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Images of the Colonizer and the Colonized in Naguib Mahfouz's *The Cairo Trilogy*

Ali Saleh Ali Al-Hossini, Research Scholar

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Courtesy: http://www.nobelprize.org/nobel_prizes/literature/laureates/1988/mahfouz-bio.html

Nobel Laureate Naguib Mahfouz

Naguib Mahfouz, the Egyptian novelist, short story writer, playwright, autobiographer,

screenwriter, and journalist, is the first Arabic-language author, the only Arab ever and the

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second African writer who was awarded the Nobel Prize for Literature in 1988. He was born on December 11, 1911, the youngest of seven children in a middle-class Muslim family, in Gamaliya, in the medieval section of Old Cairo, a familiar setting in most of his fiction. He passed away on August 30, 2006 at the age of ninety-five. He grew up in a nation struggling for independence from western colonialism. As a little child, Mahfouz was surrounded by an intensification of political strife during the 1919 Egyptian Revolution and subsequent nationalist protests against British rule that had a strong effect on Mahfouz. Through the window of his room, he used to see English soldiers firing at the demonstrators, men, and women. "You could say," he later noted, "that the one thing which most shook the security of my childhood was the 1919 revolution."[1] Those days were the days that the author credibly first came to experience the meaning of nationalist feeling. On that event of that period Mahfouz says:

> From a small room on the roof [of our house] I used to see the demonstrations of the 1919 revolution. I saw women take part in the demonstrations on donkey-drown carts…. I often saw English soldiers firing at the demonstrations…. My mother used to pull me back from the window, but I wanted to see everything."[2]

Those crucial memories and events of the 1919 revolution are amply testified in many of his works, especially in *The Cairo Trilogy*.

The Cairo Trilogy

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The Cairo Trilogy (1956-57) is considered as Mahfouz's central work of the 1950s and regarded the best epic novel ever written in Arabic. It takes the form of an eyewitness review of Egypt between the two World Wars and outlines the chronicle changes occurred in Egyptian society over that period. Each book of The Trilogy is named after a street of the old city of Cairo: Palace Walk,[3] Palace of Desire,[4] and Sugar Street.[5] Each of the three parts of The Trilogy narrates the events of a Cairene middle class family over a period of thirty years, from 1917 to 1940s. It follows a merchant family from its heyday before and during World War I, through the dislocation after the breakup of the Ottoman Empire, through the rise of both colonialism and nationalism, up to the brink of World War II.

Backdrop - Anti-colonial Upheaval

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The early part of the twentieth century was the time of change for Egyptian society. However, this change has been painful, but inescapable. Contrast with *Midaq Alley*, *The Cairo Trilogy* is set against the background of the anti-colonial upheaval during the World Wars and documents particular political uprisings in meticulous detail. Consequently, *The Cairo Trilogy* begins in the middle of the First World War and winds up with the end of the second one.

After the First World War, Egypt was in chaos with its people fighting in every avenue to achieve their country's independence, "A hundred thousand people, wearing modern fezzes and traditional turbans–students, workers, civil servants, Muslim and Christian religious leaders, the judges … who could have imagined this? They don't mind the sun. This is Egypt" (*PW*, 490). Therefore, the family's homely record and customary and daily details have functioned to prepare the scene for the severe impact of the imminent revolution, "The important thing is to rid ourselves of the nightmare of the English…" (*PW,* 56).

Exiling Activists – Eruption of the Revolution

The British authorities used to exile the activist leaders of the Egyptians. While they deport the leader Sa'd Zaghlul, they do not allow him to travel to Paris to display the nation's demand for independence before the inauguration of peace conference at Versailles in 1919. "The revolution erupts, and martial law is compelled" and from that moment, "the life of the family, like that of the whole nation, is never the same again."[6]

Amina's Perception

Amina (the mother) finds it improper conduct that Sa'd Zaghlul and his colleagues should travel to London to ask the British to get out of Egypt. She declares, "How could you go to visit someone in their house when your intention is to kick them out of yours?" (*PW*, 324).

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Eventually she wishes them good luck expressing her faith that if they knew how to talk to Queen Victoria, she being a woman and "no doubt still bears in her chest a sensitive heart" therefore compassionate, would oblige with the desired independence (*PW*, 325). She did not know of course that Queen Victoria had then been dead a long time ago. Her innocence is as amiable for us as it is painful for her son Fahmy, who is involved with all his being in the national cause and dreamed of "a new world, a new nation, a new home, a new people" (*PW*, 326). Fahmy becomes the idealistic and the studious patriotic son of al-Sayyid Ahmad. He is full of ideals and devotion to his country, and dies at the end of *Palace Walk* by a British bullet during a street demonstration: "This innocent blood screams out to us to continue the struggle. It was God's will that the blood should be shed in the sacred precincts of al-Husayn, the Prince of Martyrs, to link our present trials to our past. God is on our side", (*PW*, 368).

The Trilogy gradually brings out to us the buildup of public events and while the pace of action is accelerated, the expected union of public and private reaches its tragic conclusion. So forth, the family's afternoon coffee gathering shifted from its innocent and usual chat to be dominated by the talk of politics. As the revolution intensifies, the colonizers occupy the old quarter of al-Husayn, a central point for revolutionary agitation, where the family lives:

> What are we going to do, son, with them stationed outside the entrance of our house? ... I'm afraid they'll attack peaceful citizens in their homes. … Isn't there a government in this country to protect us? … But how long are we going to remain captives in our houses? These houses are full of women and children. How can they set up encampments? (*PW*, 370-371).

Colonizer as the Dominant Patriarch

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This camp symbolizes the colonizer as the dominant patriarch ruling over the natives' as al-Sayyid Ahmad's domination and tyranny over his family. Since the intentions of the occupying force is unknown to the family, throwing them into total confusion. Thus, Al-Sayyid Ahmad Abd al-Jawad's family is created to "embody the condition of the entire nation and historical danger is seen to be as close to the individual as the front door of his own house."[7] In other words, the oppression of the family in the novel reflects the oppression of Egypt under colonization.

The consequences of such threatening take shape immediately as we have seen in the novel that the fearsome and much respected patriarch, Al-Sayyid Ahmad Abd al-Jawwad is apprehended at gunpoint on his way home one night, and obliged most ignominiously to take part in refilling a trench dug earlier by rebels, (*PW*, 446). The English soldiers "lead him off in the dark and make him carry dirt…" (*PW*, 454). This kind of humiliation is painful for al-Sayyid Ahmad Abd al-Jawad, as he implied, "I would rather die than be humiliated like that: the prisoner of mob of rabble…He showed no respect for my age or dignity…" (*PW*, 419).

Another incident is the philandering of Maryam by an Englishman, Julian, where her response is witnessed and revealed by the young Kamal. This incident breaks the heart of Fahmy "like an earthquake". He is astonished as he questions, "How could Maryam have dared to appear at the window? How could she show herself to Julian in this shameless way? … " (*PW*, 438-439), and "What was the meaning of her flirtation with an Englishman she could not hope to marry? … Was Maryam a shameless woman?" (*PW*, 459). He could be engaged to her but for his father's objection. For this bitter fact, Fahmy has frequently expected to hear that Maryam is getting married. Even the colonizers go further, they dare ask the little child Kamal "if there

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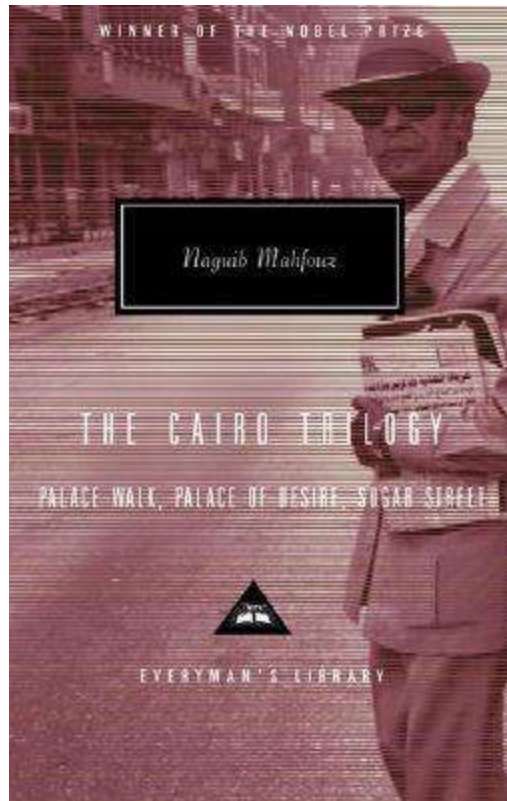Ali Saleh Ali Al-Hossini, M.A., Ph. D. Research Scholar
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weren't any girls" in his "house?" (*PW*, 402). Incidents such as these and many others reflect the negative attitudes of the colonizers toward the natives.

Due to the colonizers' ill behaviour against the natives, people turned public opinion against the methods of the British occupation authorities and have an axe to grind with them: "What criminals they are! ...God's curse on those dogs, the bastards" (*PW*, 454), they are "brutes with rough hearts unaffected by mercy who feed on the blood of the poor Egyptians from dawn to dusk" (*PW*, 465), consequently "we are all ready to sacrifice ourselves for our country" (*PW*, 422). These and many other small incidents, according to El-Enany, "bring home to the reader the true meaning of history as little units of time filled up by little units of people, the amalgamation of whose sufferings and deaths is what we later come to call a revolution or a war."[8]

Change in Attitude: Kamal's Story

However, the situation is quite different with the youngest child Kamal who is still a schoolchild in the first volume of *The Trilogy*, and still able to get away with playing and acting childishly. When the soldiers are stationed outside the family house during the revolution, their beauty lures Kamal, "What handsome faces they have!" (*PW*, 372), and he has more fascinated by "their blue eyes, golden hair and gleaming white skin. They look like Aisha!" (*PW*, 402). He becomes friend with them and on his way back from school, he used to stop at their camp to have tea and to chat and sing with them. When the revolution is over and the soldiers evacuate the area, the child feels sorry for the end of the "friendship that linked him to those outstanding gentlemen whom he believed to be superior to the rest of mankind" (*PW*, 481).

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Nevertheless, in his mature days, Kamal changes his attitudes of his old form of admiration of those soldiers' 'beauty' to their culture rather than their good looks, "I really loved the English when I was young. But see how I hate them now" (*PD*, 14). It is, however, a love hate relationship, "…By God, I'll detest them even if I'm the only one who does" (*PD*, 14)**.** Even though, he has been caught in his mature years during an anti-British demonstration, he is consequently puzzled by his own attitude; "In the morning his heart was ablaze with rebellion against the English but in the evening it was chastened by a general feeling of brotherhood for all mankind as he felt inclined to cooperate with everyone in order to confront the puzzle of man's destiny" (*SS*, 31–32).

