive and wholesome.

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Love as the Subject Matter in the Poetry of Nissim Ezekiel

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# As Funny As Neologisms: A Case of 'Friends' TV Series

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*Friends Cast*

<http://www.tv.com/shows/friends/>

## Abstract

Neologism, as one of the most important morphological processes, plays a significant role in the generation of new words. The present paper investigated, categorized and elaborated the humorous neologisms in a popular American comic TV series called *Friends*.

This study showed that neologisms can be interestingly hilarious at times and that they can be creatively used in sitcoms and in everyday language. Findings revealed that many new interesting expressions can be coined within the regular framework of the English language and word formation regulations. This study shows that, contrary to George Yule's opinion (1998), coinages were not only not "the least common process of word formation", but they were frequently used in this TV series. The paper concludes with unveiling the concept of "comic license" in the generation of neologisms.

**Keywords:** Word Formation, Neologism, Coinage, Morphological Operations, Comic License

## Introduction

Productivity or creativity as we know is a morphological phenomenon as the possibility for language users to coin or create unlimited number of new expressions, by using the morphological procedure that lies behind the form-meaning correspondence of

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some known words. The main purpose of creating or coining new words in a language is 'need', we need to create or coin a huge number of new labels and names for everything new that has come into existence in recent times. This 'need' can be naming new things, new ideas fun or creating humor in language also.

## **Neologism**

Neologisms also help to update the existing lexicons and dictionaries of a language. These newly coined words or expressions make a language living and dynamic rather than dead, which show the change in language over the period and the morphological productivity of a language. Neologisms, is basically a combination of two Greek words neo 'new' + logos 'word', which means a newly coined word that may be in the process of entering common use, but has not yet been accepted into mainstream language. Neologisms are often directly attributable to a specific person, publication, period, or event.

According to *Oxford English Dictionary* the term *neologism* was first used in print in 1772, and thus, is arguably a neologism itself. Neologism as a linguistic phenomenon can be seen from different aspects: time (synchronic), geographical, social and communicative. Thus neologism is "...a unit of the lexicon, a word, a word element or phrase, whose meaning, or whose signifier-signified relationship, presupposing an effective function in a specific model of communication, was not previously materialized as a linguistic form in the immediately preceding stage of the lexicon of the language. This novelty, which is observed in relation to a precise and empirical definition of the lexicon, corresponds normally to a specific feeling in speakers. According to the model of the lexicon chosen, the neologism will be perceived as belonging to the language in general or only to one of its special usages; or as belonging to a subject-specific usage which may be specialized or general" (Rey, 1995,77).

## **A Linguistic Process**

Neologisms is a linguistic process, which involves many morphological processes, it can be loan translation (claque), compounding, shortening, hybridization, or affixation etc. Neologisms are defined as "newly coined lexical units or existing lexical units that acquire a new sense" (Newmark 1988: 140). He points out the types of neologisms: old words with new senses, new coinages, derived words, abbreviations, collocations, eponyms, phrasal words transferred words, acronyms and pseudo neologisms. Aitchison (1991:89) says that their occurrence is justified by three causes: fashion, foreign influence and social need. Wardhaugh (2002:188) says that a new lexicon can be adopted either by utilization of elements already present in the language or by borrowing lexicons from another language. To understand the meaning of a newly created word linguistic competence and general knowledge of the interpreter is important because only with the help of linguistic competence and general knowledge the speaker of a language a person is able to determine whether a term is 'new' or just unknown to him/herself. These newly coined words are common in use according to their usage in a particular situation or context by their users.

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## **Influence of Neologisms on Society**

Neologisms are accepted as parts of the language. Other times, however, they disappear from common use just as readily as they appeared. The most important factor for a neologism to be the part of a language is the acceptance by the public because if the people continuously use a newly coined word it always eventually sheds its status as a neologism and enters the language even over the rejection of its opponents.

After being introduced, a newly coined word has to be verified by the society and language experts who determine its suitability to the concerned language. If a word is not coined according to the word formation rules of the concerned language, it is rejected but proponents of a neologism see it as being useful, and also helping the language to grow and change; often they perceive these words as being a fun and creative way to play with a language.

Crystal (1992) defines Neologisms as the creation of new lexical items as a response to change circumstances in the external world, which achieves some currency within a speech community at a particular time. The newly coined words convey the idea of novelty to a certain extent. New words in the language are constantly entering the lexicon to describe new concepts and technologies and what they mean to us. Conversely, older words continually fall out of use as they decrease in cultural significance.

In order to introduce something new, it needs to be communicated and media plays an important role to introduce these words because neologisms are central for innovation, and media is central for introducing them, T.V shows, movies and news make/spread the new words to us so that the new things can be included in our language.

### **‘Friends’ TV Series**

‘Friends’ is an American sitcom created by David Crane and Marta Kauffman, which aired on NBC from September 22, 1994 to May 6, 2004. The series revolved around a group of friends in Manhattan. The series finale (the 236th episode), airing on May 6, 2004, was watched by 51.1 million American viewers, and was the fourth most watched series finale in television history and the most watched episode of the decade. ‘Friends’ received positive reviews throughout its run, becoming one of the most popular sitcoms of all time. The series won many awards and was nominated for 63 Primetime Emmy Awards. Many critics now regard it as one of the finest shows in television history. The series made a large cultural impact, which continues today.

The humorous nature of this sitcom and creative utilization of language intrigued us into doing some analysis on the coinages and fabrications they employed to make their utterances. The aim might be to examine the potentials of the English language in generation of new words and expressions and introducing strategies to make them.



## Methodology

### Materials:

Materials of this study were extracted from 50 randomly selected episodes of an American comic TV series called *Friends* (1998-2004). Each episode was about 20 minutes and with an English subtitle.

### Procedures:

Each episode was examined carefully in search of the neologisms and odd self-fabricated expressions. The detected items were classified into several categories observed. Then, the expressions were elaborated based on the context of the situations and the morphological processes involved in each expression.

## Data Analysis and Results

Each episode was examined carefully and the newly fabricated expressions and neologisms were extracted. Analysis of the corpus showed that many of the fabricated expressions were consistent to the English word formation process rules. However, they were used in a funny trend that would invoke laughter. The fabricated expressions were categorized as following items:

### Modifier + Noun

The most common formula of the word generation, as was observed in the corpus, was the combination of two nouns, which the first noun would act as a modifier. Below are some examples which follow this formula:

- *“Hello, mother kisser.”*

This expression was used when a character kisses the speaker’s mother and this is how he reacts towards him. As it can be seen, combination of two nouns led to a new funny expression that its resemblance to a famous word of profanity adds to its humor sense.

- *“Did you use to work in a jerk department?”*

This is another sample of a funny expression. This was used by the speaker to address a coworker to whom she had no interest.

- *“Yeah I know him ... the guy with a face ass.”*

As can be seen in this example, another combination of nouns plus the productive power of creativity made the speaker to use this expression to mock someone for a chin dimple.

**Other Examples:** turtle man, dinosaur guy, wine guy, nothing guy, butt guy, sperm guy, coma guy, nurse man, weather bitch, dinosaur twins, love muffin, belly time, idea time,



pig man, penis embargo, bug lady, man nipples, ball boys, homosexual hair, woman repeller, greeter girl

### Use of Common English Affixes to Generate New Words

One of the interesting features of the newly fabricated expressions in this sitcom was to make use of the linguistic properties of the English language in word formation. Findings showed many interesting nouns, adjectives, etc. that were fabricated were consistent with the regular English affix frameworks. Below are mentioned some examples:

- *“I wasn’t the kisser ... I was the kissee.”*

The speaker in this sentence has used the English suffix “ee” to justify that he was not doer of an action but rather was subject to an action. Although kiss is not followed by suffix “ee” in English, the comic genre of the context issues a permit to such new words be created.

- *“Uh ... She is so manish.”*

This is the reaction of the speaker when he encountered a woman who was wearing like a man and had men’s haircut. He used the suffix “ish” which is indicative of some characteristics. It is also reminiscent of words like childish, etc. This shows the speaker tried to make his new expression within a framework.

- *“Oh yeah, then everybody call me Ross, the divorcer.”*

In this example, the speaker uses the English suffix “er” to create a new English word that appears to be allowed in the English language.

**Other Examples:** “You are so agist.” (biased about age), “Oh you re-love her.” (have feeling for someone after breaking up), “Messers become the messee.” (someone who messes up with others and someone who is messed up with), “Are you un-supporting me again?”, “You should be gossipless!”, “Is there anything unmarriageable about me?”, “foodal chockage”, “This is so un-me.”, “You like something more toothier?”

### Hyphenated Expressions

One of the interesting methods of word generation that was spotted in this comic TV series was the use of many hyphenated expressions. Most of these expressions were used to be nouns or adjectives and were actually combinations of several words. In the examples below, some of these expressions are mentioned:

- *“They still hate you. They think you are a Mr. I m-one-of-you boss.”*

In this example, the speaker tries to paint a picture of a boss who tries to show that he is friendly with his staff. As can be seen, the hyphenated expression is used as a modifier to the word *boss*.

- *“Hello Mr. back-from-the-orient.”*

In this example, the speaker greets a friend who has just returned from China. In this extract, the hyphenated expression serves as a noun.

- ***“I don`t really like to bring up pain-in-the-ass-stuff.”***

In a similar vein, the speaker uses a hyphenated expression which serves as a noun meaning causing a good mood to be spoiled.

**Other Examples:** *“Mr. I wanna-be-your-buddy.”*, *“Man-child”*, *“You should go to a quit-being-a-baby-and-leave-me-alone clinic.”*, *“It`s a get-rid-of-anything-Rachel-ever-touched sale.”*, *“Mr. right-place-at-the-right-time.”*, *“I know I kinda sprung this me-moving-out-on-you thing.”*, *“Who is educated now? Mr. I-forgot-ten-states!”*, *“He`s a Must-Mock Joey.”*

## **Blending**

Another strategy that was spotted in this TV series was blending two words and producing a new one. Below some examples are mentioned:

- ***“Stop it, please. You`re Monican not Monican`t.”***

In this example, the speaker in a desperate attempt tries to encourage Monica to cheer up. She uses her name plus can and can`t to create new words.

- ***“I just came by to have a Monicuddle.”***

In this example, Monica`s father barges in and uses this sentence which is a combination of her name and the word *cuddle*.

- ***“Oh, that was a mustartastrophe.”***

In this example, the speaker, in a very creative manner, blends the first part of the word *mustard* and the last part of the word *catastrophe* to refer to a situation when a jar of mustard is emptied on the table cloth.

**Other Examples:** *Chanberries* (Chandler+Berries), *Happy Plane-a-versary!* (Plane+Anniversary), *Manny* (Man+Nanny), *Chandlove* (Chandler+Love), *Frienaissance* (Friend+Renaissance)

## **Use of Proper Nouns**

Another interesting word formation technique that was used in this TV series was to make use of proper nouns within the grammatical rules of English.

- ***“It`s his innate Alanness that we love.”***

In this example, the speaker uses a proper noun and adds the English “ness” suffix to indicate the personal characteristics of Alan.

- ***“Let`s Ross it.”***

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In this example, the speaker uses a proper noun as a verb to indicate an action that Ross is very good at doing.

- ***“I made it just in case you pulled a Monica.”***

In this example, the speaker uses a proper noun to coin an expression indicating Monica's failure in cooking a dish.

**Other Examples:** *“That's a lot of Monica.”, “Don't be Monica about it.”, “Sometimes he is too Alan.”, “You should be anti-Paolo.”, “Don't do anything Joey-like”.*

### **Making Verbs**

Verbalizations were also spotted in the corpus under study. In these phenomena, nouns, adjectives, etc. would turn into verbs. Below some examples are mentioned:

- ***“Dinner is going to be great... In your face last year me.”***

In this example, the speaker coins a new verb to ask her friends to remember her failure in last year's Thanksgiving party and compare it with the Thanksgiving party in which everything is great.

- ***“Turkey is turking ... yams are yaming.”***

In these examples, the speaker tries to enliven her dish by verbalizing Turkey and Yam and adding “ing” to them. Although, they do not have any meaning, it shows the potentials of this language to undergo odd grammatical variations.

- ***“Alright! French it up!”***

In this example, the speaker verbalizes “French” to ask a person to speak French. In this case, the speaker has coined a separable verb.

**Other Examples:** *“What are you middle naming me for?”, “Let's Ross it.”*

### **Imitative Patterns**

An interesting phenomenon that was observed in the corpus was the exploitation of some imitative funny patterns used in the English language. These expressions remind the listeners of some similar existing expressions. Some examples are mentioned below:

- ***“Keep your panties on!”***

Using the pattern of the idiom “keep your shirt on”, the speaker voiced this expression to humorously ask her friend to “be patient”. The speaker used this expression to refer to his tasteless memory of being caught with women's underwear in a public place.

- ***“Oh! Bitch of a commute!”***

Replacing the emphatic word “hell” with “bitch”, the speaker refers to a *woman* who finds herself in a constant tiring commute to her work.

- **“I am not a kiss-and-tell but I am not also a sex-and-shut up.”**

In a very creative trend, the speaker tries to voice the contrary side of the expression “kiss-and-tell” by coining an imitative “sex-and-shut up” to build grounds for telling his own story of love affair.

**Other Examples:** “We`re gonna be friends-in-law.”, “We called ourselves the three basketeers.”

### Use of Suffixes Like “O”, “Y”, and “E”

Utilization of some irregular suffixes was the other strategy by which the speakers used to generate words. Suffixes like “o”, “y”, and “e” was frequently used and below some examples are mentioned:

- **“You get away from me... you sick sick sicko!”**
- **“Would you stop it, kiddy?”**
- **“You`re hurting me, kickie!”**

These morphemes are not usually inflectional. In other words they seem not to be able to change the grammatical function of the words, yet are used to add emphasis to some particular concept.

**Other Examples:** *Thanksgivingy, Weddingy, Kiddo, Weirdo, Dr. Skeptismo, Mr. Kissy, Missy, Fatty*

### Use of Fabricated Nonsensical Words or Expressions

Some expressions were also detected that do not possess any dictionary meaning and they do not follow any regulation of word formation, yet they are the products of the speakers mind and can be understood only by referring to the context of situation. Some of these types of fabricated words or expressions are mentioned below:

- **“Well, it needs to be plicit.”**

The speaker uses a word which cannot be found in any dictionary and does not have any meaning unless we refer to its context when he uses this sentence in response to “*It could be implicit*” of his sister. This shows the speaker mean to say *explicit* in a way to put emphasis on the word. We cannot help but notice that the speaker the speaker omitted the prefix “im” under the influence of its function which is used to make negative English nouns.

- **“I don`t even have a pla.”**

The speaker uses this word in response to her friend's "Do you have a plan?" to emphasize on her absolute hopelessness. As can be seen there is absolutely no way to figure out the meaning without referring to the immediate context.

- **"Everything is flupie!"**

The speaker coins this word to indicate that everything is out of order and nothing goes well in a situation. Again the context of situation aids the reader to find out the meaning of this fabricated word.

### **Miscellaneous Methods of Generating New Words or Expressions**

This popular comedy never ceased to put a limit on its word generating machine. Various instances of creative uses of producing new expressions can draw attentions towards the potentials of the English language in word formation capabilities and techniques. The following strategies were also used in the conversations of main characters of this TV series, however, they were less frequent than the abovementioned strategies.

#### **A. The use of intensifier "so" before a verb or a noun than an adjective to put emphasis on a concept.**

- ✓ *You are so wearing that bracelet!*
- ✓ *You are so doing this out of spite!*
- ✓ *You are so dad!*

#### **B. The use of suffix "wise" for some words that are less likely to take it in ordinary speech.**

- ✓ *It was a bad day, whore-wise. (a reaction when someone was mistaken to be a whore)*
- ✓ *That's nice, weather-wise.*
- ✓ *I have a question, meat-wise.*

#### **C. The use of words in total new senses.**

- ✓ *Misters (someone's genitals)*
- ✓ *Royal Subjects (in almost the same sense)*
- ✓ *That's moo point! (meant to be "nonsense" as a cow's sound)*

#### **D. The use of several separate words to produce uncommon comic expressions.**

- ✓ *Dear Baby Adoption Decider People. (an introduction to a formal letter)*
- ✓ *Happy Meatless Turkey Murder Day! (response of a vegetarian to the expression happy thanksgiving)*
- ✓ *You can be on the Olympic Standing There Team. (in response to the idleness of someone)*

#### **E. The use of paradoxical expressions.**

- ✓ *Mr. Pizza Delivery Girl (a reaction when seeing a girl with boy's haircut)*
- ✓ *I thought you are Joey man/woman!(a reaction when seeing a boy who uses make-up)*

✓ *You should get the best bad massage award.*

## Conclusion

Language has always been susceptible to changes and creativities that bear on it during its existence. TV programs, movies, and other audiovisual feeds have a significant role in the propagation of the media discourse in people`s lives. In this study, we examined one of the most popular sitcoms of the world in terms of the application of neologisms or newly fabricated expressions. A considerable corpus of this TV series was analyzed and the fabricated expressions were detected and morphologically categorized. Observations showed that characters of this TV series coined many funny expressions within the framework of English word formation processes. They combined the odd instances of language use with rules of the English language to “humorize” their speech. Based on the findings, we can claim that the English language has enough potential to embrace the new creativities in the word formation domain. There were, however, instances in which the common regulations of English were breached which were convincing enough to be addressed as the *comic license* by which the comic discourse could further is goals. These fabrications that are thoroughly disseminated by media can get into people`s daily speech and bring about considerable changes in a language.

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As Funny As Neologisms: A Case of ‘Friends’ TV Series

Mohsin Khan, Ph.D. Research Scholar & Reza Jelveh, M.A.

## *In Love and Trouble*

Alice Walker's Walker's Green Setting and Green Platform

Shubhanku Kochar, M.A. Eng., M.Phil., Ph.D. Scholar

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Alice Walker



Alice Walker

Courtesy: <http://www.biography.com/people/alice-walker-9521939>

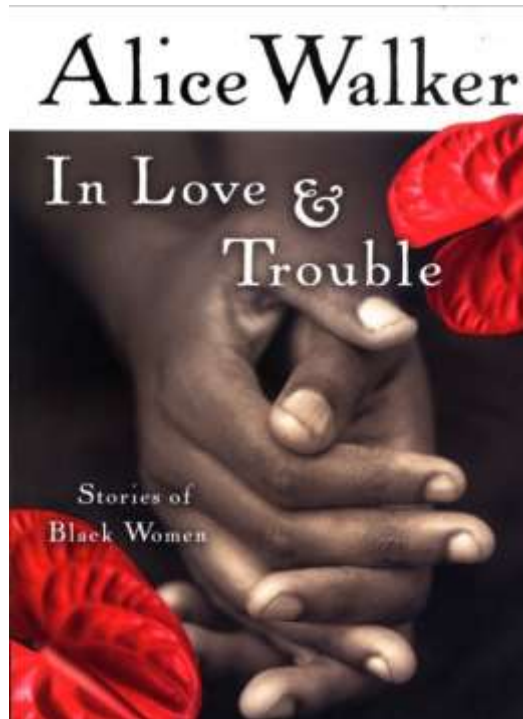
Alice Walker is equally renowned as a short story writer, poet and novelist. She became very prominent after the publication of *The Color Purple* in 1982. Even before this, she had published short stories well noted for their excellent depiction of remarkable women engaged in stupendous struggle. Hitherto she has penned three collections of short stories entitled: *In Love and Trouble: Stories of Black Women* (1973), *You Can't Keep a Good Woman Down: Stories* (1982), *The Way Forward Is with a Broken Heart* (2000). She has also written a short story book for children *Finding the Green Stone* (1991).

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### **Stories from an Environmental Perspective**

This paper focuses chiefly on four stories from *In Love and Trouble* from an environmental perspective. The effort is to place her stories in the wider context of the current ecological vision. Although not a single story directly speaks of nature and other allied forces yet a closer reading enables us to unearth the green platform and the green setting on which the entire edifice is skillfully erected.

#### ***Roselily***

For example, 'Roselily,' the opening story in *In Love and Trouble*, can be taken as a starting point of discussion. The story is about an introvert lady named Roselily who is perplexed and endeavours hard to justify her decision of marrying a Black Muslim. Though, it is a love story yet there are no parks, trees, rivers, fountains and brooks. The wedding takes place in the church. Practically, there is no outward action. The protagonist travels down from her balcony



into the church and story comes to an end after she is wedded and her husband turns deaf ears to the well-wishers and stands offish.

### **An Invitation to Trouble**

On surface, there is nothing called a natural setting. Leaves, weeds, dogs and air are mentioned occasionally. Author's aim is to project how falling in love is an invitation to trouble. Yet a closer reading uncurtains various environmental implications of the story. Primarily, the title itself is taken from nature. It is the combination of two flowers: rose and lily.

The central character's attitude seems almost an exact replica of the values and behavior expected from both the flowers. Her name is Roselisy and she truly justifies it. Rose is of various colours like red, yellow, pink and white, and so one finds Roselily too in various roles such as: mother, daughter, wife and sister.

Rose and Lily both symbolize freshness, beauty and love. They live their lives for others. One remembers here Ben Jonson's "Oak and Lily" where the former *Poet Laureate* extols the virtues of Lily. For the poet, Lily has a short life, it is a flower of a day. It withers away with the setting of the sun yet its shorter lifespan bestows freshness, mirth and joy among the beholders.

Ben Jonson writes:

A lily of a day  
Is fairer far in May,  
Although it fall and die that night:  
It was the plant and flower of light.

### **A Combination of Two Flowers and Two Stories in One**

Similar is the case with Rose that thrives and blooms in mire, but showers happiness, love, beauty and charm on the onlookers. It lives out its existence unconditionally for others. Roselily, a combination of both the flowers, is like both of them. She certainly embodies their

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characteristics. She is not sure whether she loves the man she is marrying. She is also doubtful about whether the man will free her or hold her forever. She knows that after wedding her life would be spent in robes and in veils which is contrary to the life that she has lived up to now. He has already told her that he will not let her work after marriage. There will be rest in plenty for her. She wonders what they will do and concludes that they will make babies.

True, Roselily won't be required to go and work in a sewing plant. There will be no need of learning how to place straight seams on the dresses of men. She is not marrying him for this comfort, but for her children's sake. She wants to give them better opportunities in life. Her earlier husbands have left her. She is mother of four children out of which three are staying with her. She envisages a wonderful future for them in Chicago, a place where her new husband lives. She reflects: "But in Chicago. Respect, a chance to build. Her children at last from underneath the detrimental wheel. A chance to be on top. What a relief, she thinks. What a vision, a view, from up so high" (Walker 8).

### **Restrictions upon Life**

Roselily knows very well that her life after marriage would be full of restrictions. Her husband's hand seems to her like clasp of an iron bar. She wishes to break free from satin and voile. She knows she cannot be a bride and virgin forever. She endures the absurd giggling of her sisters about whom she thinks that her husband should marry one of them. Towards the end, she presses her worried fingers in his palms while he stands before her. Unflinchingly and unrequitedly, she accepts everything for her children's sake like Rose and Lily that spend their lives for others- former thrives in mire and mud and latter lasts for a day. And in return, they bestows happiness and joy on others.



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### **A Garland-like Structure**

Adopting Rueckertian strategy of finding analogies or applying biological concepts on the study of literature, one comes across a garlandlike structure in the story. Just as a garland of flowers is woven by bringing together various flowers and if flowers are of different hues then it charms more than expected. Similarly, in this short story various headings which are inscribed on various subsections if placed together then they become a full-fledged sentence which carries an independent meaning that is directly and proportionately related to the context. Extra beauty is added by imagining those inscriptions as flowers of different hues since inscriptions vary in size and length.

The complete sentence that results when one joins these flowers like inscriptions is as follows:

Dearly Beloved, we are gathered here, in the sight of God, to join this man and this woman, in holy matrimony. If there's anybody here that knows a reason why, these two should not be joined, together, let him speak, or forever hold, his peace.



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### **Does Crime Pay?**

Similarly, “Really, Doesn’t Crime Pay?”, the second story in *In Love and Trouble*, offers a remarkable analogy with the natural world. Nature has been munificent for humans since the beginning. But, humankind has not returned their gratitude the way they should have. They have exploited the earth and nature for their personal benefits. For example, near the banks of rivers, they have raised lucrative projects like hotels and resorts. Dams are built to control the water. Houses that are built near rivers’ banks pollute the water and thereby disturb the aquatic life.

Nature undeterred and undisturbed has to follow her course. The nature of the water is to flow and it flows and when it does it engulfs everything that comes its way. Recent tragedy in Utrakhand where buildings and all industrial projects, the manifestations of man’s temporary triumph, were swept down to debris or wreckage, speaks vociferously about nature’s vengeance. Anything bottled for so long is bound to blast. Retribution or nemesis that nature inflicts on man varies from flood to quakes to tsunamis to landslides to incurable diseases.

## **Man's Exploitation of Woman**

Likewise, in “Really, Doesn’t Crime Pay?” man exploits woman and she in return seeks vengeance. Here, woman can be considered as an equivalent of nature. In fact, by mutual consensus, woman and nature are often identified. Since the culprit remains the same for both - Man. Man has tantalized woman under the incognito of patriarchy and nature of capitalism. Since the ravisher is the same person for both the categories, woman feels more affinity with nature. In many cultures such as Indian and African, nature is hailed as mother and this further strengthens the bond between woman and nature.

## **Myrna in *Really, Doesn't Crime Pay?***

Myrna, the central character is an aspiring author. She is married to Ruel, a warrior who fought in Korea, a rich man who works in a store and owns hundred acres of peanuts farm. Though, there are no stances in the text where Ruel physically or sexually abuses Myrna yet she has to suffer. He does not let her pursue her writing career instead often suggests her to make babies and go for shopping.

As a result, Myrna feels somewhat stifled. Instead of writing full-fledged stories, she stoops down to the level of writing outlines. She has written so much that even a shed can be filled with her scripts. Later, Mordecai Rich, a budding writer in search of truth and beauty enters in her life. Under his touch, she blooms and thrives. He admires her writing and addresses her as another Zora Neale Hurston and Simone de Beauvoir. She even goes to bed with him. Everything seems to be moving nicely. Under his touch, her body blooms like flowers. She calls it a miracle. It seems strange and wonderful, though she knows there is no love involved in it. She remarks in almost triumphant tone, “Now Ruel will find that I am not a womb without a brain that can be bought with Japanese bathtubs and shopping sprees. The moment of my deliverance is at hand!” (Walker 20)

Later Mordecai Rich offers to take her stories with him and see what he could do with them. She gleefully gives him everything her stories as well as her body and he flies away never to return. As a result, she goes insane. Her senses desert her. She starts hunting the town in



search of Mordecai. Her husband wants a child from her that she never denies. After many futile attempts to impregnate her, Ruel takes her to a hospital for speedy conception. There while reading a magazine, she discovers her own story that she once let Mordecai see, published under the name of Mordecai Rich. Her disintegration is somewhat accelerated by this. She also tries to kill her husband but luckily he gets up in time. She is later admitted into a mental asylum.

### **Mild, Subdued, Effective Revenge**

After recovering, she comes back and takes her vengeance. Here, she does not acquire a wild form that nature sometimes does. Her path is mild and subdued. She has not forgotten anything. She pretends to be a kind of tamed wife. Her husband still wants an offspring and she submissively goes to bed. He feels resented because she sometimes laughs when he carries on about her goodness. She remains completely passive in bed and says nothing but yes until he is exhausted. She constantly takes birth control pills without letting him know. This she does in a celebrating way:

The house still does not awaken to the pitter-patter of sweet little feet, because I religiously use the Pill. It is the only spot of humor in my entire day, when I am gulping that little yellow tablet and washing it down with soda pop or tea.  
(Walker 24)

It seems as if she blames her husband for her miserable life. It was he who denied her a writing career and asked her to go for shopping or have babies as if they were the same. Had he allowed her to be what she wanted, no Mordecai would have diddled her. She would have been a well-known author and Mordecai would have followed her like bees go after jaggery. He wishes to be a father and she denies him without letting him realize. She does everything what a man expects from his wife. She prepares supper, goes to bed unquestioningly. She goes for shopping twice a day. She purchases hats, dresses and shoes. She sweetens and softens her body regularly, keeps perfumes, skin softeners and pots of gloss and eye shadow. She feels amused while painting her own face as if in sheer victory. Her determination to teach the wrong doer a lesson can be seen in the concluding lines of the story where she assuredly and confidently avers:

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When he is quite, quite tired of me I will tell him how long I've relied on the security of the Pill. When I am quite, quite tired of the sweet, sweet smell of my body and the softness of these Helena Rubenstein hands I will leave him and this house. Leave them forever without once looking back. (Walker 24)

### **Encapsulating an Ecological Thought**

The content of the story encapsulates an ecological thought. The structure also brings forth an analogy with biological world. The story has the structure of a fruit. Say, for instance, an apple or a watermelon. Just like fruits contain seeds this story too has two short stories within it. Just like a seed of a fruit needs proper care, earth, water, sun and fertilizers to grow into a plant which yields the same fruit, the two short stories in this story also need proper attention and nurturing before they grow up in full flashed story like the one of which they are the part. Just like seeds in a fruit contain the essence of the fruit, so here too both the short stories contain the essence of the larger one.

### ***The Child Who Favoured Daughter***

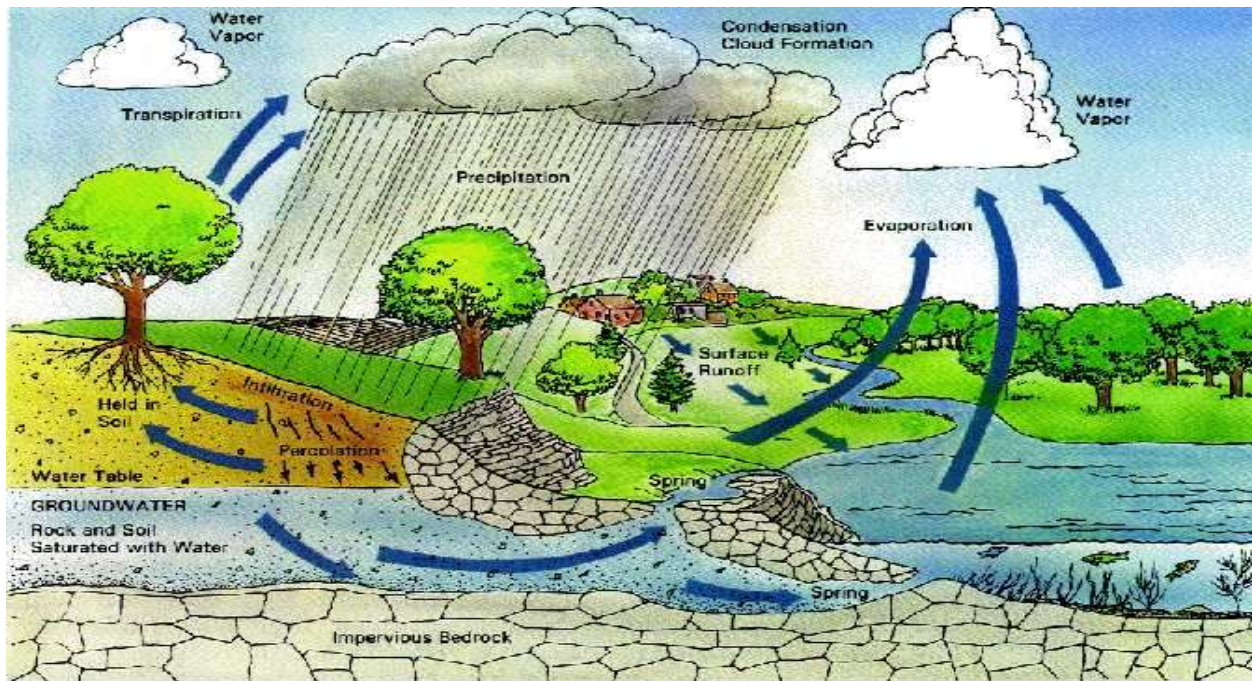
*The Child Who Favoured Daughter* is another story in the collection. This story also offers resemblance with ecosphere. Here one encounters nature straightaway. There are cotton fields, trees, clouds, wind, flowers, dogs, moon, sun and wasps. But they do not interfere with the characters or the plot. They just provide a setting for the action to unfold. Their presence or absence in any way does not hinder the development of the main action. However the most brutal incident in the story in which a father beats his daughter ruthlessly takes place when it is raining outside. The storm outdoors and upheaval indoors somewhat provide a platform to the writer where external and internal disturbances are proportionately balanced. Here, the father too shares a kind of affinity with dogs. He not only feeds them when they are hungry with food but also flings the remaining parts of his daughter's breast at them.

All this is not significant in the overall biocentric reading because the father is enraged and bound to punish his daughter whether rain or no rain, whether storm or no storm, whether dogs come or not. He must have flung the parts of his daughter's breasts on the earth itself had there been no dogs. Nature merely provides a backdrop. She is not a living character that influences the course of the action.

### **Correlation between Biosphere and Action**

However, an environmentally conscious eye cannot help but perceive the correlation between biosphere and the action of the story. The process of recycling that transpires in atmosphere regularly is at work in this cultural artifact. Recycle means reoccurrence. It is like a wheel that keeps on revolving. It is cyclic in nature. One may think that it is over but it comes back like Phoenix rising from its own ashes. It is never dead. For example, rain results because of a constant recycling of the water. Sunlight absorbs water from ponds and rivers. Water goes up and acquires the shape of clouds and then it rains. For a while one may wonder where the water has gone, but it is there. It changes its shape. It comes back. Similarly, in the autumn trees shed their leaves. Greenery disappears for a while. But with the advent of spring leaves come back. The earth again thrives. The orchards prosper and joy returns. Even seasons keep on following their regular course. Autumn is followed by spring. Summer is followed by winter and the process continues annually. Nothing is lost forever. Only the outward appearance is metamorphosed.





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### Cyclic Betrayal and Punishment

In the story too, this recycling of betrayal and punishment constantly reoccurs. Only the characters undergo a change. Walker here tells the story of two generations in which daughters are beaten by their fathers because they bring ignominy by merging with whites. Initially, it was the girl named Daughter who betrays her family. She bestows her love to the man in whose fields her brother works and where he is treated as no man. This brother loved his sister whole heartedly and sister too on her part reciprocated his love. In fact, she could not resist reciprocating anybody's love. She could never keep money, clothes and health with her. When she came back with some other woman's husband, she was broken down: "When she came back all of her long strong hair was gone, her teeth wobbled in her gums when she ate, and she recognized no one" (Walker 38).

She was at the mercy of everyone. They threw her betrayal at her like sharp stones until they satisfied themselves with the realization that she could not feel either their ostracism or her own pain. She was tied to a bed and her food was flung at her as if she were an animal. Day in and day out she would sing and scream that she was on fire. At night when she would hovel at

the shadows thrown on her by moon, her father would get up and lash her into silence with his belt. After recovering her old self, she pleaded her brother to let her loose, but he fearing that if let loose, she would run into woods and never come back, denied. She, like a weary animal, got up freeing herself. She knocked her brother unconscious and ran away. The same night, she was impaled in one of the fence posts. She later died. Her brother could never forgive her because she gave her love to the Lord of his bondage.

One may reflect here that the saga is over. The daughter who betrayed the family received her nemesis and happiness engulfed the family forever. But, the situation turned other way round. Years passed. The incident again transpired, this time with a difference. The brother's attitude towards women was somewhat embittered. He struck his wife so hard that she became crippled to pervert her from returning imaginary overtures of the white man. Later, she killed herself when she was young and strong enough to escape him. After several years, the entire scene takes place again. This time it is his daughter who deceives him. She loves a white man who is already married with someone of his own kind. He gets hold of her love letter and sits in the porch with his short gun waiting for her while she walks gently across the yard towards the home. He knows that she knows he has got the letter, "If he cannot frighten her into chastity with his voice he will threaten her with the gun" (Walker 37).

Later, like his father, he beats his daughter. He shoves her roughly on the ground. She is like a rootless willow under his hands and as she does not resist, he beats her long with a harness. Where the buckle hits, the blood gushes out. Next morning, he goes back to the same place and when his daughter does not own the letter and attempts to move out, he seizes her breasts. Yelping dogs create frenzy in his ears. He is burning with unnamable desire and in agony he knives her breasts and flings at the dogs what he finds in his hands. In this way, the entire episode of previous generation reoccurs. In both the cases, the daughters of the family were beaten and ill-treated. On every occasion, the Whites were somehow responsible in disturbing the peace and harmony of Blacks. In this way, the wheel of betrayal and punishment rolls constantly. Who knows, may be in future, his son from another wife or any from his kith and kin will do the same with his daughter or sister or wife when whites, as they are habitual by status and disposition, will again intervene in the serene life of black families.

“Everyday Use” is yet another story that is raised on a green platform. Though the half of the action transpires in the open yard yet the story has a metaphorical green setting when parallels are drawn between human and non-human world. Initially, the first paragraph itself is scathing rebuff of indoor culture of today’s world. Today, one is so engrossed in comfortable flats that nature seems to be completely shut out. One finds peace and respite in air conditioners and blowers that natural air has almost become non-existent. The narrator announces that she and her daughter Maggie will wait for her outrageous and outgoing daughter Dee in the yard that she and her daughter swept clean yesterday afternoon. Walker seems to be nostalgically remembering her own childhood in rural Georgia when she with her friends would lie down in the open fields on mats, as Evelyn C. White records reassuringly in Walker’s biography. This is how Walker paints the entire scene in the story:

A yard like this is more comfortable than most people know. It is not just a yard. It is like an extended living room. When the hard clay is swept clean as a floor and the fine sand around the edges lined with tiny, irregular grooves, anyone can come and sit and look up into the elm tree and wait for the breezes that never come inside the house. (45)

The mother here is waiting for her college going girl who is active and extrovert unlike her stay at home daughter Maggie. She thinks about those reality shows in which pretention and half reality preponderate. She thinks that she with Dee is standing in a brightly lit room with so many people around them. Dee is embracing her with tears in her eyes. She is pinning a large orchid on her dress though initially she had called orchid as tacky flowers. She is presented on the stage the way Dee wants her to be. Wait reduced, hair glistening and skin like uncooked barley pancake. Johnny Carson has to struggle hard to keep with her quick tongue. But, this she wonders is only the way cinema presents human beings. There is no truth in it. She has another side to her character which is consummately concealed.

She is large, big boned lady with rough working hands like man. She wears flannels in the winter to bed and overalls during the day. She can work like a man whole day. She can eat the steaming pork minutes after it was taken from hog. Once, she struck a bull calf straight in

between its eyes with a hammer. She can work whole day like a man and break ice to get water for washing. She can even kill and clean a hog mercilessly as a man. Her fat keeps her hot in zero weather. She is also not well educated. Moreover, she does not has the courage to look a white man in eyes. She remembers encountering white man with one foot raised in flight and head turned in whichever direction it found farthest. She also does not possess a quick and witty tongue.

### **Common Pretexts**

All this surely reminds one of the pretexts used by industrialists while raising their industrial plants near natural resources. Every year many jungles are cleared, hotels and resorts raised regularly in sensitive zones. Capitalists erect their factories near rivers and villages. Countless people are forced to evacuate their lands. And all this takes place in the name of progress, development and prosperity. They always say if a particular factory is raised near a water body or in the village or elsewhere it will have many positive yields. Many people will get employment. Poverty of so many families will be lessened. Their children will be able to go to schools. The workers will be provided with good houses. The income of country will increase. Foreign currency would come inside. Infrastructure will become better. All this surely is true.

But, this is only the one side of the coin. The other side that is detrimental for the health of environment is often harbored adroitly. Nobody highlights that how pollution will increase once a factory is erected? How detrimental it can be for the health of ozone which for generations has been protecting human beings from ultraviolet rays? How various diseases of air will harm the workers and the neighbors? How the waste dumped in the fields and water will mar fecundity of earth and be pernicious for the aquatic life? All this never gets highlighted. Even various admonitions of weather department and disaster management department are mischievously neglected. However, this does not mean that one should completely shun science and technology. The point is that they should be used prudently for the benefit and health of all. Creativity and community must be the aim of all projects.





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### **Engulfed in Greenery**

The story can be seen as engulfed in greenery from another angel. Dee, the boisterous girl who comes from city with her boyfriend most probably from college comes with a particular mission. She wants to take churning top, dasher and quilts with her. This is very significant. When she comes, there are two remarkable changes in her. First, her name as she herself says is no longer Dee. She has renamed herself as Wangero Leewanika Kemanjo. This is an African name. She no longer wanted to be named after her oppressors. She redefines herself abjuring the ways of whites symbolically and literally.

Her dressing sense also reveals her affinity with African soil and culture. This is how she is described when she climbs down from the car:

Dee next. A dress down to the ground, in this hot weather. A dress so loud it hurts my eyes. There are yellows and oranges enough to throw back the light of the sun. I feel my whole face warming from the heat waves it throws out. Earrings gold, too, and hanging down to her shoulders. Bracelets dangling and making noises when she moves her arm up o shake the folds of the dress out of her armpits. The

dress is loose and flows, and she walks closer, I like it. I hear Maggie go “Uhhnnh” again. It is her sister’s hair. It stands straight up like the wool on a sheep. It is black as night and around the edges are two long pigtailed that rope about like small lizards disappearing behind her ears. (49)

### **Black Nationalist Movement – Back to African Roots**

All this is directly in contrast with the way in which blacks were living up to now. In fact, in 1960s as Black Nationalist Movement gained momentum, Afro-Americans started to look back to their roots. They could not go back to Africa physically, but in mind and body they could metamorphose themselves in the manner of their brothers and sisters who lived many miles away. Walker, in another short story “Her Sweet Jerome” reveals a group of African women who were part of Black Nationalist Movement. They addressed themselves with African names, wore dresses made of African clothes, got their hair kinky, wore long and whooping earrings and never attended church.

Dee too belongs to such a group. Following Africa and her ways is surely symbolic. Africa not only represents a country and a continent but also an ideology. Africans are the sons and daughters of the earth. From birth till death, their culture is steeped in nature. They revere jungles, crops and ancestors. Becoming African is not only wearing African dresses and acquiring African names but following a way of life as well. So, when Dee demands churning top and dasher, renames herself, gets her hair straightened, wears long ear rings and dresses herself in bright blasting colours, she metaphorically adopts a way. This way of life is truly contrary to the way in which European live.

### **Adopting African Ways to Save the World**

Many of her characters like: Hannah Kemhuff, Dee, Tante Rosie, Ranni Toomer and Sarah from other short stories adopt various African ways. Walker perhaps is hinting that adopting African way is but an only solution to save the world from environmental crisis. Dee further demands quilts form her mother. She considers those quilts as her heritage. Actually those quilts were made by joining various scraps of worn out clothes - clothes that were worn by

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her great grandfather in civil war, her great grandmother, her grandmother, her grandfather. So on and so forth. Her mother denies to give her those quilts because she has already decided to give them to her younger daughter on her wedding. But, she is of the opinion that her younger sister, Maggie would be backward enough to put them to everyday use. They would be put out on bed and in five years they would be in rags. Her mother enquires that what she will do with them and she replies that she would hang them as if this was the only thing that could have been done with the quilts. Maggie is ready to part from the quilts because she thinks that she can remember grandmamma without any symbol. Moreover, she knew how to quilt. Her grandmother and her aunt had already taught her. In the end, the mother decides to keep quilts for Maggie and Dee goes empty handed.

### **Consonant with the Heritage**

The point that captures readers' attention here is that both the sisters are somehow consonant with their heritage. Dee has recently acquired this perhaps from books and people around her or may be from social moments whereas Maggie received it from the very beings who shaped it. Walker perhaps wants everybody to be conscious because without consciousness nothing can be done. If one is aware, one will act without awareness no action can be imagined. Both Dee and Maggie are aware of their heritage. Living in harmony with nature was also one part of African legacy. Anybody following African culture would end up establishing a connection with nature. Though, Walker does not hint it explicitly yet one can construe it on the basis of what African life represents in totality. This sure is the central point of almost every ecological vision today that one has to go back to the ancient way of reverence and respect if one wants to continue one's existence on earth. Arrogance and egotism can only aggravate ecological disasters.

### **Speaking to a Different Audience**

The last dialogue of Dee cum Wangero with her sister is very germane if read out of the context. In the story, Dee is speaking to her sister, but thanks to the freedom that readers enjoy

while reading in post-modern scenario, one can imagine or take her address as made to the Europeans. She speaks with conviction:

You ought to try to make something of yourself, too, Maggie. It's really a new day for us. But from the way you and Mama still live you'd never know it. (55)

Indeed, she is right. Everybody should try to make something of one's self that is from remaining unaware, one should try to be aware of the entire world around. One should relinquish the selfish way of living and be conscious about the sanctity of the existence of all. The world is changing rapidly. This is indeed a new world because in old world man and nature had amity with one another. One was conscious of the existence of the other. But, the way man is living today, realization of this seems impossible. Without realization, survival is impossible. And it is the survival that is at the root of ecocriticism.

### **Enacted on Green Platform**

To conclude, it can safely be asserted that Walker's short stories surely are enacted on green platform. The issue of color and class definitely is there, but it relapses into insignificance when one reads them in the context of environmental crisis. Everybody has to contribute in his or her way to save the earth. Walker is no exception. She utilizes her talent as an author to deal with most current and highly sensitive issue though covertly.

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# The Law as Tyrannical Mystery in Kafka's *The Trial*

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**Franz Kafka (1883-1924)**

Courtesy: [http://en.wikipedia.org/wiki/Franz\\_Kafka](http://en.wikipedia.org/wiki/Franz_Kafka)

## Abstract

From the ancient Greek tragedian Sophocles to Shakespeare, Dickens and modern legal dramatists, stories about law have fascinated readers and offered a critique of the judicial systems. The fictional situations presented in the works of Shakespeare, Hardy, Dickens, Franz Kafka, Albert Camus, Herman Melville, Tony Morrison, Garcia Marquez, Dostoevsky, Harper Lee and others throw an ample light on socio- political situations and judicial systems of their times.

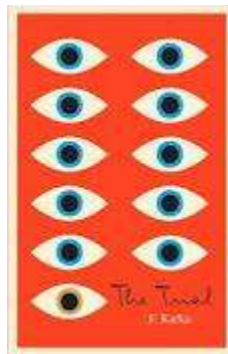
The origin of study of the law in literature is related to the law and literature movement which gained momentum with James Boyd White's renowned book, *The Legal Imagination* (1973). The movement focuses on the interdisciplinary connection between law and literature. This paper will focus on the mockery of justice, law, lawyers, courts and the incomprehensible and weird nature of the judiciary and bureaucracy in Kafka's *The Trial*. The methodology

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adopted would be the study of the novel from socio-political / historical perspective. Throughout the novel *K.*, the protagonist, is surrounded by people clandestinely associated, with the ominous and secretive court which haunts him. The irony is that although *K.* believes the legal system to be fair and rational, his encounters with that show him it is arbitrary, despotic and irrational. Although open to multiple interpretations the novel is more about bureaucratic ambiguity and all pervasive tyrannical law and mysterious courts responsible for the curtailing of common man's freedom.

## INTRODUCTION—LAW AND LITERATURE STUDIES



From the ancient Greek tragedian Sophocles to Shakespeare, Dickens and modern legal dramatists, John Grisham stories about law have fascinated readers and offered a critique of the judicial systems. Such stories have a lesson to teach legal scholars and lawyers alike about the human condition and the law's effect on it. The fictional situations presented in the works of Shakespeare, Hardy, Dickens, Franz Kafka, Albert Camus, Herman Melville, Tony Morrison, Garcia Marquez, Dostoevsky, Harper Lee and others throw an ample light on socio- political situations and the judicial systems of their times.

The problems raised by these writers included loopholes of the legal system, defective legal proceedings, incompetent judges, unscrupulous lawyers, heavy backlog of cases, absence of proper investigation and right to self defense, lack of sincerity in investigation, violation of the rules of the court etc.

The reading of a literary text in the light of interrelationship between literature and law helps to make the legal system of a particular country or time more democratic and free from despotism. The origin any kind of such study is related to law and literature movement which gained momentum with James Boyd White's renowned book, *The Legal Imagination* published in 1973. The movement focuses on the interdisciplinary connection between law and literature.

## **OBJECTIVES OF THE STUDY**

The question whether law in isolation has any value or it must be plugged in a larger cultural or socio-political context to give it value or meaning is a significant one in the light of such a study. The benefits of intermingling law and literature consist of the possibility of reforms in the flawed legal system, moral development of lawyers, judges and clients and a much needed reanalysis of the theories of punishment. Moreover, by applying literary methods in legal writings, laws can be more readily interpreted and the legal decisions can be conveyed more effectively. Reading and writing literature helps improve clarity of expression which is a must for everybody involved in the legal profession.

Here it may be highlighted that all citizens of a society should also acquire this clarity to enable them to defend themselves in the legal arena. Literature also teaches lawyers the power of imagination so that the lawyers learn to place themselves in the shoes of the client, the opponent, the witness, the judge and the jury in order to anticipate reactions to the pleadings, presentation of evidence, arguments and settling of proposals. Such a study can contribute a lot to give a ray of hope to the legal system, which is mired in hypocrisy, corruption and despotism and which badly needs a jolt of humanity.

Literary critics have written much about the role of law in literature, especially in such works as Franz Kafka's *The Trial* and Albert Camus's *Stranger*. They have also explored fictional works that offer a direct and pointed critique of law—for instance, E. M. Forster's *A Passage to India*, Charles Dickens's *Bleak House* and Jonathan Swift's *Gulliver's Travels*.

Most literature in which law plays a major role has concerned criminal law, disputes over inheritance, contracts, divorce and wills. Various nineteenth century novelists like Dickens, Thackeray, and George Eliot and others found that the theories of punishment needed to be re-analyzed. Different writers in different ages have made the lawmakers think about the loopholes of prevailing laws through their writings.

This paper will focus on the mockery of justice, law, lawyers, courts and the incomprehensible and weird nature of judiciary and bureaucracy in Kafka's *The Trial*. By tracing the response of Kafka to the socio-political-judicial systems of his times this paper will look into how law affects the literature in ways that many of us would fail to notice and how sometimes the literary writers have premonition of the worst things that could happen in future and thus want to sound a trumpet of warning to the readers through their writings. It would also show what effect the background of Kafka has on the tone of his work and also how the law and his culture's legal system affected his standing as a writer.

## **METHODOLOGY**

Some critics have touched upon Kafka's *The Trial* against the background of socio-political tyrannical structures. However, no critic has ever delved deep into the study of this kind of theme, especially in the light of its interdisciplinary relevance. The methodology adopted would be the study of the text from socio-political / historical perspective: an exploration of the factors responsible for such a horrifying tale, the legal background of Kafka and his response and attitude to the crumbling, ambiguous Austro-Hungarian judicial system during pre-war times.

## **KAFKA'S LEGAL BACKGROUND**

Franz Kafka is one of the most acclaimed and influential writers of the twentieth century. He grew up in Prague, then a part of Austro-Hungarian Empire, in a society he already viewed as one heading in the wrong direction. He was a member of the minority (Jewish community) within minority (the German speaking population) at a time when there was little conversation between the two groups. He completed his legal studies by taking a degree in Civil and Canon

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Law in 1906 and performed an obligatory year of unpaid service as law clerk for the civil and criminal courts. In 1907 he was hired by an Italian insurance company, where he worked almost for a year. Immediately after this he joined Worker's Accident Institute for the kingdom of Bohemia, where he worked in a legal capacity until his retirement.

Kafka's legal degree also needs a comment. It may be pointed out that in most countries of Anglo-Saxon origins the prevailing legal system is the Common Law, going back to England, to King Henry VIII. Kafka's Austria and the neighbouring countries on the other hand, were still ruled by the Civil Law, derived ultimately from the Roman law, the legal system of ancient Romans, and influenced by the French civil code or "Code Napoleon" in 1804.

As a law student Kafka was more interested in social than the academic side of law. In his time many of the struggling law students viewed law as an adversary. The law always eluded him and he always struggled to define and understand it. Kafka was a product of a culture in transformation.

The social norms and government entities were undergoing change in those times -- traditional centre of individual power was shaken; there was no authoritative legal system. The vacuum of power and Austria's defeat in WW I undermined the power of the government leaving it to rely on either the vestiges of power or its appearance. Kafka lived through the War and saw his hometown Prague turning from being a part of the Austrian empire to the seat of the new Czechoslovakian government. Everything from religion to governance stood challenged because of revolutionary and shocking theories given by Nietzsche, Freud, Marx, Bergson and others.

## **GROTESQUE VISION OF THE WORLD IN HIS WORKS**

Taken as a whole, Kafka's writings have an air of potent and melancholy prophecy. Blanchot observes: "In all literature, the narrative of Kafka is among the blackest, among those most riveted to an absolute disaster" (19). He is renowned for his visionary and profoundly enigmatic stories that often present a grotesque vision of the world in which individuals

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burdened with guilt, isolation and anxiety make a futile search for personal salvation. In most of his works a unique, intelligent and unpredictable protagonist is thrust into a baffling, automated, urbanized and depersonalized world.

The protagonist struggles inside a system of bureaucrats and government officials designed to thwart his moves. Kafka writes from the perspective of a modern citizen who realizes that his fate is determined by an impenetrable bureaucratic apparatus, the operation of which is controlled by shadowy procedures, which remain a mystery even to those who are its part.

His major works include *The Castle*, *Amerika*, *The Trial* and “*The Metamorphosis*”. In *The Castle*, the protagonist struggles to gain access to the mysterious authorities of a castle who govern the village for unknown reasons. It is about alienation, bureaucracy, the seemingly endless frustrations of man’s attempt to stand against the system and the futile and hopeless pursuit of an unattainable goal. *Amerika* describes the bizarre wanderings of a sixteen year old European emigrant named Karl Robmann in the United States, who was forced to go to New York to escape the scandal of his seduction by a housemaid. Like all his works the novel shares the motifs of an oppressive and intangible system putting the protagonist repeatedly in bizarre situations. “*The Metamorphosis*” is probably his best known story. It is the story of a commercial traveler, Gregor Samsa, who awoke one morning, having been turned into a gigantic insect. The world around him is a world of authority (his father, his manager, his company). One feels the horror of absolute control to see the authoritarian control over Gregor and how the events of the story find a parallel in the Nazi politics and holocaust that came soon after Kafka’s death.

### ***THE TRIAL: A PARODY OF AUSTRO-HUNGARIAN COURT SYSTEM***

Thus it is not surprising that much of the Kafka’s literature uses law as the backdrop or plot device. While much has been written about meanings behind Kafka’s literature, most commentators have stressed that law is relevant only metaphorically.

*The Trial* is about law. The main plot device is a legal trial, which ironically never takes place. For Kafka, the government and its institutions are mechanical and unjust. He found Prague of his time to be in the control of a powerful, secretive and unjust empire. In *The Trial*, the entire Austro-Hungarian court system is parodied through the eyes of Joseph K., who is persecuted by unknown forces, even though he is innocent. The very opening line “Someone must have been slandering Joseph K., for one morning, without having done wrong, he was arrested” (7), sets the tone of the novel. As the story progresses we find that Joseph K. was arrested and executed, without his crime being revealed to him: “I cannot recall the slightest offense that might be charged against me” (16). Kafka attempts to portray a lost and isolated individual struggling fruitlessly against the endless and ruthless force of authority, the never ending battle against the system, and the frustration of not getting justice.

## **THE BACKGROUND OF ANTI-JEWISH TRIAL**

Many critics have pointed out that it is in the contemporary events that one should look for the inspiration of *The Trial*. In the early half of the second decade of 20<sup>th</sup> century Prague was a confused state, much like Kafka himself with numerous languages and ethnic groups fighting for position in Prague. It's quite clear that Jewish residents were quite low in social rank in the late nineteenth century. J.P. Sterne is of the view that Kafka observed the fascist tendencies present in democracy and had the premonition of the insecure picture of Jews like himself under Nazism and anticipated their future victimization. The view is corroborated by the fact that Kafka's two sisters were killed in concentration camps during World War II. The great Anti-Semitic trials of his time were blatant example of social injustice against the Jews. The most famous were the Tisza trial, the Hilsner trial and the Beiliss trial. In spite of the differences between the various state regimes – absolutism, monarchy, and republic – the judicial system condemned, sometimes to capital punishment, innocent victims whose only crime was that they were Jews. But the role of Anti-Semitic trials in the novel is only a hypothesis, as there are no references to the Jews or anti-Semitism in the novel, either directly or indirectly. The main character, K., has little in common with either Hilsner, the family of Tisza and Mendel Beiliss. Unlike the victims of the anti-Semitic trials who were either acquitted (the Tisza Jews, Beiliss) or at least escaped capital punishment (Hilsner), K. is legally executed.

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What is common between the novel and the anti-Semitic trials is a certain pattern of unjust and absurd legal procedure and the crushing of the individual under the wheels of state machinery.

## **UNIVERSAL SENSE OF GUILT IN KAFKA'S FICTION**

It may be pointed out that *The Trial* is a lucid interpretation of the efforts of the man to resolve one of the most perplexing problems of humanity – the universal sense of guilt. The Civil Law with its chief function to harmonize society defines guilt in terms of deed, not feeling, while in the perimeter of a man's mind these are one. If a man is guilty, by which laws he has to be judged and found guilty? Who are the judges? What are the legal procedures by which verdicts are arrived at? Is it possible to defend oneself at court? --These are the questions raised by *The Trial* which Joseph K. tries to answer. Throughout his novel K tries to find out why he is being tried by the court. The irony of Joseph K.'s case is that he does not know his crime and the crime for which he is executed in the end remains unspecified throughout the plot.

## **INCOMPREHENSIBLE AND OMNIPRESENT COURT**

The novel is a satire against the pointless, corrupt and incomprehensible law proceedings. A sudden intrusion disrupts Joseph K's life and brings him into a battle of life and death. Unlike usual battles, Joseph K. can neither see nor fight back his enemies. Beginning with the arrest and ending in the execution, what judges Joseph K. is not only the invisible power but also the decaying law. One fine morning he is simply arrested and no explanation or reasoning is given. As the story progresses Joseph K. is shocked to find out the extent of court itself; it is everywhere having offices in buildings and attics. K. even witnesses the whipping of the court officials at his own workplace because of their stealing his underpants on the morning of his arrest, which clearly shows that it has implanted itself in every aspect of society; there is no escaping from it. Here "the proceedings were not only kept secret from the general public but from the accused as well" (110).

## SYMBOLIC REPRESENTATION OF THE VAGUENESS OF THE COURT

Every element of the story of *The Trial* is pregnant with symbolic significance. Throughout the novel Kafka has used ample quantity of symbols. The meaning of the plot is embedded in the maze of various symbols and metaphors. Throughout the novel the court is associated with darkness, dust, staleness and suffocation. K. repeatedly suffers from lack of air. It may also be pointed out that the constant fog surrounding the courts is a clear symbol of the clouded vision of this judicial system and clearly indicates the hazy situation itself. No just or fair court would be situated and maintained as these courts and offices are. Courts are usually grand white buildings located in the most important areas of a city.

Courts and laws are implanted in societies to uphold justice and the integrity of a country in which they are. But in *The Trial* we find that Kafka portrays these offices in a completely different light. These courts are the complete opposite of anything one would expect to see in an honest and just society. Every office of the court is located in slums and is in a poor state of repair. The street surrounding these buildings are “filled with sludge and lawyers are strictly forbidden to improve their situation with any structural repair or alterations” (100). At all of the offices K. goes to, he constantly complains about the quality of the air. Even in Titorelli’s studio “the air in the room was stifling” and had a “stuffy, oppressive atmosphere” (138). While court officials seem to do just fine in the closed atmosphere of the court offices, the air seems to have a debilitating effect on the defendants, particularly on K., who nearly faints.

Another prominent symbol suggesting the arbitrariness of law in the novel is the unfinished portrait made by Titorelli. It is that of a judge, not sitting, dignified and comfortable in his chair, but ready to rise menacingly from his chair, clutching the armrests. The figure behind the judge’s seat is apparently that of justice, but since it has wings on her heels and is in motion Titorelli explains that it is justice and the goddess of victory in one, but to K. it is more like the goddess of hunt. Kirchberger’s observation is quite pertinent here: “This ambiguous and kaleidoscopic picture behind the judge’s back is a signified source of information about the organization served by the painter.”(85) K. readily observes that the motion implied by using wings will upset the scale in the hands of justice and make a just verdict impossible. The figure carries the balance, but not the sword and balance without sword points to the impotence of law.

The implication of this figure is clear that justice as embodied in the court is going to defeat K. and hunt him down.

Kafka has also used lights as symbols to emphasize the paradox that, in the light, we are actually blinded to the surrounding darkness. The light doesn't illumine the scary outside world out there; its purpose is really just to make you feel safe in your own little circle of light. The darkened rooms in which much of the novel takes place exploits this quirk in our nature. When K. does strike a light, it doesn't seem to illumine very much.

## **RELIGIOUS SYMBOLISM**

It may be pointed out that Kafka has also used religious symbols in the novel. In the very first chapter K awakens, like Adam, from sleep to the customary comfort of his bedroom where he waits for Anna. Instead of Anna, he finds himself under arrest by guards from a department which does not seek the guilty, rather, “as the law states, is attracted by guilt and has to send us guards out.” After wandering about the room, he returns to his bed and eats an apple—the allegorical fruit from the tree of knowledge—and, thereby, becomes aware of his being on trial. The apple signifies original sin and eating the apple ends innocence.

However, religious symbolism is most notable in chapter nine because the action takes place in a cathedral. The prison chaplain co-opts the space and gives a lecture on the (secular) legal system instead. Through this scene Kafka wants to show the way divine authority becomes corrupted by human institutions such as the court system. Like God, the higher officials of the court are inaccessible to ordinary mortals, although no one can confirm whether they exist or not, they have extraordinary powers over individual destinies. Like the Judeo-Christian religious tradition, the court has its own sacred texts – court documents and ancient legends about past cases. And, like religious texts such as the *Bible* and *The Talmud*, the documents of the court require a particular method of interpretation that guides the interpreter with some insight into the court's workings, but the possibilities for interpretation can be endless, contradictory, and irreconcilable.

## **ACCUSATION EQUAL TO CONVICTION OF CRIME**

It may be said that the indefinable sense of guilt, the shadowy court and the invisible trial are the main constituents of the novel. Through ironic plot, the work expresses the vagueness and inefficiency of the bureaucratic system. It highlights the helplessness that people feel under such ridiculous circumstances and the distress which they feel on finding out that the way to move out has been blocked. Most of the countries follow the principle of “no crime no punishment”. Moreover, the law also provides the presumption of innocence, wherein the suspect is presumed to be innocent until the contrary is proved. But in *The Trial* it is unknown which crime Joseph K. has committed. As Titorelli tells K., as far as the court is concerned, accusation is equivalent to conviction (129). And it is all the more horrifying that he is served the sentence in a most weird fashion.

## **NO RIGHTS FOR SELF-DEFENSE**

It seems proper evidence and defense are of no use in such a judicial system. All that is valuable is how many personal connections you have with the higher officials of the court. The title of the novel is itself satirical as no real trial actually takes place. It is merely a series of petitions and roundabout answers that amount to the same thing. The court is not corrupt because of the pathetic influence peddling that occurs in its lower levels; it is corrupt because it is not accountable to the society it serves. Allegations and evidence are never disclosed and ultimate judicial power is invisible. The point is how one can defend oneself if one is not aware of the accusation. Defense is strictly frowned upon. The accused is illogically considered guilty. Very soon Joseph K. realizes that it is typical of the ways of judiciary for people to be condemned not only in innocence but also in ignorance.

## **HULD—A FAILURE IN LEGAL PROFESSION**

The novel also presents a very horrifying picture of the functioning of the lawyers in such a vague, despotic and tyrannical system. It is funny that in the court lawyers are barely tolerated and not allowed in during the interrogation. Here it may be noted that in the legal system of

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Kafka's time, the access of the accused to the counsel was severely limited. The lawyer would not have any access to the case documents, evidence or any other enquiry findings. Similarly, neither Joseph K. nor his lawyer is ever made aware of the charges.

Moreover, it is very strange that the defense lawyer, Huld always meets K. in his bedroom, it is clear that he is not the lawyer who would defend him to prevent his imminent execution. He constantly complains of having difficulty in breathing and sleeping, he also adds he is growing weaker day by day because of the burden of overwork. His illness seems to represent the condition of justice in an oppressive country.

Citizens like Joseph K. are entangled in interminable legal proceedings without knowing the nature of the charge against them and appear to have little hope of receiving just settlement of their case from lawyers like Huld. He claims that he has inside knowledge about the workings of the mysterious court, but confesses: "The most important thing was counsel's personal connection with the officials of the court; in that lay the chief value of the defense." (110). When K decides to dispense with his services he summons his other client, Block and subjects him to elaborate humiliation. Block's degradation shocks K. who does not discern that it is an attempt by Huld to impress upon him the power that he wields over his clients. Though he professes to be serving his clients with the sincerest of intentions, he actually does everything to enslave them. The despotic and tyrannical nature of the judiciary and the hypocrisy of the lawyers are exposed when we learn that the lawyer is not permitted to accompany the accused who is his client to the hearing and only on the basis of the client's fragmentary report he tries to construct a defense. Since he does not know what his client is accused of, he does not know what procedure to follow. Franz Kuna rightly argues: "It looks as though Advocate's aim is to exploit the obtuseness and cowardice of his clients for his own self-aggrandizement" (113).

According to Huld, the lawyers' contacts are the most valuable aspects of defense. His false claims are further exposed when he says that he has a large office, but he employs no assistants. He also talks of the time when he had several young jurists working for him, but now he works alone as he says he has limited his practice to such lawsuits as that of K.'s and he cannot relegate work to someone else without wronging his clients. While the reality is that he is

deceiving himself with regard to his influence and reach. In fact, it may be said that he is a failure in the legal profession. Instead of being supported in his declining years by younger partners, Huld has evidently been deserted by those who once surrounded him.

After reading the novel, we get a clear idea that the courts hold a disdain for lawyers and consider them a nuisance without any sense of authority. The attic courts even seem to take pleasure in humiliating the lawyers, and admonishing those associated with the courts to small, dirty and cramped rooms with poor lighting and holes in the floor.

### **THE WARDENS—WILHEM AND FRANZ**

Kafka has beautifully depicted how some invisible law guards the highest law, whose content remains as inaccessible as its top level judges. How it operates on low level is very aptly shown in the arrest scene. Two obnoxious warders (Willem and Franz) who have no idea either about the law or their superiors, come to K's place in order to arrest him. In fact, they are not even eager to apprehend him; they merely claim that they are doing their duty. As when Joseph K. tries to defend himself by showing his papers (his identity proofs) and asks them to show their warrant to arrest him, one of the warders replies "We are humble subordinates who can scarcely find our way through a legal document and have nothing to do with your case except to stand guard over you ten hours a day and draw our pay for it" (11). He adds, "Our officials so far I know them, and I know only the lowest grades among them, never go hunting for crime in the populace, but as the law decrees, are drawn towards the guilty and must then send out us warders." (12).

Frustrated from their replies Joseph K. demands to be taken to their superior officer, but Willem advises him to go to his own room and to stay there quietly until the inspector arrives. In terms of the legal code of his country it seems peculiar to K., as he thinks of the warders, that they should not leave him alone in his room because he might commit suicide.

It may be pointed out that the warders ought to be aware of the provision of law designed to prevent the possible suicide of the arrested person. In fact, the idea of committing suicide

comes to K.'s mind and the wardens intensify it by allowing him to be alone in his room. What is ironic is that K. wonders, how in his country when the rights of citizens are guarded by the law, all the laws are in force, and peacetime conditions prevail, who then, would presume to set upon him in his place of residence and that too so mysteriously.

### **AMBIGUOUS AND HOPELESS INSPECTOR**

When the warders inform K. that he can meet the inspector, he feels a ray of hope that now he would get answers for all his questions. But all his hopes are thwarted when the inspector informs him that he could tell nothing more than that he has been arrested, and that his protestation of innocence is of no use. The following statement of the inspector clearly shows that these petty officers are merely functionaries who follow orders and justify their duties without understanding or attempting to understand underlying motives of the higher officials in the judiciary:

“These gentlemen here and myself have no standing whatever in this affair of yours, indeed we know hardly about it ... I can't even confirm that you are charged with an offense or rather, I don't know whether you are. You are under arrest, certainly, more than that I do not know”. (16)

The inspector says that though Joseph K. is under arrest, this will neither stop him from going about his business nor prevent him from leading his life as usual. It is another matter that private life of K. is totally destroyed because of his dangling between the court and the bank. Furthermore, it is very strange that after having been arrested K. is allowed freedom of movement and unhampered routine life, but it is his own lawyer Huld who gives K. the hint that his freedom between the investigations has been meticulously planned to frame him into an unspecified crime.

### **EXAMINING MAGISTRATE MAKES A MOCKERY OF K.'S FIRST HEARING**

K's encounters with the warders and the inspector set the tone for his various interactions with the representatives of the law. In the interrogation scene Kafka has satirized the loopholes of the legal system, legal proceedings and incompetent judges of his time. The next representative of law whom Joseph K. meets is the examining magistrate. He conducts his initial inquiry.

The entire scene has a dream-like quality. The location itself is unreal; the top floor of the tenement in a poor family's backroom. When K. reaches the place, the examining magistrate rebukes him for being late by an hour. He further tells him that he is under no obligation to conduct his hearing now, as his hearing time is already over. Though later he agrees after giving a warning to Joseph K. that such a delay would not be tolerated in the future, it is clear that even the magistrate has no idea about Joseph K.'s case, as in the very beginning of the proceedings he asks K., "You are a housepainter" (39). Further, K.'s discovery that the examining magistrate's law books are merely pornographic novels, confirms his suspicion that his trial is a terrible joke. K. has rightly summed up his impression of the court of justice: "Behind it all there is a great organization at work, which employs corrupt warders, oafish inspectors and examining magistrate of whom the best can be said that they recognize their own limitations" (45). He also talks about the corruption which is rampant among the inhuman and callous court officials, who even rob the people of their clothes at the time of their arrest and devour the eatables from their places.

## **USHER'S WIFE**

In the beginning of the novel K. is informed by telephone that more interrogation is to follow at regular intervals. But to his surprise he is never informed about his second hearing. When he revisits the building in order to enquire about his case he finds the room is deserted. Here he meets the usher's wife, who is not an actual agent of the court but she is involved in the system. K. finds what was once the court room is actually the home of the usher. This woman is thus involved in the setting up of the court room. Her power derives from the fact that she lives in the court room. She is oppressed by the court but she in turn uses her sexuality to convince K.



to accept her help with the case. She tells K. that the examining magistrate takes keen interest in her.

However, the irony of the situation is that the extent to which she helps Joseph K. to let him know that the important papers the judge was looking at actually contain indecent pictures and a novel entitled “The Torments Grete Suffered at the Hands of her husband Hans”. Thus, we get a peep into the lecherous nature of lawyers and judges in this scene. It is a pity that the judges from whom people expect fair justice, are busy flirting with women (usher’s wife) and gifting them pairs of silken stockings. Later, when Joseph K. is discussing his case with the usher’s wife, a law student takes her away and she informs K. that the magistrate has sent for her. The usher, her husband, cannot take any action against the magistrate, because he is afraid that he might lose his job. He further tells Joseph K. that all the cases are foregone conclusions.

### **THE ROLE OF LENI IN CLANDESTINE COURT**

Even Leni seems to know a great deal about the clandestine court and the deceptions required in approaching it: she knows a great deal about this court and the intrigues that prevail in it” (103). As the nurse of the lawyer (Huld), she is exposed to legal discourse and information. She is attracted to K. and pulls away from the lawyer; she then proceeds to offer him advice on his trial. When K. informs her that he thinks too little of his trial, she corrects him “That’s not the mistake you make.... You can’t put up resistance against the court, you must admit your fault...Until you do that, there is no possibility of getting out of their clutches, none at all” (102 - 03). Leni then offers to help K. to confess. It may be pointed out that her role is much different from the usher’s wife and K. begins to make room for the fact that he might need help. However, we find that Leni provides very little advice or support with regard to the trial. Later, K. finds that Block, whose case has been going on for years, has also been assisted by her in the same way as she assisted him.

### **THREE KINDS OF ACQUITTAL OFFERED BY TITORELLI**

Unable to find help from anyone K. finally decides to handle his case by himself. He is intensely exhausted and experiences symptoms of mental strain due to worrying about his case. He is not even able to concentrate on his work properly. Even his professional life is suffering greatly due to his case. Several important people are kept waiting while he is thinking about his case.

Seeing his pathetic condition one of his clients suggests that he should meet Titorelli, who paints portraits for the court and thus is in close contact with the conceited judges. He further tells K. that Titorelli knows a great deal about the working of courts and he might help in throwing some light on his case. When K. meets him, he provides him a lot of information about the law courts and their procedures.