The Cycle of Repression and Reaction

Due to this repression and reaction, cycle continues to repeat long enough, adding to that, the natives eagerness to freedom, revolution becomes inescapable. But when al-Sayyid Ahmad is informed of Fahmy's involvement in the revolution, he is shaken to the foundation, as he states, "Had the flood reached his roots?" (*PW*, p. 421), since he considers it as a challenge to his rules, while for Fahmy, however, to free himself from his father's rule. The revolution has had his support, financial and emotional, "but when it comes to the involvement of one of his own sons, that is a different matter",[9] "for any of these deeds to be performed by a son of his. His children were meant to be a breed apart, outside the framework of history. He alone would set their course for them, not the revolution, the times, or the rest of humanity" (*PW*, 422). But alas! Fahmy is killed in a demonstration, "The times, the revolution, and other people pushed him far beyond the limits set for him by his father. He has become an individual brick in the edifice of history."[10]

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Struggle for Independence

The struggle for independence and the attempt to plan a future for the nation mirrors the children's struggles in the al-Jawad's household, complete with many failed attempts and missteps, "Any member of his household who talked himself into participating in the revolution was in rebellion against him, not against the English" (*PW*, 422). Despite his father's protests, Fahmy continues to take an active role along with his friends in protesting against the tyranny of the British rule saying, "It's all the same whether I live or die. Faith is stronger than death, and death is nobler than ignominy. Let's enjoy the hope, compared to which life seems unimportant. Welcome to this new morning of freedom" *(PW*, 361).

Assessment of the Colonizers by Individuals

Each member of the family has his own vision on the colonizers while their principles were the same. Fahmy is a university student, serious, devout, and becomes politically active. He becomes most engaged in the national struggle for change, and his vision is unequivocal as he denotes, "A people ruled by foreigners has no life" (*PW*, 347), and "If we don't confront terrorism with the anger it deserves, may the nation never live again" (*PW*, 353). Obviously, the revolutionary fervour grasps him to find himself "motivated by the most sublime and most hideous emotions: patriotism and a desire to kill and devastate" (*PW*, 393). Eventually, "he reached far-flung horizons of lofty sentiment" (*PW*, 360), swept up in the enthusiasm of the unstable times and playing an ever-larger role in it. Yasin is just a libertine (in his father's mould), and Kamal is still too young to get into real trouble, but Fahmy becomes politically active. At the end of the first volume (*Palace Walk*), he is shot dead in a political riot. His death brings infinite grief to his parents, causing the father to abdicate for five long years his nightlife of pleasure and the mother to age beyond her years, but this is not his end.

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Brutal Acts of Colonizers

Ultimately, the English colonialists are literally at the door of the al-Sayyid Ahmad Abd al-Jawad's household, setting up camp to control the demonstrations that break out all over Cairo. Politics, (in which even Amina is interested), is complicated, many facts unknown. Hence, the relationship with foreigners, the English, becomes more complicated, since they have caused "the rise in prices and the scarcity of necessary commodities", and as far as they mention the war, they began "cursing the Australian troops who had spread through the city like locusts, destroying the land" (*PW*. 11). The Europeans in their countries "don't act the way they do here" (*PD*, 314). They act brutally with the civilians and exile their leaders:

> Yesterday I was walking in the Muski when two Australian soldiers blocked my way. They told me to hand over everything I had…the other snatched my turban. He unwound the cloth from it, ripped it, and flung it in my face … I raised my hand to the sky and called out, 'Almighty God, to rip their nation to shreds the way they ripped my turban cloth.' (*PW*, 39-40).

In addition, their leader Sa'd who expresses what is in their "hearts, has been banished. If Sa'd does not return to continue his efforts, we should be sent to exile with him" (*PW*, 357). Death has been "roaming the streets of Cairo and dancing along its arcades…. Life and death were brothers" (*PW*, 356-357), the police has arrested many students with many other elders who have been at the head of demonstration. "Our fathers have been imprisoned. We won't study law in a land where the law is trampled underfoot…. Egypt had come back to life" (*PW*, 358-359). Even the women have been detained, insulted and divest them of their honor, after killing those who tried to defend themselves.

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Women's Contribution

Women have also played a great role in the novel; they show their patriotic femininity in terms of humanist nationalism, "There were tens of donkey carts with hundreds of women fully covered in wraps, dancing and singing patriotic songs" (*PW*, 478). In her book, *Male Domination, Female Revolt: Race, Class, and Gender in Kuwait Women's Fiction*, Ishaq Tijani cites, "Women's accounts demonstrate that they were aware of the contribution they were expected to make to the war effort as women, yet they were able to subvert the dominant discourses and drawn on other constructions of identity."[11]

Women's concerns and active involvement in the national struggle are also recognized as part of the liberation struggle from imperialism. They have organized a demonstration:

Beautiful women marched in protest.

I want to observe their rally.

I found them proudly

Brandishing the blackness of their garments.

They looked like stars,

Gleaming in a pitch-black night.

They took to the streets;

Sa'd's home was their target. (*PW*, 374).

Primacy of National Honour

Beth Baron has obviously put it that the concept of "national honor" has been developed in the framework of resisting British control. Egypt has been visualized as a family and as a

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woman, where national honor is linked with family honor, which hinges on the attitude of its women. Further, Baron opens up that not only nationalists such as Mustafa Kamil gains control of the concept of honor in their speeches and proclamations, but also the concept of national honor entered the popular culture through poems, plays, ballads, and songs.[12] Nationalists refer to the incidents of rape of village women in 1919 by British soldiers as the rape of the nation:

> They surrounded the villages when the people were sleeping…In each village, they burst into the home of the magistrate, ordering him to surrender his weapons. Then they penetrated the women's quarters, where they plundered the jewelry and insulted the women. They dragged them outside by their hair, while the women wailed and called for help, but there was no one to help them.… They attacked the women in a most criminal fashion, after killing those who tried to defend themselves…. The soldiers formed a ring around the burning villages to wait for the wretched inhabitants…fell upon the men, beating and kicking them. Then they detained the women to strip them of their jewelry and divest them of their honor. Any woman who resisted was killed. Any husband, father, or brother who lifted a hand to protect them was gunned down (*PW*, 468-469).

Thus, British occupation of Egypt becomes an insult to national honor, "Imagine! How could a woman remain under one roof with her husband after that? And what fault she committed? How could he countenance it?" (*PW*, 468), thereupon, Egyptians must fight to defend their "faith, honor, and the homeland" (*PW*, 42).

Thereafter, and five years later, *Palace of Desire* begins enduring on the same motive of natives' struggle for independence and freedom and ends in 1926 with news of the death of the

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family's political hero, the nationalist leader, Sa'ad Zaghlul. Sa'ad Zaghlul's death and our discernment of the inescapable departure of the British suggest parallels to the slump in vitality and authority of the patriarch and the increasing independence of the sons, especially that of the idealistic, intellectual Kamal.

When a person has depleted his/her units of individual time, he/she must depart from the scene and allow his/her abundant stock of collective time to be used on his/her behalf in absentia, "We die, but the nation lives" (*PW*, 367). Thus, Fahmy's martyrdom has inspired the national struggle further and society benefits from his death and that of individuals as well. The novelist underlines this meaning by reviving Fahmy in the image of another revolutionary in the next generation of the family, namely Ahmad Shawkat, his nephew, born years after his death, "Your machine guns did not stop the revolution…" (*PW*, 490). Thus, politics becomes the dominant theme of Sugar Street.

Political Freedom and Social Justice

In Sugar Street, however, the issue is no longer just political freedom, but also social justice. People are prepared to pay out of their individual time for the public cause as Ahmad Shawkat sums it up, "The duty common to all human beings is perpetual revolution, and that is nothing other than an unceasing effort to further the will of life as represented in its progress towards the ideal" (*SS*, 306). This is a moralistic view of the relationship between man and time and is at the heart of Mahfouz's vision.

On the contrary, the society to which these victims of time belong is seen at the end to be in much better shape than it was at the beginning. Egypt has survived two world wars partly fought on its soil and a revolution brutally put down by a great colonial power. It has gained partial independence, and the national struggle, which in Fahmy's generation had been limited to

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the issues of independence, and constitutional government has been widened in Shawkat's generation to include the issue of social justice as well, "How can we be a civilized nation when we're ruled by soldiers?" (*SS*, 273). Thus while Fahmy, who is killed in the revolution, has been rotting in his grave for twenty-six years, Egypt has been steadily progressing on the course he and many other individuals died for.

Mirroring the Egyptian Male Attitude

The novelist intends the symbol of a repressive home to mirror the Egyptian male attitude towards women alike the English presence in Cairo and their attitudes towards civilians. For instance, we find husband could cheat on his wife and then blame her for complaining about it rather than remaining subservient to his flirt will in silence. Likewise the characters' conflicted reactions to the British soldiers, hating them for being an occupying force, and for their attitude who "openly plundered people of their possessions and took pleasure in abusing and insulting them without restraint" (*PW*, 12), while still looking up to them for otherwise representing some of the admirable aspects in global civilization and culture.

In other situations, we observed al-Sayyid Ahmad Abd al-Jawad's family gathering is always controlled by silence during the presence of the father, even "no one dared look directly at their father's face" nor even "look at each other, for fear of being overcome by a smile …. They were forced to observe military discipline all the time" (*PW*, 18). Similarly, al-Sayyid Ahmad and his friend's night pleasure which is surrounded by fear of the colonizers: "Lower your voices or the English will throw us in jail for the night" (*PW*, 102). For that reason, Kamal asks himself, "Where can I find overwhelming power to annihilate oppression and the oppressors? ..." (*PD*, 314)

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Towards Conclusion

The book ends with what seems the promise of success for the revolution and a peaceful transition to Egyptian independence, but it is not to be, at least for the Jawad family. Al Sayyid Ahmad is therefore portrayed as a metaphor to the British occupation of Egypt. As his elder son, Fahmy, could not assert his freedom in his house, could not assert it in his country either. The political change in Egypt also remains more peripheral, though Mahfouz conveys the consequences of a fast-modernizing society, with its different expectations and possibilities, on the various individuals.

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Notes

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[1] Rasheed El-Enany, *Naguib Mahfouz: The Pursuit of Meaning*. London: Rout Ledge, 1993, qtd. 3.

[2] Rasheed El-Enany, qtd. 4.

[3] Naguib Mahfouz, *Palace Walk*. Trans. William Maynard Hutchins and Olive E Kenny. Cairo: The American University in Cairo Press, 1956.

[4] ---, *Palace of Desire.* Trans. William Maynard Hutchins and Olive E Kenny. Cairo: The American University in Cairo Press, 1957.

[5] ---, *Sugar Street*. Trans. William Maynard Hutchins and Olive E Kenny. Cairo: The American University in Cairo Press, 1957.

[6] Rasheed El-Enany 73.

[7] Rasheed El-Enany 74.

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[8] Rasheed El-Enany 74.

[9] Rasheed El-Enany 75.

[10] Rasheed El-Enany 75.

[11] Ishaq Tijani, *Male Domination, Female Revolt: Race, Class, and Gender in Kuwait Women's Fiction*. Netherlands: Koninklijke Brill NV., 2009:104.