Titorelli describes the three possible acquittals that may be hoped for in Joseph K's case: 'definite acquittal', 'ostensible acquittal' and 'indefinite postponement'. The first possibility, he tells K., is not real since he has never seen a single instance. An 'ostensible acquittal' is like a temporary suspension of the trial, but K. could be arrested anytime and the trial could begin again. An 'indefinite postponement' is basically a delay tactic. It consists in prolonging the case by various means where you keep the trial in process through various legal maneuvers deferring its final judgment as indefinitely as possible.

We find though the ostensible acquittal and postponement prevent the accused from being convicted, yet all three possibilities converge on ultimate necessity of conviction and execution. The presupposition of all the three possibilities is that guilt is assumed and innocence is impossible to prove. Thus, it can be said that court is inscrutable and irredeemably corrupt.

## **THE CHAPLAIN—THE SECRET COURT OFFICIAL**

The last person attached to the court whom K. meets is the chaplain. This is a figure that K. comes across when he is supposed to be meeting a businessman in relation to the bank. He tells K. that his case is going badly and it may never even go beyond the lower courts. He points out that K.'s biggest mistake is that he has been relying too much on outside help and

particularly female help. K. believes that chaplain's intentions are good and he might give some useful advice on his case.

The chaplain also tells him a story about a man who approaches a gate that gives entrance to the law. However, there is a gatekeeper who denies the man access despite being bribed by the man. When he is finally at the end of his life, he is informed by the gatekeeper that the entrance to the law was meant only for him.

Clearly, this story is meant to be an ambiguous allegory. Several questions arise in our mind. Is the man from the country of K. himself? Is the law truly inaccessible?, and so on The entire story is, in fact, a parable of K's life and his trial. As it is only K. who is completely engrossed with the concept of getting in or figuring out his case and one who completely forgets what he actually needs to do. There are so many similarities between the man in the story and K., like the man in the story is not held there by anyone. He willingly waits his life out.

Similarly K. has many options since the beginning of the novel, but he remains passive and accepts what is happening. Before his execution he even sees a policeman but does not ask for help. It may be highlighted that it is shocking news to K. when the chaplain informs him that he also belongs to the court. But when the chaplain said "I belong to the court ...Why should I make any claims upon you? The court makes no claims upon you. It receives you when you come and relinquishes you when you go" (205), it confirms K.'s feeling that the court is everywhere, watching your every move. You cannot even think of escaping from the clutches of the court. The prison chaplain's presence shows that no place, no matter how sacred, is exempt from the court's influence.

## CONCLUSION

Thus, we find that throughout the novel K. is surrounded by people clandestinely associated, directly or indirectly, with the ominous and secretive court which haunts K.: Titorelli, Leni , usher's wife , Huld , examining magistrate, chaplain and such. The irony is that although K. believes the legal system to be fair, predictable and rational, his encounters with that

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The Law as Tyrannical Mystery in Kafka's *The Trial*

system show it is arbitrary and unfathomable. The pursuit of justice under the law is one of the forms of Kafka's search for truth, but it fails as the law itself is the source of arbitrariness, corruption and ambiguity. It can be said that K. is the representative of the existential crisis of the modern man's predicament. He has no friends to protect him, no family or society to belong to; his bachelorhood and isolation complete his tragic loneliness. His prevailing sense of guilt makes him acknowledge the authority of the sordid court.

Kafka's *The Trial* questions the relationship between justice and law. The things about law are that they are supposed to be just. But according to Kafka law is such an abstract ideal that it can have nothing to do with the ordinary life of the human beings. It may be concluded that if Kafka is a political novelist, his politics is based on ethics and commitment to one's fellow human beings.

Like Orwell's *1984*, Aldous Huxley's *Brave New World* or Koestler's *Darkness at Noon*, *The Trial* is not a prophecy about our dark future in the shade of totalitarian tendencies proliferated before and after World War II. But still critics regard *The Trial* as a prophecy of the terrorism practiced by Hitler and Stalin. Posner does not exaggerate when he says: "There are parallels between the legal process depicted in *The Trial* and the legal process used by Hitler's Germany, Stalin's U.S.S.R and other totalitarian regimes in dealing with political crimes" (126).

It is not a political novel; it is more about bureaucratic ambiguity and all pervasive incomprehensible law and courts responsible for the curtailment of common man's freedom. K. represents the random cruelty of existence, an existence we are unable to understand, yet are condemned to live in. *The Trial* is a cautionary tale that illustrates the potential corruption and restriction of freedom that can occur in all powerful, overbearing government and legal system. K., who cannot question or ask the court about the actual details of his case, is doomed to his tragic fate.

Through this novel Kafka wants to portray what occurs when injustice is consistently perpetuated in society. As without transparency or accountability, a legal system has no responsibility to the common people, instead it acts to ensure the state's absolute control and the

subtle and systematic crushing of all of the individual's attempts to get fair justice. Through ironic plot, this work expresses the vagueness and ambiguity of the bureaucratic and judicial system, which Kafka experienced, in one form or the other, in the disturbed European world during the second decade of the twentieth century, especially the lawlessness of Austro-Hungarian Empire before and during World War I.

Some of the critics of *The Trial* see the novel as symbolic of man's forced admission to a world of 'injustice and lying'. On one level, the novel is a critique of the pre-war Austrian government from whom no man might expect justice. More broadly, it is a critique of such socio-political-judicial set-ups which have established themselves as a substitute for God. It is a world in which the laws of man are looked upon as though they were divine laws. It can certainly point to the impenetrable and incomprehensible nature of judiciary or bureaucracy, which one can find anywhere in the world. The study of such a literary text, in the light of its inter-disciplinary relevance certainly goes a long way in giving a touch of humanity to any judicial system which is mired in despotism, tyranny and corruption.

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# Sociology of Education: Culture of School

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## Abstract

Pakistan is a multilingual country facing numerous problems in education sector. In Pakistan, there are two sectors, Public and Private. There is a drastic discrepancy between the cultures of both types of schools and their cultures. Media plays an important role in developing a school culture whether public or private. Media, nowadays, is very vigilant and alert and is playing a vital role in influencing school cultures in negative and positive aspects.

The research reported here is a survey of students and teachers of Public, Private and Semi- Government institutions who responded to the questionnaires. The survey examines the attitudes of teachers and students regarding the negative and positive role of media in influencing the school culture. Results point to both the negative and positive effects of media along with the reaction of students, teachers and administration towards these effects. It also shows the stance and efforts of institutions towards these influences. This descriptive study recommends that institutions need to play their part in counseling students. They have to be made aware that nothing is good and bad; it is the attitude and aptitudes of people which makes a thing good and bad. Teachers and students had their opinions about the effects of media and the role of administration, parents and teachers to make things better.

## Introduction

A brief study has shown that media, in this century, has influenced school culture. Media is very powerful and it is just because of its power the world has become a global village. Though media, the entire world is connected to each other now. However, we are concerned with the influence of media in Pakistani society. Media affects any culture - school culture - in both ways; negative and positive. People have different views about the effects of mass media as it influences teachers, students, administration, values, traditions, infrastructure of school etc. in both ways.

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Mass media is a significant force in modern culture, sociologists refer to this as a mediated culture where media reflects and creates the culture. Communities and individuals are constantly bombarded with messages from a large number of sources including TV, billboards, and magazines, to name a few. What role does mass media play? Legislatures, media executives, local school officials, and sociologists have all debated this controversial question. While opinions vary as to the extent and type of influence the mass media holds, all sides agree that mass media is a permanent part of modern culture. Three main sociological perspectives on the role of media exist: the limited-effects theory, the class-dominant theory, and the culturalist theory.

The limited-effects theory originated and tested in the 1940s and 1950s argues that people generally choose what to watch or read based on what they already believe, so media exerts a negligible influence.

The culturalist theory, developed in the 1980s and 1990s, combines the other two theories and claims that people interact with media to create their own meanings out of the images and messages they receive. This theory sees audiences as playing an active rather than passive role in relation to mass media. One strand of research focuses on the audiences and how they interact with media; the other strand of research focuses on those who produce the media, particularly the news.

Theorists such as Louis Wirth and Talcott Parsons have emphasized the importance of mass media as instruments of social control. In the 21<sup>st</sup> century, with the rise of the internet, the two-way relationship between mass media and public opinion is beginning to change, with the advent of new technologies such as blogging.

It is this which led Marshall McLuhan in the 1960s to say that "the medium is the message", and to suggest that mass media is increasingly creating a "global village". For example, there is evidence that Western media influence in Asia is the driving force behind rapid social change: "it is as if the 1960s and the 1990s were compressed together." A notable example is the recent introduction of television to Bhutan, resulting in rapid Westernization. This raises questions of 'cultural imperialism' (Schiller) — the de facto imposition, through economic and political power and through the media, of Western (and in particular US) culture.



## **School's Culture**

"School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school," says Dr. Kent D. Peterson, a professor in the Department of Educational Administration at the University of Wisconsin-Madison. Culture is also composed of "traditions and ceremonies schools hold to build community and reinforce their values," says Peterson. Every school has underlying assumptions about what staff members will discuss at meetings, which teaching techniques work well, how amenable the staff is to change, and how critical staff development is, adds Peterson. That core set of beliefs underlies the school's overall culture. School culture develops as staff members interact with each other, the students, and the community. It becomes the guide for behavior that is shared among members of the school at large scale.

## **Research Methodology**

### **Research purpose**

It is to examine the role of media in influencing institutions cultures and determine its good and bad aspects in Pakistani scenario.

### **Nature of Research**

It was a descriptive type of research. Following procedure was adopted to conduct this research.

### **Population**

The population of present study was teachers and students of primary, secondary and intermediate level in the Private, Public and Semi Government sectors of Lahore, along with a member of the administration from the Semi-Government Sector.

### **Sampling**

Representative sample was taken as it was difficult for the researcher to collect data from the population as a whole. The sample was selected randomly to get the answers of research

questions. So, fifty two teachers, seventy two students and one member from the administration were selected as a sample of population.

## **Tools of Research**

Two questionnaires were used as a tool of research - one for the teachers and second for the students, along with an interview conducted by a member of the administration, in order to know their views about influence of media.

## **Preparation of Questionnaire**

In the light of the objectives of research and review of related literature, two questionnaires were prepared one for teachers which consisted upon three close ended and six open ended questions and second questionnaire for students which consisted upon one close ended and eight open ended questions (See appendix).

## **Preparation of Interview**

In order to have a broader insight into the research, questions for interview were also designed for a member of the administration.

## **Procedure of Data Collection**

Questionnaires were distributed and collected among the students and teachers of in the institutions by the researchers. The interview was also conducted by the researchers.

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

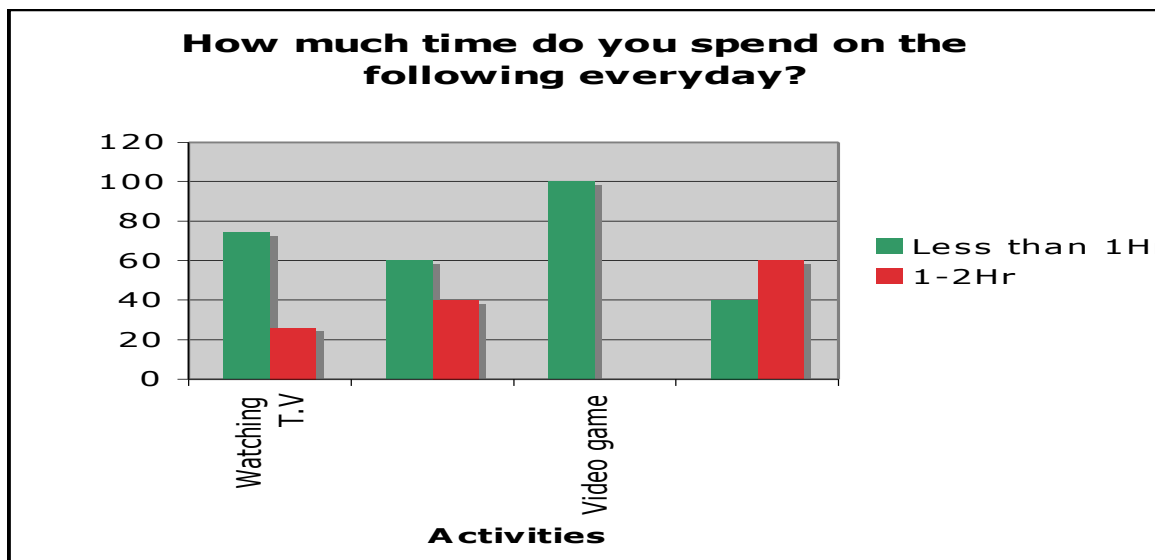
The data was interpreted and analyzed by using percentage method. The results are presented in the form of Pie-Chart and analysis of data is given at the end of each table.

## Data Analysis and Interpretation

### Questionnaire for the Teachers

**Table 1**

Sr.No.	Statement	Less than 1 hr %	1-2 hr %
<b>1. How much time do you spend on the following every day?</b>			
•	Watching T.V	74	26
•	Internet	60	40
•	Video game	100	00
•	Reading newspaper, magazine & books	40	60



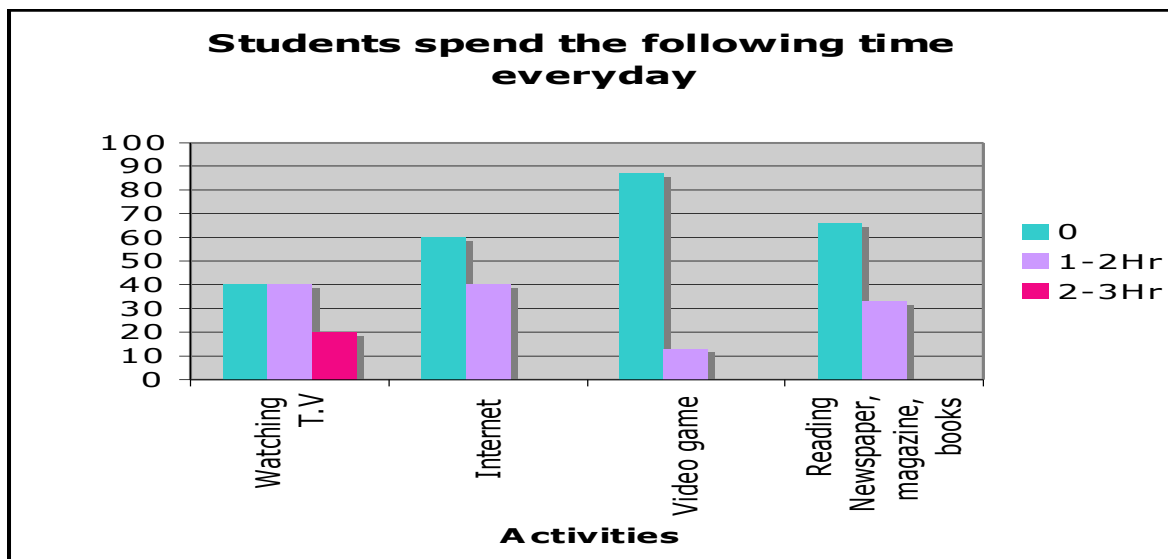
#### *Interpretation of statement no. 1*

- 74% percent teachers said that they do not watch TV daily and twenty six percent teachers said that they watch TV daily for one to two hour.

- 60% teachers do not use internet daily and forty percent teachers said that they used internet daily for one to two hour.
- 100% teachers said that they do not play video games.
- 40% teachers said that they do not get time to read newspaper, magazine and books and sixty percent teachers said that they read newspaper, magazine and books for one to two hour.

**Table 2**

Sr.No.	Statement	0 hr %	1-2 hr %	2-3 hr %
<b>2. How much time do you think students spend on the following every day?</b>				
	• Watching T.V	40	40	20
	• Internet	60	40	0
	• Video game	87	13	0
	• Reading newspaper, magazine & books	66	33	0

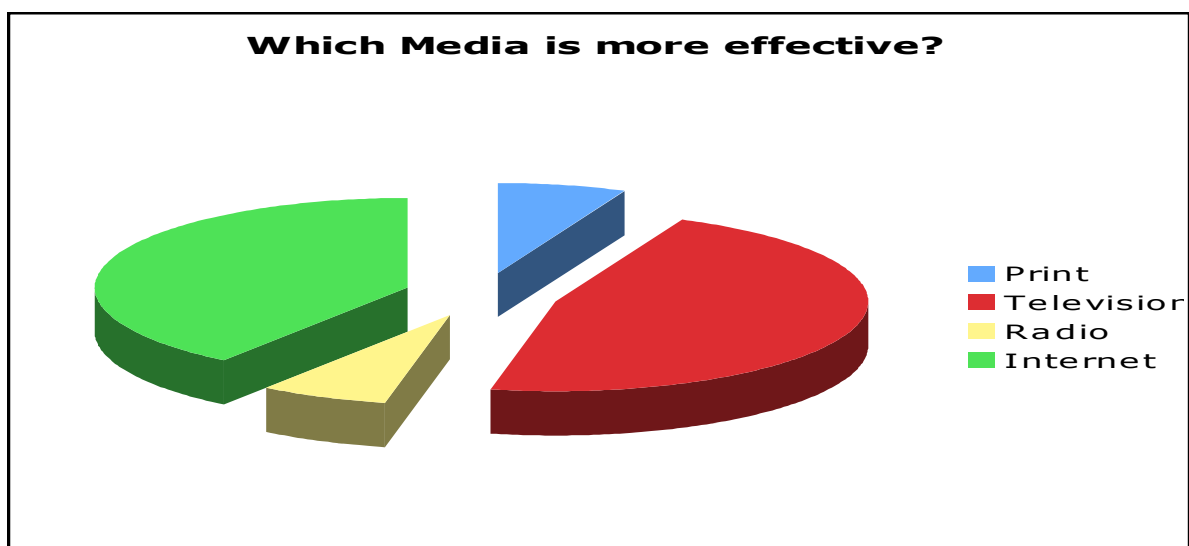


*Interpretation of statement no. 2*

- According to 40% teachers, students do not watch TV *daily* and 40% teachers said students watch TV for *one to two hour* every day and 20% teachers said that students watch TV for *two to three hour daily*.
- According to 60% teachers students do not use internet every day and 40% teachers said that students use internet every day for one to two hour.
- According to 87% percent teachers students do not play video games and 13% teachers said students play video games every day for one to two hour.
- According to 66% teachers students do not read newspaper, magazine and books every day and thirty three percent teachers said that students read newspaper, magazine and books daily for one to two hour.

**Table 3**

Sr.No.	Statement	Analysis in percentage	
		<i>F</i>	%
<b>3. Which media is/are more effective?</b>			
	• Print	1	6.66
	• Television	7	46.66
	• Radio	1	6.66
	• Internet	6	40

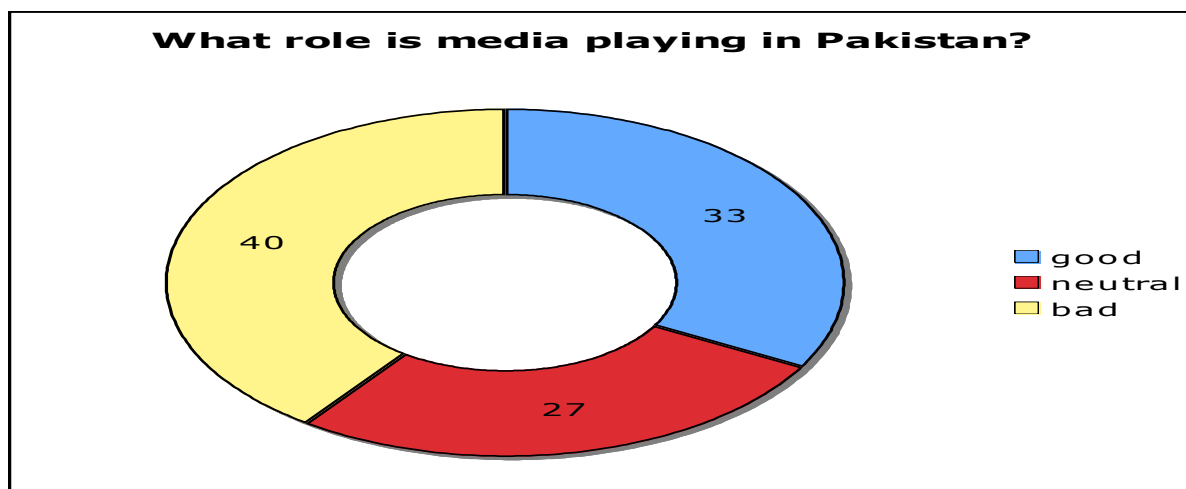


**Interpretation of statement no. 3**

- Approximately seven percent teachers said print is an effective media.
- Approximately forty seven percent teachers said TV is an effective media.
- Approximately seven percent teachers said radio is also an effective media.
- Forty percent teachers said internet is an effective media.

**Table 4**

Sr.No.	Statement	Good %	Neutral %	Bad %
4.	What role is media playing in Pakistan?	33	27	40

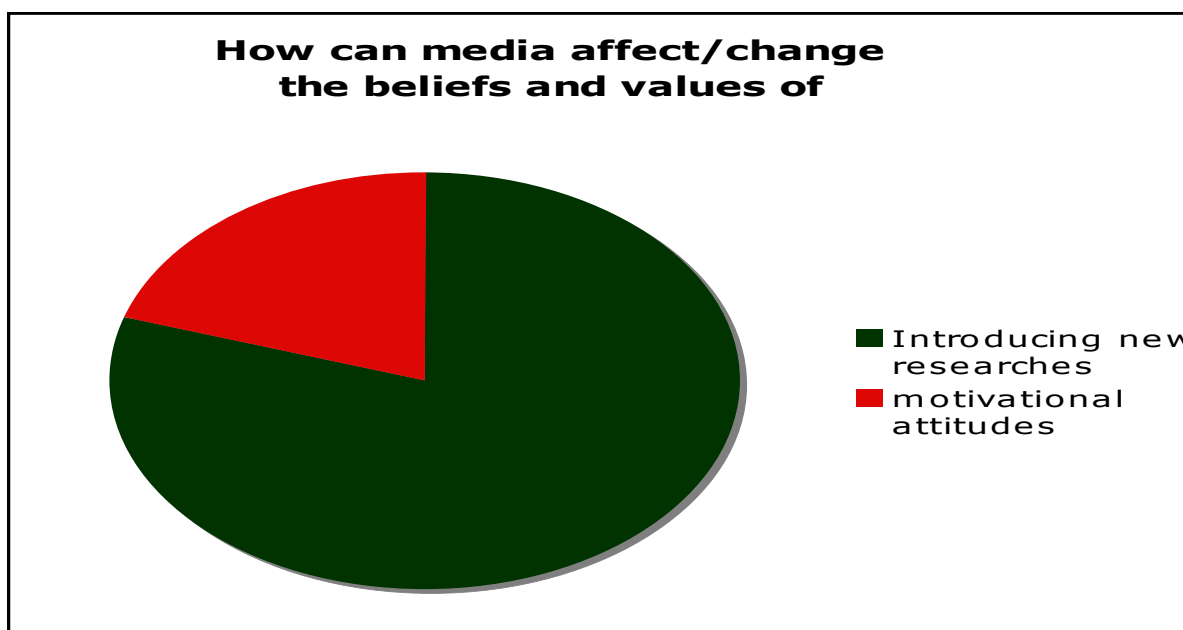


**Interpretation of statement no. 4**

- According to thirty three percent teachers said that media plays good role in Pakistan.
- Twenty seven percent teachers said media plays neutral role in Pakistan because according to them it depends upon the viewers that how they perceive the things which are shown or discussed on media.
- Forty percent teachers said that media plays bad role in Pakistan.

**Table 5**

Sr.No.	Statement	Introducing new researches %	motivational attitudes %
5.	How can media affect/change the beliefs and values of institution?	80	20

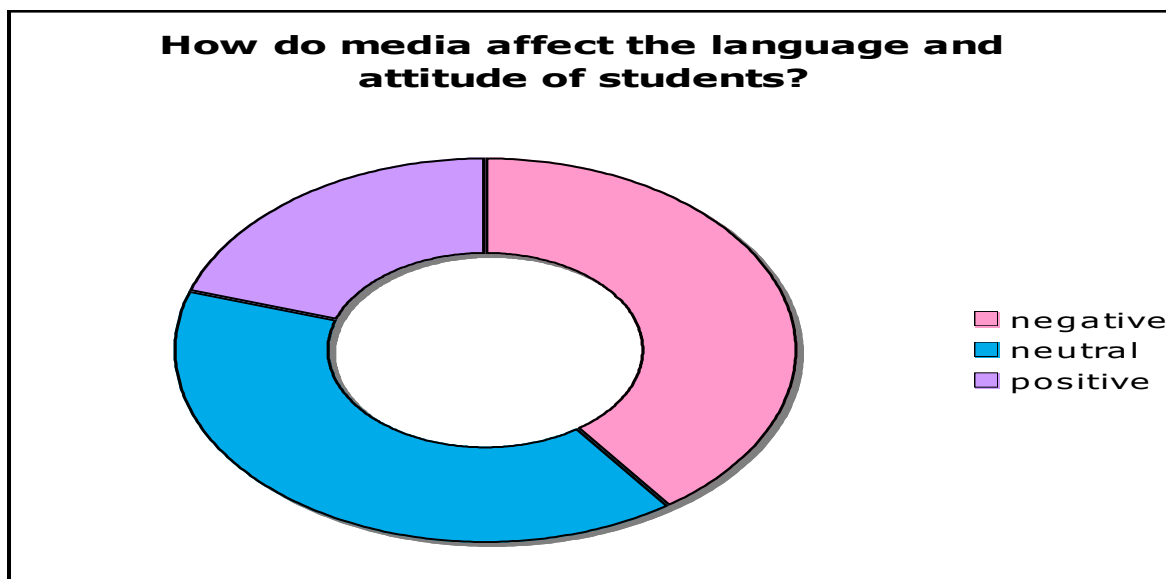


**Interpretation of statement no. 5**

- According to eighty percent teachers media introduces new researches which can change the beliefs and values of an institutions.
- According to twenty percent teachers different motivational attitudes presented on media can also change the beliefs and values of institutions.

**Table 6**

Sr.No.	Statement	negative %	neutral %	positive %
6.	How do media affect the language and attitude of students?	40	40	20



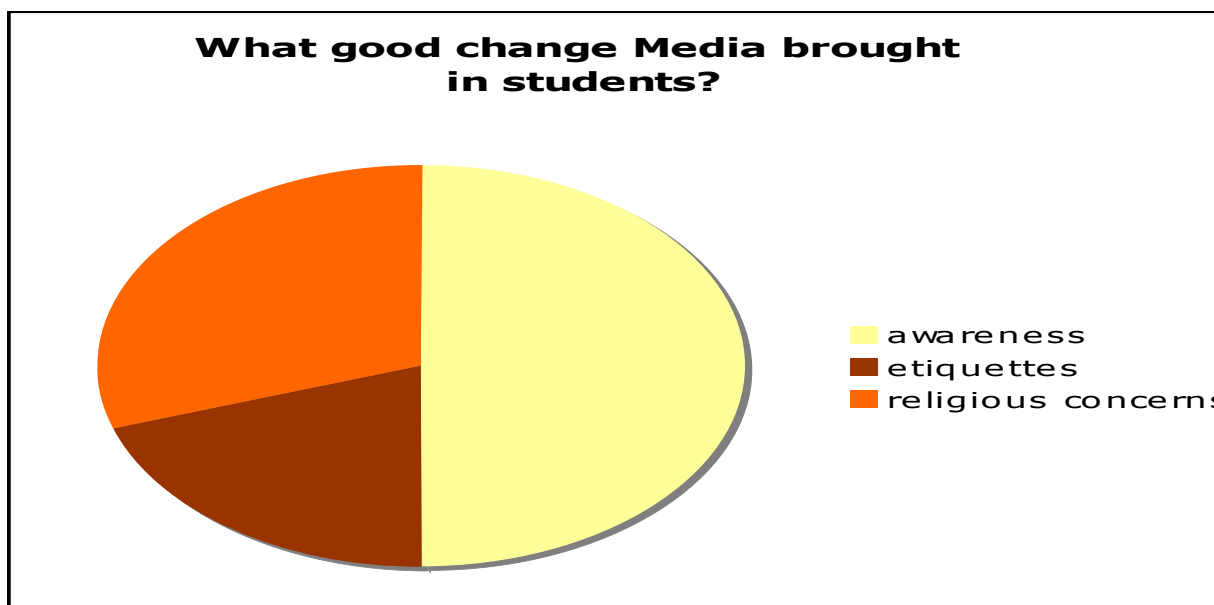
***Interpretation of statement no. 6***

- According to forty percent teachers media affects language and attitudes of students negatively.
- Forty percent teachers said it depends upon students how they perceive and adopt things being presented on media.
- Twenty percent teachers said that media affects the language and attitudes of students positively.

**Table 7**

Sr.No.	Statement	awareness %	etiquettes %	religious concern %
7.	<b>What good change(s) has media brought in students?</b>	50	20	30



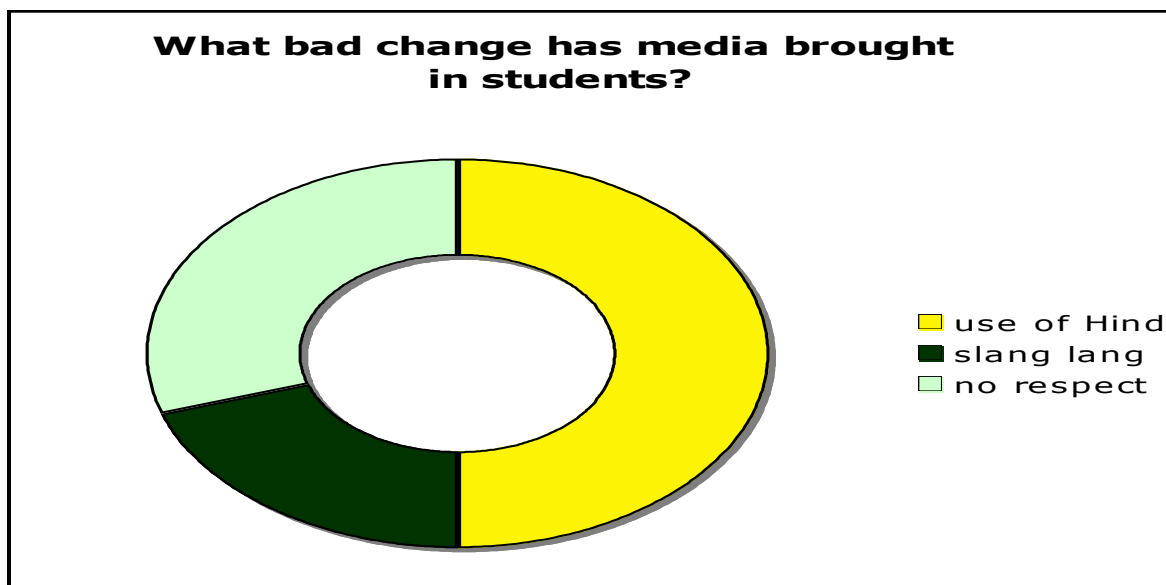


**Interpretation of statement no. 7**

- According to fifty percent teachers media brought awareness about many good and bad things present in society to the students.
- According to twenty percent teachers media brought good change among the students by presenting good etiquettes.
- According to thirty percent teachers media brought good change in students by presenting concern for religion through different religious programs.

**Table 8**

Sr.No.	Statement	use of Hindi %	slang lang %	no respect %
8.	<b>What bad change(s) has media brought in students?</b>	50	20	30

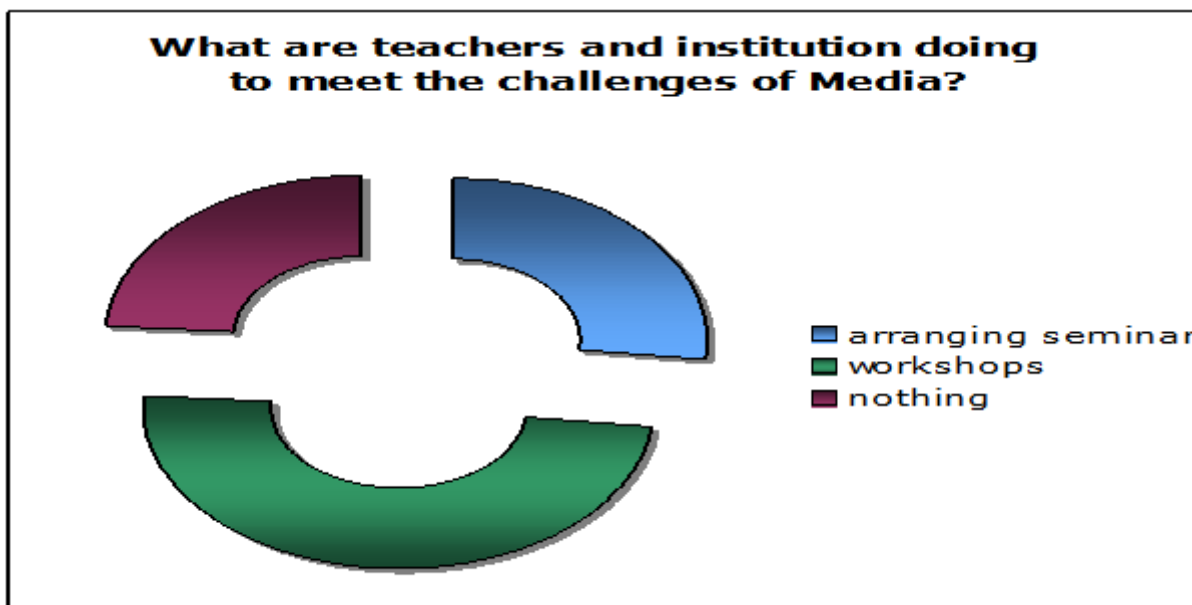


**Interpretation of statement no. 8**

- According to fifty percent teachers the major bad change which media brought in students is frequent use of Hindi language.
- According to twenty percent teachers the negative change which media brought in students is use of slang language.
- According to thirty percent teacher the bad change brought in students by the media is that students stopped respecting their elders, their views and opinions.

**Table 9**

Sr.No.	Statement	arranging seminars %	workshops %	nothing %
9.	What are teachers and institutions doing to meet the challenges of media?	27	49	24



**Interpretation of statement no. 9**

- According to twenty seven percent teachers said that institutions are arranging seminars to meet the challenges of media.
- According to forty nine percent teachers said institutions are conducting workshops for teachers to meet the challenges of media.
- According to twenty four percent teachers institutions are doing nothing to meet the challenges of media.

**Questionnaire for the Students**

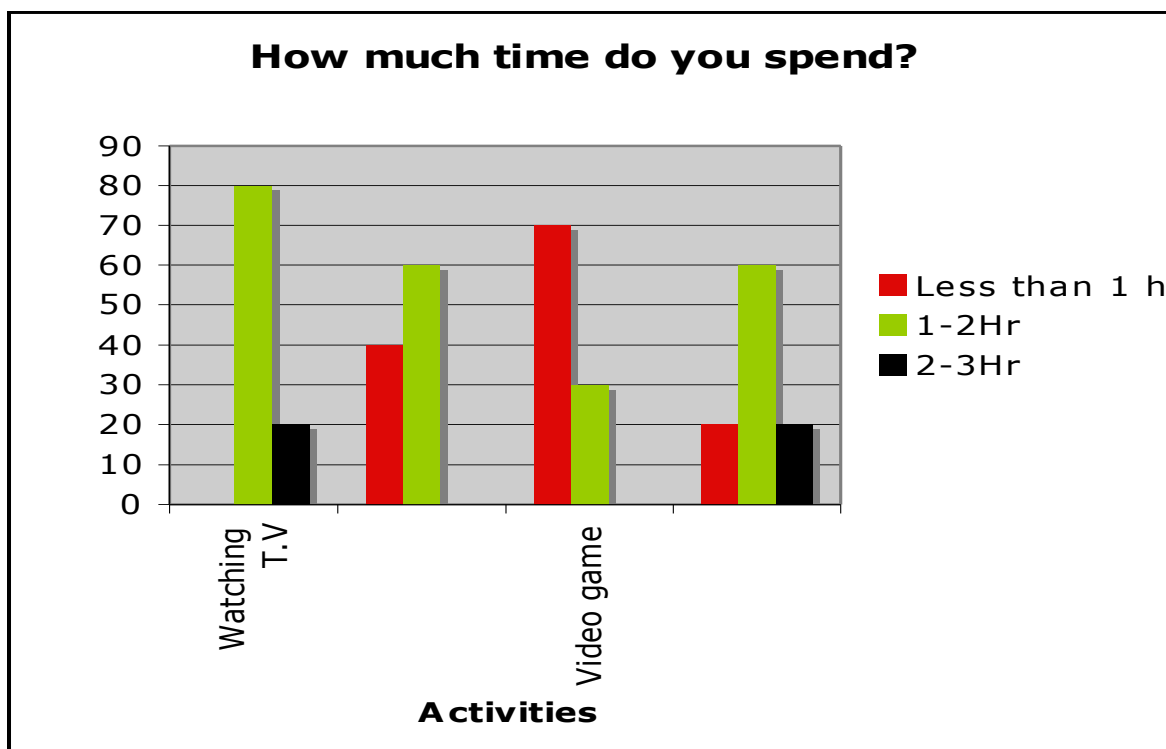
**Table 10**

Sr.No.	Statement	0	1-2	2-3
		hr	hr	hr
		%	%	%

**1. How much time do you spend on the following everyday?**

- Watching T.V 0      80      20

• Internet	40	60	0
• Video game	70	30	0
• Reading newspaper, magazine & books	20	60	20



**Interpretation of statement no. 1**

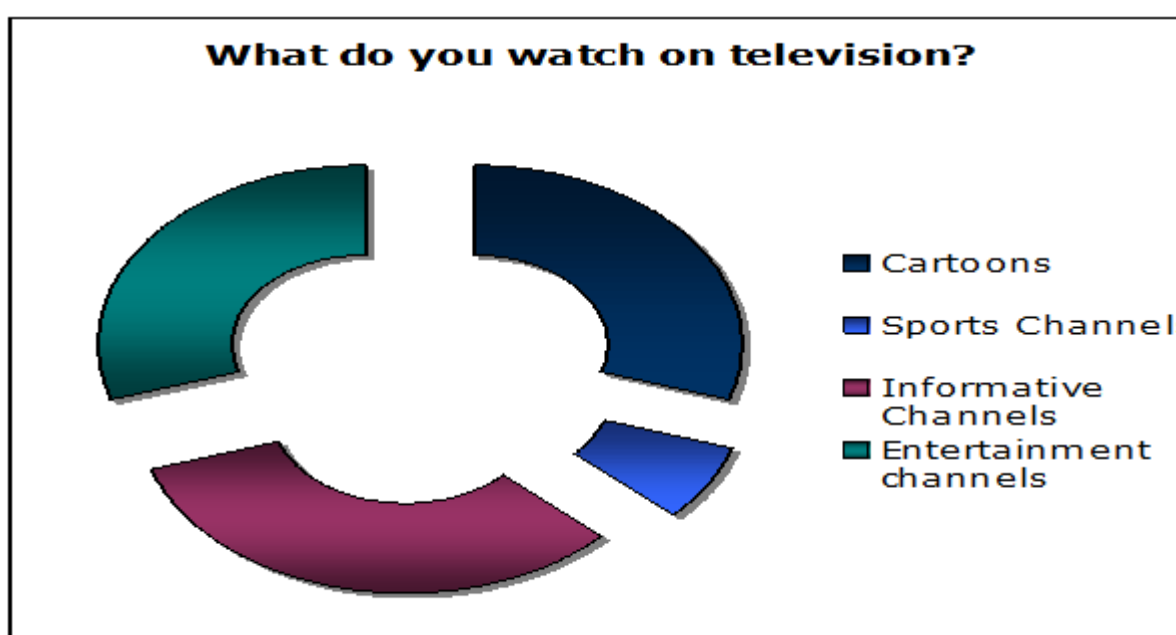
- Eighty percent students said that they watch TV daily for one to two hour and twenty percent students said that they watch TV daily for two to three hour.
- Forty percent students said they do not use internet daily and sixty percent students said that they use internet daily for one to two hour.
- Seventy percent students said that they do not play video games and thirty percent students said they play video game for one to two hour.
- Twenty percent teachers said that they do not read newspaper, magazine and books and sixty percent teachers said that they read newspaper; magazine and books for one to two hours and twenty percent students said they read newspaper, magazine and books for two to three hour.

**Table 11**

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Sr.No.	Statement	%
<b>2. What do you watch on television?</b>		
•	Cartoons	30
•	Sports channels	07
•	Informative channels	33
•	Entertainment channels	30

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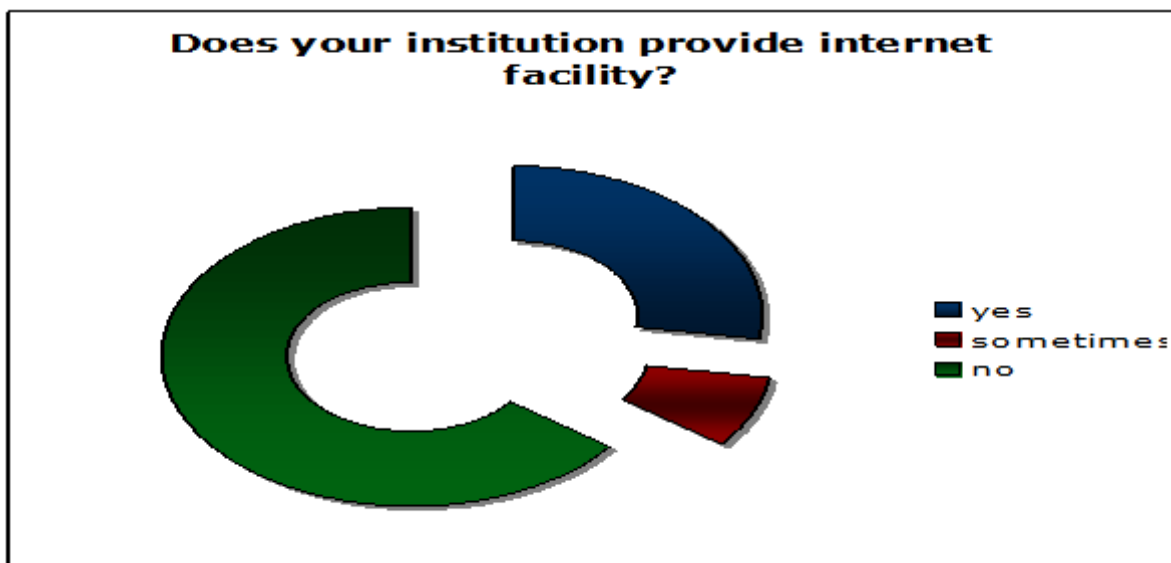


***Interpretation of statement no. 2***

- According to thirty percent students they watch cartoon channel.
- According to seven percent students they watch sports channel.
- According to thirty three percent students they watch informative channels
- According to thirty percent students they watch entertainment channels

**Table 12**

Sr.No.	Statement	Yes %	Sometimes %	No %
3.	<b>Does your institution provide Internet facility?</b>	28	8	66



***Interpretation of statement no. 3***

- Twenty eight percent students said that their institution provide them internet facility in computer labs.
- Eight percent students said sometime internet is provided to them in computer lab during computer class for some practical work.
- Sixty six percent students said that they are not provided internet facility in their institutions.

**Table 13**

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Sr.No.	Statement	%
<b>4. Which websites do you visit regularly?</b>		
•	Google	28
•	Youtube	16
•	Facebook	40
•	Others	16

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***Interpretation of statement no. 4***

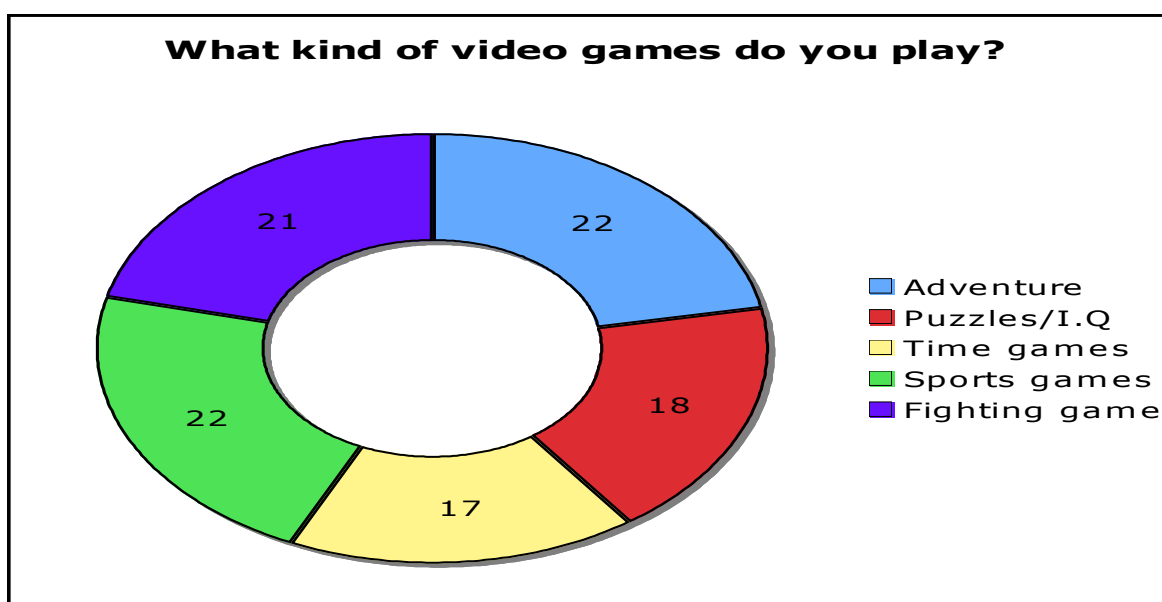
- Twenty eight percent students said they visit Google regularly.
- Sixteen percent students said they also visit Youtube regularly.
- Forty percent students said they visit Facebook on daily basis.
- Sixteen percent students said they visit various other sites like Ilmkidunya, hotmail, tweeter etc on regular basis.

**Table 14**

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Sr.No.	Statement	%
<b>5. What kinds of video games do you play?</b>		
•	Adventure	22
•	Puzzles/ I.Q games	18
•	Limited Time games	17
•	Sports games	22
•	Fighting games	21

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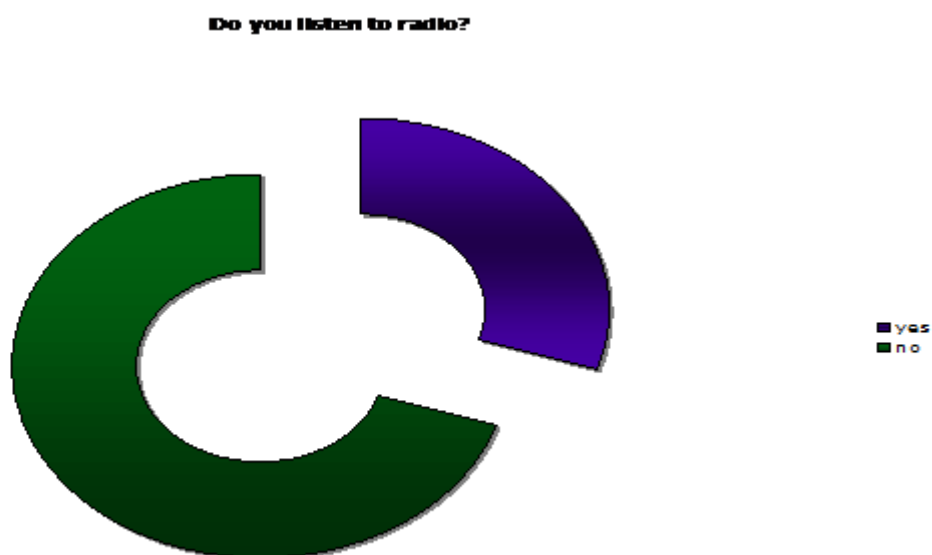
***Interpretation of statement no. 5***

- Twenty two percent students said they like to play adventure games.
- Eighteen percent students said they like to solve puzzle video games and I.Q games.
- Seventeen students said that they like to play limited time games.
- Twenty two students said that they like to play sports games.
- Twenty one students said that they like to play fighting games.



**Table 15**

Sr.No.	Statement	Yes %	No %
6.	Do you listen to radio?	30	70



***Interpretation of statement no. 6***

- Thirty percent students said that they listen to radio for keeping themselves up to date, for entertainment.
- Seventy percent students said that they do not listen to radio because they do not have time.

**Table 16**

Sr.No.	Statement	%
<b>7. Which television program/ website/ video game/ book would you like your friend to see/ play/ read?</b>		
•	<b>Islamic Books</b>	<b>28</b>
•	<b>Angry Birds</b>	<b>16</b>
•	<b>Novels</b>	<b>16</b>
•	<b>Facebook</b>	<b>32</b>
•	<b>Ilmkidunya</b>	<b>8</b>

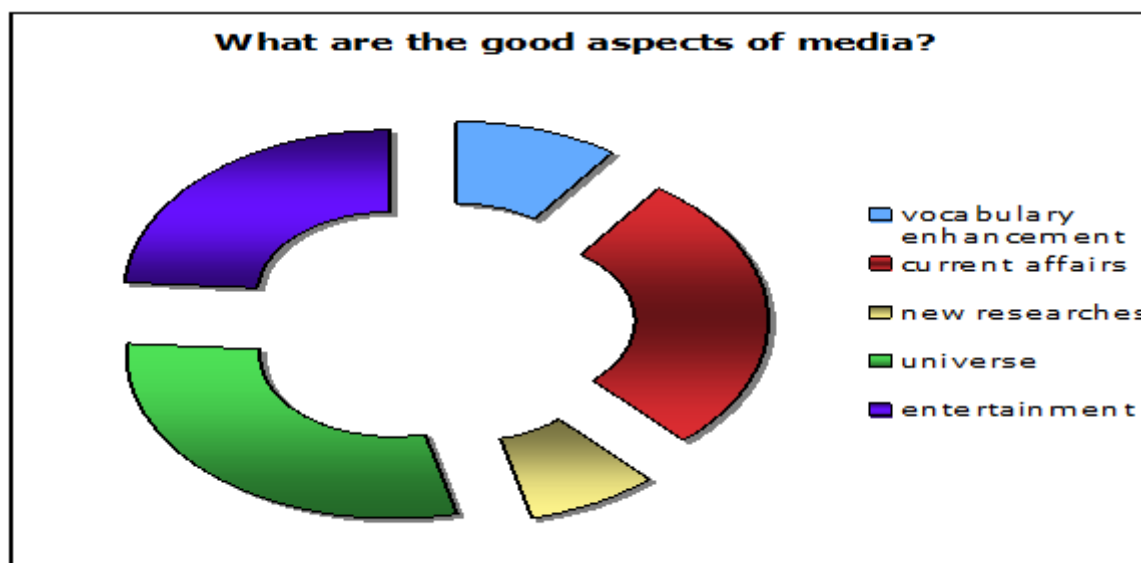
***Interpretation of statement no. 7***

- Twenty eight percent students said that they would like their friend to read Islamic books.
- Sixteen percent students said that they would like their friend to play Angry Birds.
- Sixteen percent students said that they would like their friend to read novels.
- Thirty two percent students said they would like their friend to join Facebook.
- Eight percent students said that they would like their friend to visit Ilmkidunya.

**Table 17**

Sr.No.	Statement	%
<b>8. What are the good aspects of media?</b>		
•	Vocabulary enhancement	10
•	Inform about current affairs	28
•	Inform about new researches	08

- Inform about universe 30
- Entertainment 24



**Interpretation of statement no. 8**

- According to ten percent students believe that media is a good source of vocabulary enhancement.
- According to twenty eight percent students good aspect of media is that it informs about different national and international current affairs.
- According to eight percent students media informs about recent researches which is its good aspect.
- According to thirty percent students one of the good aspect is that it also informs about universe.
- According to twenty four percent students one of the major good aspect of media is that it provides also entertainment to its viewers.

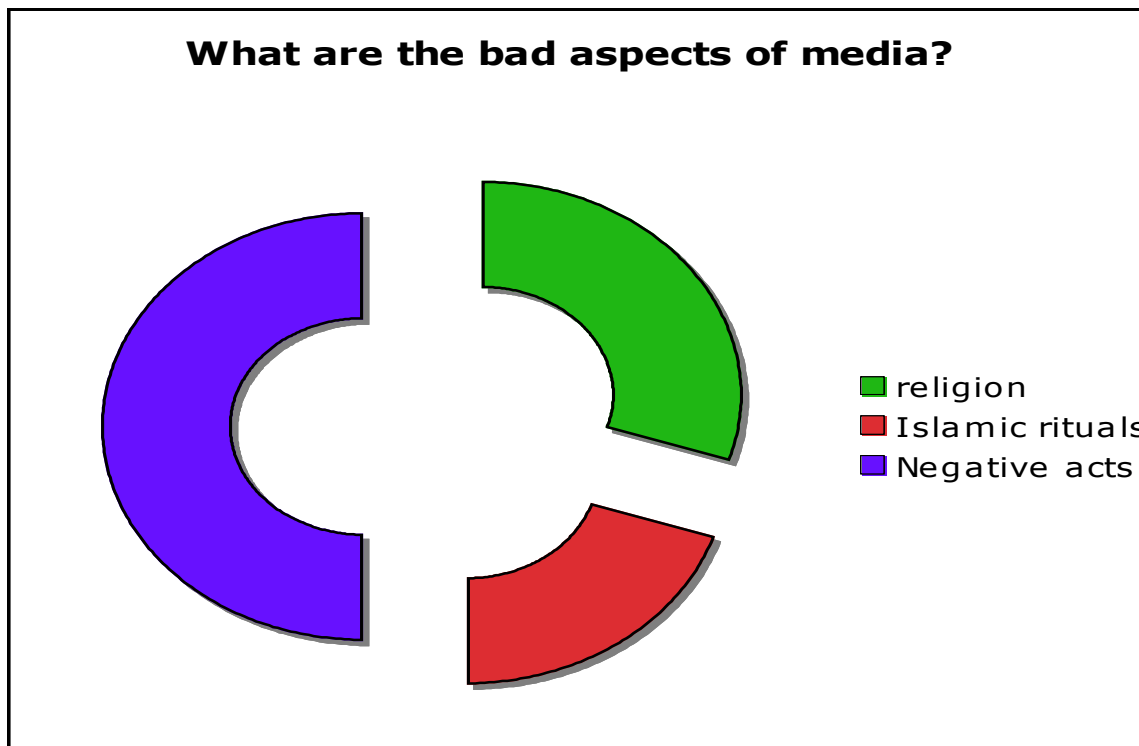
**Table 18**

Sr.No.	Statement	%
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**9. What are the bad aspects of media?**

- Less attention towards religion 30

- Motivates non-Islamic rituals & acts 20
- Highlights negative acts too much 50



#### *Interpretation of statement no. 9*

- According to thirty percent students media pays less attention towards religion which is its negative aspect.
- According to twenty percent students media motivates non-Islamic rituals and acts it is also its negative aspect.
- According to fifty percent students media highlights criminal and negative acts in society too much which creates a tensed environment in the society.

#### **Interview from the member of administration**

Interview with the Director of Education of a Semi-Government Institution was taken by the researcher to have a better view of the role of the administration in handling of media influence. According to the Director, there are two kinds of role the media. One, to some extent, is dedicated to education, where different programmes are being shown for the uplift of education. This helps out those who can not actually participate in regular classes and

workshops. This type of media is doing a good job. The other side of media is inculcating the negative effect on the society at large. The current media is just carrying out the coverage of events to create hype, postmortem of the breaking news but no specific long term policy is being laid down. Media can do a lot in case specific policy is being laid down, like the policy for economy, political policy, military policy etc.

According to him, media should discuss values and ethics along with the prevailing disparities like disparity of curriculums, fee structures, students' status, teacher training etc. Media should talk about different educational models of countries like Malaysia, Sri Lanka, Australia, etc.

If media is not covering media, then still it is doing something, and students are observing their language, body language and tone of discussion. These discussions are not structured as people show wrong behaviour on stage. The talk shows should spell out the scope of discussion to the panelists before the show starts for better and proper body language and language.

When talking about the role of administration in spreading media awareness in students, the director admitted that the administration is playing no role, rather it has never even thought of doing something about it. He then promised to work on the policy of handling media.

## **Discussion**

The purpose of this study was to find and evaluate the effects of media and the attitude of students, teachers and administration along with the contributions of schools towards these influences, both negative and positive.

In the questionnaire for teachers the first three questions are close ended just to see how much media is important in their lives and how much it should be part of a student life from teacher's point of view. While rest six questions are open ended questions. Q.4 has been placed to know that how teachers see the role of media in Pakistan, while Q.5, 6 are to reveal their perspective about the link among the influence of media on the culture of institutions

and student attitudes. While the rest three questions are about positive and negative effect of the media on school culture and teachers' way of dealing things with the current scenario.

In the questionnaire for students the first question is close ended to have a rough image that how much they are under the influence of media. While the rest are open ended questions, among which Q.2 is to find their interest criteria on television while Q.3 till Q.7 is all to find their daily involvement in different medium of media. And the last two questions are about students' likes and dislikes for media or how they want media to be like!

According to teachers and students television is the most powerful medium which affects our culture .it is because it is with in reach easily. As students of public sector can get much facilities like internet and English newspapers but TV is available in every home. One point raised by 40 percent teachers is that media plays a negative role in Pakistani society; This result is quite astonishing for us as only 30 percent teachers favoured the role of media.

This is quite an eye opener for us and we must take some immediate steps to curb the negative influences of media on our society and school culture. For that purpose, we must investigate and look into the matter that what is the definition of bad and negative for those teachers, which are those negative things which are creating bad effects on our school culture. 20 percent teachers said that media has neutral effects on school culture in Pakistan. This again is something which is startling for us. How can it be neutral? We again need to look in to the matter to investigate the background of these teachers to know if they are those who do not cater to the importance of media for their professional grooming.

Another quite interesting fact came to the surface after this study is that mostly media affected the language of students in negative sense. Media brought Hindi language in vogue. Even there are students who use Hindi language in Urdu papers without being conscious of it. Many students use slang after watching American and British channels. This means, here media is not at fault but the aptitude of the students which needs counseling of the students and the proper guidance from school administration and parents. We need to know whether schools and parents are doing their part or not.

According to teachers, due to the negative influences of media, students have stopped respecting teachers and classroom values. The actual scenario is that the younger children

have an inclination to watch cartoons and play games related to the cartoon heroes, but then again what culture are cartoons inculcating – violence and disrespect! Girls of senior classes like to watch ‘Barbie’ related or the female-oriented movies and play games like ‘dress me up’. Is that appropriate? This influences the wrong fashion culture in them. There is no limit of vulgarity and self exploitation. Here, at this point again, we have a dire need for the contribution of teachers, parents and administration to counsel students.

A question arises here: Are schools doing anything to solve this issue or to train students or not? 70 percent teachers agreed that schools are arranging seminars and meetings for the awareness and counseling of students. This is a good sign for the better future of students. Schools are playing their part in imparting values among students, whereas the interview with the Director Education was an eye opener, not just for us but for him and his administration as well, because that area was truly neglected.

Another strong point of schools which came in to view is that Internet facility is provided to 56 percent of schools from both public and private sectors which mean that schools are aware of the need of inclusion of technology in the studies as a part of curricula. But yet again there are institutions that are simply shunning the idea of providing internet facilities to students and guide them in the right manner.

## **Conclusion**

After doing whole research we came to the conclusion that such sudden and dramatic entrance of media in our lives has left more negative influences on our society rather than positive ones where youth and students as the major part of society and the main element in forming the school culture are the main victims of it. The students are damaged psychologically, physically and mentally which is such an irreversible loss of our society. In such scenario what types of schools’ culture one can expect? Youth and kids, who were the passive entity for the mass media, have now become the active entity. Students are now Media’s crucial buyers. So media is not playing the role it is supposed to play not only in Pakistan but all over the world. But this discussion of role of media regarding school culture is growing day by day all over the world, while in Pakistan we are still not taking it very seriously. Now we as parents, teachers, educational admin and institutions need to play a sensible part.

The worldwide discussion related to this topic has developed some terms such as *media literate, visual literate, Critical Viewer*. Media literate means to enable the students to understand the risk of exposure and teach them how to interpret critically and creatively whatever they watch on television, in movies, in reality shows including the Intent and the content of the commercials, while the visual literacy means to arm the students with the skills that they can skeptically and knowledgably treat visual and audio-visual materials. So students can behave as critical perceiver not only as the conveyer of content knowledge.

Then for teachers and parents different seminars and conferences need to be arranged at institutional level because we cannot wait for the media or government to act as a saver, already a lot loss has been done. Now-a-days students are called “digital native” and teachers and parents are considered as “digital immigrant”. To give the concept that how important is the “running discussion” in the class rooms between teachers and students and at home between parents and kids about what they watch, listen, do and about current affairs and things going on media. And talk about the things what our students and youth watch on media while parents and teachers avoid discussing and unfolding while now communication is the best way to break the barriers of generation gap. Media is playing a role of “weapon of construction” in the societies while at the same time it is acting as a “weapon of destruction” in the societies which let media command them. We have to act as a society which deals with media critically, logically and purposefully and give equal importance to other medium as radio and print media. So, we can get a balance and harmony back in our school culture and in our society as a whole.

To look is one thing,  
To see what you look at is another,  
To understand what you see is third,  
To learn from what you understand is still something else:  
To act on what you learn is all that matters.

--A Taoist saying

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# Nations of the Soul and Vision of Darkness: A Reading of the Poems of Sujata Bhatt

Dr. G. Baskaran and P. Indu, Ph.D. Scholar

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**Sujata Bhatt**

Courtesy: <http://www.izdiham.com/index.php/iz/sujata-Bhatt>

## **Abstract**

Sujata Bhatt belongs to the new generation Indian English women poets and has been writing of the Indian sensibility and the rich tradition. Her poems also reflect the complexities of the outer world comparing them with one's own native tradition. In a way, Bhatt pictures the distance between two worlds which, in the postmodern situation, makes everyone sensational and also dejected. An attempt is made in this paper to trace the poet's conscious outing and the unconscious inner world.

## **Sujata Bhatt, a Postcolonial Indian English Poet – Expression of Indian Sensibility**

Poetry has a special place in literature and is one of the most intimate modes of expressing one's thought and feeling. It plays a significant role in the reconciliation of inner worlds with the complexities of the outer. It is one form of art which communicates the emotional issues in a way which other form of arts cannot. Sujata Bhatt, a postcolonial Indian English poet, has established herself as a familiar poet and her poems are the expression of

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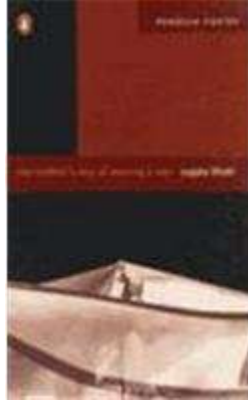
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Indian sensibility that reflect our cultures, life, attitudes, perception, life patterns, behaviour of people and traditions that have emerged over the years in India.

### **Reviewing Her Life in Her Motherland**



Caught between identities, Sujata reviews her own life in her motherland and probes into the process of memory and desire, comforting herself by expressing her longing in the form of poems. Her long stay in abroad has inculcated in her a deep awareness of her Indianness. Sujata says “for me, the fact that I had to leave India certainly made me think about it more. And this departure from India, this loss, as I felt it, prevented me from taking India for granted. Ironically, exile brought me closer to India”.

Poet Sitakant Mahapatra’s words come true in the life of Sujata, “Unless a poet is rooted in his own local culture and milieu, he can’t speak to any reader” (3). Rooted in Indian culture and tradition, a large bulk of her poetical works deals with her Indian past in which memories of childhood cover the whole range of her imagination in which she reviews her own life in volumes of poetry.

### ***My Mother’s Way of Wearing a Sari***

Sujata’s *My Mother’s Way of Wearing a Sari* is a collection of poetry, a seeming labyrinth in its narration, each piece of poem fits in perfectly as one turns the pages, enchanted as much by the style and the intellectual rigour she places on telling the incidents in each poem. In the collection there are poems about nature, cityscapes, home, memory, love, pain and other subjects, displaying a freshness of perception. Her poems are the output as healers of her alienated state of mind and presents the dichotomy between thought and action, between the totality of being, seeing, believing and understanding that runs through

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life. Memories, self-discovery, nostalgia for childhood and inheritance seeking one's roots, history of one's country or community - these are the stepping stones in Sujata's journey to uncover her roots and the legacies that define her identity.

### **On the Margins of Changing Modernity – Father's World**

The poet's father's experience in Benares is the backdrop of the poem "The Virologist" which is simple in address, direct, rhythmic and sharp at the level of cultural insight. The mode of living of a bachelor, and a habit of mind of displaced on the grounds of their cultural, civilization is described in a moral and spiritual backwardness.

Caught on the margins of the changing modernity, unable to forget the old rituals and taboos and unable to resist his mother, he vacillate between duty and self-fulfilment, a craving for roots and a hungering after tradition. As the author puts it, the boy, i.e., her father, oscillates in his moods between an enjoyment of the comforts of domesticity and the familial life, and a sense that his essential identity is a solitary one to be found in flight and loneliness and even adversity. His yearning for salvation pulled him in one direction. After taking bath he writes letter to his mother about the condition of the Ganga:

“That evening he wrote a letter  
to his mother- disappointed  
that stepping into the holy river  
did not make him feel pure.” (21)

These lines show the altered piousness. In this poem one can also identify a religious strain combining the material world. Through this poem, the poet envisages the pollution of the holy river Ganga, religious bigotry and also resorts the eternal symbol of the Ganges to reiterate the spiritual kinship.

### **Importance and Sterility of Modern Civilization**

Thus, the poem is replete with images that project the importance and sterility of modern civilization. It is the poetry of the visual image, of sound and light that lays bare a musical composition. She clothes and animates her poetry with symbolism that is sometimes harsh, unable and perplexing, original but personal. She evokes surrealistic images which translate in visual and sensuous terms the elusive experience of being. The movement back

and forth in time, the compounding of parody and pathos, the fragmentation of strange experiences break the illusion of continuity. It is this inherent complexity of beliefs and miniscule observation that nurture her poetry which is at once fascinating, paradoxical and truly human.

### **The Pain of Partition and Violent Epochs**

The pain of partition and the search for a new place under the sun have been recurring themes in the poem “Partition” in which Sujata revisits history as a zone of imaginative recovery and recuperation. Poetry becomes the vehicle for a form of retrospective understanding of how the past remains immanent in the present.

The poem “Partition” is not all about the partition of India but is about all kinds of violent epochs that thwarted the aspirations of the common people, as found in the vast expanse of recorded history. The poem traces the incidents in which a land and its people are partitioned on the basis of religious beliefs, giving centrality to the partition of India. The poet seems to question the validity of the decision which caused the bloodshed of civilians on an unprecedented scale:

‘How could they  
have let a man  
who knew nothing  
about geography  
divide a country?’ (34)

A society in which ordinary Hindus and Muslims lived in perfect harmony and good neighbourliness was smashed up following the political formula of partition.

This poem seeks to mitigate the negative effects of alienation, isolation, and dispersal through the literal and symbolic activities of translation. The fragmented senses of self, the frailty of survival, the persistence of hope, the wariness of the new are all represented with sharp precision.

### **Unsettling Experience and Language Use - Own Tongue Becoming Alien in Your Mouth**

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Sujata's poems revolve around the unsettling experience of her persona. The poems "History is a Broken Narrative" and "New Orleans Revisited" speak of what can happen when one ventures out of her own nation. The struggle over the language is the dominant theme in which the shifting temporariness of the poet is refracted in these poems. Her frequent reference to Poona and to New Orleans reveals how the transmigration has affected her language and view.

### **Childhood Experience**

Writing about her childhood in the poem "Earthquake", she slips easily and unaffectedly into the dialect of her growing up years. Her language changes imperceptibly as she moves to New Orleans. Languages are dying due to domination of one language. The beauty of sentences, the depth of emotions and serenity of utterances are difficult for one to achieve in an alien language. She feels her own tongue had become alien in her mouth. She manages to reproduce the robustness and flexibility of her mother tongue:

It will give you time-  
Time to gather up the fallen pieces  
Of your language- one by one  
With your mouth, with your mouth-you need time  
To pick up the scattered pieces of your language. (3)

Sujata wonders what besides the words got lost. The poet says that when words are lost, treasures of indigenous thought and identity are lost. The broken syntax explores the expressive function of linguistic opacity.

'what would you do  
if you have two tongues in your mouth,  
and lost the first one, the mother tongue,  
and could not really know the other,  
the foreign tongue.' (7)

### **Sense of Displacement and Ambiguity**

Faced with the choice between the revolutionary mainland and the outside world, Sujata is unable to make the sacrifice of the self that reveals her distinct sense of

displacement and the ambiguity of her ability to fully assimilate culturally into the alien society.

### **Cruelties of the Motherland – Female Foetus Speaks**

The dark gloomy corners of our country, rife with female foeticide, are illuminated in the poem “Voice of the Unwanted Girl.” The poet describes the brutal killing of an infant girl by her mother, who wants to hoard her daughter from future distress. The poem seethes with an internal anger of the foetus at the macho role that a provincial society fosters. The poem focuses on the question addressed to the mothers who are responsible for the act of brutality such as female infanticide by not mounting a little child. The narrative acknowledges the need for justice, punishment, and truth to the little foetus. It categorically points to the fact that a seemingly progressive city Mumbai has one of the worst female foeticide exists in a demonic form and is increasing across the state. It is a poor reflection on our society. The quest is that everyone views girl as financial and emotional burden. It is a difficult one to change the preference of Indians for a male child. There is a strong preference for a son to uphold the family lineage, to support parents in their old age, to inherit the family business, and to light the funeral pyre so that the parents attain salvation. Girl children are seen as nothing but burdens, with dowry being the biggest problem. She must not be seen as a burden or an emotional drain.

The cruelty of the scenario is bold and mocking and so is the voice of the poet. Reflecting on the violence, the little bud says:

I looked like a sliced pomegranate.  
The fruit you never touched.  
Mother, I am the one you sent away  
when the doctor told you  
I would be a girl- your second girl. (38)

It exposes the subconscious cry of a female infant and also brings to light the inhuman nature of the society. The use of the soliloquy helps the poet in presenting the evils and the feelings of the infant in both rural and urban India vividly. Through this poem, the readers are made to see the dark gloomy corners of this largest democracy of the world that exist beyond the hype of shining India.

## The Danger of Modernity

The danger of modernity has affected the fields of culture, language, food, living style and mental setup. The conflicts and melancholy of modern life find full expression in her poems. Her poetry is replete with images that project the impotence and sterility of modern civilization. Such darkness exists in India. The poet watches the glaring disparity between the owners of skyscrapers and the poor:

The traffic rushing outside, the monsoon  
slush, the wind sulking through  
your beloved Mumbai-  
I could have clutched the neon blue  
no one wanted (38)

These are the ills of modernity. She stays articulate with the simplicity and directness of image and by the metaphysical anguish in this bleak world.

## Sensory Realm

In this book, Sujata makes a bold experiment with techniques. Her poems are sensory realm of unforgotten sights, sounds, smells, and sensations combined with recollection of persons, events, and modes of thought and feeling that are too exact and serve as mere anecdotal pragmatism. She also probes into the process of memory and desire, comforting herself with an earlier moment only to discover its strangeness. She possesses both skill and imaginative vitality to translate her perceptions into unique and significant artistic expressions. Her poetry presents the dichotomy between thought and action, between the totality of being, seeing, believing and understanding that runs through life. Thus her poems are honest, unpretentious and appealing, rooted in reality, and a blossom in the imagination. The poems sail through with felicity, creating for the author an enviable position among Indian poets writing in English today.

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# **An Observational Study of Poetry Teaching to Tamil Medium High School Students**

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## **Introduction**

Poetry has been given a place of importance in education in India right from the advent of traditional schools. Poetry teaching requires not only the skill to understand the meaning of the poem under consideration but also an earnest desire and motivation to enjoy poetry. Teachers cannot create in their students a desire to read and enjoy poetry if they do not have the right type of inclination to read and enjoy poetry. Poetry is often governed by rhyme and rhythm even though subtle meaning is very important. Poetry should be read aloud so that the rhymes are brought out clearly and through rhymes students will be able to gain some fluency of speaking and reading in English. Elucidation of the meaning through questions further helps students to learn word and appropriate sentences.

## **Definition of Poetry**

A poem can be defined as a literary composition that is given intensity by particular attention to diction, often involving rhyme, rhythm and imagery.

## **Teaching of Poetry**

Poetry provides opportunity to teach several language skills simultaneously (such as reading, memorizing, writing and comprehension). This opportunity should not be missed to develop language skills in students who learn English as their second language. Presently, most schools under the jurisdiction of the Tamilnadu State Government use Tamil as the medium of instruction. English is also taught as a subject.