[12] Beth Baron, *Egypt as a Woman: Nationalism, Gender, and Politics*. USA: University of California Press, 2005: 216-217.

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Salman Rushdie's Art

R. Abeetha, M.A., M.Phil. in English
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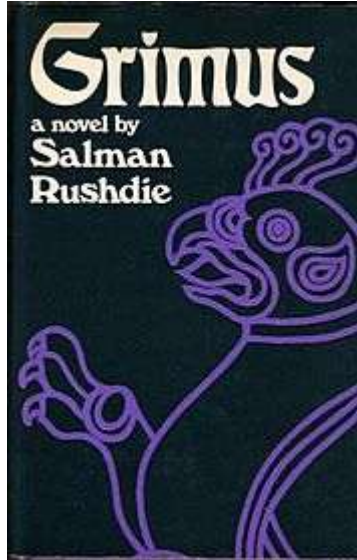
Rushdie's First Novel – A Fantasy

Salman Rushdie is well known as a leading novelist among the writers of Indian English literature. He is also known as an effective but controversial writer in modern English fiction across the globe. Rushdie's first novel *Grimus* (1975) was a fantasy which received unfavorable reviews. This novel was written for Victor Gollancz Science Fiction Competition. This book is, in fact, a quest novel with an imaginary setting that uses certain key ideas of Sufi poetry in the context of Western fantasy genre. This novel is rather difficult for a common reader and differs from his later novels in content.

Midnight's Children – **From Fantasy to Politics**
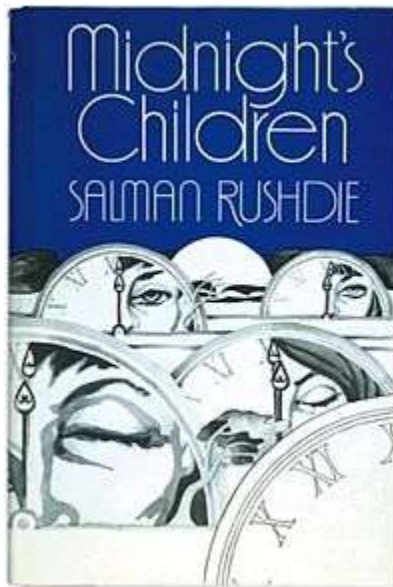
Salman Rushdie shot into international fame with the publication of his second novel, *Midnight's Children* in 1980. The book won the prestigious Booker McConnell prize for fiction in 1981 and was hailed as a literary masterpiece. The award gave it enormous publicity and media coverage, reviews and articles, radio features and interviews. This book mixes fact and fantasy.

Midnight's Children is fairly a political novel and presents a realistic picture of Indian politics. He presents the events in a manner that it appears as if the political and historical scenario of the Indian sub-continent has been redrawn. Salman Rushdie uses effectively to serve

his purpose. *Midnight Children* marked a turning point not only in Indian English novel but also in the history of twentieth century literature and ideas.

Place among the Writers of Indian Writing in English

The whole generation of largely male authors, like Amitav Ghosh, Allan Sealy, Shashi Tharoor, Mukul Kesavan, Rohinton Mistry, Vikram Seth and Vikram Chandra,, etc., followed in Rushdie's footsteps. The thematic and stylistic concerns called for a new experimental strategy which is mirrored in its mode of narration, complex mixture of different narrative genres, novelty of metaphors and inventiveness of idioms. Rushdie's novels bring together public and private events, history, myth and legends, realism and fantasy comedy and scathing satire – within an imaginative and linguistic frame work which is always under control.

Shame
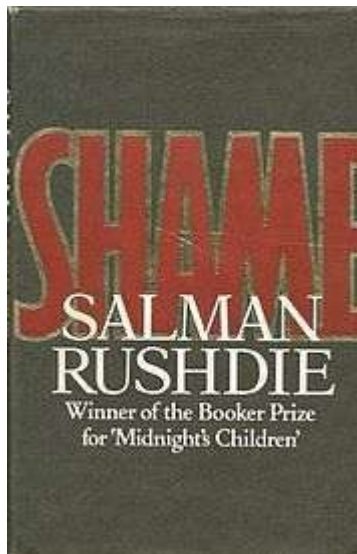
If *Midnight's Children* is about India, *Shame* (1983), his next novel is about Pakistan and her situation since 1947. As Rushdie claims, "The Country in the story is not Pakistan or not quite. There are two countries, real and fictional, occupying, the same space or almost the same space" (Shame, page: 29). Rushdie selects material from Pakistani history, fantasizes it and

imposes it, like a palimpsest, on the existing country. Geography, history and persons are imaginatively re-created in the book to form part of a modern fairytale with the theme of Shame and shamelessness. The book was banned in Pakistan but it won much critical acclaim.

Centrality of Family

Rushdie's point about the centrality of family in politics and in culture is well-taken. The narrative structure should have to stand on its own, but in *Shame* it does not. However, the fracture in *Shame* is not one of the message alone, but of method as well. Shakil's characterization is only one of the factors. Shakil's story moves off base. "If you hold down one thing, you hold down the adjoining," the narrator says. (*Shame*, p.173). . The novel contains a very vivid political scenario of Pakistan involving two characters Raza Hyder and Iskander Harappa. Raza Hyder represents the character of General Zia and the Iskander Harappa represents Zulfikar Ali Bhutto.

This novel deals with these facts about careerism, cops , politics, revenge , assassinations, execution, blood and guts and keeps on discovering more and more about female characters, who dominate the novel. He represents the Pakistan society, by and large as a repressive society, which is authoritarian in its society and sexual codes which crushes its women beneath the intolerable burdens of honor and propriety.

A Disaster - *The Satanic Verse*

The Satanic Verses (1988) is an allegory in which Rushdie has used dream concept throughout the novel. The novel arouses the feeling of disgust and anger among the readers because of offensive remarks against the Prophet of Islam and Holy Qur'an. The novel also contains unpleasant satirical remarks against the Hindu god "Hanuman". The novel has landed in controversies due to many sex scenes, apparently irrelevant to the plot, interlinked with the elements of religion. Rushdie did not hesitate to name his characters quite identified to the real names of religious figures. The novel is condemned widely.

In 1990, Rushdie published an essay **"In God Faith"** to appease his critics and issued an apology in which he reaffirmed his respect for Islam.

Rushdie's Art

Rushdie has dealt with many controversial matters and has employed impressive narrative techniques in his novels. So, he is a controversial writer and also a major writer. In some sense, Rushdie's early interest in fantasy still continues in his later novels. It is difficult to say whether Rushdie is an angry novelist or a novelist who loves controversy for controversy's sake. Certainly his controversial writing has brought him more recognition in many directions, even as it landed him in great many troubles. Is his writing constructive or simply a commentary on life around him as understood and interpreted in his own way?

Rushdie's language is not hard to follow but his metaphors and symbols demand a better grounding in literature and global and regional politics. This extra demand is a stumbling block to understand his purpose and enjoy his fiction. The voluminous size of some of his novels is another drawback to fully enjoy some of his novels. Rushdie could really reduce the size and still make his stories effective and interesting.

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When Body "Speaks": Re-defining *Violence*

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Festus Iyayi

Courtesy: http://odili.net/news/source/2012/apr/29/502.html

Abstract

Questioning Spivak's argument that the subaltern cannot speak (in her celebrated essay "Can the Subaltern Speak?"), Tabish Khair gives importance to the *body*, and writes: "One has to leave space for the body to 'speak' in action and noise—shouting, smashing—and in order to do that one has to leave space for the body to exist outside grammatical language" ("Can the Subaltern Shout (and Smash?)" 14).

In this article I want to show how the Nigerian novelist Festus Iyayi in his novel *Violence*, emphasizes the importance of the *body*, and highlights the *actions* of resistance of the working class, who are exploited by corrupt political leaders and upper class people, in post-independent Nigeria. He makes excellent use of the technique of introducing a play-act session to re-define his notion of *violence*. There is a questioning of the denial of these basic rights to people. This article also directs one's attention to a few essays and two short stories by Chinua Achebe, where he questions the corrupted state of post-independent Nigeria, and highlights the voices of resistance of the common mass. Taking into consideration Iyayi's notion of *violence*, the article aims to highlight how common men become victims of *violence*, in the two short stories of Achebe taken up here.

Key words: Body speaks, violence, subaltern, resistance, corruption.

Introduction

There have been numerous writings highlighting the fact that Africa stands as much in need of change today, as has been during the colonial era. Corruption among political leaders and upper class people has submerged the continent into a mire of misrule. The working class continues to remain in the suffering end. The social, political, individual rights of the common mass lose space, and they are subjected to denigrated living conditions. These issues have been repeatedly dealt with by African as well as non-African writers. They highlight how, after the struggle to gain freedom from European domination, African countries have fallen into the folds of corruption, getting re-colonized by its own men, men endowed with power:

> After a youth spent fighting the white man, why should not the president discover
> as he grows older that his real desire has been to be like the white governor
> himself, to live above all blackness in the big old slave castle? . . . That is all
> anyone here ever struggles for: to be nearer the white man. All the shouting
> against the white men was not hate. It was love. Twisted, but love all the same.
> . . . (*The Beautyful Ones* 92).

Focus on Nigerian novelist Festus Iyayi's *Violence*

In my article I would like to direct one's attention to the Nigerian novelist Festus Iyayi, whose novel *Violence* re-defines the notion of *violence*, and brings out the manner in which the *body* poses resistance to exploitation, when voices of the working class go unheard; and thereby proceed to take into concern a few lectures and short stories by Chinua Achebe, highlighting the corruption in African societies.

Being inspired by Iyayi's attempt to re-define *violence*, I also endeavour to reveal how *violence* is committed in the incidents underlined in Achebe's stories, and to uphold the need for the *body to "speak."*[1]

Iyayi reconstructs the notion of "violence" in combating corruption, bringing to the fore, the acts of violence which the common mass are subjected to, who are deprived of the basic amenities of life, and who constitute the majority of population in Nigeria. He emphasizes the living presence of the body, and voices the actions of resistance of the working class, who are exploited by corrupt upper class people, in post-independent Nigeria. The body "speaks" out in a world where voices of the exploited are stifled. Iyayi has been acclaimed least recognition for his novels. Though his other novel *Heroes* has been much of a success; no such critical attention is paid to his novel *Violence* till date. The lectures and short stories by Chinua Achebe, taken up in this article, reveal the corrupted state of post-independent Nigeria, and question the exploitation of the common mass, urging them to speak out against such "violence."

Violence and Decolonization

Frantz Fanon has made use of the notion of *violence*, to define decolonization in the context of Africa. According to him, the colonized can only find his "freedom in and through violence" (28). The native needs to put an end to the history of colonization, and bring into existence the history of his own nation, the history of decolonization. He propounds the idea that decolonization is a violent process; it is "man re-creating himself" (18). This notion of "man re-creating himself" (Fanon 18) is applicable not only in the context of decolonization but also in the context of exploitation of the common mass at the hands of corrupt upper class people and

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[1] See Note 1.

national leaders of Africa. Aimé Césaire writes—taking into account the countries of Africa—how, after independence from colonial rule, "the *nation* [has only resulted in being] . . . a bourgeois phenomenon" (22).