## **English Poetry for Tamil Medium Students**

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In this situation, we may think that teaching poetry in English is a difficult task for the teachers as the students are more used to using Tamil in the school and outside of the school. However, teachers may be able to devise poetry teaching strategies in such a way the students look at poetry not simply as a poem but also as a way to improve their knowledge and skill in the use of English. In other words, in addition to inculcating poetic sensibility in the students they should also look for ways and means to improve their skill in using English.

### **What English Language Teachers Do in Tamil Medium Classes**

Certainly this dual task sounds difficult to achieve. My field observation revealed that teachers of English do use some consistent teaching methodology for teaching poetry. This teaching methodology is implemented by the teachers to make the students understand the meaning of the poem, to write answers for the questions raised and to present a summary of the content of the poem. Enjoyment of the poem is not ignored, but this is not given a place of importance. At the same time, I also noticed that the current practice enables students to acquire more knowledge of words. If this last step is followed more seriously, we can certainly help students to acquire skill in using English even through the teaching of poetry.

### **Methodology Followed in Teaching English Poems in Tamil Medium Schools**

Teaching of poetry brings out a sense of life to language. Poetry teaching is not just a matter of training the mind but moulding the mind to get into the world of imagination using the words, symbols, signs, metaphors, alliterations, etc. found in the lines of poems.

Teaching English poems is more often a bilingual task in Tamil medium classes. And the English medium classes also adopt this strategy in rural schools.

### **Useful and Practical Steps**

A teacher should have skill in reading the poem and understanding and appreciating the poem. In addition she should also have good presentation skills. In order to acquire and further sharpen such skills, I would highly recommend that the teachers of English visit mother tongue teaching classrooms, sit there and observe how a Tamil teacher teaches her

poems to her students. Such observations will help the English language teacher to identify and adopt some useful techniques, even as these observations will indicate which strategies she should avoid in her own English teaching class. Give and take between language teachers in the school will help both teachers and their students.

Let us maintain a record of our observations. Strategies adopted to sing aloud the lines, to identify the meanings, to describe the relevance of symbols, signs, metaphors, etc. and to summarize the gist of the meaning of the poem must be recorded.

### **Exercise Your Individual Freedom to Innovate**

Public schools must adhere to state standards regarding what can be and should be taught and how it can be and should be presented. However, we also have the individual freedom to make some innovations based on the complexity of the task on hand. For example, a poem written by a poet of Indian Writing in English may be easy to understand and appreciate whereas a native English poem may be difficult to understand readily.

### **What Should the Teacher of English Poems Do in Tamil Medium Classes?**

I believe that the teacher should first of all read the poem aloud several times, and give opportunity to as many students as possible to read parts of the poem aloud in the class. This may be followed by questions and answers as to the meaning of the poem. Students should be encouraged to narrate the meaning as much as they can. When this student exposition of the general meaning is over, teacher may present the meaning of the poem line by line.

I noticed that the above practice is not common in the classes I visited. Teacher reads the poem quickly, almost without any appropriate pause, tone and intonation required. Reading is more or less mechanical. She gives word by word meaning, and usually no clear summary of the content of the poem. She also does not focus on the poetic devices and niceties used in the poem. Since the textbook does not really give the life story of the writer of the poem/s, the teachers do not seem to focus on this aspect much. Unless we bring the

poet into our picture and show how the poem is intimately connected to the poet, interest in the poem cannot be adequately generated.

## Poetic Devices

Poetic devices used in the poem can be explained to the students because these will kindle expectation among the students. Some of the following devices may be presented:

1. Simile
2. Metaphor
3. Personification
4. Alliteration
5. Rhyme scheme, etc.
6. Alliteration

Some of the above are based on sound and students may be trained to read these aloud to enjoy the sound effect. Some are based on meaning and these may be described and explained in simple language. Students will really appreciate the techniques adopted and will be able to see the clever use of language and meaning.

## Meaning of the Poem

Meaning of words and phrases used in the poem should be indicated to the students. Besides, the teacher should introduce the history and culture related to the poem as background support. Thus, the poet's background, lifestyle and objective matters should be explained through which the students can understand the poem in the correct sense. The duty of the teacher is to make the students explore the innovative ways and to enhance the comprehending skills of the students. The teacher can also explain the connections between the writer and the poem and this will develop further the appreciation power of students. The background support for the poem should be provided for the students and make the students to read the poem by themselves to enjoy the poem on their own.

In other words, our goal should be to help students not only to “learn” the meaning of the poem in the class but also use the poem as an effective means to increase their diction and

grammatical usage and help construct of simple sentences using some of the poetic devices used in the particular poem.

### **The Process of Teaching a Poem**

There are 3 main stages in the process of teaching a poem.

They are as follows:

1. Preparation
2. Presentation
3. Discussion

### **A Few Additional Suggestions for Teaching a Poem**

1. The message of a poem is more important than the details.
2. The main theme of the poem is to be grasped (understood).
3. Mere explanation and paraphrasing do not create any enthusiasm.
4. The teacher should present the poem orally with correct pronunciation and rhythm.
5. Students concentrate all their attention to listen to the citation of the poem in the class.
7. Students' appreciation and understanding of the poem and poet's experience can be expressed in the form of drawing.
8. Encourage pupils to do activities at the end of the class.

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An Observational Study of Poetry Teaching to Tamil Medium High School Students

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# Naipaul's Vision

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V. S. Naipaul

Courtesy: [www.the-south-asian.com](http://www.the-south-asian.com)

## Abstract

This paper intends to highlight Naipaul's work with special focus on his themes and vision of the world. This paper also discusses some of Naipaul's works in order to provide a better outlook on Naipaul's literary themes and techniques.

## Naipaul's Background and His Literary Career

Naipaul's prolific career is well noted. Although his parents descended from Hindu immigrants from Northern India, Naipaul's inability to form a spiritual connection with his tradition could be felt in his work. Naipaul went back to his own life experiences for material. Naipaul enjoys a great command over English language and its tradition. On graduation, Naipaul

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started his career as a freelance writer. He became a writer in the mid-1950's, by examining his own Trinidadian background. He has received almost all the major awards in the field of literature, especially for his fiction work. The biggest accolade he was given was the Nobel Prize he received in the year 2001.

### **In Search of Reality in Naipaul's Fiction**

We went to Naipaul's work, specially his fiction, not for fantasy but in search of reality. After going through his work, we could say that Naipaul is amongst the finest writers of the 'realistic novel', which develops the sense of personal realization. The lack of tradition and sense of being rootless remains the hallmark of his fiction. He has completely related his literature to life and to its situations, especially to the common man's predicament.

### **An Original Voice of His Time**

The interviewers of the *Newsweek* article call him "one of the few original voices of his time" (*Newsweek*). He presents the telescopic view of the world (especially societies) in his novels. He points out the problems and follies, with a special focus on the Third World.

### **The Feeling of Alienation**

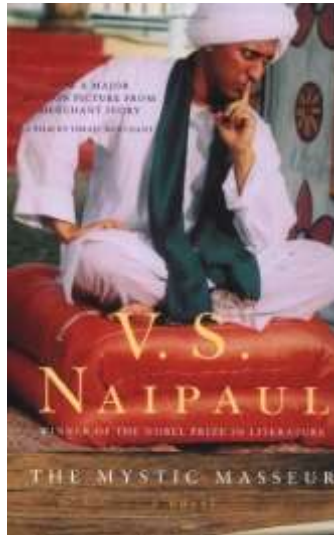
Most of his fiction seems to begin with complexities of life and end up with self-realization as a whole. Naipaul depicts the social, political as well as personal reality in his novels. Naipaul's writings deal with the problems of the outsider which is a merger of fictitious characters as well as a feature of his own experience as an Indian in West Indies and a West Indian in England. He feels separated from India and from its culture.

### **Excellence in Writing**

Naipaul cannot be called exclusively, as a novel writer, short story writer, travel writer or a biographer, but rather as one uses all these forms to bring his readers close to reality. Whatever

genre he is writing in, he tries to achieve the standard of mature literature. Naipaul has received delayed recognition, but thereafter he received most of the major awards for English fiction.

### Naipaul's Early Book



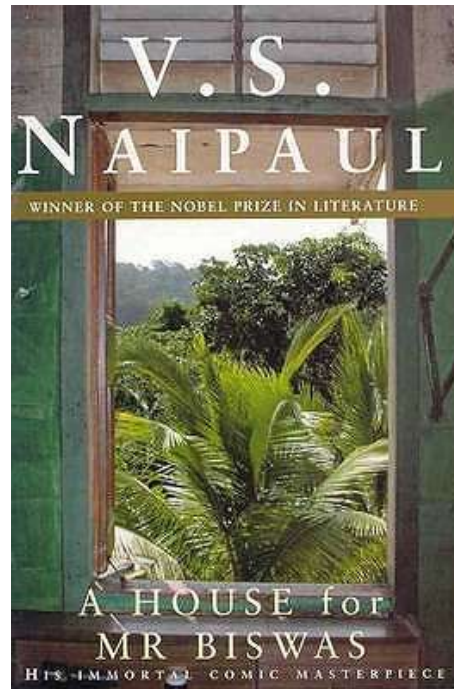
Naipaul's first three books are comic portraits of Trinidadian society. His first published work *The Mystic Masseur* (1957) is about a common man Ganesh who rises from the profession of masseur to a healer and finally a powerful politician. *The Mystic Masseur* won the Mail on Sunday prize in 1958. In his other novel *Miguel Street* (1959), the reader could see again glimpses of Trinidadian life, where the narrator befriends many of people on Miguel Street. It

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depicts how the outside influences affected the narrator and the main characters, leading up to their leaving their birth place in search of identity.



*A House for Mr. Biswas* (1961) is termed as Naipaul's masterpiece, which narrates the story of Mohan Biswas, an Indo-Trinidadian who strives for success and finally sets the goal of owning his own house. It is basically based on his father's life in Trinidad.

### **Political Themes**

Subsequent novels developed more political themes and he began to write about colonial and post-colonial societies. These novels include *The Mimic Men* (1967), winner of the 1968 WH Smith Literary award. *In a Free State* (1971) won the Booker prize for fiction. This novel is wholly about people away from home. The novels *Guerrillas* (1975) and *A Bend in the River* (1979) are set in Africa. *Guerrillas* is set on an un-named island, dominated by post-colonial British. The novel *A Bend in the River* is narrated by Salim, an ethnic Indian Muslim and a

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shopkeeper in a small growing city. *The Enigma of Arrival* (1987) is a personal account of his life in England. *The Suffrage of Elvira* is a comic novel, again set in Trinidad, describing a local election and satiric examination of the consequences of political change.

### **Trinidad as the Background**

Most of Naipaul's works are set in Trinidad and describe the political and social realities of that place. Naipaul's protagonist is the common man, striving and yearning for identity. *Half a Life* was published in 2001, which describes the adventures of an Indian, Willie Chandran, in post-war Britain. Finally, *Magic Seeds*, published in 2004 continues this story.

### **Ancestral Bond**

It is rightly said that ancestral bond can never be broken. This bond brought Naipaul to India, after which he published his work *An Area of Darkness*, a factual account of his journey to India, the mythical land of his childhood. He published another book *India: A Wounded Civilization*, in which he outrages and antagonizes Indians.

According to an interview by Shyam Ratna Gupta, printed in *The Hindustan Times Weekly*, May 31, 1981, Naipaul had said, "I should like to settle down in Bombay and rediscover my identity by losing myself in the millions of Indians." He has written some important travel documents such as *Among the Believers*, which presents his very controversial views of Iran, Pakistan, Malaysia and Indonesia. His other travel book *A Turn in the South* describes his peregrinations through the Deep South of USA.

### **A Master of English Prose**

V.S. Naipaul is a master of English Prose and uses multiple elements in his work like dramatization, realization and reflection of oneself, in order to generate interest in readers. Naipaul provides a great blend of biographical and autobiographical elements in his work. Paul

Theroux argues that Naipaul is "wholly original" and that "he may be the only writer today in whom there are no echoes or influences" (Cudjoe 8).

Overall we can say that Naipaul has explored not only his culture and tradition but that of other lands as well. The characters and situations described by V.S. Naipaul may differ from work to work, but the central theme remained the same: Realism and the sense of being rootless.

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# Harry's True Mentor and His Moral Struggle in J. K. Rowling's *Harry Potter Series*

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Courtesy: <http://www.harleysvillebooks.com/celebrate-all-things-harry-potter>

## Silent Language

Spoken words always carry significant meaning, but sometimes unspoken silence becomes more meaningful and powerful. Implicit suggestions hold nuances of meaning in literature. Flat, static characters are always explicit and there is no mystery in them to be fathomed. Complex characters, on the other hand, are unpredictable and thereby become more interesting and challenging. Severus Snape, in Harry Potter series definitely falls under the latter category. He, in the author's own words, is "a gift of a character"

([http://web.archive.org/web/20110726135809/http://www.half-bloodprince.org/snape\\_jkr.php](http://web.archive.org/web/20110726135809/http://www.half-bloodprince.org/snape_jkr.php)).

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## **A Complex Multifaceted Teacher**

The Potions Instructor, Head of the Slytherin House is arguably the most complex and multifaceted teacher at Hogwarts. He is clever and cunning; intelligent and has a keen analytical mind. The progress of the series shows him as a more layered character evolving from a malicious and prejudiced teacher to one of considerable complexity and moral ambiguity. The immediate impression on beholding him is of fear and scorn. With the combination of his robes, his attitude, behavior and his classroom décor, he employs pedagogy of fear and intimidation. The first year apprentice wizards, no wonder see him as a nasty and suspicious teacher.

## **Snape – with Sallow Skin, Hooked Nose**

Snape is shown as a man with “sallow skin, a hooked nose and greasy, shoulder-length black hair” (*Chamber of Secrets* 78). This unpleasant appearance definitely augurs his unpleasant attitude towards the students, whose ability he always undermines. So fear is the ruling wand in his classroom, and he has the ultimate control. He speaks in barely more than a whisper and he “had the gift of keeping a class silent without effort” (*Chamber of Secrets* 137) as Minerva McGonagall exclaims.

## **Not Well-Liked**

Rowling sketches the details of his persona thus: “his eyes were like black Hagrid, but with none of Hagrid’s warmth. They were cold and empty and empty and made you think of dark tunnels” (*Sorcerer’s Stone* 136). Ruling his class with a rod of iron, and a look of contempt, Snape is not well-liked by the apprentice wizards of all houses probably except Slytherin. Just moments after the sorting ceremony gets over, Harry, with a pain in his thunderbolt scar, feels the piercing, scornful look of the professor, who at the very outset strikes a note of bitterness and enmity towards the young wizard. In every encounter, Snape displays unconcealed hatred for the poor boy from Privet Drive. Harry is cornered by baffling questions, that are entirely new to him as he is to the school of Wizardry. His complete ignorance in stating it frankly gets him detention and grabs some points away from his house Gryffindor. About Harry, he makes an open statement in *Goblet of Fire*:



You might be laboring under the delusion that the entire wizarding world is impressed with you.... To me, Potter, you are nothing but a nasty little boy who considers rules beneath him (516).

### **With Malice**

Snape is an oily, petty, nasty, vindictive man not with a heart of gold but of pure malice. To Harry particularly, he is a sinister and malicious teacher making frequent disparaging, snide remarks. He persistently mocks Harry and his dead father:

How extraordinary like your father you are. Potter...he too was exceedingly arrogant. A small amount of talent on the Quidditch field made him think that he was a cut above the rest of us too.... The resemblance is uncanny (*Prisoner of Azkaban* 284).

Snape cruelly insults Hermione and her intellect, constantly berates Neville Longbottom. He indeed swoops around like “an overgrown bat”, with the dark looks of a gothic villain (*Sorcerer’s Stone* 288). All these conventional narrative cues indicate that Snape is a villain of the worst kind. Suspicions of attempted murder, trickery and larceny follow him, but he remains unaffected by the students’ ire.

### **Unexpected Helpful Manner**

But what is intriguing about Snape is his intention. Megin L. Birch in her essay, ‘Schooling Harry Potter’, argues that there are moments when Snape acts in unexpected helpful manner towards Harry, which raise the question whether he is really bad as he is seen to be or not. Snape continues to be a figure of questionable morality and Rowling effectively employs narrative misdirection that makes us privy to Harry’s visceral suspicions. Harry continues to misread Snape’s actions despite being proven wrong time and again, in spite of the fact that Snape has defended and protected Harry on several occasions.

### **Question in the Readers’ Minds – Will Snape Betray?**



Rowling makes the readers waver between believing Snape was loyal to Dumbledore or maybe to Voldemort, believing him to be good or to be evil. The fact that he is faithful to Dumbledore challenges us to explore why and how he came to be evil and vindictive.

Throughout each school year, the professors and students alike feel bewildered at Dumbledore's persistent faith in Snape. Harry especially, waited until the moment Snape would betray Dumbledore and thought he had discovered the truth on the astronomy tower, but like everyone else he was mistaken. There were deeper purposes beneath the art of Dumbledore's death at the hands of Snape: a kindness, a respect for friendship, and an act of heroism. Among the three Pals, it is Hermione who argues for Snape's innocence. Though she admits that he is not very nice, she trusts Dumbledore's faith in Snape and knows the latter wouldn't betray him. She calls on Dumbledore's authority to bolster her reading about Snape. "so why shouldn't he be right about Snape even if Snape is a bit\_ ' \_evil" (*Goblet of Fire* 480).

### **Tense Relationship**

Harry retains feelings of suspicion and resentment towards Snape, and their relationship remains tense. Snape's behaviour and attitude towards Harry also remains unchanged. When Harry overhears Snape and Quirrell in the forbidden Forest, he readily assumes that Snape is on the side of evil. Harry misreads the situation because of his personal animosity and their mutual hatred. The reality is just the contrary, just the reversal of judgement. It is not Snape who aids the Dark Lord Voldemort in plundering the Sorcerer's Stone but the inept Prof. Quirrell, whose laughter becomes "chill and sharp" upon Harry's discovery. He sneers: "So useful to have [Snape] swooping around like an overgrown bat. Next to him, who would suspect p-p-poor, stuttering P-Professor Quirrell?" (*Philosopher's Stone* 288). Snape's suspicious activities had always been a screen for saving Harry's life.

### **Personal History Shapes a Teacher**

Rowling offers bits of Snape's personal history, his heartaches, implying thereby that a teacher's personal biography shapes the kind of teacher he/she would become one day. The episodes from the past show that Snape is a loner, rarely trusted except by the headmaster; he came from a very unhappy home. The power of Snape lies in his symbolic role. It is Snape

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whose inside is not revealed and who remains an enigma forever. Harry's intentions and Lord Voldemort's plots off-stage at each important moment are explained. The factor that remains masked is what Albus and Severus have been doing and thinking. It is this ambiguous and mysterious nature that makes it liable for everyone's suspicion. We get to see the true Snape emerge right before he dies in front of Harry. The man we see in the pensive mood is altogether different from what we have so far seen, we expected him to be, a far cry from the melodramatic, the brooding stereotypical villain. He has seemed to foster nothing but resentment, bitterness, and flat-out meanness, but it turns out that he has been motivated by the highest, best, most valuable qualities all along – love and loyalty. “Nothing is what you think it is, no one is who you think they are, on the surface” (*Unlocking Harry Potter* 155)

### **Tragic, Noble and Self-sacrificing Character**

Once the truth is revealed; that makes him a truly tragic, noble and self-sacrificing character. There are scarcely any blissful memories in his past. The reason he considers Harry with such an embittered mind has a connection to his gloomy student life as a peer to Lily and James Potter. Through a series of jinx and pranks, Snape and James had terrorized each other. Each time he looked at Harry, he was reminded of the humiliation he suffered at the hands of James Potter. Young Snape was insecure and vulnerable.

Given his time over again [Snape] would not have become a Death Eater, but like many insecure, vulnerable people, he craved membership of something big and powerful, something impressive. [...] [He] was so blinded by his attraction to the Dark side he thought [Lily] would find him impressive if he became a real Death Eater

( [http://en.wikipedia.org/wiki/Severus\\_Snape](http://en.wikipedia.org/wiki/Severus_Snape))

### **Love Spurned**

Lily refused Snape's love and married James. Snape felt humiliated, his soul grew bitter and poisoned which led him to seek evil. Yet his devotion to Lily never faded, never tarnished, and after her death, he never forgave himself; he succumbed to the grief and self-loathing that lingered in his heart. The anger he felt toward himself blinds him from showing any warmth or

affection towards Harry, but his love keeps him sane throughout every descent of evil and darkness into his soul. He never abandons the hope of Lily's spirit living on.

### **In Danger Countless Times**

Snape is divided painfully between Dumbledore's world and Voldemort's; he is the one put in danger countless times, always in the shadow of the dark Lord's wrath. He thus walks a treacherous line, tantalized by the darkness, but never faltering from the good intention of redeeming the magical world and the humans too. He plays his cards close to the vest. He is a clever double agent. "As the only character to win the trust of both Dumbledore and Voldemort, both the Order of Phoenix and the Death Eaters, he sculpts the outcome". (Appelbaum 95). Though constantly being an object of suspicion, he keeps an eye on Harry watching and protecting him until making Harry understand that he himself is a Horcrux. Rowling calls Snape "a child conceived outside of love" (Bloomsbury, 2007). His truest motivations were a mixture of remorse and undying love for Lily that motivated him to seek the end of her murderer. It is this love for Lily Potter that is the redeeming factor of Snape's character. It is this love that acts finally as the redeeming spirit of all the scorn he has showered on Harry.

### **Losing a Trusted Friend**

Snape didn't only lose Lily, but also his only trusted friend, who was with him always. In executing Dumbledore, at his own request, he protected Draco Malfoy from destroying his own soul, becoming a killer. He is truly "a bittersweet prince in disguise" (Ashley np) he sacrificed himself so that others could heave a sigh of relief - to see the world where there was no threat of evil; to see the light, though he himself struggled to have a glimpse of it all through his life. It is he who has orchestrated everything to the ultimate unravelling of Voldemort. "Hitler's defeat took an alliance of nations; Voldemort's required a single Snape". (Appelbaum 96).

### **Snape's Role as a Mentor**

What is most crucial about Snape is his role as a mentor. He is above all a teacher and later headmaster after Dumbledore's death. It is he who steers Harry's actual apprenticeship throughout. As it goes by the pedagogy of education, a truly liberating apprenticeship requires a student to disobey his teacher, thereby making his own decisions. Cultivation of self-will and

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self-sacrifice for a greater good, demand the dismissal of the wisdom of the teacher on the part of the apprentice. Snape chooses that he is not like Voldemort, even as there are so many things that seem to show some similarity between both. Because there is a piece of Voldemort within him, as Horcrux, he chooses to die in order to have Harry alive.

### **Underlying Lesson**

The underlying message of pedagogy seems to be, ‘to abdicate one’s free will to the larger whole is the key to individual freedom. The choices the ward makes by disobeying the teacher are indeed the right choices. Whenever Snape tries to keep Potter safe, Harry makes the wrong decisions, which get him into the most serious of dangers, but they turn out to be ‘right’ in solving a mystery. Snape’s actions are at the heart of these pedagogical paradoxes. Snape represents “something” other than prescribed methods based on cause and effect for a ‘good enough’ education. Dumbledore appeared very “good,” but has fought his own personal battle with self-interest and power. He doomed himself risking everything for one last attempt at uniting the Deathly Hallows and personally reaping the benefits. Snape constantly and actively reaffirmed his allegiance with each act of support for those united against Voldemort, against evil. So in the end, it is Snape who turns out to be the self-determined teacher, and Dumbledore, the shallow cad.

### **Teach by Example**

If teachers teach not by method but by example, it is Snape who is the true teacher who has sacrificed his life to enable Harry’s apprenticeship. It is not his clearly superior talent with spells and invention of new ones that make him admirable. But it is his choice to act in the name of love without showing it off. His cruelty and hatred is indeed a mask to hide his fundamental loyalty to Harry and the wizarding world. Each of Snape’s actions, however terrible they may seem originally, are transformed in meaning by the childhood memory, he allows Harry to see after his death. He dies a sacrificial death so that his student can be transformed by the relationship that this action creates. He appears more like a stalker than a hero but yet he acts consistently on more noble motivations – to save Harry as well as all humankind.

### **Between the Real and Magical**

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Snape is also a symbol of the permeability of the boundaries between the real world and the magical, the Utopian. He flows between and through both Hogwarts and the world of Voldemort as a double, triple agent. He plays the unique, multiple agent role; he is both in and out, who maintains links to the real world. He is liminal; he is on the edge and can go either way. He teaches skills not just for the wards' graduation but for life too, in a larger sense.

Snape is important as a teacher to both Harry (the hero) and Draco Malfoy (the anti-hero). He works behind the scenes to orchestrate Draco's free choice as well as Harry's. He stays true to the role of a paradoxical teacher. He needed to be the person who killed Dumbledore but he arrives exactly at the right moment to do this deed for Draco so that it is possible for him to choose his own Destiny. This disobedience of Draco Malfoy to Lord Voldemort whether by courage or fear, signals Draco's apprenticeship – to keep away from evil. His nod to Harry in the epilogue signifies their common destinies; they are forever united through Snape's actions. In this way, Snape, the much despised mentor becomes the true teacher of both the hero and his foil. He was a skilled teacher outside the classroom too. If Hogwarts is an oasis away from the spoils of society, it is Snape who prepares the wards for that world as well.

### **Choice of Action and Values versus Inherent Ability**

According to Dumbledore's dictum, "The essence of one's character is defined by what one chooses to do rather than by any inherent ability". (*Philosopher's Stone* 333) Snape's being on the side of the angels is a distinct choice, one that he makes despising, loathing his allies. Snape is a Dumbledore man, trained in Occlumency, and is planted within Voldemort's ranks. Snape's brilliance as student, self-possession and devotion to Dumbledore make him the perfect disciple/chemist to win the Greater War against Voldemort and the Death Eaters. Being an Occlumens, Snape is able to keep his betrayal from Voldemort, who is himself described as being "the greatest Legilimens" in history. It is only as decided by himself and the headmaster that Severus becomes the seeming double-agent and spy. Dumbledore is the Alchemist and Severus is his master Apprentice. Harry is the stuff of the Great Work through which the alchemist is working. Thus "the real story is all about Severus Snape not Harry's or Voldemort's and about Severus' war against the prevailing meta-narrative of the wizarding world" (*Unlocking Harry Potter* ch. 6 245).

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## Epilogue for a Misunderstood Person

Harry's remark in the epilogue holds true of what Snape was: "You were named from two headmasters of Hogwarts. One of them [Snape] was a Slytherin and he was probably the bravest man I ever knew" (Epilogue *Deathly Hallows*). Jenny Sawyer from *The Christian Science Monitor* claims that Snape is the only character who has a compelling inner crisis. "Snape's character ached for resolution. And it is precisely this need for resolution – our desire to know the real Snape and to understand his choices – that makes him the most compelling character in the Potter's epic" (qtd in wikipedia.org <http://www.csmonitor.com/2007/0725/p09s02-coop.html?page=1>)

## Benevolence of a Very Flawed Hero

The much maligned loner Snape becomes "the most heartbreaking, surprising and satisfying of all Rowling's achievements (*The Washington Post*)". Severus Snape represents the darkness that moulds us. His fall from grace and ultimate redemption makes him the most appealing of Rowling's sketches. In her interview she projects the heroic and intrinsic benevolence of Snape as "a very flawed hero":

an anti-hero perhaps. He is not a particularly likeable man in many ways. He remains rather cruel, a bully, riddled with bitterness and insecurity – and yet he loved and showed loyalty to that love and, ultimately laid down his life because of it, that's pretty heroic!

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## **Humanizing English Textbooks Evaluation at the Higher Secondary Level in Pakistan**

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### **Abstract**

Textbook plays an important role in the second language classroom. It occupies a central position in language teaching to teach every feature such as grammar, reading, listening, speaking and writing present in any prescribed language course. Textbooks are an essential element of language programs and are used to provide systematic lesson plans, content and guidelines both for the learners and teachers. There are many issues regarding textbooks such as the design of textbooks, suitability, practicality, innovational role of textbooks, presentation of language skills, etc. All these aspects are important in any well designed language textbook and these should be considered very important to judge textbooks on the basis of their ability to improve language skills.

The present study is aimed at examining how very effective textbooks are in promoting learning and teaching English at higher secondary level in Pakistan. Textbooks are being evaluated through the use of the checklist criteria. In the present research study an effort is made to humanize textbooks evaluation by involving both learners and teachers. In this research both qualitative and quantitative methods of research were used. Responses of both learners and teachers were collected and analyzed.

Finally it brings out as the finding, that textbooks in Pakistan at higher secondary level are not designed according to the needs and requirement of learners. Textbooks are helpful in passing exams and getting good marks through the cramming of the materials. There is no direct involvement of learners in improving the basic language skills like speaking, listening, reading,

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writing etc. Teachers also pointed out some drawbacks of textbooks and gave suggestions to improve them.

**Keywords:** Textbooks, Evaluation, Humanizing, Curriculum, Attitude, Motivation.

## 1.1 Statement of Purpose

The importance of teaching the English language in Pakistan is a crucial phenomenon. English language is being taught as a second language in Pakistan. In Pakistan like the rest of world English is considered as the language of progress and development. The importance of English language cannot be denied; so English has been given special privilege since partition. It is being taught as a compulsory subject in Pakistani schools and colleges.

In the process of teaching the English language, the roles of the teacher, the learners and the teaching aids are considered very important. In Pakistani classrooms textbooks are considered the main pillars of teaching and the learning process of the English language. The textbooks prescribed by the government are used in the teaching and learning process. Teacher trainings are conducted to improve the process of the English language teaching. As far as the general purpose of the present research is concerned, the effectiveness and usefulness of textbooks is the focus of the research study. The present study focuses on the improvement of textbooks by humanizing the process of textbooks evaluation.

This research study is conducted for the betterment of the evaluation process and for the improvement of the quality of textbooks. The research questions were asked of the learners and teachers about the different aspects of the English language textbooks. The aspects under consideration are the physical make up of textbooks, language skills, activities, grammar rules, vocabulary, contents and organization of material, cultural elements etc. These mentioned aspects are considered important in every language textbook. So this research has tried to reveal how effective the existing textbooks are in fulfilling the needs of the learners. Furthermore, it tries to show how textbooks can be created according to human interest by including humanistic activities. Along with the evaluation of the textbook with respect to its shortcomings or

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weaknesses, suggestions were also taken from teachers to improve the status of textbooks at higher secondary level.

## **1.2 Background of the Study**

In Pakistan English is being taught as a compulsory subject from grade one onward at primary, secondary and tertiary levels. In spite of many language policies, amendments and reforms in education the English language teaching situation in Pakistan is unsatisfactory. At higher secondary level it does not produce the desired results due to some integral problems, which are the causes of the present condition. According to Abbas (1998) (cited in Sabiha 2004, p, 65) despite the massive inputs into the teaching of English, the national results are abysmally poor.

There are many factors which directly or indirectly affect the process of English language teaching. The situation of learning and teaching English is in very bad condition due to inapt textbooks, teaching materials, faulty methods, inexperienced teachers, faulty examination system, lack of supervision etc. Every year during board exams hundreds of students of colleges and higher secondary schools do not pass in the subject of English. Sabiha (2004) describes the passing percentage of learners of English language at college level as 18-20% in English although it is a compulsory subject. Even after the completion of 10 years of English language education students do not show as much proficiency which is the need of present learners.

In Pakistan, many studies have been done on text book evaluation at different levels, but nothing has been done in humanizing the process of textbook evaluation. For example, generally textbooks are being evaluated only by teachers, curriculum developers, policy makers, and the participation of learners in the evaluation process of textbooks is not considered up to the mark. In the present study the old concept of evaluation in which usually checklists are being used has been changed into humanizing the textbook evaluation by making it more efficient with the full participation of both teachers and learners. This study had an aim to look at how learners and teachers in Pakistan perceive the use of the English language text books. The study investigated

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how much effective are the text books for learners to enhance their English proficiency levels. The study also investigated whether and to what extent teachers are satisfied with the text books as an English language teaching material.

### **1.3 Definitions of Key Terms**

These are the definitions which are used in the whole study. It will be helpful in this study.

#### **Foreign Language**

A language which is not normally used for communication in a particular society  
(Tomlinson, 1998, p. x)

#### **Second language**

This term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society. (Tomlinson, 1998, p. xii)

#### **Textbook**

Textbook is an area in which a language material is presented, prescribed for teaching and learning English. (Jain & Patel, 2008, p. 68)

#### **Evaluation**

“The process of seeking to establish the value of something for some purpose” (Brown & Rogers, 2002, p. 289)

#### **Attitude**

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An attitude represents an evaluative integration of cognition and affects experienced in relation to an object. Attitudes are the evaluative judgments that integrate and summarize these cognitive/affective reactions. These evaluative abstractions vary in strength, which in turn have implications for persistence, resistance and attitude - behavior consistency (Crano & Prislin, 2006 as cited in Prislin. & Crano, 2008, p. 3).

## **Motivation**

The term *Motivation* means referring to the extent to which the individual works to strive, to learn the language because of a desire to do so and the satisfaction experienced in this activity (Gardener, 1995, p.10).

### **1.4 Significance of the Study**

The use of English language textbooks in second language classroom is very crucial. The importance of textbooks in teaching and learning of the English language cannot be denied. Textbooks not only provide the framework both for the teachers and learners in accomplishing the aim and objectives of the course. They are the source of knowledge for the learners and guide for the teachers for planning, preparing and conducting their lessons in classrooms. It is a reality that eye-catching textbooks create a center of attention for learners in the learning process. (Hutchinson & Torres, 1994)

The textbooks are the only source of attraction for the learners in Pakistani English language teaching classrooms, along with many other developing countries. Here in Pakistan the textbooks are the materials which are prescribed, designed, evaluated by educational policy makers with the collaboration of textbooks boards. Learners and the teachers are the stakeholders and primary users of textbooks in language classrooms, but their role in selecting and evaluating the textbooks are considered secondary. Both the learners and teachers have the right to participate in the process of evaluation so that they could choose the best books for their English language course. On the other hand learners' opinions about ELT course books are not

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considered as significant as their teachers. They can evaluate which books appeal, are sound according to their preference, likeness and interest. As the learners are primary users of textbooks and their role in evaluating textbooks is invaluable.

However, in the process of evaluation, it is tough task to get the opinion of both the learners and teachers particularly “in the countries where the syllabus is set centrally and where an officially approved course book is prescribed for use” (Cunningsworth, 1995, p.11) as in Pakistan. Once the textbooks are selected by the government or state, it is the duty of teachers to evaluate the textbooks to identify the shortcomings or weaknesses of prescribed textbooks, keeping in view the teaching and learning environment.

The English textbooks at higher secondary level are prescribed by the Ministry of Education, Punjab. The three prescribed textbooks at higher secondary level were selected for the process of evaluation.

The result of this study will be useful in identifying the attitudes of both learners and teachers toward the English language text books. The study and its results might suggest better ways of selecting textbooks at higher secondary level.

### **1.5 Research Questions**

The current paper intends to humanize the textbooks evaluation at higher secondary level in Faisalabad. It studies the effectiveness of existing textbooks in language learning and the teaching process. It also focuses on the weaknesses or shortcomings of textbooks which cause obstruction in the process of learning. It suggests ways to improve textbooks evaluation and eliminate the insignificant material in textbooks. The key questions for this research study are following:

- How much effective are present textbooks in developing basic language skills?
- What are the areas in textbooks which need improvement?
- How important are learners and teachers in humanizing textbooks evaluation?
- What are the attitudes of learners towards English language text books?

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- What are the absurdities learners and teachers find in textbooks?

## 1.5 Methodology

The main focus of our research is humanizing English language textbooks evaluation. The concept of humanizing here points to the need to make the process of evaluation better by the full participation of both learners and teachers. The word humanizing means the making of something better or improved (Kerr 2007). We have used the random sampling paradigm to establish the above concept for our population at higher secondary level in Faisalabad.

In order to investigate answers to our research questions, two questionnaires were designed based on Cohen, Manion & Morrison's (2007) argument on questionnaire propose. The questionnaires designed for the learners were divided into three parts: part one consisted of the demographics data of learners; part two focused on the needs of learners with respect to learning English; and the third part consisted of questions related to general and specific aspects of textbooks. On the basis of those aspects evaluation was done. The second questionnaire was designed for teachers to get their responses about the present textbooks as to how much help the present textbooks are in teaching language at higher secondary schools.