Considering the marginalized position of the common mass during and after the colonial period, Gayatri Chakravorty Spivak has also highlighted the issue of the *nation* being a "bourgeois phenomenon," as she writes:

> In the case of the nationalist movement for independence it is clearly pointed out that the bourgeoisie's 'interested' refusal to recognize the importance of, and to ally themselves with, a politicized peasantry accounted for the failure of the discursive displacement that operated the peasants' politicization (*In Other Worlds* 273).

She raises a very pertinent question: "According to Foucault and Deleuze . . . the oppressed [peasants, tribals], if given the chance . . . *can speak and know their conditions*. We must now confront the following question: . . . *can the subaltern speak?*" ("Can the Subaltern Speak?" 283). However, her view that the subaltern cannot speak, has been contested by certain theorists. Benita Parry points out that: ". . . Spivak in her own writings severely restricts (eliminates?) the space in which the colonized can be written back into history . . ." (40). Leela Gandhi also questions Spivak's argument: ". . . while Spivak concluded her provocative essay by categorically insisting that 'the subaltern cannot speak' . . . postcolonial studies have come to represent a confusing and often unpleasant babel of subaltern voices" (3).

Subaltern Cannot Speak?

It is significant to take into consideration Tabish Khair's notion in this context. He critiques Spivak's idea that the subaltern cannot speak. According to him:

> The question "Can the subaltern, speak?" assumes central importance only within an intellectual tradition that has divorced speech from act. . . . the subaltern may not 'speak,' but the subaltern can and does act. Acting, however, is also a kind of speech: it is the kind of "underprivileged" speech that is resorted to when the "privileged" speech of words is denied to a subject. (10)

He emphasizes on the importance of the body; and writes how there has to be a "space for the body to 'speak' in action and noise—shouting, smashing—and in order to do that one has to leave space for the body to exist outside grammatical language" (14). The body "contests subalternity," and "organises itself into an opposition to hegemonic discourses and structures inscribing it into subalternity" (14).

Body Speaking out "in Action and Noise"

Being inspired by Khair's notion of the *body speaking out* "in action and noise," (14) I would like to direct one's attention—in my article—to Iyayi's novel *Violence*, where he highlights how *body* plays an important role in resisting the exploitation imposed upon the working class by the upper class endowed with excess of wealth. I have used the term "subaltern" here, to refer to the working class—in Nigeria—which Iyayi portrays in his novel.

The predicament of the working class in a society where corruption rules the day is revealed in *Violence*. Iyayi highlights the resistance of the working class, to re-colonization by people in the higher echelons of society. The body "speaks" out when voices go unnoticed. The street lies bare before one's eyes as a space where people *act*, to get back lost respect and lost wealth, which truly belongs to them, which they deserve. The remarkable manner in which Iyayi portrays resistance put up by common people, deserves attention because of its innovative method of portrayal, through a play-act session, where he re-defines *violence*.

Idemudia and Adisa are part of the working class in the city who suffer exploitation despite their resistance. Recalling their days in village, after Nigeria's independence, Idemudia recollects the days of constant need in the family as well as that of fear. The government has been a terror to them, standing as a force against the people: ". . . policemen were terrors in the villages. Nobody knew exactly what their authority was and therefore what part of it could be challenged. They acted on behalf of the government, not on behalf of the people" (Iyayi 6). In the city, people of the working class lead a more deplorable life. Where Idemudia has to sell his blood to earn meals for his wife and himself, loads of food from hotels are thrown as waste. Iyayi highlights the unemployed common mass, standing in streets in search of some work to earn

money for food, despite getting drenched in rain, and reveals their predicament in a society where wealth and corruption rule the day.

No Silent Acceptance

However, there is no silent acceptance of this unjust suffering:

> . . . 'It's so unfair,' Osaro added. 'One man has enough to eat, in fact so much that he throws some away. Yet here we are, hungry, with nothing to eat.'
> 'Well, all fingers are not equal. Everything is God's work,' Patrick said.
> '*Kai*, it's not God's work, it's man-made,' Omoifo disagreed. (20)

The street becomes a space where one witnesses the distressing condition of the poor in post-independent Nigerian society, while the Freedom Motel—a hotel run by Queen and her husband Obofun—stands as a space where the unemployed are exploited to work with very less wages. One also finds how the wealthy takes advantage of the state of want of the working class, and exploits their bodies to serve their own needs. Obofun forces Adisa to bed when Idemudia falls sick and has to be sent to the hospital, for Adisa has been in dire need of money. She finds the "flagrant display of wealth" (168) in Obofun's hotel Samson and Delilah, while at the same time witnesses the depressing condition of the hospital where people are lying down on floors, and her husband is considered *lucky* to get a bed, though he has to share it with a man suffering from severe cough and fever. Iyayi brings out her voice against such a deplorable condition of the society: "And so one man could live so well while others like her starved to death. 'What makes the difference?' She asked herself" (168). But no one lends an ear to these voices, to attempt to bring a change in society because of such suffering voices. What needs to be done, as the author highlights here, is to act, to speak through action, through body. The play-act that Idemudia sees in the hospital, makes clear to him how everyone of them is a victim of "violence," and that it is time for them to resist such crudity of the upper class, by their actions. Issues of poor wages, injustice towards labourers, exploitation of the unemployed are raised in the play. A school teacher is brought for trial, being accused of "robbery with violence," and the audience is awestruck by the manner in which the predicament of the common mass is addressed in the process of the proceedings of the trial in the Court. The lawyer, in addressing the case of

the teacher, raises serious concerns, regarding the social condition of Nigeria: ". . . the plight of the school teacher, the worker, the farmer . . . personifies to a greater or lesser degree the fate of at least fifty million of our citizens . . ." (181). He goes on to argue how the State and the government is responsible for the crimes that the majority of population commit every day.

Re-defining the Notion of "Violence"

Iyayi here re-defines the notion of "violence". It is not when poor and unemployed people indulge into acts of terrorism that violence is committed; violence results when the State denies basic rights to its citizens:

> . . . acts of violence are committed when a man is denied the opportunity of being educated, of getting a job, of feeding himself and his family properly, of getting medical attention cheaply, quickly and promptly. We often do not realize that it is the society, the type of economic and hence the political system which we are operating in our country today that brutalises the individual, rapes his manhood. We often do not realize that when such men of poor and limited opportunities react, they are only in a certain measure, answering violence with violence. . . . The system has already proved that it operates through violence. (185)

The author points out, that when some patients get the privilege of treatment in hospitals with air-conditioned rooms while others lie down on floors, being denied the basic requirement for a bed in hospitals, it is "violence"; when a certain section of people are blessed with enough quantities of food to feed their family as well as their cats and dogs while another section die of starvation, it is "violence". It is this "violence" that Idemudia and Adisa are victims of. Therefore Idemudia and his group of co-labourers *act* against Queen when she pays them less wages for the job she has offered to them, and form a strike to oppose such injustice. They revolt against the exploitation they are subjected to, and it is now a bodily protest. The act of protest does not entail "violence"; it is only then, that the body "speaks" out against violence which has been repeatedly committed on the working class. The street is used as a space to shout and demand justice, to sit down in strike, to ask for proper wages.

The novel reaches a moment of climax when Queen offers her body to Idemudia to bring an end to the strike, and Idemudia's denial to commit adultery leads to the revelation of the adultery which Adisa has committed with Queen's husband Obofun. Quite contrary to what Idemudia has threatened Adisa again and again that he would kill her if she commits adultery, he realizes how Adisa has sacrificed her body, her honour, to save him when he has been in the hospital. He is reminded of how he has also sold blood from his body to procure food for Adisa. The body stands as a site which questions subalternity.

Corruption in African Nations

Chinua Achebe in his lectures, has repeatedly pointed out that: "Within six years of Independence, Nigeria was a cesspool of corruption and misrule. Public servants helped themselves freely to the nation's wealth" ("The African Writer" 82). He reveals how corruption in African societies have been a crucial factor apart from colonization—unveiled towards the end of the colonial rule in Nigeria, and overtly manifested after the power has been transferred from the hands of white colonizers to indigenous colonizers—which leads to the degradation of society: "The British . . . made certain on the eve of their departure that power went to that conservative element in the country which had played no part in the struggle for independence. This would ensure Nigeria's obedience even unto freedom. . . ." (82). He highlights the fact that there is "squarely a failure of leadership" in Nigeria (*The Trouble* 1). Nigeria's change can be accomplished if she discovers leaders who have the will to truly work towards the welfare of the country. Nigerian leaders are unwilling and not responsible enough to take charge of the nation, and therein lies the root of problems which surface today. He unveils the corrupt and disorderly condition of Nigeria, whereby one finds how inefficient politicians have contributed—together with colonization—to a degrading state of the country.

Talking about the Biafran War, Achebe directs one's attention to the destruction caused by the War (1967-1970). In this context he writes:

My feeling towards Nigeria was one of profound disappointment. Not because

mobs were hunting down and killing in the most savage manner innocent civilians

in many parts of northern Nigeria, but because the federal government sat by and

let it happen. The final consequence was . . . the secession of Eastern Nigeria as

the Republic of Biafra. . . . It was Britain and the Soviet Union which together

crushed the upstart Biafran state. . . . ("What is" 44)

He voices the atrocities committed by political leaders: "Nigerians are what they are only

because their leaders are *not* what *they* should be," (*The Trouble* 10) and urges the common

mass—in his writings—to protest, as is very well highlighted in some of his short stories.

Defining "Violence" in the Short Stories, by Achebe

I have taken up two short stories by Achebe here, to bring out the plight of common

men, who repeatedly are victims of "violence." Achebe reveals the deep-rootedness of corruption

in post-independent Nigeria, overtly delineated in the Biafran Civil War and its aftermath. In

"Vengeful Creditor," one finds how, corruption leading to degradation of society adversely

affects the psychology of a little girl.

Achebe highlights the issue of free primary education which has been introduced for a

short period of three months, by power-thirsty politicians, to secure their votes from common

men.

Just when the little girl Veronica has started to relish the joy of learning at school, it has

been stopped, and she has to serve the family and look after the baby of Mr. Emenike, a

Permanent Secretary. She is promised school once the baby grows up. Though Mr. and Mrs.

Emenike forget about their promise, Veronica does not, and once she tries to kill the child so that

she can go to school, for she has always felt that it because she has to take care of the baby that

she cannot go to school.

Taking into account Iyayi's notion of "violence," I would like to highlight the fact that it

is the denial to a girl to provide basic education, the denial to provide her the opportunity to

study and instead exploit her poverty to make her work as a nanny, that defines "violence." Her

suppressed desire gets an outburst when she makes an attempt to kill the child. Her body

"speaks" out in a world where people turn deaf to the needs of the poor. She gets a harsh beating,

and Mr. Emenike tells her mother Martha that: "I had always known that the craze for education

in this country will ruin all of us. Now even children will commit murder in order to go to school" (*Girls* 68-69).

Achebe highlights the mean nature of corrupted politicians and government servants, whose greed to accumulate wealth for their own lavish lifestyles, lead to the denial of free education to children, and instead use them as servants in their households. Martha's thoughts reveal the real plight of Nigeria, post-independence: " . . . All his [Mr. Emenike's] children go to school, even the one that is only two years; but that is no craze. Rich people have no craze. It is only when the children of poor widows like me want to go with the rest that it becomes a craze. . . ." (69).

The War and Its Aftermath

Corruption and the Civil War have made Nigeria a more pathetic place to live in, than it has been during the colonial rule. Achebe shows how, not only the War but also its aftermath has led the country to extreme degradation. In the story "Civil Peace," Jonathan Iwegbu and his family survives the Civil War in Nigeria, but loses one of their children in war. After he returns to Enugu, he finds his bicycle, his house, and the little money that he has saved. With full vigour, he starts his livelihood by selling palm-wine, his wife selling akara balls, and his children mangoes. He painstakingly earns money, which is a blessing to him and his family. However, "the *ex gratia* payment (the *egg-rasher*) he receives for handling in all the illegal Biafran money the family has earned so painstakingly--£200 Biafran becomes £20 Nigerian—and which confirms his belief in a bountiful providence against all the evidence," (Carroll 157) actually brings him more sorrows; for that very night, thieves plunder and snatch away all that they have earned. Being well-aware of the corrupted condition of his country, Iwegbu has nothing to do but to revert back to his extreme optimism:

> "I count it as nothing," he told his sympathizers, his eyes on the rope he was
> tying. "What is *egg-rasher*? Did I depend on it last week? Or is it greater than
> other things that went with the war? I say, let *egg-rasher* perish in the flames! Let
> it go where everything else has gone. Nothing puzzles God." ("Civil Peace" 88)

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His reply to the "violence" inflicted on him and his family, first due to the Civil War, and then because of the corrupted state of Nigeria, is his faith on himself, on his ability work to support his family. One witnesses the shattering condition of Nigeria that the after-effects of Civil War has brought into, and there is "little to distinguish 'civil peace' from civil war" (Killam 109).

Achebe's attempt to re-visit the past and unveil the corrupted state of Nigeria after independence, does not only reveal the atrocities committed by politicians towards the country but the common men are also given a space to speak out against the indigenous government servants, who simply re-colonize the country, robbing her of her wealth to fulfill their personal material needs. The repeated "violence" being committed on common men brings out the deplorable condition of society after the colonial rule. The authors Achebe and Iyayi highlight how the body cries and "speaks" out, to reclaim the basic rights of being human.

"Where the Rain Began to Beat Us"

This article brings out the brilliant manner in which Iyayi and Achebe uncover the degrading situation of Nigeria after independence, and vehemently protest against corruption among their own people which has led to the pathetic condition of Africa, under the auspices of indigenous black colonizers. Dipesh Chakrabarty in his writings has repeatedly talked about "this *historic failure of the nation to come to its own*, a failure due to the *inadequacy* of the bourgeois as well as of the working class," (31) in countries with a history of colonization.

There is a need for the "body" to speak, when voices go unheard. Iyayi emphasizes the living presence of the "body," and the protestations of the working class. In his re-definition of "violence," he opens up a space to question the cruelty which upper class people and political leaders inflict on common men. To build a nation which can serve as a better living place for her people, it is very essential to realize the fact, to which Achebe calls one's attention to: "It is too late in the day to get worked up about it or to blame others, much as they may deserve such blame and condemnation. What we need to do is to look back and try and find out where we went wrong, where the rain began to beat us" ("The Novelist" 44).

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Using Poems of Jibanananda Das and Rabindranath Tagore in the Language Classrooms of Bangladesh

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Rabindranath Tagore   **Jibananda Das**

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Abstract

This paper underscores how the use of literature in a language classroom makes language learning easier and more entertaining. It focuses on the implications of using English literature for teaching English language and explores its advantages as well as challenges that both the language teacher and learners may come across. The paper specially shows how the areas of language learning can benefit when a literary text is used in a language classroom.

For classroom practice two English translated poems from Bengali origin are selected as texts for teaching the first-year university students English. The paper finally illustrates how a culturally common text that the learners already know in their mother tongue can enhance their linguistic skills mainly at a tertiary level.

Introduction

First, we will focus on how literature can be mingled with language in the language classes in order to make the language acquisition easy in Bangladeshi context. The best way to aid the students in learning a language is to provide them with materials that they find enjoyable. Nothing can be more interesting than literary materials, which have stories and characters that the students can relate to their lives. In fact, "a good choice would be any text that encourages or invites interaction with the world of ideas, a text that 'affirms, confirms, and expands the indispensable human capacity to read the real world.'" (McRae, 1991:126 in Ainy, 2008).

However, it is always noticed that anything related to literature seems very difficult to language learners. Literature or anything that surrounds it, works as a fear factor for them; nevertheless, it is only literature through which they can improve their vocabulary, and most importantly they can acquire an analytical power that most of them immensely lack. Once the learners start finding literary material used in language classes interesting, only then their analytical power in the English language

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will improve largely. Moreover, their vocabulary and pronunciation skills will further develop as the language of literary material is essentially context-oriented, comprehensive, authentic and real-life like apart from being figurative or ornamental.

According to Krashen (1987), "[t]he best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear." In other words, students learn best when the material that is used is interesting and when they can exploit the material to improve their language further in terms of vocabulary, pronunciations and grammar.

The language learners as well the teachers, to some extent, find literary texts difficult; therefore, this paper use two poems by the poets that the students of this region are familiar with from their childhood. One of the prerequisites for learning language is students' active and creative use of the language with their analytical ability. Krashen (1985,1993,1999) states, "the language experience needs to be contextualized and comprehensible" and the learners needs to be "motivated, relaxed, positive and engaged."(Arnold 1999; Tomlinson in Abraham, 2010).

Poems under Study

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THE ESSENTIAL TAGORE

AUTOBIOGRAPHY | LETTERS
PROSE | POEMS | SONGS
PLAYS | STORIES | NOVELS
HUMOUR | TRAVEL WRITING

Edited by
Fakrul Alam & Radha Chakravarty

The paper uses the English translated poems of two great Bengali poets of all time - one by the Nobel laureate poet Rabindranath Tagore and another by the first modern Bengali poet Jibanananda Das. The reason for choosing the works of these two poets is that the students of Bangladesh have already heard of these two poets from their childhood and are familiar with their works.

The two poems that are chosen as texts are "Krishnakali" (see Appendix-1) by Rabindranath Tagore and "Banalata Sen" (see Appendix-2) by Jibanananda Das. Banalata Sen in "Banalata Sen" is an imaginary character who is supposed to belong to Natore, a district in Bangladesh, and the character is so known to people of all ages in Bangladesh that many people still think Ms. Banalata actually exists in real life and one can meet her, once in Natore. It has become such a trend that if asked what Natore is famous for, people would readily add one name Banalata Sen. The poem "Krishnakali" is also very famous amongst the students of our subcontinent.

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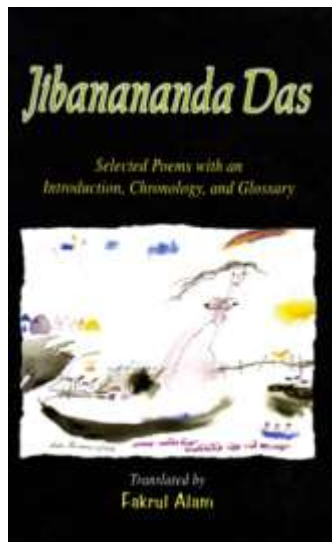
According to Turker (1991: 304), "[t]he successes, of course, in using literature greatly depends on the selection of texts which will not be difficult on either linguistic or conceptual level." Therefore, the language teacher should choose the text carefully, considering grammatical, linguistic and literary difficulties. Besides, literary texts should include the structures and vocabulary previously learned by the learners. (Turker, 1991: 304).

Krashen (1987), however, states in his Input Hypothesis that the materials that lead to real learning are those, which are a bit above the level of students. According to his Input Hypothesis, "if a learner is at a stage 'I', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence." (in Schütz, 2007).

Kinds of Materials for Better Language Power

As the students find literary texts more challenging it will be better to use these kinds of materials to improve their standard. Moreover, for the overall boost in the language

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power, the students have to improve their reading skills, which today's students are reluctant to work on. So if a piece of poetry is used in the classroom as material for grammar and vocabulary, they will be tempted to read it.

Nevertheless, it has to be kept in mind that the materials cannot be too easy or too difficult. Therefore, the paper focuses on using poems in the EFL classrooms so that the i+1 theory works accordingly as poetry is considered "higher" form of literature and the select poems here are authentic, too as the students can easily relate the themes, places and symbols used in the poems to their cultures.

Because learners would learn a word better once it is in a context, the literary materials are said to be more effective. The words in the context would trigger their analytical ability to help them understand where they can apply those words acquired from the poems. The students need to be motivated to learn English as a second language, not a foreign language, for, the moment they start taking English as a foreign language, they are happy with comprehensive outputs only without paying much attention to the form of the language.

Teaching Language through Literature: Clarifying Concepts

The paper needs documents relevant to the research findings, so here we refer to the documented findings of Ainy (2008), Abraham (2010), and Llach (2007) as secondary sources. Their findings can be summarized in the following manner:

Literature gives the language learners numerous amounts of chances to become critical users of language and they can make use of their shared experience that can stimulate further discussions in the classroom among their peers and the teacher, making the class very interactive.

Turker (1991: 303) argues, "a literary piece is not an end in itself but the means of beginning a creative process in the minds and emotions of the student. If we let the

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student place himself in that particular literary world and atmosphere, he can relate to the socio-psychological context." He further elaborates that literature can motivate many students to read in English. Literature illustrates language use in contexts and introduces cultural assumptions.

In Moody's (1971:7) opinion literature also helps in improving students' listening skills. The various topics in literature encourage students to participate in the discussion that in turn improve their oral productions. Often literary pieces are read aloud by the teachers or the teacher uses record or tape to better explain the rhythm that improves the students' listening skills (in Abraham, 2010).

Obediat (1997:32) holds that literature allows students to achieve native like competence in English as they can express their ideas in English, learn how linguistics forms are used, and learn various expressions needed for actual communications. (in Abraham, 2007).