A pilot study was conducted by using tentative questionnaires in the first week of March 2011. Questionnaires were modified and certain amendments were done on the basis of results produced in pre-test. Finally the modified version of questionnaires was used in collecting the final data.

The results of questionnaires were analyzed by using SPSS 15.0 software. We studied the teachers' responses towards the usefulness of present day textbooks at higher secondary level. In humanizing textbooks evaluation every aspect of textbooks was included in the questionnaire so that both learners and teachers could judge textbooks. The results were presented in tabular form to interpret our data quantitatively.

In this study three aspects, such as learners' need, textbooks as language teaching material, and attitudes of learners and teacher towards textbooks were studied. The results of the findings of our research are presented in the section below.

## **Literature Review**

Language is the way to give expression to our thoughts, or for exchanging information or knowledge; and to communicate with each other, it is the best tool. So the best tool in the world now is the English language which is common all over the world. English language is taught as a second or foreign language in non-native English speaking countries. English language teaching is the need of the present era in every society and tremendous changes have occurred in the development of English language teaching all over the world. There are certain factors which are related to the process of English language teaching like teaching methods, teaching styles, socio economic factors, teaching materials, etc. In these factors mentioned above, teaching materials in the form of textbooks are frequently used in teaching and learning process. The textbooks are an integral part of every language teaching classroom in many countries including Pakistan. So the purposes of textbooks are to provide assistance, knowledge, well prepared activities and guidance to both learners and teachers. To achieve these purposes textbooks are designed, keeping in view the needs or requirement of learners. As the learners blindly follow the textbooks in achieving their goals like getting good marks in exams and so on, textbooks are as crucial as oxygen is for life.

Before discussing further we need to throw light on the collective objectives of English language teaching in Pakistan at different levels. The most important and main objective of the English language is to encourage the learners to be proficient in basic language skills like speaking, writing, listening etc. Furthermore, learners become enabled to learn different linguistic and literary concepts with their applications. The English language proficient learners become employable in various fields of life like media, teaching, communication, commerce and other related fields.

As the importance and objectives of the English language are mentioned above, so English is taught as compulsory subject from grade one to graduate level. In spite of its importance there is

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a very less progress done in the field of English language teaching with respect to methods of teaching, materials, material evaluation, English language curriculum, pattern of learners' evaluation etc. So we are just following the old methods of teaching and learning which were gifted us after the partition of the sub-continent as English is being taught via grammar, translation methods. In this method of teaching, the role of textbooks are considered very important. Furthermore, English language is being taught to the learners through traditional ways. In schools and colleges English is being taught through grammar translation method (Anwar & Behlol 2011), in this method of teaching, textbooks are considered very important In this mode of teaching learners are made to cram textbooks to pass the exams and get good marks; they are not encouraged to use their own mental abilities to comprehend the English language at all levels.

## **2.1 Theoretical Background**

In the English language teaching process different factors are involved, like teaching methods, learners attitude and motivation, teaching materials etc. Learners, teachers and teaching materials are the main pillars of any educational setting (Graves, 2000, p.175). The teaching materials are commonly of two types: printed material in the form of textbooks, teachers' guides, workbooks and such; and non printed material such as audio-videotapes, computers, etc. These materials are very common in language classrooms. Among these materials mentioned above, the most reliable and easily available material is in the form of textbooks. So, we see the most important pillar of teaching materials is in the form of textbooks. Jain & Patel describes the characteristics of good English language textbooks:

- 1) The books should be according to the objectives of English language teaching.
- 2) Exercise work and practical work should be given at the end of the chapter.
- 3) It must develop moral qualities in the students.
- 4) The subject matter should be well graded
- 5) There should be no printing mistakes.
- 6) It must not be very expensive.
- 7) The paper should be qualitative.
- 8) The cover should be attractive and qualitative. (2008, p. 68-69)

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The text books are most commonly used material in teaching the English language. Textbooks are prepared as material both for learners and teachers. Textbooks provide the variety of activities for learners (Tomlinson, 2008). Textbooks provide the materials in the form of activities which can be used in the classroom to enhance the basic language skills of learners. They not only provide the materials for learners, but also a reasonable source for teachers in getting the objectives of the prescribed course of action put into practice. Similarly a learner heavily relies on textbooks for his/her academic growth in English language learning. As the textbooks influence their attitude and enhance their motivation in learning language, it is a reality that learners become active towards learning if the material provided is leaning toward their interests. So in language classrooms textbooks are the major source of input which pushes the learners to correspond in the target language in classroom settings.

As it is discussed above that both learners and teachers are the main users of textbooks in their classrooms, they should be participating in the process of textbooks evaluation. Azizifar, Mansour and Reza (2011:87) conclude that the evaluation of textbooks is an activity which comes under the field of applied linguistics in which participation of scholars, material developers and teacher make the books more effective for their users. Evaluation of textbooks helps us in making books more effective.

Textbooks evaluation is a complicated phenomenon. There are different ways and criteria mentioned by the theorists and researchers about the selection of textbooks. In the past theorists depicted different theories, approaches and models for evaluation of textbooks. The most prominent theorists like Sheldon (1988), Cunningsworth (1995), Brown (1995) et al. agree that evaluation checklists should have criteria related to physical and logistical characteristics of textbooks.

We evaluate the textbooks by humanizing this process by involving both learners and teachers. As both learners and teachers are users of textbooks and their participation is inevitable. In the recent past a lot of emphasis has been given to the humanizing of English language teaching and in this situation the role of teachers and learners are considered very important (Tomlinson, 2008).

In this regard, Tomlinson (ibid) further describes the factors involved in humanizing textbooks as

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those which respect its users as human beings. Humanizing textbooks consist of those activities which involve the learners according to their interests and ages in learning the English language. Textbooks usually contain the grammar translation method and there is no communicative approach in language teaching. To make the textbooks interesting and as close to the needs of learners as possible, there must be humanistic activities in language teaching. The humanistic activities are those activities which develop interest among learners and involve them in learning the English language.

So to bring about the humanizing of textbooks the needs, interests and requirements of learners must be kept in mind. So to make textbooks humanistic the role of teachers and learners are very important. In humanizing textbooks evaluation plays a vital role to make textbooks effective and close to the needs of learners. So an effort is made to humanize textbooks evaluation by the participation of both learners and teachers.

## **2.2 Pakistani Scenario**

In Pakistan the situation of English language teaching is facing some problematic areas. In Pakistan English language education is restrained just to cram the materials to pass in the examinations and there is no concept of the practical or real life use of the textbooks. So textbooks are prepared for examination purposes and there is no concept of practical use of English inside or outside the classrooms. As textbooks are designed for examination purposes the interest or needs of learners are not kept in mind. It is a great tragedy of Pakistani educational system that in the selection of textbooks, the role of learners and teachers is neglected. The curriculum development is a Federal subject in Pakistan and selection of textbooks is done by the Ministry of Education and Curriculum Wing. Along with the Federal curriculum wing the provincial curriculum wings also participate in the textbooks selection. These curriculum wings are responsible for the development and selection of textbooks up to the higher secondary level.

As the importance of textbooks are universally acknowledged and recognized as fundamental teaching learning tool, so the importance of textbooks is understood in every period by every Govt. In this regard it is admitted time and time again by the Government of Pakistan as **Language in India** [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940 13:8 August 2013 Kazim Shah (M.Phil.), Rashda Majeed (M.Phil.), Salman ul Waheed (M.Phil.), and Muhammad Asif Ikram Anjum (M.Phil.)

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“textbook is the only available learning material in most of the schools” (Government of Pakistan, 2006, p.53). In spite of all these efforts by the Government of Pakistan, the standard of textbooks is not up to the mark. Mostly textbooks are boring and material in textbooks does not develop the productive skills among learners. Furthermore, textbooks are unable to motivate learners for the learning process.

The present research pointed out needs of learners with respect to English language learning and their requirements to make their learning more effective and feasible. It suggested the syllabus which enhances the basic language skills of learners and helps teachers in facilitating the process of English language teaching. It argued that although textbooks are not too intricate, yet they are unable to attract learners and teachers at higher secondary level in Pakistan. To make the textbooks more efficient the process of evaluation must be done before and after the selection of textbooks. Furthermore, in the process of textbooks evaluation both learners and teachers must participate. In the same way textbooks should contain such material which not only help in improving language learning, but also reflect social and cultural environment of learners. Pursuing this further, involvement of learners in classrooms can be enhanced by humanizing textbooks in which the learner is responsible for his/her own learning. Humanism in language teaching is very common now in the language teaching process. In humanizing the language classroom, learners are effectively engaged in the learning process. As Tomlinson (2008) described humanistic textbook as one which values the learner as a human being and helps learners in the learning process and activities in textbooks connect the mind with what is in textbooks. Such materials must be included in textbooks which involve learners in learning the English language.

To sum up, to improve the teaching and learning process the role of both learners and teachers cannot be neglected. As the textbooks are designed by the policy makers and commonly the role of learners and teachers is neglected in selecting textbooks. The textbooks should be chosen by the shared consent of both teachers and learners. So that textbooks should be according to the need and requirement of learners. The textbooks should contain such a material which will appropriate for improving their language skills. The shortcomings and drawbacks of textbooks are

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erased through the process of evaluation. If both learners and teachers participate in process of textbooks evaluation, then textbooks will be more useful in the teaching learning process.

So it is the dare need to pay concentration while selecting textbooks for learners. In textbooks their must be balance activities and materials so that learners can become proficient in language.

We investigated the attitude of both learners and teachers about the existing textbooks at higher secondary level in Punjab. On the basis of learners and teachers responses judgment was made about the suitability of textbooks at along with their improvements.

### **3. Research Findings**

This chapter presents the findings of our result which intend to judge the effectiveness of ELT textbooks in teaching learning context.

#### **3.1 Needs analysis**

The investigation of the needs or wants of the learners is the major issue for second language learners because need analysis tells us about the reasons why they want to study English. Need analysis is a process of gathering information about learners' needs. The need analysis of learner is based on the role of English, importance of English in the future, learning styles, importance of language skills, learners' strengths and weaknesses, their like and dislike about English. Furthermore, there is no restriction whether need analysis is done for specific purpose or general purpose of English language education. The intention of need analysis is to make the language program more appropriate to real life needs of learners.

Richards (1990, p.2) considered need analysis as “fundamental” in planning language course. The need analysis is helpful in determining a number of different functions.

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The result shows that majority of respondents want to learn the English language to get higher education and to communicate with others. So the overall responses show that learners need to improve their communicative skills and speaking activities to improve their language skills. Furthermore, learners are not satisfied with listening, grammar and creative writing abilities at all.

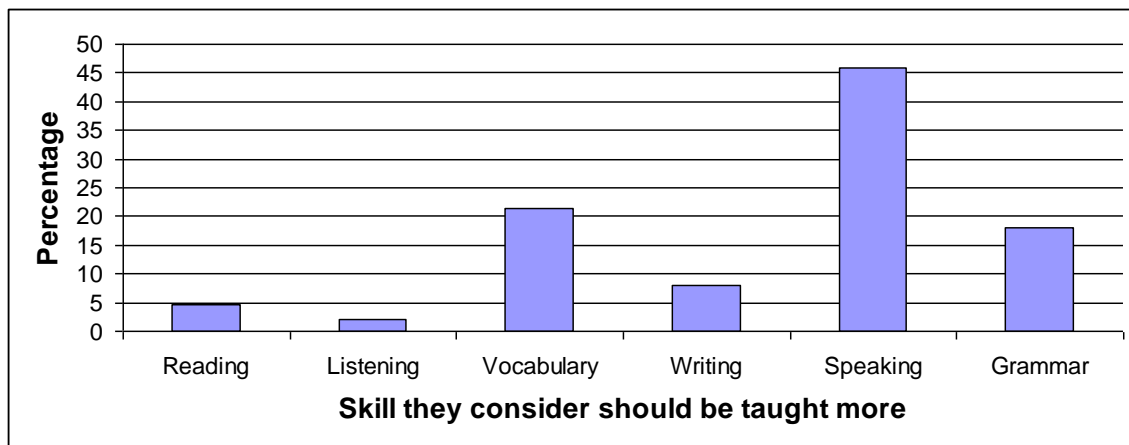


Figure1: Language skill which should be taught more

Furthermore, learners consider this factor that knowledge of grammar should be given at their levels so that they can be proficient in grammar and syntax structure. In this respect learners are not satisfied with their textbooks as they are not fulfilling the basic skills of language. The overall results show that textbooks are needed to be changed according to the needs of learners at higher secondary level.

### 3.2 Learners' Responses towards Textbooks

The layout and design of textbooks play an important role in developing the motivation level of learners. An eye-catching cover of textbooks attracts the attention of learners to open them. So the very first research question was asked about the layout and design of textbooks. The responses of learners about textbooks show that they are not fully satisfied with the physical

outlook of textbooks. As for the inner look of textbooks are concerned, textbooks are not designed according to the interests of learners as there are no proper diagrams, pictures for learners to illustrate things. In this regard the present textbooks do not contain graphical representation of ideas.

On the other hand the grammar and vocabulary items are also part and parcel of any language textbook. The overall response of learners shows that the textbooks contained enough vocabulary items, but the grammar items were not sufficient to enhance the grammatical capabilities of learners. As far as the needs of the learners are concerned they must give high priority to the learning of grammar and speaking skills.

Along with the learning of language skills, the contents and subject matter of textbooks also play an important role in the language learning process. So the subject matter and contents in textbooks help the learners by motivating them towards the learning of language. Furthermore, the contents and subject matters of textbooks let the learner know about the happenings around them. In this regard the role of the contents and subject matter in textbooks helps a lot in creating interest among learners to know about the surrounding world. However, the present textbooks at higher secondary level are composed or organized by local bodies, but materials in textbooks are written by native writers. In this way materials in textbooks represent the culture and environment of foreign culture, and so the response of learners shows they are unsatisfied with textbooks. They consider that textbooks do not show the culture of their locality in general and of Pakistan in particular.

Pursuing this further some questions about the likability or dislike of textbooks are asked. The responses of learners show that they do not take interest in opening books and reading them time and again. The textbooks are not interesting and do not motivate the learners in opening textbooks. The final overview which can be given as conclusion about the textbooks is that learners think that their textbooks are not helpful in improving their basic language skills.

### 3.4 Responses of Teachers

In language classroom the role of teacher cannot be denied. A teacher in the language classroom works as a guider or facilitator. In humanizing the process of textbooks evaluation teachers of higher secondary schools also participated through interviews. Interviews were conducted with teachers to get their opinions about existing textbooks for language teaching. Teachers were asked about the suitability and appropriateness of textbooks with respect to learning. The responses of teachers show that the textbooks are literature based and the participation of learners in classroom is not satisfactory. Mostly teachers have ideas that these textbooks are made for examination purposes and not for the practical use of the English language teachers.

The further analysis of the questionnaires shows that the textbooks are boring and not put together according to the needs and requirement of learners. The learners are not too much interested in language learning via textbooks. Furthermore, the material included in textbooks does not represent the culture of learners' environment. So the learners do not focus on material as they are not the representative of their culture. In this regard the responses of teachers show that they want changes in textbooks with respect to the inclusion of cultural element in textbooks.

The responses strongly agree with the statements that there must be changes in textbooks for the betterment of the English language teaching situation in Pakistan. In this regard teachers consider that material in textbooks should be skilled based and not for the examination purposes. So the textbooks should contain such material which helps the learners in developing their language skills and improving their basic language skills. And some teachers suggested that textbooks should contain functional English which helps the learners improve basic language skills.

### Conclusion

Humanizing is a word which means to make humane, kind, or gentle. So, humanizing textbooks means making textbooks gentle to read, enjoy and use. Evaluation is a process in which

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textbooks are being evaluated by teachers and learners. To make the textbooks helpful and useful for the learners, the participation of both learners and teacher should be ensured since they are the primary users of textbooks.

The finding of this research shows that textbooks are the only source or material for teaching English in Pakistan. The attitude of both teachers and learners is not satisfactory towards textbooks at this level. Despite the negative attitude of teachers and learners the role of the textbooks cannot be denied.

By taking into account the ideas and responses of learners and teachers, textbooks were analyzed. It was found that the contents in textbooks are just for academic learning so as to pass the examination. There is no such material in textbooks which help the learners in developing their critical thinking, comprehension skills and enhancing their productive skills. As far as the materials in textbooks are concerned, these are helpful just for improving learners' receptive skills like listening and speaking. According to the opinions of teachers, the material in textbooks should invoke the thinking and creative power of learners.

It is the mutual agreement of both learners and teachers that textbooks should be according to the present needs of learners. There must be some changes in textbooks so that there may come some improvement in the English proficiency of learners. Along with the change in textbooks, the method of teaching must also be changed. In this regard there must be refresher courses for the teachers about the teaching methods on how to teach with the textbooks. When the higher authorities want to make amendments in textbooks both the teachers and learners opinions must be collected. So that in the future there might not be more problems.

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**Quest for Identity in Socio-Political Turmoil with reference to  
Nayantara Sahgal's *Rich Like Us***

**Selvalakshmi. S and Dr. Girija Rajaram**

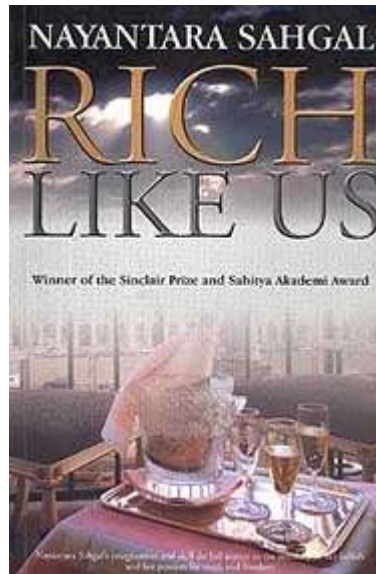
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**Responsive to Socio-economic and Cultural Reality**

Indian English Fiction has always been responsive to the changes in socio-economic-cultural reality and theoretical perspectives that have impacted and governed its growth since the time of its inception. At the earlier stage the fictional works of writers like Mulk Raj Anand, R.K.Narayan and Raja Rao were mainly concerned with the down-trodden of the society, the Indian middle class life and expression of traditional cultural ethos of India. At that time, and even onto a much later stage, when writers like K. S. Venkataramani, Markandaya, Bhabani Bhattacharya, Chaman Nahal, Ruth Prava Jhabvala, Nayantara Sahgal, Arun Joshi and Khwshwant Sigh wrote, Indian English fiction concentrated on the depiction of the social reality of the times.

**Nayantara Sahgal's Creativity**

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**Nayantara Sahgal**

Nayantara Sahgal has written nine novels and eight works of non-fiction. She is the recipient of the Sinclair Prize for Fiction, the Sahitya Akademi Award and the Commonwealth Writers' Prize. A member of the Sahitya Akademi's Advisory Board for English till she resigned during the Emergency, Sahgal served on the jury of the Commonwealth Writers' Prize in 1990 and 1991. She has held fellowships in the United States at the Bunting Institute, the Woodrow Wilson International Center for Scholars and the National Humanities Center. She is a member of the American Academy of Arts and Sciences and was awarded an honorary doctorate in literature by the University of Leeds in 1997. She is associated with the founding of the People's Union for Civil Liberties and served as its vice-president during the 1980s.

### ***Rich Like Us* – A Fascinating Novel Presenting the Multi-facet Life in India**

*Rich Like Us* is a fascinating novel presenting a multi-faced picture of modern India. The reality emerges as the story unfolds in its multi-faceted, multi-layered, and complex manner, but in a way that the reader does not lose his/her way. It is a complexity that does not baffle –a complexity that suggests wonderfully the multi-faceted complex land that is India.

### **Deferred Exploration Creates Curiosity and Expectation**

Despite the many rich layers, there is, a sense of judicious restraint guiding the writer through scores of side-alleys beckoning to be explored, back on to the main path of **Language in India** [www.languageinindia.com](http://www.languageinindia.com) ISSN 1930-2940 13:8 August 2013  
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the narrative. The suggestion is aptly made of riches waiting to turn up, but whose fullest exploration is deferred, giving it the majesty of deep waters with the promise of priceless gems lying under the depths. The novel runs on the oddly parallel life tracks of two very different women. A time promising wealth for the corrupt, but terrifying with sterilization for the poor and jail for the critical; and the Emergency changes forever the lives of both women. The paper focuses on Rose, an English woman who searches for her identity in the socio-political turmoil.

### **An English Woman in Search of Her Identity**

Rose, the lower-class English woman becomes the second wife of Ram Grewal. Rose gets a distinctive place in Indian fiction by her Cockney speech and also by her habit of speaking her mind without any hesitation. Sahgal has done an exceptional job in portraying the strong minded woman. Though an outsider, and bearing a vestige of colonial authority, she represents the Gandhian values which are losing ground in modern India.

### **Rose on Values and Ideals of Gandhi**

The readers encounter Rose when she is helping Dev's wife, Nishi to entertain a visiting Mr. Neumen, an American garment business man who has come to investigate her husband's failure to maintain manufacturing standards. Instead of trying to impress Mr. Neumen, Rose speaks about her father-in-law from whom she has come to know the values and ideals of Gandhi; she talks about his humble origin to Neumen:

'E was villager, that's wet 'e was, and that's wet 'e stayed till 'is dying day. Anyone wanted to do business with 'im came and sat on the floor, English people an' all, and did it 'is way. They knew who they were dealing with a proper business man down to 'istoes who knew everything there was to know about whatever 'e was adding not like nowadays when the business is minding itself and you're sitting pretty with the loot (page-6 *Rich Like Us*)

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### **Optimistic and Forgiving**

Rose becomes a legend because of her qualities which she maintains throughout the fiction. She is an optimistic person who forgives everyone and tries to see only the good qualities with her relations and friends. The readers get impressed by her character. Rose's life becomes a question mark when her husband, Ram becomes bed-ridden because she can't claim her legal rights in the house. Dev, Ram's first wife's son takes hold of all the property of Ram. Dev hates Rose and openly says, "One of these days I'll break her neck" (page-11 RLU)

### **Choosing to be a Second Wife and Consequences**

Rose's only hope in India is this man Ram. She believes him without any doubt so she agrees to marry him though he is already married. Mona, Ram's first wife becomes the mistress of the house, Rose doesn't know what her future is in Ram's house, but she works for the improvement of Ram's business. When Ram becomes bed-ridden Rose is engulfed by anxieties about her future. She shares her worries with Sonali, an ICS officer, "What's worrying me," said Rose "is I don't know what my legal rights are if anything happens to Ram. He never made a will. We're a joint family and Dev is already helping himself to Ram's money (p51- RLU).

### **Fighting Forgery**

Dev tries to take revenge on Rose. He behaves very meanly towards her. According to him, she is not having any rights in the house, or over the property. Rose's condition becomes very bad due to emergency. People like Dev who have money and power use the situation very well to build their career. Dev forges Ram's signature to withdraw his money from the bank. Sonali who wants to help Rose argues with the Bank manager about it and warns him, but the manager pleads with her that he is helpless; and the condition is different, since he has crossed the cheque only by higher order. Dev actually plans to kill his father for the complete rights for the property. Rose overhears the conversation and shares her fear with Sonali. She says:

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It sounded as if he was trying to kill the man than cure him. He said it would be quite possible to finish him off, yes that's what he said, finish him off with salt tablets, ordinary salt, instead of his medicine, because plain salt in big enough doses could kill a man in that condition" (P-51RLU)

### **A Refugee and Slave in Her Own House**

Rose knows that Dev is talking about his father, but she is helpless. She can't ask help from anyone. She is leading a life of a refugee in her own house. The author makes it very clear about the life of Rose in India, "Rose had been wretched after her arrival in India, with a rebellious active misery quite different from the creeping uneasiness she felt now, more than forty years later" (P-61). But she maintains to have the kind and humble character till the very end. This good character makes Rose to shine like a pole star in the novel.

Rose lives like a slave with Dev. When Nishi, Dev's wife says that she will take her out "There was sudden gleam in Rose's eye and she said, If you're driving into town, I'll come along with you".(P-86 RLU) The words of Rose brings out the fact that she is longing for some fresh air. Though she leads a miserable life, she shows only care and kindness to everyone. She fights with Nishi when she forces Kumar, her servant who is beyond the age of sixty years, to have vasectomy. Rose tells her Kumar is at the age of Nishi's father. At Dev's house Rose can get some concern only from Nishi, but she fights even with her for the sake of poor Kumar. Through this incident the author clearly reveals the real character of Rose to the readers.

### **Symbols Representing Thoughts**

Rose worries much about the beggar who is without hands. She wants to get artificial hands for the beggar when she gets her share from Dev.

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She would have to talk to Nishi about money matters, ask her to arrange whatever meager settlement Dev was willing to make. It would not do to let matters drag on. Once Ram was gone, and it could happen tomorrow, she'd be entirely at Dev's mercy, having to beg for every penny. Ram's breathing body induced a restraint that would snap when life left it, when the body itself no longer lay upstairs, a mute but august reminder of who was master of the house. (P-279-280 RLU)

### **Male-chauvinist Attitude**

Dev's male-chauvinist attitude makes him express very demeaning words about Rose. He says "she was my father's keep, so why shouldn't I control her account?" or "she nearly killed my mother" or "she lorded it over the house, bossed the show when it was my mother's house" (P-275 RLU)

### **As a Yogi**

Rose wants to put an end to the entire problem with Dev. She is in need of a solution; she is in need of peace; so she sits like a yogi in the cross-legged posture in search of it. All her confusions are beautifully cleared. She thinks about Mona's words that Dev is her son and she only wants to correct him and make him realize his mistakes. But all get changed when "she was on her knees in the act of getting up when a cloth came down over her head, arms pinned hers down, and she heard a thick satisfied grunt as she lost consciousness." (P-282 RLU)

### **Finest Moment**

Rose's finest moments come when she is attending a cocktail or dinner party. Although others are embarrassed by her blunt, unvarnished talk, she frequently delivers her opinions on some of the most important matters in the country. The rampant corruption at all levels makes Rose to lose her basic rights.



As a second wife she is unable to claim any rights from Dev, her stepson. The politics and law also support Dev because he has the money. The money gives him even a cabinet minister's post. The good attitude of Rose helps her forgive Dev for the cruelty which he has shown her. When she thinks that she can bring Dev to the right path, Dev makes her take the path of eternity. The author brings to the reader the gruesome fact that male dominance and corruption (all over the country) has taken away the life of an innocent, kind-hearted, caring woman.

### **Memorable End**

Rose's search for her identity in the socio-political turmoil brought her to the horribly tragic end. Even though she faced a tragic end, she has become a memorable woman because of her unmatched, unique identity.

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## Social Picture of Trinidad in Naipaul's Novels

Shehla Ali, M.A. (English), M.A. (Eco.), NET and Alka Gopal, Ph.D.

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### Abstract

Naipaul is termed as a minute observer of societies. Naipaul is a conscious writer, who has committed himself to exploring and representing the objective reality and psychological authenticity of the social class. Naipaul is one of those writers who protests and displays the inequalities and exploitation prevalent in the societies. His work contributed to the awareness of social problems including prejudice against immigrants, discrimination against racial minorities, unsafe and chaotic social conditions, exploitative labor conditions, etc. This research paper focuses on the picture of colonial and post-colonial societies painted by Naipaul in his famous novels *Miguel Street*, *Mystic Masseur* and *A House for Mr. Biswas*.

### Introduction

Naipaul's early works are set in Trinidad, his hometown, with a colonial history. He has described the struggles of the labor class in most of his novels. *A House for Mr Biswas* deals with an Indians' struggle for a place and identity. Naipaul has portrayed the West Indians lives and the reality of indentured descendants by presenting his own life experiences, a sample of the larger truths about colonial predicament in Trinidad. Naipaul has described his characters as in a psychological limbo, having been alienated from the culture of his people and tradition.

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## Psychological Limbo

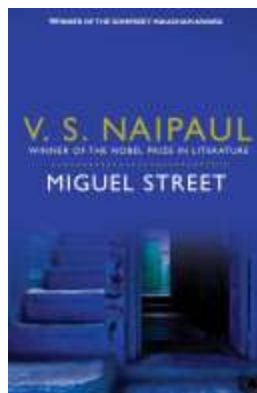
This psychological state is depicted at many places in *A House for Mr. Biswas* and *Miguel Street*. In the Prologue, Mohun Biswas, the protagonist (prototype of Naipaul's father) has suffered lack of identity. The house is used as a metaphor for identity, more than a materialistic need. So, Mohun Biswas identifies his highest achievement with owning a house.

## Poor Living Conditions

As most Indians were poor, uneducated and insecure, they became easy objects of social contempt and discrimination. Their living conditions were pathetic. In *The Mystic Masseur*, Naipaul describes the social set up of Fuente Grove, where Ganesh, the protagonist lives,

*“You drove through miles and miles of sugar-cane; then the sugar-cane stopped abruptly to make room for Fuente Grove. It was a sad little village, just a dozen or so thatched huts strung out on the edge of the narrow lumpy road. Beharry’s shop was the one sign of a social life and we stopped outside it. It was a wooden building, dingy distemper flaking off the walls and the corrugated-iron roof warped and rusted.”<sup>1</sup>*

## Plight of Indentured Labourers



Naipaul paints the picture of the society which became less sympathetic to the conditions of indentured laborers. The upper class society reacted unsympathetically to the arrival of Indians to the Island. In *A House for Mr. Biswas*, when Mr. Biswas goes to Hanuman House to paint the signs for Tulsi store, his price was reduced on unreasonable grounds.

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*“Seth had beaten down Mr. Biswas’s price and said that Mr. Biswas was getting a job only because he was an Indian; he had beaten it down a little further and said that Mr. Biswas could count himself lucky to be a Hindu; he had beaten it down yet further and said that signs were not really needed but were being commissioned from Mr. Biswas only because he was a Brahmin.”<sup>2</sup>*

In short, the coercive indentureship gave rise to the harsh economic conditions, the low-status job and a differentiated, harsh behavior of others towards them. All these harsh realities operated powerfully to make all sections of the Trinidad society despise them.

### **Cultural Classes and Social Conflicts**

Naipaul, through a range of characters in various novels like *A House for Mr. Biswas*, *Miguel Street*, and *Mystic Masseur*, etc., has depicted the sufferings of dispossessed people because of cultural clashes and social conflicts. The society Naipaul depicts is chaotic and violent. In *Miguel Street* the narrator wants to flee from his hometown to establish himself in a culture of high traditions and customs. It shows the emptiness of the society in terms of values and tradition, when the narrator’s mother says, “You getting wild in this place. I think is high time you leave.”

### **State of Colonial Hindu Society of Trinidad - Dogmatic**

Naipaul’s fictional texts are fruitful in bringing the socio-cultural conflicts of the world. V. S. Naipaul’s exploration of the colonial set-up in *A House for Mr. Biswas* is an analysis of the social conflicts of the colonial Hindu society of Trinidad, which is rotten by myths and rituals. Naipaul pictures a dogmatic society of conservative ideas and ideologies. In the Pastoral, Mr. Biswas’s birth was termed as inauspicious because he was born in a wrong way, with six fingers, which was termed as a sign of bad luck.

*“She brought black leaves of cactus, cut them into stripes and hung a strip over every door, every window, and every aperture through which an evil spirit might enter the hut.”<sup>3</sup>*

### **Westernization**

In some places, we find a westernization of rituals. When Mr. Biswas’s father dies, he lay in a coffin, which was strewn with marigolds when Tara demands and orders everyone to gather for the funeral photograph, though, Mr. Biswas never owned a copy of that photograph.

*“Mr. Biswas never owned a copy of the photograph and he did not see it until 1937, when it made its appearance, framed in passe-partout, on the wall of the drawing room of Tara’s fine new house at Pagotes, a little lost among many oval portraits with blurred edges of coloured prints of the English countryside.”<sup>4</sup>*

### **Seeking Liberation**

The protagonists of Naipaul’s novels always want to liberate themselves from such narrow cruel ideas and ideologies of the socio-cultural system and try to establish their own identity.

*“A Stranger could drive through Miguel Street and just say ‘Slum’ because he could see no more. But we who lived there, saw our street as a world where everybody was quite different from everybody else.”<sup>5</sup>*

### **Ambition that was Never Achieved**

*Miguel Street* is a novel in which Naipaul introduces a range of characters who lives in inconvenient conditions and whose lives are scattered, without any destination. It is about great ambitions that never went anywhere. The characters include Mr. Popo, the carpenter who never finishes making anything. Popo had been stealing things for a long time for which he was sent to the jail. Eddoes, a cart driver had an ambition to become a doctor one day. But he failed in the Cambridge Senior School Certificate Exam.

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## A Bleak Picture

So, *Miguel Street* presents a very bleak picture of Trinidadian society. Man-man was mad; George was stupid; Big Foot was a Bully; Hat was an adventurer; Popo was a philosopher and Morgan was a comedian. Naipaul depicts Miguel Street, a small place, a society like an empty vessel that makes more noise. People had great dreams but no means to make it a reality. There was no escape for any person from a society which has nothing to give. The characters in Miguel Street have a pre-conceived notion of the roles the Trinidadian society dictates for men and women. Naipaul points another flaw of such a society, by pointing the differences of the sexes.

Naipaul has painted a society with humor and pathos. It is a story of hope, poverty, loneliness and despair.

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# Implementation of Team Teaching in an ESP Program and the Investigation of its Effectiveness on Students of Computer science ESP Vocabulary Achievement

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## Abstract

This paper presents an experiment concerning the contribution of team teaching to the better understanding of ESP terminologies. Accordingly, 40 learners majoring in computer science were selected as the participants of this study. Randomly they were divided into two experimental and control groups. While the instructional material was the same for both groups, control group was taught through team teaching. At the end of the experiment, the findings were compared through t-test. Results after the analysis of the data indicated that those who were taught through team teaching gained more ESP vocabulary than those who were taught conventionally.

## Introduction

Team teaching as a form of teacher collaboration has long been implemented in education at all levels. Sometimes synonymous with co-teaching or collaborative teaching, it features teachers' collective efforts that aim to improve teaching quality as well as students' performances. Many researchers have offered various definitions of team teaching: for example, Davis (1995) regarded team teaching as "all arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course". Not surprisingly, being

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amenable to different interpretations, the label of team teaching has been custom-tailored to suit diverse instructional purposes, functions, subjects, and educational settings.

The logistics of team teaching seem as simple as bringing two teachers together to work in the same classroom; yet, collaboration between two teachers is indeed a complicated phenomenon. In fact, a main focus of investigation by researchers in education has been the exploration of team teachers' interactions inside and outside the classroom. Researchers have attempted to disentangle issues that pose an impediment to team teaching so as to overcome obstacles that can damage teachers' collaborative relationships.

Although a myriad of definitions of team teaching may create some confusion, which Anderson and Speck (1998) called "a cacophony of voices", the literature on team teaching has confirmed the positive effect of team teaching on student learning (Anderson & Speck, 1998) and teachers' ongoing development (Bailey, Curtis, & Nunan, 2001; Eisen, 2000; Murata, 2002). Students taught collaboratively by two teachers have more access to teachers' assistance through a variety of teaching methods and materials, and opportunities for class participation (Anderson & Speck, 1998).

Various forms of teacher collaboration can serve as an important catalyst for teachers' ongoing development and school change (Welch, 1998) because teachers engage in ongoing dialogues and interactions involved in the intense collaborative work. The social constructivist view of learning provides an explanation for the development of knowledge; rather than occurring in isolation, learning takes place in social environments and situated in social activities. Learning from colleagues is therefore one strategic approach for teachers who pursue continuous development in their careers. An effective ESP teacher must possess a relevant background in the subject field, especially on some subjects totally different from English such as science and technology, so as to offer learners a successful and beneficial course. Despite the scarcity of experts with such a cross-disciplinary training, an ESP class can be conducted alternatively by team teaching. In this study, researcher elects to collaborate in ESP teaching between an experienced English teacher trained in language teaching and an instructor specializing in computer science.

### **Research Question**

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The following question is addressed in the present study:

1. Does team teaching, collaborative, enhance computer students' English achievement in an ESP program?

### **Research Hypotheses**

From the research question the following hypotheses were found:

1. There is a positive difference in English achievement between the control group and the experimental group under the treatment through team teaching in ESP program
2. There is negative difference in English achievement between the control group and the experimental group under the treatment through team teaching in ESP program
3. There is no significant difference in English achievement between the control group and the experimental group under the treatment through team teaching in ESP program

### **Literature Review**

Many researchers support the positive advantages of team teaching approach and its effects on learning. Johns and Dudley-Evans (1980) were two of the EAP teachers and researchers who found team teaching extremely useful in their study. Roth et al. (2002) considered co-teaching as an effective means of achieving deep learning of science concepts while learning alternative ways to teach the same subject-matter. Co-teaching also provides opportunities for new teachers to obtain greater opportunities of learning to teach. Eisen (2000) classified team teaching into eight team types based on central purposes of team formation as interdisciplinary or multicultural education, collaborative learning, community action and co-learning, action learning, specialized delivery, professional development, research, and writing. In the context of language education, teaching teams are most often constituted by teachers from different disciplines or different linguistic and cultural backgrounds.