In short, literary texts help not only to improve reading but listening, speaking and writing skills, as well. They help to realize the individual and societal developments and make the readers improve themselves culturally and educationally in accordance with their emotional features. They also remove mother tongue interferences, making the students acquire analyzing and criticizing skills. (Turker, 1991:304)

Poetic Language

The pieces of poetry chosen here to use in the language classroom have unique poetic quality, which, if explored, gives immense satisfaction in the minds of the learners. Our aim is to present the text to the students so that it helps them become "language users", rather giving them knowledge on the language (Van Lier, 1995:5 in Ainy, 2008). Poetry uses varied syntax, shows different uses of lexis, mixes registers and invents innovative punctuations (Ainy, 2008). Ainy adds that the argument that poetry breaks the conventional "rules" can itself be an opener to further possibilities as it

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provides the readers with language in a novel and fresh way. The existence of unconventional use of grammatical rules in poetry can be exploited by giving the students tasks to identify them and compare the more conventional forms of grammatical rules with the unconventional ones, which would thus facilitate them to have a better insight into the text (Ainy, 2008).

Collie and Slater (1989) observe literature as authentic materials that deal with the universal appeals and promote personal involvement. They further point out that the imageries of poems enable the learners to understand the lexis and written structures more than the straightforward writing forms. Poems often explore the themes of universal concern and incorporate personal experience, thus initiate a strong response from the readers. If the learners are given enough aid with linguistic resources they can be expected to enjoy a lot in interpreting the meaning as they will create their own meaning (in Ainy, 2008).

Widdowson (1989) states that poetry has poetic qualities, which help the learners use the language. He further argues that in the interpretation of poetry, there is a correlation between understanding the forms and recognition of a communicative effect (in Ainy 2008). Moreover, Maley and Duff (1989) argue that though poetry has not been regarded as 'proper' material for foreign language learning, the rhythm that has been tasted by us since childhood continues to echo in the deep of our heart.

Reading Poetry and Language Learning

Poetry can inculcate more comprehensive inputs in the language learners than other forms of reading comprehensions can do. Maley and Duff (1989:7) suggest:

> Poetry offers a rich resource for input to language learning. As such it is at least as relevant as the more commonly accepted types of input (e.g. contrived dialogues, isolated texts for reading comprehension, simulations, etc.). So, it should be given at least equal weight. (in Ainy, 2008)

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We know that reading is the raw material that triggers students' analytical ability and helps them improve spoken English, and poetry is a literary device that invokes or motivates further reading. Especially, poetry can lead to a desirable creative expression in the foreign language and usually provoke a strong response from the readers that motivate them to read further (Grellet, 1981:4-5 in Llach, 2007).

A Brief Glance at the Present ELT Scenario in Bangladesh

Our students already know the rules of grammar but they do not know how to apply them in writing or speaking. All they do in the classes is to blindly memorize grammatical rules with an inductive reasoning. They do not get the opportunity to use grammatical rules in either written form or spoken form. In case of writing, no real writing takes place in the classrooms of the schools and colleges in Bangladesh. Whatever they write, they write out of their memorized or mugged up abilities. As the learners have very little scope to get involved in spoken activity, no question of using the grammatical rules comes while they speak. After 12 years of schooling when they step over to university level and have to use English as a medium of education, they find it difficult to cope with.

Hasan (2004), after reviewing English curriculum, English teaching materials, ELT classroom strategies, testing scheme and evaluation policy of ELT mainly at secondary level in Bangladesh, concludes that the overall ELT practice is alarmingly inadequate to ensure a sound environment of English language teaching and learning. The implementation of Communicative Language Teaching (CLT) introduced rather abruptly without proper planning and providing sufficient training to the ELT teachers at primary, secondary or higher secondary levels is deemed a failure in most cases in Bangladeshi context. Hasan (2004) states—"As deficiencies were found at all levels of development, students failed to achieve expected levels of proficiency."
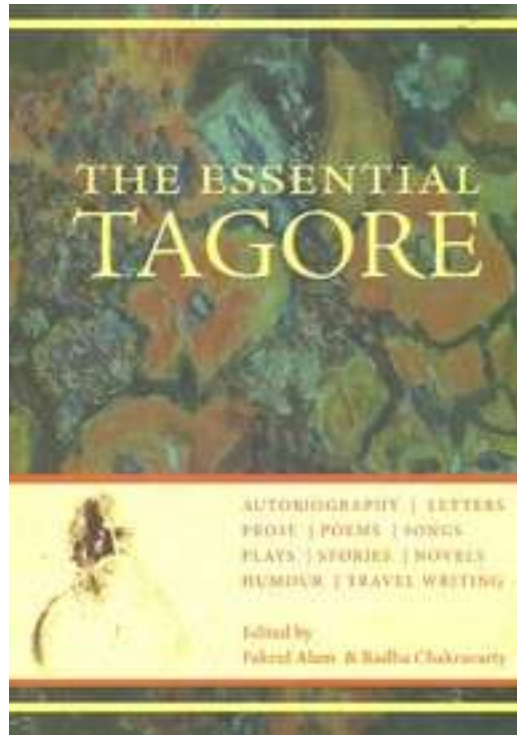
A Recent Proposal

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In a recent article (18 August 2012) Fakrul Alam, a member of Education Policy Implementation Committee constituted recently by the Government of Bangladesh, expresses his deep concerns about the downfall of English language learning and teaching and poor English skills of school and college graduates in Bangladesh. The graduates schools and colleges in Bangladesh produced through CLT, are, in his words, "supposedly equipped with English language "communicative" skills propagated through the "teaching" of English for Today, the textbook created by ELT "experts" mostly created and promoted by the British Council/DFID scheme, . . ." (Alam, 2012).

Alam (2012) proposes that English be announced officially as the second language of the country, and suggests that along with Bengali "English be cultivated assiduously at all levels of education as the second language." He emphasizes the necessity of getting rid of "the bunkum of so-called "Communicative English" and reject all short-term, quick-fix solutions to teach the language", for in Bangladeshi context through CLT "the skeleton of the language was being taught to . . . [the students] by their trainers and that too through rote learning in most places." He proposes to "go back to traditional ways of teaching that had worked well in our part of the world for generations and that is still working well in our neighboring country, incorporating, of course, the best of ELT pedagogy that prescribes drills and teaching methodology appropriate for large classrooms."

In this paper we would echo with him that "more reading, more writing, more grammar and translation work and an attempt to make classrooms participatory must be the solutions to our English woes." In this regard we can also refer to Hasan's research and findings (2004) with respect to the contents of English language textbooks—

> a. Textbook content should be authentic.
> b. It should include original and retold work of creative writers.
> c. Lessons should be lively.

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d. Language should be presented as discourse. Opportunities should be provided for oral interaction. There should be sufficient scope of practising listening skills

Lessons from Our Experience

From our experience of teaching Bangladeshi students English at university level, we can assume that students like materials that are "authentic", "lucid" and "enjoyable." They get very bored and disconnected if the materials for teaching language are out of context and monotonous. However, most materials used in the language classes are out of context, thus the learners fail to relate them to their own experience and culture. In the context of language learning and teaching culture plays a crucial role as Powell and Andersen (1994: 322) state, "culture provides us with a heritage and a set of expectations about educational settings."

Though many scholars of Bangladesh have already rightly identified that literature, most importantly "poetry" can play an essential role in eliciting responses from the learners as there is a vast scope in elaborating the themes of the poems, the poems that they generally use in their findings are all western and none are based on the culture and tradition of this particular South Asian Subcontinent.

Using Poems in the Language Classes of Bangladesh

The poems "Krishnakali" and "Banalata Sen" chosen as materials are well-known to the language learners of Bangladesh. The learners are already aware of the themes prevalent in "Krishnakali" and "Banalata Sen" and that could be the focal point of interest for them to notice how the writers play with the lexis and meanings in the English translations, the Bengali origins of which are already known to them.

However, the assumption that the students would like the English translated poems that are already available in Bengali was just a hypothesis. In order to substantiate and

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authenticate the assumption the paper puts together short findings on the students' reaction to using English translated poems in language classes as a source of materials for English language learning to take place.

Preparation for the Experiment

Before doing the short experiment the class was divided into small groups based on the levels of students and it was made sure that every group had equal level of students. Two classes were allocated each containing 100 minutes to divide all the four skills of language— listening, reading, writing and speaking each for 25 minutes.

Methodology

At first the teacher gives the students the Bengali copies of the poem "Banalata Sen" and asks them to have a glance at it, and takes away the poems and tells them that they are now going to go through the poem in English. The teacher then reads the poem aloud for the class and asks the students to recite the poem after the teacher. So the teacher says a line and the students in chorus repeat with the teacher. The teacher then randomly picks some students to appear in front of the class and recite the poem. The teacher then gives the second poem "Krishnakali" and follows the same technique as followed in the context of the previous poem. This drilling process goes on for 30 minutes and the teacher moves on to focus on the writing skills of the students.

The teacher then asks the groups divided earlier to discuss the similarities and dissimilarities between the two poems and write the points. The teacher also provides them with some short questions, which they are to answer in groups. The questions are as follows:

1. What are the themes of the poems?
2. How is "Banalata Sen" different from that of "Krishnakali"?
3. What are the imageries that the poets use to compare the two characters?

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4. Which poem do you like more and why?
5. How do the poets play with the lexis?
6. How do you see the use of punctuations in the two poems?
7. What are some new vocabularies that you come across in the poem?
8. Can you make one sentence with each of the newly learnt vocabularies?
9. What are the different grammatical elements used in the two poems?

After the groups finish their work, the teacher then asks the group members to answer the questions set previously by the teacher and corrects the answers. At the end of the class the teacher informs the students that the next class would be based on spoken English in which the groups would either debate on the "racial issues" traced in the poem "Krishnakali" (as it is about an adorable "dark" girl) or how beauty is "perceived" by the society.

Topic for Discussions

The racial issues are not forgone and forgotten, rather rampant worldwide and the learners of this subcontinent seem to be aware of the discriminations enacted by the issues of race, color, gender and so on. In Bangladesh, most discrimination towards girls occurs due to predetermined notions of race and color. Furthermore, one should not ignore other aspects of racism. In today's world, it is not merely associated to skin colors; rather it has spread its wings over all forms of discriminations devised on the basis of color, age, gender, religion, and education.

It is especially an appropriate topic for Bangladeshi EFL learners since two modes or mediums of education exist in Bangladesh—one in the native language (Bengali) and another in English. Moreover, in a developing country like Bangladesh students come to tertiary level from all strata of society. The students who come from villages or Bengali Medium background are by and large discriminated. Therefore, this is a topic that students can easily identify with. They can take this topic and make presentations, do debates etc. which will give them plenty of practice in spoken English.

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Another topic for discussion would be the theme of 'love' in both "Banalata Sen" and "Krishnakali". The theme of love can be extended to discussing students' personal story of "love" etc.

Findings

After the methodology was applied in the class, the reaction of the students was noted down. They were asked few questions (see Appendix-3) based on the classes in which two poems were used as materials and invited to express their opinion on them. Most of the students' reaction was positive, which is categorized and summarized below:

Childhood

Most of the students said they liked both the poems because they had heard of these two poems in Bengali from their childhood and they could have revisited and reminisced about their long lost childhood days. "I got a feelings of nostalgia", said a student. Also the imageries in the poems are very much closer to the soil, especially in "Krishnakali" where the setting is "village", so words like 'huts', 'cows', 'rice plants' "are all images that we had in our minds when we were children", said another student.