ESP teachers are almost always teachers of English for General Purposes, and their switch to this field is sudden (Stevens, 1988). As Donna (2000) explicitly mentions, they get by with some basic guidelines and with a little help which ultimately proves inappropriate. Their task is to analyze students' needs, outline objectives, select and adapt teaching materials, design lessons,

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créate an adult-oriented learning environment, and assess students' progress (Schleppegrell, 1991).

Based on Little's (1990) typology, team teaching is at the end of the teacher collaboration continuum due to its closest interdependence among teachers, as teachers work together in the same classroom, sharing responsibilities of students' performance and implementing teaching activities together. This instructional practice is usually organized by policy makers or school leaders with different purposes.

According to Eisen (2000), "no two teams are exactly alike because they operate along a continuum representing countless variations in goals, team membership, and members' relationships". Sometimes team teaching is implemented to utilize teachers' diverse expertise to complement each other in order to achieve better quality of instruction; at others, it is implemented for training purposes to improve new teachers' growth. As close interactions between team teachers in the classroom provide teachers with opportunities to get exposed to different views and ways of teaching, team teaching is often associated with teachers' professional development in the workplace.

Eisen (2000) classified team teaching into eight team types based on central purposes of team formation as interdisciplinary or multicultural education, collaborative learning, community action and co-learning, action learning, specialized delivery, professional development, research, and writing. In the context of language education, teaching teams are most often constituted by teachers from different disciplines or different linguistic and cultural backgrounds. In a similar attempt to Calderón's (1995), Rueda and Monzó (2002) investigated the collaborative relationship between classroom teachers and para-educators, who shared the same ethnicity and native language with students mostly from low-income Latino communities and who were hired to assist teachers. The study took place in two large public elementary schools located in southern California, with thirty-two bilingual, Latino para-educators involved in the study divided into three groups according to the range of years of work experience. They were observed in eight to ten occasions when working with students, and were interviewed by the researchers.

Different from those teachers in Calderón's (1995) study who were offered opportunities to improve their teaching through team teaching practice, the para-educators in this study, as the researchers concluded, generally played three roles in the classroom: clerical support, directed teaching, and apprentice. Most of the responsibilities for the para-educators included doing some trivial work for the teachers or providing students with lessons that had already been designed by the teachers. There were few opportunities for the para-educators to learn teaching practice from the teachers as apprentice, and interactions between the teachers and the para-educators were scarce. Translations from Spanish to English were the most common source of input that the para-educators were asked to provide. The para-educators' suggestions about teaching practice and input of students' culture were not positively valued by the teachers. Limited interactions with the teachers and unequal power relationship prevented the para-educators from learning how to teach and pursuing teaching careers.

The researchers stressed that teachers' acknowledgement of para-educators' cultural and community knowledge is critical to helping para-educators make a better contribution to student learning. They also asserted that in order to promote para-educators' professional development, schools need to encourage collaboration between para-educators and teachers in the ways of allowing interactions and time for planning lessons by both groups. Besides, since power differences negatively affect the collaborative relationship, teachers and para-educators should be accountable to each other with regard to their respective roles.

To implement team teaching with a different purpose from those of the two studies just described, Roth, Masciotra, and Boyd's (1999) studied the collaborative practice used to facilitate teacher learning of novice teachers, in which a novice teacher's development through co-teaching with an experienced teacher in a 7th-grade science class was investigated. Grounded in hermeneutic phenomenology which is concerned with understanding lived situations of being-in-the-world, the researchers argued that co-teaching is an approach to helping the novice teacher acquire tacit dimensions of teaching.

In contrast to the gap between discourse about teaching learned at universities and the experience of actually teaching a classroom which the novice teacher experienced in a teaching alone situation, Roth et al. (1999) suggested that co-teaching provided the beginning teacher with abundant opportunities to “briefly step back, take time out from the responsibilities of developing the classroom conversation, and reflect-on – but with little delay relative to the action – the questions and interactions of the master teacher”. In other words, they found co-teaching to be a more preferable teaching practice than sending pre-service teachers into a classroom where the resident teachers let them work on their own.

## **Methodology**

### **Participants**

In this study, the addressed community was 40 undergraduate male and female students enrolled in the ESP course as a part of their major in computer science department at SAMA Vocational and Technical Training School, Mahshahr Branch. The department itself divided them into two intact classes. Randomly, one class will be selected as an experimental group which includes 20 students and the other as a control group which includes 20 students. The data collected from the subjects’ performance on the post-test and pretest are described in terms of mean ( $\bar{X}$ ), standard error of measurement (SEM), standard deviation (SD), and Levene's t-test, using the Statistical Package of Social Science (SPSS) program.

### **Instruments Used in Our Research**

The main instruments used in the present study were the following: The textbook which was *English for the students of computer* published in Iran. It was developed by Barani, and Rezaei and the publisher is the Rahnama Press (Barani, Gh., & Rezaei. S. H, 2011). The textbook contains twenty lessons which due to the shortage of time ten lessons was covered. The pretest worked as a proficiency test which determined the homogeneity of the students regarding the English language proficiency and an achievement test played the role of posttest to point out the would-be impact of co-teaching on the experimental group.

### **Design and Procedure**

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A quasi-excremental design was exploited for the present study. Accordingly, Two intact English classes in the ESP context were used in the study. The first class comprised 20 students and was held on Tuesdays. It was the experimental class co-taught by a pair of teachers group in which an ESP teacher will teach technical terms and EFL teacher instruct general terms. The other class, considered as control group, included 20 students who came to the class on Saturday group in which just an EFL teacher will conduct the instruction.

The language proficiency of the control and experimental groups was assessed by a proficiency test. In the control group ESP lessons were instructed by just one teacher, EFL teacher, while in the experimental group, they were taught by two instructorsm both EFL and ESP teacher. These two teachers cooperatively co-taught the ESP lessons based on team teaching model which made the study distinguishable from the traditional view of teaching. Collaboration and consensus between co-teachers determined every issues of the teaching process. In short, these groups were worked with for 10 sessions; each session taking almost one hour and quarter.

### Data Analysis

The data collected from the subjects' performance on the post-test and pretest are described in terms of mean (X), standard error of measurement (SEM), standard deviation (SD), and Levene's t-test, using the Statistical Package of Social Science (SPSS) program.

### Results and Discussion

The aim of this chapter is to present the results of the quantitative analysis. Therefore, The preliminary descriptive statistics for the ESP vocabulary knowledge test(posttest) appears in the following Tables.

**Table 1. Descriptive statistics of posttest for the experimental and control groups**

Group	Test	N	Mean	SD
Experimental	posttest	20	50.8	2.37
Control	posttest	20	47.85	4.55

As displayed in Table 1, experimental group's performance in the posttest was better than those in the control group. It was also revealed that after the instructional treatment, the mean of the posttest scores for experimental group was 50.8, while for the control group it was 47.85. In the case of SD, for the experimental group, it was 2.37, whereas that of the control group was 4.55. So, the findings suggest that there was a difference between experimental and control groups after the treatment, collaborative teaching.

**Table 2. Results of t-test between Experimental groups and Control groups in Posttest**

Group	N	Mean	SD	t- value	Df	P
Experimental	20	50.8	2.37	2.56	38	0.014
Control	20	46.85	4.52			

**\*Significant at .05**

In order to compare the effectiveness of the collaborative teaching on ESP vocabulary leaning , Levene's t-test demonstrated in Table 2 indicated that the mean difference between the experimental and control groups' scores measured at the time of posttest was significant ( $t = 2.56, p < .05$ ). The mean difference between the experimental group ( $M=50.8$ ) and control group ( $M=46.85$ ) was 3.95. This indicates that the experimental group who were under the treatment at the collaborative teaching gained more ESP vocabulary than the control group. Therefore, it can be claimed that this difference is due to the kind of instructional environment where the experimental group was taught there and this gives further evidence for accepting the first hypothesis and rejecting the other two hypotheses.

1. There is a positive difference in English achievement between the control group and the experimental group under the treatment through team teaching in ESP program.( accepted)
2. There is negative difference in English achievement between the control group and the experimental group under the treatment through team teaching in ESP program.(rejected)

3. There is no significant difference in English achievement between the control group and the experimental group under the treatment through team teaching in ESP program.(rejected)

### **Conclusion**

This study aimed at investigating the effect of collaborative teaching on ESP terminologies promotion in the field of computer . To this end, the following question was under consideration:

Does team teaching, collaborative, enhance computer students' English achievement in an ESP program?

To perform this research, subjects were randomly put in one control group and one experimental group and were assigned to one of the two following instructional conditions:

Experimental group was taught through the collaborative or team teaching, while Control group was taught traditionally. For data analysis, Levene's t-test was used. The calculated t-test proved that ESP vocabulary can be learnt better via collaborative teaching. The experimental group gained considerable amount of vocabulary than the control group. So, the computation and analysis of the t-test provided researcher with the judgment to reject the negative and null hypotheses of this study which stated that collaborative or team teaching would not significantly promote learners' ESP vocabulary knowledge. Results of this study indicated that teaching ESP courses through collaborative or team teaching at the university or instructional institutions might become a useful way for students to improve and facilitate their learning of ESP words. Based on the findings, one concludes that team teaching has much influence on the learning of computer ESP terminology.

### **Pedagogical Implication**

The current study may provide some support for the idea that collaborative teaching can have powerful effects on the learning of computer ESP terminology. Findings of this research paved the way for the acceptance of this belief. The major implication to be drawn from this



research is that students need to learn technical words through the collaboration between EFL and specialized teachers.

### **Suggestion for Further Research**

This study aimed to answer just one question: Does teaching ESP course via team teaching , collaborative teaching, enhance computer learners' ESP terminology?

However, another question may be raised as the follows:

1. In this study, only computer students were involved. It is suggested that learners of other majors participate in further studies.

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# Materialistic Aspect in Arun Joshi's *The Apprentice*

Dr. Mangala Tomar

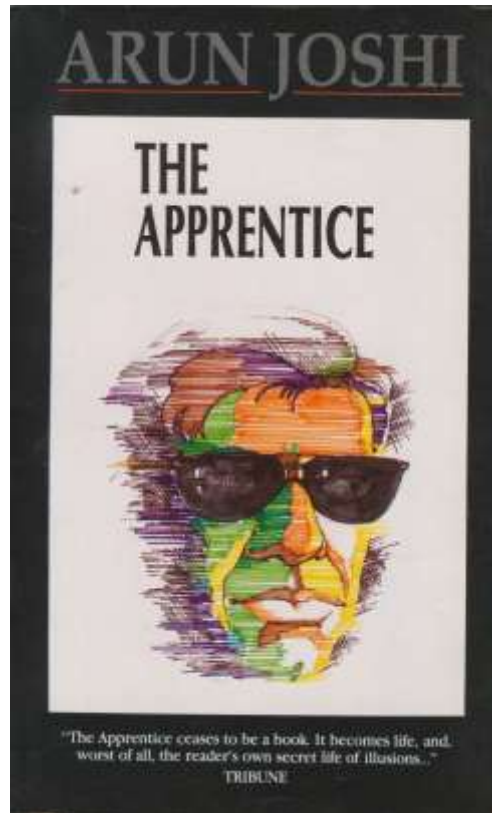
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## Abstract

The materialistic world is horrible and everyone has to face it from time to time. This work shows the materialistic aspects of modern world and its hold over man for various reasons.

## Dramatic Monologue

The novel *The Apprentice* is written in the form of a dramatic monologue. The hero Ratan Rathor is a man of double inheritance who feels that his life has descended into a “pile of

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dung.” In man’s life crisis is bound to occur and he is entangled in the maze of confusion of values and moral anarchy. The young man Ratan Rathor moves from place to place for his job and circumstances force him to shed the honesty and the old world morality of his father; he becomes an “apprentice” to corrupt civilization.

### **Efforts to Retrieve Innocence and Honour**

There are various aspects of life which lead to the selfish attitude, degrading values, corruption, dejection and frustration in the life of Ratan Rathor. The hero Ratan Rathor makes frantic efforts to retrieve his innocence and honour.

Ratan Rathor is a child of double inheritance, brought up in an atmosphere of antithetical philosophies of life with Gandhian values. His mother had a pragmatic approach towards life and money. That influenced Ratan because his mother was suffering from tuberculosis and he had no money for her treatment. Thus it is clear that no one can survive in this phony and materialistic world without money.

### **Money and Corruption**

Money is also the corrupting force against traditional values. The mad rush of modern man to amass more and more wealth has resulted in the selfish nature of man with no respect for human values, ideals and morals. Man has become self-centered looking after his own interest rather than that of the whole society. This has resulted in a clash of values. The traditional values of honesty, faith, generosity, tolerance, patience, fortitude, naturalness, feeling of brotherhood and innocence have given way to modern civilization, and consequently leading to the deterioration of individuals. The reality based words of his mother ringing in his mind constantly that “Money made friends. Money succeeds where all else failed ... but money was law unto itself.”<sup>1</sup> The sophisticated and materialistic attitude of his wife compelled him to satisfy her day-to-day needs, getting him deeply involved in corruption.

### **Idealism Shattered, Frequent Changes of Attitude**

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The futile effort of job hunting has shattered Ratan's hope of idealism but the humiliation, insult, starvation and the trauma of physical breakdown drained him of hope and brought him to the verge of collapse.

In *The Apprentice*, intense suffering changes the attitude of the hero frequently. He repents for his wrong doings, but he desires to lead a happy life, after seeing the attitude of the people around him. The prevalent corruption forces him to accept the indecent ways of life. He is shocked to hear that modern society is corrupt and even the pujari, an agent of God, was immersed in corruption and finally also engrossed in it.

### **Spousal Choice**

The selfish attitude of Ratan is also reflected in the selection of the girl for marriage; as for the dictates of tradition, the consent of elders is required and respected, but he did not care for that at all. Modern man is caught in the whirlpool of discontent, frustration and utter dejection, since the erosion of traditional values has taken place in the wake of scientific and technological progress. It has corroded man's inner self and he has become fond of materialism which leads to major corruption. Some of the characters are completely involved in materialistic comforts and desires, resulting thereby in the neglect of interest in the entire civilization, thinking all the time about their own ambitions, interest and inclinations. This conflict between modern and traditional values creates meaningless existence and emptiness in the life of individuals. Modern men being a blend of meanness and nobility, intelligence and folly generate the feeling of hate, dislike and revenge between each other.

### **Conflict between Management and Labour**

Mechanization has made man monotonous and also deprived him of deriving satisfaction from any and everything in life. The present work force remains idle and there is no individual talent and creative potentialities. The idleness creates conflict between the labour force and the management. It profoundly affects the cultural norms, value systems, beliefs and attitudes. The

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tremendous advancement of science and technology has made a psychological change and also obliterated man's faith in religion; and due to the clash of values man has become restless, uprooted and a foreigner everywhere.

### **Value Changes after Independence**

*The Apprentice* suggests that the values of pre-Independence India have undergone considerable change. Good people adopt favorable means for favorable ends. Now ends are more important than means. The novelist presents the ultimate picture that telling lies, pretending to gain something, following favorable means, whether good or bad for one's happy life, will split man's consciousness.

### **Lamentation of the Tormented Soul**

The novel is a powerful indictment on modern society and a lamentation of the tormented soul of modern world. For any Indian the respect and honor for his nation is of prime importance because for achieving the independence and liberty, the nation required the dedication and sacrifice of innumerable nationalists who love their country. But the present trend of modern society is just reversed. Now, people adopt favorable ends. They desire to become rich, regardless of whatever means. The character of Ratan painted by Joshi represents the trend of modern people who will do anything for fulfilling their ends. He even accepts bribe for clearing the defective weapons, being used in the Indo-China war without caring for the life of innocent people. The gravity of the offence committed by Ratan Rathor is surely more intense than the solution of polishing the shoe in front of Krishna temple.

### **Ratan's Managed World View**

Seeing the ups and downs of the world, Ratan forms a view that a successful career cannot be achieved through diligence and sincerity, but it can be realized through flattery and cunning. So he deceives his very close friend by giving a false statement without admitting his crime. Ultimately, the Brigadier commits suicide. Similarly, Ratan plays havoc with many who

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are sacrificing their lives for the nation's cause. Ratan also deceives Himmat Singh a contractor holding him responsible for the supply of defective materials, but the words of Himmat Singh exposing the character of Ratan Rathor are soul-searching when he comments: "You are bogus, Ratan Rathor.... from top to bottom. Your work, your religion, your friendship, your honour nothing but a pile of dung"<sup>2</sup>

### **A Dawn?**

This highlights the material attitude, degeneration of values, cunning, deceitfulness and such qualities delineated through the character of Ratan by Joshi. It shows the modern trend that for achieving one's selfish ends, the lives of near and dear ones are hung out to dry. This rat race which is noticed in today's generation is just for fulfilling their own selfish needs, irrespective of any kind of means that may help them toward the goals. But the modern generation has forgotten that whosoever will maintain double will have to bear the pangs of agony and mental torture, whatever his position may be at the end, like the one painted by Arun Joshi, the unique one where he says:

"It is a cold dawn. But no matter. A dawn, after all, is a dawn."<sup>3</sup>

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### **Notes**

1. Joshi Arun, 1993, *The Apprentice*, Delhi: Orient Paper Backs, Pg 20
2. Joshi Arun, 1993, *The Apprentice*, Delhi: Orient Paper Backs, Pg 137
3. Joshi Arun, 1993, *The Apprentice*, Delhi: Orient Paper Backs, Pg 144

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# E-Research and Problems of Scholars in Utilizing E-Resources

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## Abstract

The scholars of various educational institutions utilize E-research not only to know the new realities but also to develop the skills of research through electronic resources. The study was a survey about the provision and the utilization of various E-resources to beginner research scholars. A purposive sample of 74 M.Phil. scholars was selected for the study. A questionnaire was used as a tool to acquire data. Results indicated that most of the scholars were with the provision of E-resources at home or their academia; however a few of them were lacking such resources. Scholars' perception for proficiency of E-resources was noted least in word processor, spread sheets, paint publishing software, Skype, Google, Twitter, Moodle and using the blogs. Lack of guidance, training, availability of time and reliability of electronic data were noted as a hindrances. Future recommendations that were proposed include provision of training in mobile learning (M-learning), access to E-libraries and inclusion of a new E-research course in the research curricula. There was no significant difference in the perception of scholars for their proficiency in view of their working status. However a significant difference in perception was noted in view of their gender.

**Keywords:** E-Research, E-interaction, E-learning, E-resources, Mobile learning, Web 2.0, Learning Management System

## Introduction

Today's world has made tremendous advancements with the revolution of technology in every walk of life. These technological advancements have altered the features of current world in its various social, cultural, economic and educational aspects. Technology has impacted various cultures within regions and there is no eminent distance among regions. The field of education has a specific impact of technology in teaching and learning due to its abrupt shifts both in home and school environment. Modes of education have been changed from traditional to distance, online and informal education. The electronic revolution in higher education has changed the climate of learning from conventional to realistic and

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lifelong. The concept of E-learning has overcome from the last a decade or more as the internet has surrounded the educational institutions. Electronic resources as defined by English dictionary with multiple lingual searches (Allwords.com) are “the Information (usually a file) which can be stored in the form of Electrical signals usually, but not necessarily on a Computer. In other words it also means the Information available on the internet”.

Because the world is changing rapidly with the advancement and development of ICT, therefore educational institutions are aiming to adopt new methods in pedagogy, planning and management for their researches. Shukla & Mishra (2011) emphasized that the utilization of E resources at universities is essential as well as a crucial need of this century. Scholars of various fields interact and try to access the technology in order to make the literature valuable for their research since it is available online. They surf a variety of electronic journals, books, electronic libraries, thesis and documentaries etc. All such data help them to acquire latest literature and relevant information for their studies.

While explaining the concept of E-learning, Markus, Groenendijk & Enemark (2010) highlighted that E-learning is a learning process of interaction created with digitally delivered contents, network based services and tutoring support. In the same way it is called technology mediated learning through computers whether from distance or in a face to face class. It has changed the concept of learning from traditional education to ICT based flexible, individual and collaborative learning.

Internet is one of the major sources in E learning and research. It helps in surfing indexes, abstracts, catalogues, library browsing and research communication. Nearly 34% individuals use the internet as a priority to meet their academic needs. Many of the developing countries do not have good internet facilities. In Pakistan there are only a few libraries in the universities which are equipped with good internet facilities. Hence there is a deliberate need to change the infrastructure of Information Technology both at public and private sector universities. (Behra, Sethi & Maharana, 2010)

Universities at large are adopting the online and electronic courses for their classes. Guglielman (2010) stated that specified tools, educational software and web services are being utilized for this purpose. The main objective is to reduce the problems of access, interaction and discrimination in the use of technology.

According to Rathori, Hogan & Thaman (2011), despite of various developments in technology and tool, still there are certain challenges and issues in access to the tool, technology and experience with technology. These challenges come across with the use of different computer applications, internet applications and mobile technology used for learning. There are differences and contrasts among professionals of education in interface, experience and access to technology. All such factors are a source of impact on organizational and institutional structure of learning especially in research at higher education.

Universities face certain challenges and issues in utilizing the e resources at higher education. Mohammadzadesh, et al. (2012) described that educational institutions specially the universities are facing these problems. Professionals and students of research are facing restrictions. These problems arise in various contexts like provision of technology, problems of speed and connectivity, lack of incentives, executive obstacles and problems of software and hardware.

Structuring various contents of E-courses or development of E-learning module is another difficult task at universities in order to support both teachers and students. Contents, presentation format, orientation, navigation keys, menus and sub menus, illustration and development of glossary and key terms are very vital. Meyan & Aust (2005) has emphasized the Instructional Management Systems (IMS) at institutions both for faculty and senior students. Such type of systems reduces time, improves learning and easy to be used.

Huffaker (2003) described that E learning management system and its quick mode of delivery reduces costs, helps in organizing better classes and providing collaborative environment. E-learning course development is although very essential but it is another challenge to be overcome. Some of the issues in courseware could be the standardization of software and hardware, module development, scales at which contents would be delivered and the nature of virtual environment.

Egberongbe (2011) stated that a numerous students face problems in browsing, E-information, strategic planning, finance, consistency in training, access to computers and high cost of provision. Despite of these persistent problems E resources is productivity in the areas of learning, teaching and research.

Because the E-research involves global collaboration through a high level of computing with storage therefore complex problems would need to be solved through collaboration. Brin (2005) described that colleges and universities can establish the partnership for better access to bandwidth, infrastructure, consultancy, establishing digital libraries and partnership with other libraries for scholarly work.

Students face a number of problems in E learning interaction. Hassan & Abulibdeh (2011) stated the importance of E interaction among students. According to them interaction plays a key role in students satisfaction and perception in learning. They have given the E-interaction; the kinds like passive, limited, complex and real time. Similarly the interaction lies in the direction of student to student, student to instructor, student to content and student to interface. This interaction involves the learning by observation from other students through discussion and participation. Interaction may be synchronous, using websites, search engines or email. While in asynchronous technologies social networks, wikis, phone calls or blogs are utilized. The sole purposes are to improve the overall achievement of students.

Blended learning is an ongoing concept of learning. Markus, Groenendijk & Enemark (2010) stated that blended learning helps in combining face to face learning to other types of learning. Inclusion of audio video software has made learning more effective and interesting. Web 2.0 has also appeared as a new learning environment at higher education. Students of various departments not only get course information and content but they utilize pieces of information and learning contents by the modes like wikis, blogs , instant messages, telephone calls and the social networks like in the form of face book, twitter and LinkedIn, etc.

### **Statement of the Problem**

Scholars of the various fields use E-resources for their researches. Novice scholars face a number of difficulties in availing various E-resources for their research studies. The present study was designed to know about the provision and utilization of E-resources to the research scholars at universities. Therefore the study was entitled “E-research and problems of scholars in utilizing e resources”.

### **Objectives of the Study**

The present study attempted to:

- (1) Find out about the provision of various E-resources to the scholars.
- (2) Know about perceptions of scholars for their skills in utilizing E resources.
- (3) Know about the major hindrances of scholars in utilizing E resources.
- (4) Differentiate perceptions of scholars about their skills in view of their gender.
- (5) Differentiate perceptions of scholars about their skills in view of their working status.

### **Research Questions**

In view of the problem under exploration following research questions were developed.

- (1) To what extent the scholars have the provision of various E resources?
- (2) What are the perceptions of scholars about their skills in utilizing various E resources?
- (3) What are the hindrances of scholars in utilizing E resources?
- (4) What are the suggestions of scholars to overcome the hindrances?
- (5) What is the difference in perceptions of scholars for their skills in view of their gender and working status?

### **Significance of the Study**

The present study will help us to find out the perceptions of scholars about their skills in availing the E resources to accomplish their researches. The study will help us to find the problems and issues of beginner scholars enrolled at universities in view of their persistent perceptions for their skills in utilizing various E resources. The study will help the professionals of E learning to take a heed attention of scholar's issues about various computer applications and internet. The study will help the newly enrolled scholars at the universities to solve out their issues on E learning and E research. The study will also help the professionals of Information Technology and E learning to devise the strategies for planning and training of computers and online electronic data available for their researches. The study will also be beneficial for policy makers and controlling authorities of higher education to develop the training for higher education institutions and introduce new methods of E research for their institutions. The study would also be beneficial in the context of subcontinent where the educational institutions especially the universities are far behind in provision of electronic resources.

### **Method**

### **Participants of Research**

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E-Research and Problems of Scholars in Utilizing E-Resources

Total population for the study was all the M.Phil. Scholars of social sciences at National University of Modern Languages (NUML), Islamabad Pakistan. Major research disciplines were Arabic, English, Mass communication, Urdu, Management science, Education, International relations and Islamic studies. Scholars from the M.Phil. disciplines only were the part of research. Both male and female scholars were included in the study. The study was delimited to the learner scholars enrolled at the campus from the last two semesters. There were total 110 M.Phil. scholars enrolled from the last two semesters (from Aug 2011 to Mar 2012) out of which only 74 were taken for the research. There was no consistency in presence of scholars at the university so an available strength of 74 was taken for the study. Demographic characteristics of the population of the study are as under (See Table 1 for demographic details of participants)

**Table 1**

Demographic Characteristics of participants (in Percentages)

Variable	N	Percentage
<i>Gender</i>		
Male	35	47
Female	39	53
<i>Marital status</i>		
Married	38	51
Single	36	49
<i>Age</i>		
21-25	28	37
26-30	25	34
31-35	10	14
36-40	08	11
41 Yrs or more	03	04
<i>Years of teaching experience</i>		
Having no experience	32	43
0-5	23	31
6-10	14	19
11-15	0	0

16-20	02	03
21 Yrs or more	03	04
<i>Highest degree held</i>		
Graduate or less	0	0
BS Houners	02	03
MA/MSc	72	97
<i>Departments</i>		
Economics	03	04
Education	15	20
Islamic studies	13	17
International Relation	08	11
English	33	45
Arabic	02	03

### **Selection of the Sample**

Sample was drawn from a total of 110 MS/M.Phil. scholars. An available strength of 74 Scholars out of total M.Phil. scholars was selected for the study. Sample was purposive in nature because of scholar's research activities and irregularity of presence.. Inclusion of maximum numbers of scholars was ensured in selection of sample. It was 68% of all M.Phil scholars enrolled at university from the last two semesters.

### **Development of Instrument**

An instrument was developed on the aspects of provision of E resources, amount of utilization of E resources, perceptions of scholars about their skills in E resources, hindrances in utilization and measures to overcome these issues. Questionnaire was based on five point Likert scale. First part of the questionnaire comprised demographic details of participants like age, gender, educational qualification, marital and working status. A cover letter with a short description of the study was also attached for easy responses. Questionnaire comprised 32 items. Items were distributed as 1-5 on provision of E resources to scholars, 6-21 on perceptions about skills, 22-26 on hindrances of scholars in E research and 27-31 for suggestions of scholars to overcome their E research obstacles. Last item was included for suggestions and feedback as an open ended item.

## **Validation of the tool**

For purpose of validation and pretesting, instrument was piloted on a small sample of scholars prior to its administration on real sample. A Strength of 24 scholars was taken for validation of instrument. All these scholars were excluded from actual participants. Reliability coefficient Cronbach Alpha was calculated .84 which was significant for administration of tool to the selected sample. Tool was also examined in terms of face and content validity, necessary improvement were carried out to give the instrument its final shape. Validity and reliability was ensured for accuracy of data collection from the respondents.

## **Procedure of Study**

Instrument was administered personally by the researcher on various department of the university. Students were approached personally by the researcher. Instrument was handed over right before commencement of their classes and it was collected after termination of their classes. Questionnaire was administered with introduction of researcher and purpose of the study. All social science departments were visited in separated timings in view of availability of maximum number of scholars in their respective class rooms. Response of the respondents while administration and collection of tool was favorable and sympathetic. It took about 3 days in administration and collection of the data in view of class.

## **Data Analysis**

Data acquired from the scholars were analyzed in various aspects and objective of study. Data were analyzed, arranged, coded and decoded. Descriptive statistics were used to find out the means and standard deviation about different variables. T- test was used to analyze the data in order to find significant differences among male, female, working and non working scholars. Items of instrument were analyzed on five point likert scale. Last item was analyzed on qualitative aspects in order to know the feedback of scholars.

## **Results and Discussions**

Results obtained from scholars were analyzed and arranged in a way so that meaningful results may be brought in view of objectives. All items were analyzed separately to achieve specific findings. Results were arranged separately for easy understating in view of objectives. (See Table 2 for provision of E resources to the scholars)



**Table 2.**

Provision of E resources to the scholars (With time)

Statement	I am not using%	0-2 Yrs%	3-5 Yrs%	6-8 Yrs	9-10 Yrs%	Mean	Std .Dev
1. How long have you been using computers?	1	24	20	11	43	3.702	1.289
2. How long have you been using the internet?	4	27	19	24	26	3.405	1.248
3. How long have you been with a PC or a laptop?	4	32	23	16	24	3.243	1.258
4. How long have you been with internet access at home or university	7	31	26	21	15	3.06	1.185
5. How long have you been using your cell for internet?	58	26	11	3	3	1.662	.969

**Provision of Various E-resources to the Scholars**

To achieve the first objective of the study items 1-5 were arranged and scholar were urged to answer about their provision of these resources to them. Statement 1 was aimed to know about the total period of usage of computer, maximum number of the scholars with 43% stated that they had been using computers from the last 10 years or more. Others scholars had an acceptable ratio of usage. Only 1 percent were not using computer. It showed that most of the scholars with maximum time duration had been using the computer as a source for their research and educational needs. In statement 2, scholars' usage of internet ratio was asked. Here maximum index of usage was 27% with the time duration from the 0-2 years. A ratio of 24% was with 6-8 years while 26% with 9-10 years or more duration. Only 4

% of the scholars were not utilizing the internet facility. It showed that maximum number of scholars had provision of internet. In statement 4 scholars provision of the internet at home or university was asked. A maximum ratio of 31% stated that they had provision of internet facility at home or university from the last 0-2 year duration. Similarly this ratio was decreasing as total time duration was increasing. Only 15% of the scholars were those who had the provision of internet at home or school from the last 9-10 years or more.

In the 5<sup>th</sup> statement scholars were asked how long they had been using the facility of internet phone. A large ratio of 58% was without its usage; only 26% of the scholars with short time duration of 0-2 years were using the cell phone for internet. Only 3% were those who were using the internet phone from the last 10 years or more.

**Table 3**

Scholar's perceptions about their skills in utilizing e resources

Statement	Least%	Fair%	Good%	Very Good%	Excellent%	Mean	Std .Dev
6. Word processor	15	28	32	10	15	2.810	1.246
7. Spreadsheets	32	31	24	05	07	2.22	1.165
8. Paint publishers software	34	22	28	11	5	2.324	1.206
9. Yahoo mail	8	5	32	24	30	3.621	1.201
10. Google mail	12	5	23	26	34	3.635	1.330
11. Hotmail	23	15	19	24	19	3.013	1.447
12. Online library searches	16	20	34	18	12	2.891	1.233
13. Books and article searches	12	12	39	22	15	3.148	1.189
14. Search engines (Google, MSN, Yahoo)	14	10	20	28	28	3.486	1.357
15. Skype	39	10	27	12	12	2.486	1.426
16. Google talk (G talk)	53	17	19	07	4	1.910	1.167
17. Yahoo voice	54	16	13	05	11	2.027	1.374

call							
18. Moodle	69	12	12	04	02	1.594	1.032
19. Face book	20	19	23	21	16	2.945	1.373
20. Twitter	58	17	15	04	05	1.810	1.666
21. Blogs (A personal web page for opinions, feelings)	62	16	14	05	03	1.702	1.069

### Scholar's Perceptions about Their Skills in Utilizing E-resources

Item 6-21 were arranged to know the feelings of scholars in various internet resources which now a days are commonly used in research. These items included the areas of using different software, email resources, social networks and communications. Likert scale from least to excellent was based for these items. At item 6 most of the scholars with a ratio of 32% were agreed that they were good at using word processor which is mainly used in report writing. A quantity of 28% was with fair proficiency and only 15% were with excellent. Still a large number of scholars were not well adept in word processor. Item 7 was raised to know the perceptions in spreadsheets skills, like the Excel or SPSS (Statistical Package for Social Sciences) which is used for the purpose of data analysis. In this statement a major ratio with 32% least and 31% fair were noted. It showed that while using the spreadsheet scholars were not fully proficient. Mean and standard deviation were low enough at this stage. At statement 8 scholars ability to use paint publishers software was also too low, 34% were with least ratio, 28% good and only 05% were with excellent.

While in using the Yahoo mail at statement 9, most of the scholars had better perceptions for their skills in usage of Yahoo mail. Good, very good and excellent percentages were noted as 32%, 24% and 30% respectively. A few of scholars were not fully using the Yahoo mail service for personal communication. Level of proficiency in using Google mail was noted high with a significant mean and standard deviation; most of the scholars were with best skills in Google mail. Good to excellent ratio was 23%, 26% and 34% respectively. Hotmail as compared to other resources was less used with an acceptable ratio of 24% with rating of very good; however 23% of the scholars were with at least level.

At statement 12 scholars were urged to respond about their perceptions in using various online library resources. Highest index was 32% good and 18% very good, a quantity of 16 % was with least proficiency. In statement 13 books and article searches through internet was asked. In this statement 24% were with least and fair ratio, while 39% with a ratio of good feelings with a significant mean of 3.148. However, still a sufficient number of scholars were away from good level in book and library searches via internet. One statement about knowhow of different search engines for data search was solicited. In Google, MSN, Yahoo, etc., 28% with very good and 28% with excellent rate responded that they were very good at these search engines. A minor ratio of 14 and 10 were at least and fair level of proficiency.

At statement 15 the scholars perceptions in using Skype was noted too low as it is one of the most popular communicative source in internet. An index with 39% of the ratio was with the view that they had least proficiency, and 10% with fair, only 27% were good at Skype. Similarly in the Google talk a prominent ratio of 53% was with least, only a few of the scholars were skilled at Google talk. Mean and standard deviation were noted low enough also. Yahoo voice call proficiency was judged in statement 17, where 54% ratio was with least and 16% with fair proficiency, only a few of scholars were proficient in yahoo voice call. In statement 18 the perceptions in Moodle (a communicative teleconferencing way) were judged, at this statement the feelings were lowest with a percentage of 69% least and 12% fair. Mean was significantly lower with 1.594.

In statement 19 perceptions for the skills in usage of face book was asked, the proficiency was noted hardly satisfactory. An amount of 23% with good and 21% with very good stated that they were good at face book usage, a sufficient number of 20% and 19% were with least and fair levels. Twitter (a blogging source) was asked in statement 19 where the ratio was third lowest in all statement with 58% least and 17% fair skills. A few of them were with the good skills of twitter. In knowledge and usability about the different blogs (a personal website or web page on which an individual records opinions, links to other sites, etc. on a regular basis), the scholars perceptions were noted lowest. A large number with 62% least and 16% with fair were with the perceptions that they had no knowledge and requisite skills to use or avail blogs. The mean and standard deviation were lowest also in this regard.

**Table 4**

Problems of scholars in utilizing E resources

Statement	Strongly Agree%	Agree %	Neutral %	Disagree %	Strongly Disagree%	Mean	Std .Dev
22. I cannot utilize E resources due to my time constraints.	11	32	28	20	08	2.824	1.126
23. I cannot utilize E resources because of insufficient training	15	31	20	14	08	2.932	1.368
24. I am unable to utilize E resources because of their high costs.	16	40	29	07	07	2.500	1.075
25. I avoid using E resources because they are unreliable and unsecure for researches	23	47	22	04	04	2.189	.974
26. I do not use E resources in research because of their technical issue (Connectivity, speed, bandwidth & networking	20	45	24	07	04	2.297	1.003

**Hindrances of Scholars in Utilizing E-resources**

Item 22-26 were framed to get perceptions of scholars in different areas of hindrances confronted by the scholars. Time constraints being a major source of trouble in utilizing E resources was asked to the scholars, 20% agreed and 08% strongly agreed about this view, however still a large number were supporting the time as a major hindrance. Requisite training was also significantly responded in next item. A group of 15% strongly agreed and 31% agreed with this opinion. A number of 13 and 20 were against this view; it again indicated that the training was considered a major shortfall to avail E resources. I am unable to utilize E resources as they are cost effective to me. Scholars were asked to answer this statement in item 24, scholars with a strength of 16% strongly agreed and 40% agreed responded that they had been entangled by this problems and financial limitations were the major problems for improving their skills. Twenty nine percent of the scholars remained neutral as overall. In statement 25 scholars gave opinion about the reliability and security of data due to security and reliability related issues of data. Scholars with 23% strongly agreed and 47% agreed with this view that one of the issue due to which they do not prefer electronic means of data in research is reliability and its authenticity. Only 22% remained neutral, hence scholars' opinion about this issue was strong.

In statement 26 scholars problems in technical areas were urged. The issues in technical area were noted as connectivity, speed, bandwidth, and networking etc. A larger majority with 20% agreed and 45% strongly agreed by responding technical issues a source of hurdle in availing the E resources.

**Table 5**

Suggestions of scholars in utilizing E resources

Statement	Strongly Agree%	Agree %	Neutral %	Disagree %	Strongly Disagree%	Mean	Std .Dev
27.Provision of extra training for E research at campus	38	49	12	01	0	4.229	.712
28.Provision of financial assistance to the scholars	32	53	10	04	0	4.121	.793
29.Students mutual	33	50	12	05	0	4.094	.813

consultation and coordination							
30.Provision of online and distance learning courses to scholars	31	47	16	05	0	4.040	.834
31.Inclusion of an E learning course into an existing M.Phil research curricula	38	41	15	04	01	4.081	.932

### Suggestions of Scholars for Better Utilization of E-resources

Among last six items, five were based on the suggestions and feedback of scholars in order to resolve these issues. Last item was open ended and remained on the free opinion of respondents. In statement 27 students were asked if extra training provided to them at campus, whether they could improve and resolve their issues. A large number of scholars with 38% strongly agreed and 49% agreed that provision of training facilities for benefiting from E resources would be necessary. In statement 28 scholars were asked to respond whether provision of financial assistance can resolve their hindrances. A group of 32% strongly agreed and 53% agreed, the ratio was more significant as compared to the training facility. A minor ratio was neutral besides all that. In statement 29 Scholars favored the online and distance learning courses with significant ratio of 31% agreed and 47% strongly agreed, but it as compared to other provided options was not so strong. They did not favor the required needs of their training through online or distance learning. In the last item students responded about inclusion of an E learning course into their M.Phil. course curricula, at this statement 38% strongly agreed and 41% agreed by denoting the inclusion of E learning course into existing university course curricula. This ratio was less significant as compared to the ratio of provision of online courses to the students for betterment of their skills. Mean and standard deviation were noted strong about provision of extra training and financial assistance.

## Suggestions of Scholars in Open-ended Item

Last item was kept open ended for the scholars to respond and provide feedback on the issues relevant to E research. It was analyzed on qualitative aspects in view of open suggestions. A reasonable strength of 19 scholars from total participants with a ratio of 25.67% responded in view of open ended question in a constructive feedback. Scholars suggested that either short time or interval based programs should be organized by the faculties and departments for research students. Some of the scholars highlighted the importance of separate section in IT (Information Technology) or relevant E learning department at campus to resolve such issues. Few of scholars also suggested the importance of an additional component in M.Phil. course work. A lot of scholars were with the views that major issue was the provision of cheap connectivity or internet and also the provision of computers either on compensation or on the basis of financial assistance. Some scholars suggested that university must made arrangement for the availability of online literature from the libraries of the world. Scholars also urged that right before commencement of classes some training should be arranged for better interaction of technology and easy access to computer and multimedia. Scholars were with the views that only sole and practical steps at the end of university can resolve these tribulations otherwise these issues will continue to be affecting the scholars who have little or minimum provision of technology especially the computers.

## Difference between the Perceptions of Male and Female Scholars

In the light of desired objective an independent sample t-test was calculated to determine the significant difference at 0.05 levels for the perception of male and female scholars for the proficiency in utilizing E resources. Following results were achieved. (See Table 6)

**Table 6**

Differences in the perception of male and female scholars

	Group Statistics			
Gender	N	Mean	Std Dev	Std Error
Male	39	92.846	13.579	2.174



Female	35	86.914	15.643	2.644
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### Difference in the Perception of Male and Female Scholars

Table above shows the difference in the thoughts of both male and female scholars, there was a significant difference in the mean score of both the groups. Male scholars had more significant mean which was 92.846 while female scholars had significantly less mean score with the index of 86.914, hence difference between the two means was 5.932. To know the significant difference at 0.05 level calculated t value was 2.368 more than table value which meant  $p > 0.05$  significant. It showed that there was a significant difference between the perceptions of male and female scholars about their skills in E resources.

Another t test to find out the significant difference of proficiency between working and non-working scholars was calculated. The purpose was to know whether working condition do affect the scholars' perception of competency in E research. Following were the details. (See Table 07)

**Table 7**

Differences in the perception of male and female scholars

Gender	Group Statistics			Std Error
	N	Mean	Std Dev	
Working	41	91.341	15.997	2.498
Non working	33	88.424	13.209	2.299

In the table above the mean difference was calculated between two groups of scholars, working and non-working. Calculated t value was 1.414 in view of table value at 0.05 levels was insignificant. It showed that there was no significant difference between the competency of working and non-working scholars. Mean difference calculated was 2.19 which were also insignificant.

## Conclusion

After completion of the data analysis on the basis of the results researcher drew following conclusions.

In view of the scholars provision to different electronic resources maximum number of the scholars were using computers. From a total number of scholars, 43% were those who had been using the computer from the last 10 years or more, only 1 percent was without its use. Scholars with the usage period of 0-2 years were 27% while 6-8 were 24%. Provision of internet facility at home or university was 31% from the range of 0-2 year period while 15% were using from more than 10 years duration. From the last five years maximum numbers of scholars were with the provision of laptop or a Personal Computer. Being in the age of I phone or mobile learning at higher education, scholar's access to mobile internet technology was only a few percent, majority with 58% were without its usage. Availability and usage of this facility from the last two years was 8% only. It showed that this trend was not fully flourished among scholars. Scholars perception in availing the different software used in their research were too low. A quantity of 28% was still at least level. Similarly scholars proficiency in using spreadsheet was much low. A number of 32% were with least level of proficiency and 31% with fair proficiency. Scholars were not fully capable to use the paint publishers software as well, 34% scholars were with least level of skills.

Most of the scholars were very good in using different email resources like Yahoo, Google mail, and Hotmail, etc., 32% were good and 18% very good at using emails. Scholars using search engine were well proficient. However most of the scholars using the telephonic source of internet like Skype, Yahoo call and the Moodle were very low. A ratio of least proficiency was noted as 39% in Skype, 53% in Google talk, 54% in Yahoo voice call and 69% in Moodle. It all showed the reduced level of perception for their proficiency in mutual communication while research.

Scholars' adeptness in social communication like face book, twitter, and blogs was noted at the least ratio with 58% in twitter, and 67% in using blogs. Usability of face book was satisfactory to some extent.

Scholars' barriers and hurdles in using E resources were also noted, time was considered a significant factor in using these resources, having no training facility as hurdle was supported by 15% strongly agreed and 31% agreed. One of the known ratios of hurdles

was cost effectiveness of these resources, 16% strongly agreed while 40% agreed with this statement. Some scholars were with the perception that reliability and security of data through electronic resources was a hurdle. A group with a ratio of 23% strongly agreed and 47% agreed with the statement of reliability related issues. Technical issues like connectivity, speed, bandwidth and networking were noted as hindrances too, 45% agreed while 20% strongly agreed with this opinion and it was also noted a significant hurdle.

While suggesting for the betterment, easy access, usability, and control of the hurdles, scholars provided their suggestions besides. Scholars suggested short term programs, some of the scholars suggested E course in the form of a subject in M.Phil. course work. Scholars urged for provision or access to international libraries at the arrangement of university through online internet resources.

Scholars have difference in view of their perception for their proficiency by gender. Male scholars were noted as more proficient, similarly there was no significant difference in the perception of working and non-working scholars about their skills.

### **Limitation of the Study**

The study under analysis was a case study on the research scholars of a university therefore results cannot be generalized on other universities or research scholars. However being a uniform culture and awareness of technologies in Pakistani universities, this study would have the implication of the results on the other research scholars of Pakistani universities at some scale.

### **Recommendations**

In view of conclusion and discussion researcher reached at the following recommendations;

Provision of internet facility to the scholars at home or university may be supported with access to computers. Scholars may be encouraged to avail maximum facility of computers and internet with ensuring good provision of computer relevant aids and equipments. Both administrative and controlling authorities may have to take such measures in the higher education institutions. Importance and benefits of all such E resources may be conveyed to the scholars at the universities through motivation and media. Mobile learning (M learning) is one of the fast growing trends at higher education in view of student mutual

consultation on research activities. Scholars may require to be made aware of mobile learning in the system of education and research through electronic media or training at universities. Necessary training arrangement in the areas of software usage like word processor, spreadsheets, SPSS etc., may have to be carried out by the universities. Although students were capable of using various emails but still they were behind in the social networking like face book, twitter and using blogs for solution of research related problems. Scholars training in communication sources like Skype, Google talk, Yahoo call etc., will need additional training and support. Moodle is a latest trend and necessary at higher education, hence training may be conducted to use such teleconferencing at universities.

Universities in Pakistani culture should take practical steps in planning and conducting training programs either on short or long term basis. Including an additional E-learning subject in M.Phil. research curricula may overcome such hurdles. Higher education institutions have to take the measures with the support of IT departments to remove the issue of scholars like cost effectiveness, financial assistance, technical issues in computer, issues related to internet speed , connectivity , bandwidth , networking, and hardware software troubleshooting.

Guidance and counseling can satisfy the scholar's needs if provided on time and again basis by the research institutions. Guidance can overcome the problems in the security and reliability of data. In last the practical steps at the discretion of executive and controlling authorities of universities would be essential with true spirit. Such measures will yield positive outcomes in the shape of good research both for the research institutions and their scholars.

Education media is one of the powerful sources that can enhance the awareness of E learning, E research its needs and ongoing importance in higher education. Various conferences, seminars and workshops conducted on the importance and utilization of E resources and researches can further minimize the prevailing hindrances of research scholars in E-research.

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## Immigration and Identity in Bharati Mukherjee's *Jasmine and Desirable Daughters*

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**Bharati Mukherjee**

### Multiple Dislocations of Personal Life

Bharati Mukherjee is one of the most celebrated writers of the Asian immigrant experience in America. Her writings are largely honed by the multiple dislocations of her personal life, which itself has been described as a text in a kind of perennial immigration. Immigration and Identity in the fiction of Mukherjee, examine how post-colonialism affects identity formation in contemporary women's immigrant literature. Immigrant literature is increasingly interested in the transnational experiences of its protagonists and is not simply about migrating to and making it in America, but engage with the literal and metaphorical crossing and re-crossing of borders.

Mukherjee's *Jasmine and Desirable Daughters*, explore the symbolic significance of these characters representing Indian migrants to the U.S. These novels discuss the depiction of the development of personal identity of Indian migrant women in the U.S. and their confusion, the dilemma of adjusting between two different cultures. As E P. Lazure notes: "Mukherjee

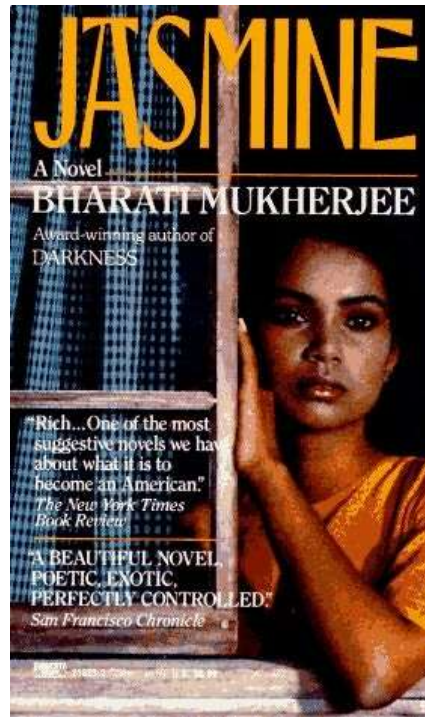
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portrays the contours of the character's transited identity that are in constant negotiation and transformation because of the interaction between the past and the present” (Lazure 10).



### *Jasmine*

The story of *Jasmine* is the story of an identity in motion. The novel opens with an astrologer's prediction about Jyoti's widowhood and exile. *Jasmine* continues beyond the realization of the prediction indicating repositioning of the stars and the heroine's gaining enough strength for a peripatetic transformation. She blossoms from a meek submissive Indian wife, to a strong independent Indo-American woman who lives mostly in the here and now, stops worrying about the future and is indifferent to the past. She is renamed Jasmine after her marriage to Prakash Vih. Prakash wants her to become a modern city woman and as he aids her in her transformation from 'Jyoti' to 'Jasmine'; she perceives herself as the woman he envisions her to be, and eventually becomes the person that Prakash desires to create. "He wanted to break down the Jyoti as I'd been in Hasnapur and make me a new kind of city woman. To break off the past, he gave me a new name; Jasmine... Jyoti, Jasmine: I shuttled between identities" (JS 77).

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Here Mukherjee is depicting the identity formation as a complex process that is dependent not solely upon the agency of the individual, but also upon the surrounding environment. Her renaming is a sign of her initial migration away from traditional India. Jyoti and Jasmine are two separate selves, yet Jasmine finds herself occupying both identities.

### **Jasmine's Married Life**

Jasmine's husband Prakash is murdered and she emigrates to America all alone to fulfill his dreams. Upon her arrival in Florida, she meets Half-Face, the captain of the ship on which she entered the country, and his disrespectful treatment gives her, her first taste of American racial categorization. Half-Face sees her only as a sexual being and after the rape Jasmine finds that she cannot escape this new perception of her identity. Thus she turns to violence in order to express the conflict she is experiencing. She stabs Half-Face to death and in this act she finds the strength to continue to live and vows to start a new life in America, separate from India and the naive identity of her past. Hence Jasmine's identity is formed not only through construction, but also through the destruction of her existing self.

### **Beginning the Process of Assimilation**

Jasmine then meets Lillian Gordon, staying with whom she begins the process of assimilation by learning how to become an American. Lillian bestows upon her the nickname 'Jazzy', a symbol of her entrance into and acceptance of American culture which she welcomes gladly. After that she moves in with a traditional Indian family in Hushing, New York. Jasmine soon finds herself stifled by the inertia of this home for it was completely isolated from everything American. Considering it to be a stasis in her progression towards a new life, she tries to separate herself from all that is Indian and forget her past completely.

### **Migration to New York City**

She proceeds with her migratory plans and moves to New York City, and stays with an American family. With Taylor, his wife Wylie and their daughter Duff, she creates yet another identity upon a new perception of herself. But though Jasmine creates a new identity for every

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new situation, her former identities are never completely erased. They emerge in specific moments in the text and exacerbate the tension, thereby causing Jasmine to create another more dominant identity, different from all those that came before. Taylor begins to call her 'Jase' suggesting that again she does not have an agency in the creation of her new self since Taylor constructs it for her. Jasmine becomes aware of her racial identity because Taylor and his friends understand that she was from South Asia and try to associate her with that community. In becoming Jase, Jasmine gets increasingly comfortable with her sexuality which she always tried to repress earlier, even more than ever, after her traumatic experience.

### **Jasmine Becomes Jane**

In Baden she meets Bud Wipplemeyer, an American banker who instantly falls in love with her. They eventually marry and Bud renames Jasmine 'Jane', yet another sign of her evolution. Bud encourages Jasmine to freely change roles from caregiver to temptress whenever she feels the desire to and views her sexuality through the lenses of his own oriental fantasy. Thus instead of denigrating Jasmine, serves to imbue her with a sexual confidence and she thrives on it. Her racial identity also morphs in Baden, for here her difference is recognized, but not comprehended or openly acknowledged. The community attempts to see her as familiar instead of alien. This new perception of her race is an essential part of her identity as Jane, because she feels assimilated now and in fact becomes the typical American she always wanted to be.

### **Jane Becoming Jase – Emerging New Personality**

The end of the novel finds Jasmine moving to California with Taylor, uncertain of what the future will bring but nevertheless confident in her decision to leave. The shifting of her identity from 'Jyoti' to 'Jasmine' to 'Jane' to 'Jase' is suggestive of the death of one personality and an emergence of a new, but it does not have negative implications. This sense of movement further reinforces the notion that her identity is forever evolving, she cannot remain in a stable life because disruption and change are the means of her survival. The surrounding environments influence the formation of her identities. She navigates between temporal and spatial locations, her perception of herself changes, thereby resulting in a multiplicity of consciousness. These

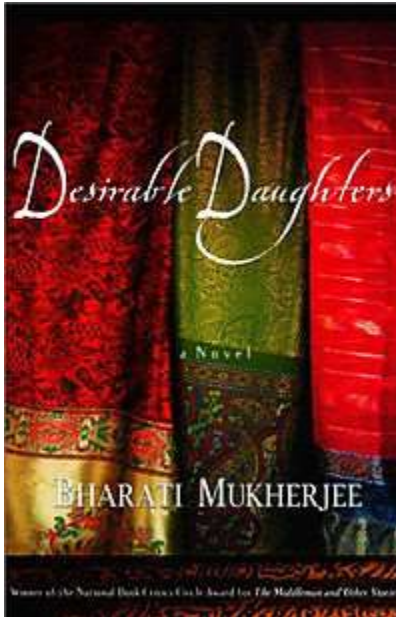
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create a tension within her and she feels the need to reconcile these conflicting perceptions, so that they do not wage a psychological war inside her. Thereby we see her reinvent her identity completely.



### **Accommodating Feminist Culture in South Asian Milieu in America**

Mukherjee's novel *Desirable Daughters* depicts the life of South Asian immigrants; ethnic minorities in the United States. The foremost and recurrent theme of *Desirable Daughters* is the conflict arising from the clash of native and foreign cultures. The main characters in the novel grapple with the challenge of accommodating the American feminist culture into their traditional Indian one. Tara Lata was first married to a tree in a ceremonial ritual, as a measure to mitigate the malefic aspects of her horoscope. It was earlier predicted by a Hindu astrologer that Tara's married life would be short-lived as a result of this malefic aspect. Such conceptions of marriage are mere superstitions from the point of view of feminism. The American feminist movement, which was informed by scientific, sociological and historical knowledge would never approve of such primitive practices in the name of orthodoxy. This is a typical example of the sorts of conflict that Tara and her sisters confront throughout the narrative text.

### **Contrast between Indian Society in India and America**

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The aforementioned example also brings to light the different ways in which societies are organized in India and in America. In India, the happiness of the individual is subordinate to the collective good of his/her community. More importantly, the role of women is to be supportive to their husbands in all circumstances. The individual needs and aspirations of women are not given due importance in what is essentially a patriarchal society. But the three sisters from Calcutta are no longer strictly bound by this primitive culture, for they find themselves in the midst of liberal America, where the scope of their freedom and expression is at its furthest from realities in India.

### **Identity Creation – A Continuous Process**

In her essay, Beulah R Jayashree remarks: “In Mukherjee’s *Desirable Daughters*, the creation of identity emerges as a continuous process forever transforming and never truly complete. Tara is a savvy, cosmopolitan world-traveler having beauty, brain, wealth and a privileged life as the wife of a Silicon Valley magnate” (Jayashree 14). Tara emigrates after marrying Bishwapriya Chatterjee, and arrives in America steeped in Indian culture exhibiting the behaviour of the paradigmatic Indian wife. Back at home, she had led a sheltered life where she was inundated with culture, tradition and values though inculcated with education by the Catholic nuns.

Thus when Tara reaches America she feels the tug between tradition and freedom as she tries to meet expectations that are often wildly contradictory. But then she immediately tries to embrace American culture taking advantage of the opportunities it affords and attempts to assimilate as best as she can to the new society. She finds it impossible to convey to her American friends -- citizens of comparatively classless, mobile society how circumscribed and static Indian identity is: “[It] is as fixed as any specimen in a lepidopterist’s glass case, confidently labelled by father’s religion (Hindu), caste (Brahmin), sub-caste (Kulin), mother-tongue (Bengali), place of birth (Calcutta)...” It goes on and on in ever decreasing circles. Although Tara and Bish had left Calcutta decades ago, she is always on the alert decoding names, manners and accents whenever she encounters strangers of Indian descent” (DD 85).

### **Frustrations**

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Tara's frustration at her endeavours to assimilate and Bish's lack of it eventually leads to a divorce. It marks her transition into a new identity and a liberated self. She soon recognizes that her sexuality is also an aspect of her identity, which she can possess and embrace, after being accosted by the same men who had been respectful towards her during her marriage. She realizes the sexual double standard, the unfair distinction between male and female sexuality in the Indian culture. Yet her life remains submerged by her ex-husband and her son Rabi, and her lover Andy Karolyi, a Hungarian Buddhist. It is only with Andy that her perceptions of sexuality get altered, since she becomes selfish, intimate and involved in a relationship without any expectations for the first time in her life. She creates a new sexual identity that does not come in conflict with her previous self-perceptions. They merely get replaced by new, different perceptions. In parallel projection the two men in her life symbolize two diverse cultures and her cultural dilemma. Initially, she tries to seek solace by clinging on to the past through people, memories, visits or calls and by bonding with her two elder sisters, Parvati and Padma, who serve as links to a past that Tara has begun to forget. But the appearance of the mysterious Chris Dey exposes the shallow intercontinental relationship of the three sisters. He acts as both Tara's catharsis and nemesis. Finally Tara is shaken out of her complacency, and her emotional paralysis is shattered, as her family is stalked by a menace.

### **Consequences of Investigating the Past**

Tara's boyfriend Andy warns her about the consequences of investigating the past, as it has the power to dominate one's entire present. Tara proceeds with her quest and as the mystery unfolds she is forced to face her family, her past and a culture that she has distanced herself from, resulting in a conflict between old modes of thinking and new forms of consciousness that have been created. When her house is firebombed she is completely exhausted, making her yearning for a homeland and traditional life more acute. A trip back to India rekindles a desire to find her family's ancestral roots and their place in the history of pre-independent India. Tara Chatterjee is trying to discover herself and fit into her place in the universe. While struggling with the thought of getting back to her ex-husband and being pregnant with his child, she tries to understand her heritage and the actions of her ancestors which may and may not have contributed to the sum total of the person she has evolved into.

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## **Multiple Selves of a Person**

Bhagabat Nayak in his essay observes Tara's quest for identity in her new land. "Tara after time-traveling finds that she is comprised of multiple selves accepting or rejecting certain aspects of both Indian and American culture" (Nayak 23). She comes to terms with the idea that she never will have a single identity, but rather be dispersed between being Indian and American. She does not fight with her multiplicity but rather accepts it as part of her progressive capacity. The Sanskrit poem in the novel's foreword lays out Tara's mission: "No one behind, no one ahead. The path the ancients cleared has closed. And the other path, everyone's path, easy and wide, goes nowhere. I am alone and find my way" (DD 125).

## **A Space of Liminality**

It suggests a space of liminality and also portrays identity as a continuous journey rather than a fixed construction. Unlike Jasmine, in Tara there is no struggle between the emerging selves that caused Jasmine to remain always on the move and invent completely new identities. Tara's multiplicity evolves in a continuous process that she welcomes. She recognizes that living in the past, whether temporally, spatially or both, is dangerous to the development of one's identity. She keeps on changing and evolving, but at the same time does not lose the identities she had once possessed. Instead of transplanting Indian culture or disposing it off altogether, she tries to assimilate her Indianness through reinventing her identity, as experiences keep on turning it into something new over and over again.

## **Neither Unified Nor Hybrid**

The characters in Mukherjee's novel develop multiple consciousness, resulting in the sort of character who is neither unified nor hybrid, but rather fragmented. As the protagonists perceive both their race and sexuality through new and different lenses throughout the course of the text, they come to realize that the notion of a singular identity is a fallacy and the reality of the diasporic experience is the indeterminate multiplicity. This multiplicity becomes a significant plight of the characters, for as their different consciousnesses contradict each other, the characters are left uncertain as to the nature of their identities, not knowing where they fit in the

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American society. Finally they become capable of living in a world where individuals exist not as unified persons, but as many, bound by no borders with infinite possibilities of inventing identities.

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## Write Faster, Write Better

**L. Ramamoorthy, Ph.D., M. Balakumar, Ph.D.,  
N. Nadaraja Pillai, Ph.D., Sam Mohanlal, Ph.D. and  
M. S. Thirumalai, Ph.D.**

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### **We Want to Share Our Experience in Writing**

In this series of *Notes*, we would like to share some of our experience in writing some sort of technical documents in our work places. We want to help students and faculty in need of writing faster and writing better to learn how to write faster and write better. Modern times demand that we acquire this skill so that we become not only efficient in our work but also process our thinking in a more qualitative way to achieve better communication.

### **The Audience**

We have thousands of engineering and technology colleges all over the country. Almost every engineering and technology university tries to help students to write technical reports and master the formats of these reports. Business schools also focus on business analysis and persuasive writing to sell commodities, etc. Basic Sciences and Humanities subjects also demand writing faster and writing better, not simply for the sake of examination, but also for the sake of improving research methods and presentation.

Skills of our research scholars as well as engineering graduates must be improved in terms of their writing ability. Filling proforma materials also requires great skill. This should also be considered as part of writing.

### **Spoken versus Written**

Remember while spoken language is the primary form of language, writing form of language has assumed greater importance in throughout the ages. Our entire system of education depends on writing, even when we emphasize rightly oral presentation.

### **Our Simple Background**

The authors of these *Notes* are, or have been, part of a central government organization for most part of their service. We have also taught in numerous workshops on how to design, prepare/write and evaluate materials for various textbooks, etc. We have been asked to write one note or another analyzing some proposals given by various scholars and institutions. We have

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and M. S. Thirumalai, Ph.D.

also been asked to write project proposals seeking funds from state, national and international agencies.

We have been asked to write “notes of observation” on any material that was passed on to us by the Director of the institution we were or are serving. Audit objections have to be answered as quickly as demanded by the Internal Audit section. We have prepared innumerable outlines and/or syllabus of workshops and have done our best to sell the ideas contained therein to various government and non-government agencies.

### **In Effective Language**

Often we have to present in our ideas in a non-offensive language, while firmly presenting our as well as the institution’s viewpoints. We have to politely criticize even the worst writing and vacuous proposals. We were always under the supervision and authority of a senior official either the Director of the institution or the senior officials of the Ministry in New Delhi.

### **Role of Supervisory Authority**

Sometimes it is hard to openly review and criticize the proposals and suggestions of our seniors in hierarchy, and yet if we do not present it in some acceptable manner, they would consider us incompetent, or not interested in the job we do. There are many contexts which force us to be careful, pro-active, polite, and efficient in the using of words, phrases, and sentences.

The material must be clear and easy to follow, and must present the essential ideas, processes, etc. in as brief a report as possible. It is customary that our senior authority to demand a half-page note of a fifty-page note or report sent to us! We do understand their predicament: they have many innumerable and important responsibilities apart from their frequent travels forced upon them by the position they hold.

### **Our Purpose**

So, what is the purpose of all this “rambling presented above? Just to mention that if you want to advance further in your career and to gain confidence of your seniors and recognition of your talents from all around you, you have to be a good, diligent writer. In addition, it is needless to say that we were never given a comfortable cushioning time to “meditate” over the request and demand from above or below. Everything has/had its time limit specified. So, efficiency, unfortunately, is measured also in terms of the speed with which we finished our report and submitted to the authority.

### **We’ve Learned Our Lessons, and are Continuing to Learn!**

We the authors of this series of *Notes* have learned our lessons through agonizing experience. Thirumalai reports that he became a lower division clerk immediately at the end of his Bachelor’s degree university examination. He thought that working in an office would give

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him opportunity to learn the processes of management. However, his major assignment every day was to write reminders to the applicants who had applied for some assistance to buy fishing net, etc., since these applicants did not provide all the details in their applications and petitions.

Likewise he had to write reminders to many internal officials in various districts of Tamilnadu and to the Directorate of Fisheries. On an average he wrote a minimum of 40-60 reminders.

Fortunately for him this writing was mostly a copying of the proforma reminder with some suitable changes in address and/or text message. He was patient and wondered how he even learned anything in this monotonous writing. But this gave him some command over the sentences and forms of letters officials and offices are asked to write on a daily basis.

Sam Mohanlal, another author of this series of *Notes*, came from the background of a zoologist and thus always has an inclination to dissect, including the sentences and phrases of any document. He had already mastered the so-called “scientific” style by writing his lab reports in an established format. His attitude to writing has been that precision should prevail over the use of many words in a passage or long sentences in any text. He would present his case with arguments from both the sides and choose what is most relevant for the present question and context.

Through this process Sam Mohanlal might have raised some anxiety in others but ultimately the questions raised were seen to be relevant. The strength of his approach lay and lies in his ability to engage in discussion. For most of us who are under pressure to complete our writing and be done with our assignment imposed on us by the institution and its senior officials, this may be a welcome step, at first instance. However, if we have to write a report that takes care of all the pros and cons of the issue, there is no escape from his approach.

Nadaraja Pillai also had acquired a Bachelor’s degree in science and thus three years of listening to monotonous science lectures in the classroom prepared him well enough to tackle organization aspects of report writing in addition to presenting facts and figures without any personal element or emotional content. As Sam Mohanlal and Nadaraja Pillai were from the science background and were contemporaries in the same institution, they often exchanged notes, mostly critical comments on the need or otherwise for writing such long notes, demanded by various authorities and how in the process we could easily get lost and could miss the major points.

Nadaraja Pillai as well as Sam Mohanlal focused on the applied aspects of language use, such as grammar, spelling, sentence types, sentence and paragraph construction and the flow of content in any Note they have to prepare. In addition, sociolinguistic implications for the overall audience were also focused upon.

Balakumar is from the heart of Tamilnadu. Please allow us to describe Madurai and the well-known Madurai Kamaraj University with its celebrated science and humanities departments, as the heart of Tamilnadu. After all, this city was described as the City that Never Sleeps in an ancient classic in Tamil written two-thousand years ago. Like all of us, Balakumar worked his way from below, with hard work and adequate willingness to submit to authority required in Indian contexts.

Balakumar's focus turned out to be on evaluation, and what is better than this specialization to critically create and examine the drafts before these are "submitted"? Kindly note that "submit" and "submission" are keywords in any hierarchically organized institution. Following established rules and processes are an integral part of every organization.

Writing needs to take care of these two elements, even as we assert our independent thinking and analysis, within the parameter of developing better communication, mutual respect and serious and critical analysis of reports produced without any rancor.

Through evaluation, Balakumar has been able to bring around some cohesion between the present with the past, an essential feature of any technical report.

Ramamoorthy has experience with a combination of both university and central government institutions. These two institutions have certain fundamental differences when it comes to the types and quality of writing, even as they share many common features. Central government institutions are geared to research, but they are also heavily focused on writing reports, technical and non-technical, writing drafts of letters, producing draft after draft based on the instruction of the hierarchy such as Directors, Ministry officials, et al.

Not a day passes without Ramamoorthy writing one report or another, one summary or another, one proposal or another, etc. While it is possible that many of these commandeered or self-generated materials may be actually "filed" and not processed further, it is important that communication must be carried on by generating documents.

In addition, officers like Ramamoorthy are also required to write their own research papers, monographs, reviews and evaluations of published and yet to be published materials.

University writing for most of us working as faculty members revolves around reading and preparing class notes for lectures, discussions, seminars and workshops. Not every faculty member is asked to write reports on a daily basis to submit to higher officials in the University.

On the other hand, institutions run by governments are more heavily dependent on reports, analyses, reminders, discussions on technical aspects and most importantly on the organization and conduct of programmes. The term *programme* is an important term when it comes to institutions. In addition, financial report writing and then generating documents to prove or disprove that the program has been effective, etc.

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Ramamoorthy, thus, has experience in both the worlds of academia and government machinery.

### **Our Purpose is NOT to Blow Our Own Horns!**

When we report on our experience and duties that we performed or perform, it is not to blow our own horns. We give these as simple examples that we all may perform when it comes to writing materials. Check your own experience and you will associate yourselves with our purpose.

### **More Is and More Will Be Needed**

We do recognize that there are more complex and technical careers which require more detailed technical writing, etc. Also jobs do not carry identical workloads, and so your workload may be much heavier than our workloads. Yet there is certain underlying commonness in all what we do in our workplace when it comes to writing. We all want to write effective communicative pieces with suitable speed demanded and to write these reports in better form and language so that we achieve the goal of writing faster and writing better.

### **Write faster, Write Better!**

Don't these two phrases sound in conflicting relations to most of us? How can one achieve writing faster while at the same time writing the material better? They certainly sound they are in conflict with each other. Our personal observation of our co-workers and our own experience clearly show that these could be in conflict, almost unresolvable. However, our submission to you here is that these two apparently opposing views can be reconciled and both the goals achieved.

### **What Steps Can We Adopt?**

In these series of *Notes*, we propose to indicate in broad terms what steps we can take to write faster and write better.

### **We All Struggle!**

Let us first acknowledge the fact: We all struggle to write, not just to write better, but even to write. We all struggle to write – struggling to find the right word, to construct the right sentence that carries our intent clearly with appropriate tone for the content and to make ourselves understood by our readers. When we write we also write to persuade the writers to see our point of view and rationale, and accept our arguments, facts and presentation.

### **Not an Appropriate Goal in Itself**

We must recognize one important point: writing faster is not an appropriate goal in itself. It must be linked to write better to communicate effectively. At the same time we also need to

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emphasize that writing faster is a skill that we need to develop so that the demands on our time and job can be met effectively.

### **We as Writers Are Not in Competition! – A Continuous Process!**

When we talk of writing faster, it does not mean that we are in the competition to demonstrate how fast we can write down words and sentences, etc. You may be a skilled typist or a skilled word processor. You may be able to produce a number of words per minute or per hour faster than others. However, to choose and select the right word and use it in appropriate sentences and then into appropriate texts requires more skills such as pre-thinking, pre-planning and a good grip over the matter on hand. It may be difficult to have a good grip over the matter, but in course of writing, we should add to the knowledge and understanding of the matter that we are required to write about. In other words, we need to remember writing faster and better is a continuous process of acquiring information and analyzing it for better and effective communication. The words should flow through our hand, in some sense!

### **Several Important Issues Relating to Write Faster, Write Better!**

We shall see several issues that help and hamper writing faster and better in subsequent *Notes*. These Notes will also provide helpful suggestions to improve our writing faster and better.

1. Begin to develop interest in word processing because very soon you will also be forced to own your own laptop or use your computer in office! In addition, writing long hand is now becoming a thing of the past. Mastery of Word processing and other types of software for accounting, report writing, producing technical tables, etc. has become crucial tools for writing faster and better. For example, you are now given the facility to correct your spelling, punctuation and grammar. Software may suggest suitable alternatives to the words and phrases you've used.

2. Begin with some regular typewriting lessons so that you will be looking at the screen, composing your thoughts in words and sentences not into the complexity of the key board. Now and then you may look at the key board, but speed is likely to be hindered if you have to do your word processing by looking into your key board for typing every word and sentence. Typewriters may have become obsolete from the point of view of many, but the authors of these *Notes* believe that for Indians it is still better to acquire speed in typing through some training in typing.

3. Remember Word Processing goes beyond typing as it provides you with some steps to improve your choice of words, sentences, etc. even as it helps you to write faster!

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