Personal Experience

"I loved the personal touch of the poet that is found in "Krishnakali", said a student. "I think Krishnakali in the poem is so much known to the poet, she is the poet's eternal lover and I can imagine Krishnakali as my own lover", added the student. "I can literally see Banalata Sen in front of my own eyes", said another student.

Prestige Issue

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Since the students have known the poems "Banalata Sen" and "Krishnakali" from their childhood in Bengali, finding the poems in English gives them a sense of prestige and confidence, for they can now share their ideas in English amongst friends. "I was so excited to know some new vocabularies in English that I knew in Bengali." "Dark gazelle eyes", "cloud-laden day", "braided hair", "dumb delight", "bird's nest like", and "ship-wrecked mariner" are the words that I was excited to know in English and I am looking forward to sharing these with my friends" the students added.'

Pedagogic Implications

No matter how interesting the use of poetry may be in the EFL class, the pedagogic implication of it is problematic. The students cannot be taught academic English through poetry. Academic English needs to be taught to the students in a formal way. Poetry can be used only in few classes to remove the boredom of the students and to make the language learning enjoyable. It will also help to trigger the students' language learning device as it works as a good input. However, poetry cannot be used always to teach the other formal aspects of the English language.

Conclusion

We are not here proposing or opposing any ELT methods such as Grammar Translation Method (GTM) or CLT for teaching English to Bangladeshi language learners. We posit that a language classroom would be more interacting and interesting if we could use authentic and contextualized materials. Our teachers would do their best to select and use materials, not culturally alienating or shocking, in the classroom where the learners would keep their anxiety level normal and not be engaged in rote learning. We would like to repeat with Oka (2004) that "some of the so-called "universal" aspects in ELT are not compatible with the Asian context, for linguistic but also cultural and historical reasons." Therefore, we have to devise and

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revise our materials while teaching Bangladeshi learners English, applying eclectic methods at our discretion. We are well aware that selecting and using literary texts for language teaching is not an easy job to accomplish. However, if selected sensibly and used pragmatically, considering linguistic, cultural and pedagogical implications, it would be a great experience in the context of language learning and teaching for both the learners and the teachers.

To conclude we can state that using poems in the language class can be entertaining and engaging if the learners find interest in the texts and are able to relate them to their personal experience, cultural orientations, and social backgrounds. In fact, a culturally common text that has literary qualities and that the learners are familiar with in their mother tongue can enhance their linguistic skills.

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Appendix-1

Krishnakali

—Rabindranath Tagore

I CALL HER MY Krishna flower

though they call her dark in the village.

I remember a cloud-laden day

and a glance from her eyes,

her veil trailing down at her feet

her braided hair loose on her back.

Ah, you call her dark; let that be,

her black gazelle eyes I have seen.

Her cows were lowing in the meadow,

when the fading light grew grey.

With hurried steps she came out

from her hut near the bamboo grove.

She raised her quick eyes to the sky,

where the clouds were heavy with rain.

Ah, you call her dark! let that be,

her black gazelle eyes I have seen.

The East wind in fitful gusts

ruffled the young shoots of rice.

I stood at the boundary hedge

with none else in the lonely land.

If she espied me in secret or not

She only knows and know 1.

Ah, you call her dark! let that be,

her black gazelle eyes I have seen.

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She is the surprise of cloud

in the burning heart of May,

a tender shadow on the forest

in the stillness of sunset hour,

a mystery of dumb delight

in the rain-loud night of June.

Ah, you call her dark! let that be,

her black gazelle eyes I have seen.

I call her my Krishna flower,

let all others say what they like.

In the rice-field of Maina village

I felt the first glance of her eyes.

She had not a veil on her face,

not a moment of leisure for shyness.

Ah, you call her dark! let that be,

her black gazelle eyes I have seen.

(Translated from Bengali into English by the poet himself)
==

Appendix-2

Banalata Sen

—Jibanananda Das

For a thousand years I have walked the ways of the world,

From Sinhala's Sea to Malaya's in night's darkness,

Far did I roam. In Vimbisar and Ashok's ash-grey world

Was I present; farther off, in distant Vidarba city's darkness,

I, a tired soul, around me, life's turbulent, foaming ocean,

Finally found some bliss with Natore's Banalata Sen.

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Her hair was full of the darkness of a distant Vidisha night,

Her face was filigreed with Sravasti's artwork.As in a far-off sea,

The ship-wrecked mariner, lonely, and no relief in sight,

Sees in a cinnamon isle sings of a lush grass-green valley,

Did I see her in darkness; said she, "Where had you been?"

Raising her eyes, so bird's nest like, Natore's Banalata Sen.

At the end of the day, with the soft sound of dew,

Night falls; the kite wipes the sun's smells from its wings;

The world's colors fade; fireflies light up the world anew;

Time to wrap up work and get set for the telling of tales;

All birds home ─ rivers too ─ life's mart close again;

What remains is darkness and facing me ─ Banalata Sen!

(Translated from Bengali into English by Fakrul Alam)
==

Appendix-3

Interview Questions:

1.   Which poem did you like more out of
   the two?

2.   Give reasons for your choice

3.   Did you like the idea of using poetry
   in language classrooms?

4.   Do you think it is helpful to use
   poetry in language classes?

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5.   Did you like the methodology of using poems in the classrooms?

6.   Who do you like more— Banalata or Krishnakali?

7.   Comment on the use of lexis.

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Teaching Listening Skill at UG Level in Mumbai University A Case Study

Anjali Verma, M.A., M.Phil., Ph.D.
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Importance of Listening Skill

English teaching in India caters to the needs of large number of learners and there is an amazing variety among them. The total number of learners of English in India will be more than the total population of many countries in Europe. Teaching second language in a multicultural and multilingual country like India requires conscious strategies and constant efforts from both teachers as well as students.

The present paper deals with listening skill which is necessary for success in life and work. Listening is often considered as 'passive' receptive skill. In reality it involves complex mental processing in order for the listener to make sense of the material. Listening occurs more frequently than speaking, reading or writing and is just as demanding and important.

Listening is a very important language skill and a foundation for learning. We cannot ignore teaching this skill if we want out learners to be proficient in English. Mumbai is the commercial capital of India and students graduating from this university will be joining the workforce.

Serving a Dual Purpose

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Listening serves a dual purpose in second language learning. We have to extract meaning when we listen to any material in second language and it is a tool for improving familiarity with and ability in the language we are learning. We listen to second language in order to find out some information.

We also try to improve our knowledge of vocabulary and structure to increase our comprehension or to improve our own speaking or writing skills.

The ability to understand the spoken form of the foreign language is not acquired naturally. This ability has to be taught. But unfortunately, in the present ELT situation, little is done deliberately to promote and consolidate oral language skills. There is a need for a systematic development of these skills.

Main Problems

1. Students may not have been formally taught how to listen. What they do know about it they have learnt by the process of trial and error.

2. Students do not perceive certain English sounds with any accuracy because these sounds do not exist, or as separate phoneme/s in their own language.

3. Many students find consonant-clusters difficult to cope with.

4. Language learners feel that the language they are learning is spoken much faster than their own and the words seem to merge into one another. The difficulty is in perceiving and recognizing individual words and phrases.

5. Our ears are so accustomed to our own language that sometimes we do not perceive some of the sounds in the second language.

6. Adjusting to the rhythm, pronunciation and intonation of the second language is a challenge. For sometime we have to just absorb the sound before working on improving our comprehension.

7. Stress pattern of a language plays crucial role in comprehension. People learning second languages find it difficult to break up a stream of sound. This causes considerable difficulty. We unconsciously apply the rules about the stress and intonation pattern of our own language to the target language.

Mumbai University – Listening Skill Teaching and Learning Problems

1) In Mumbai University the syllabus for the first year degree course in arts, science and commerce is drafted by the Board of Studies in English. In the first year B.Com level Business Communication is a compulsory subject in semesters I and II, whereas Communication Skills paper is taught in the first year B.A. level in semesters I and Semester II. Students are assessed at the end of the semester through a final examination.

2) Tutorials are an integral part of the course of study. There is absence of any kind of language planning. In most of the colleges tutorials in the subject of business

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communication and communication skills are not conducted at all due to lack of infrastructure.

3) Listening is an important topic in the semester I syllabus. The syllabus mentions that listening exercise should be conducted in tutorial classes.

4) In theory lecture class, the strength of class is 120 students. It is not possible for a teacher to conduct listening exercise in such a large class. Large class is a major challenge that teachers have to face and overcome in a constructive way.

5) It has been observed that listening comprehension tends to be neglected in the classroom due to lack of adequate materials and tools.

6) University has come out with its own textbook but as far as listening exercises are concerned, the textbook is not helpful. It is completely left on the whims of the teachers to decide on the nature of exercises to be given to the students.

7) It is not possible for every teacher to develop teaching materials themselves. They are not trained as far as teaching material production is concerned. One of the challenges of teaching English language is the lack of state-of-the-art instructional materials.

8) The antiquated examination system clearly reflects the quality of education imparted in our colleges. Unfortunately, listening skill is not tested in the semester final examination. Reading, writing and, to a certain extent, speaking skills are often tested but we never test students for their listening ability. We assume that students will develop this skill in due course of time.

9) There is a steep fall in the standard of English at the college level. After going through the syllabus, it appears that the whole exercise is undertaken in the examiner's/examinee's mind rather than in the classroom with the teacher.

Teaching of English at the UG Level

The teaching of English at the UG level is essential. Students leaving school show great diversity in their level of achievement. While it is hoped that the teaching of English at the school stage will improve, it is obvious that the teaching at the college level will have to take on at least a part of the responsibility of ensuring that students get the English which they are going to need later.

Strategic Approach

Remedial English Course should be included for students with limited exposure of English language at college level to bridge the gap between the vernacular medium students and English medium students. But very few colleges have remedial teaching programme in place.

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This strategic approach to teaching L2 listening has not been whole-heartedly embraced by practitioners, in particular when they work with lower proficiency learners of English. Strategy instruction places a heavy demand on the teachers.

Teachers are not totally convinced that strategy instruction can solve their students' listening difficulties which often stem from basic decoding (word recognition) problems. They claim that lower proficiency learners have not acquired a threshold level of proficiency to take full advantage of strategy instruction. This view is shared by a number of researchers (Littlejohn, 2008; McDonough, 2006; Swan, 2008)

Strategies

These difficulties will not be overcome simply by drawing the learner's attention to the presence and importance of environmental clues; on the contrary, such action is liable to increase the number of details he feels he has to take in, and make him even more frustrated (Clarke, 1980). Following strategies can be adopted to try to improve ability in this area:

1. The teacher should have access to different exercises designed to give practice in this skill.

2. Prominence should be given to teaching students how to listen and to help learners to develop conscious strategies for improving this skill.

3. We should listen to the native speakers of the language we are learning to understand the stress pattern from their language. Then we can apply that tress pattern when we are speaking their language.

4. When listening to the second language, try to choose material which is relevant and which is easily accessible.

5. Listening awareness also includes developing a familiarity with the sound of the language.

6. Listen to people with different accents and different varieties of the language we are learning, so that we develop strategies to cope with this.

7. Listening ability of the students should be tested in the examination.

8. Tutorials should be conducted in all the colleges where personal attention can be given to students.

9. Needs analysis of the students should be done in the beginning of the programme so that accordingly remedial classes be arranged for the students.

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Effectiveness of ESP Course for Business Administration at Community College of Jazan University: An Evaluative Study

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Md. Khurshid Alom, M.A.

Abstract

This study examines the effectiveness of ESP course for Business Administration at Community College of Jazan University in Saudi Arabia. In other words, this article aims at creating a new route to effective ESP teaching-learning curriculum techniques in the tertiary context considering learners' specific needs in the field of Business Studies with a view to developing future professional leadership. The **authors** of this paper ventured to study the predicament of ESP course at Community College of Jazan University through survey questionnaires, observation as well as primary and secondary sources. The data were collected through questionnaires from a total of 20 ESP teachers at *English Language Centre (ELC), and Jazan Community College (JCC)*. The research results revealed that the existing ESP Course syllabus is not tailored appropriately according to the students' needs in the workplace. It, therefore, suggests that ESP Course should be redesigned in assimilating the learners' real needs in the job field and teacher-centred traditional ESP classes need to be replaced by the learner-centred *task-based language teaching* (**TBLT**) and *communicative approach* as a teaching technique. The study also concludes with some effective implications and recommendations based on the findings of the research analysis.

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Keywords: English for Specific Purposes (ESP)*,* Global business*,* needs analysis, Business Studies

Introduction and Background

Due to rapid advancement of global information and technology, the business world is becoming more and more integrated and affiliated in the form of e-Commerce/e-Business. Most companies and organizations require especially Business graduates to have a global perspective, effective business communication skill and an understanding of different cultures. Business students need to develop skills that require problem solving, critical thinking as well as an understanding of global businesses, markets and customers of different cultures and races across the globe. In doing so, proficiency in English language is required in order of priority. So, the learners of Business studies need to be competent in English language skills that help understand and communicate with customers, company leaders as well as Business dealings globally.

But unfortunately in Saudi Arabia, Business students especially in Bachelor Level are very much poor in mastering the art of business communication. Behind this backdrop, this study attempts to evaluate the effectiveness of ESP course for Business Administration at Community College of Jazan University with a view to developing an effective and practical Business English curriculum as well as best teaching-learning outcome.

Focus of This Paper

The present paper talks concerning the context where ESP *(English for Specific Purposes)* practitioner is engaged in teaching-learning situations in which English is learnt as a foreign language. Consequently, English is not necessarily the mother tongue either of teachers or of students. Students, such an environment, learn English in order to fulfil their school curriculum requirement, to pass English proficiency tests, or to obtain promotion or professional development at work. In response to the great demand for English in academic, vocational, and professional contexts worldwide, more and more universities in Saudi Arabia like Taiwan, Kuwait, Iran, Lebanon, Pakistan, Thailand, India, Bangladesh, are offering ESP courses to meet the global trend as well as to meet students' future career needs. In fact, English continues to dominate as the single *lingua franca* in the realm of business, media, technology, medicine, education, research, and so, according to Tsao C. H. (2008), "… the demand for ESP is growing rapidly, particularly in EFL countries where English is mainly used for instrumental purposes" (as cited in Tsao, 2011). In such a context teachers' role is a vital factor as Schleppegrell defines "Their (Teachers) task is to analyze students' needs, outline objectives, select and adapt teaching materials, design lessons, create an adult-oriented learning environment, and assess students' progress" (Schleppegrell, 1991, pp. 18-22). Here lies the question of *needs analysis*. Under the tutelage of such backdrop, this research is of this kind.

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ESP Teaching-Learning Implications in EFL Context

Teaching ESP in EFL context is very much challenging. English, here, is not necessarily the mother tongue either of teachers or of students. Students, such an environment, learn English in order to fulfill their school curriculum requirement, to pass English proficiency tests, or to obtain promotion or professional development at work. Due to the great demand for English in academic, vocational, and professional contexts worldwide as well as students' future career needs, English continues to dominate as the single *lingua franca* in the realm of business, media, technology, medicine, education and research. Consequently, the necessity of ESP is mounting up rapidly, particularly in EFL countries where English is mainly used for instrumental purposes to mitigate specific needs. So, it is vital important to develop ESP teaching-learning practices much more effective and fruitful. To this end, this study attempts to examine and evaluate the present ESP teaching-learning scenario at JCC of Jazan University, and to diagnose the pitfalls of ESP courses in making an effective curriculum plan and suggestion to progress the ESP teaching-learning aspect.

To make ESP classroom effective ground for maximum learning outcome, the ESP practitioners have lots to do. Now ESP practitioners are finding their role critical as the professionals and business world are expecting and demanding graduates to not only speak English, but to be conversant in Business English. In reality, the research and the assessment of ESP course effectiveness and usefulness showed that ESP is more effective to develop learners' calibre in English. In this regard, it is important to mention according to Chen (1993), *"... ESP is more effective in increasing students' learning motivation because it relates to their fields of study and caters to their needs"* (as cited inTsao, 2011).

In addition, this paper cites that "…the ESP instructor has as many as five key roles to perform: *teacher, course designer and material provider, collaborator, researcher, and evaluator.* Prior to teaching, the ESP instructors need to formulate the goals and objectives before they determine the content and select appropriate teaching materials for an ESP course. It often happens that the ESP practitioners may need to work with and even team teach with the subject specialists. They should also engage in classroom action research to solve instructional problems and improve teaching practice. And they should evaluate their course regularly to identify students' learning problems and to make proper adjustments" (Dudley-Evans & St. John, 1998).

Place of ESP in ELT

The teaching of ESP has been seen as a separate entity within English language teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology based on research from various disciplines. ESP has always been with needs analysis and

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preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes.

The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need-related nature of teaching. In this regard, it is important to cite, according to Hutchinson and Waters (1987, p.19), *"ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"*. Strevens (1988) described it (ESP) as *English language teaching which is designed to meet specified needs of the learner* (as cited in Tsao, 2011). Still, there are others who specified ESP as the teaching of English for academic studies, or for vocational or professional purposes and the like.

Therefore, we have such acronyms as "EAP (English for academic purposes), EOP (English for occupational purposes), EMP (English for medical purposes), EBP (English for business purposes), and EST (English for science and technology). All of these are part of the ELT (English Language Teaching) repertoire. Whatever name it assumes, ESP is now a term connoting promise for more effective and more useful English language instruction" (Yogman & Kaylani, 1996). In a word, ESP should properly be seen not as any particular language product but as an approach to language teaching and learning which is directed by specific and apparent reasons for learning.

Jazan Community College (JCC)

Jazan Community College (JCC) is dedicated to community services. It serves the society, and for this very purpose, it was established in 1419 H (1999 AD) in Jazan to serve the people of this region. It was then affiliated to King Khalid University in 1999 and since 2006 it has become an affiliated institute of Jazan University. It offers the Associate Degree in different disciplines, namely the Department of Administrative Sciences, and the Department of Computer and Information.

These departments offer the Associate Degree in the following specialties:

1. Department of Administrative Sciences
- Accounting
- Business Administration
- Marketing
- Hotel and Tourism Management
- Office Management

2. Department of Computer and Information
- Computer Programming and Operation

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- Systems Analysis and Design

The course study span covers a period of three years divided into six levels. There are two levels in each year; the first consists of preparatory year and the rest is specialization courses. This college promotes and encourages student-oriented, transferable learning methodology enabling students to achieve sustainable career and personal success. It provides high-quality, student-friendly, and easily accessible educational resources and services. Actually, JCC is committed to create opportunities for university education and to prepare a qualified generation of outstanding responsible cadres and professionals in different fields. To this end, this college lays emphasis on English language for the graduates to meet the challenges of the global market.

English is the only medium of communication in all specializations here. In the preparatory year, students are taught intensive courses in English such as ENG019: English Language I & ENG020: English Language II. ESP is taught in the Level-II to gratify the learners' practical and specific needs and to develop their exposure in practical field of communication and linguistic competence. But the ESP course here is not becoming effective in reality. This study attempts to evaluate and diagnose the reasons behind the tardy progress and offers the viable recommendations.

ESP for Business Administration

ESP for Business Studies is aimed at developing business professionals, international account managers, sales managers and marketers and any professionals working in international sales and marketing that require English to present, conduct negotiations and to maintain effective communication with their international colleagues and clients. ESP course for Business Studies will certainly provide with:

➢ Commercial vocabulary for fruitful interactions
➢ The language to handle objections and overcome obstacles
➢ Improved listening skills for effective commercial meetings and teleconferences
➢ The language for successful team management
➢ More confidence in learners' ability to conduct business in English
➢ Greater verbal fluency for face-to-face business situations
➢ More professional approach and interaction with clients
➢ Greater confidence to effectively represent one's organisation at an international level
➢ Improved cross-border communication with colleagues and clients
➢ Enhanced comprehension skills and clearer pronunciation
➢ Fluency enhancement
➢ Effective written communication techniques

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Emphasis on Student Speaking and Participation

Much of the business world today communicates through speaking English. That's why this research emphasizes student speaking and participation, not teacher lecture as in traditional English classes. In fact, ESP teachers practicing with this methodology should encourage students to converse in English for 70% or more of class time and limit their own speaking time to 30% or less. Teachers, of course, clarify grammar, introduce new vocabulary and work on reading strategies, but the emphasis is always on verbal English communication. This program allows students to develop their skills in business English as quickly and effectively as possible. In Business English Program, the focus is on conversational English used in a business context which is a matter of fact. Actually, enhanced English language ability can improve job performance and create new career opportunities.

Designing ESP Curriculum

ESP course should design the latest curriculum for business English classes to reflect what's happening in the contemporary business world and offer a wide range of relevant topics such as- *presentations, English for meetings, business across cultures, advertising, marketing and many others.* This is why so many business people make bridge their choice for quality English language instruction worldwide for their professional needs. Keeping in mind such global stand point, this research endeavours to assess ESP for Business Studies at JCC of Jazan University to facilitate leadership building career for the community and stresses on the learner centred ESP classes to improve students' English in Business/corporate job setting.

Review of Literature

Little research has been done however on just how effective an ESP course is in Saudi context. Globally, in the area of ESP teaching-learning development, researchers have attempted to provide available insight into the matter. This study looks into the available previous research outcomes on this issue around the world.

Proper and effective teaching methodology enhances learning activities in real classroom. Najeeb-us-Saqlain et al., in a research shows that "Simulation Method is more effective than Lecture Method for teaching Business Communication course at BBA level in a Pakistani class room" (Saqlain, Qazi, & Simon, 2012).

Esteban and Marios reflect in their study that "…the ESP teacher's task is to define students' learning needs and assume the role of language consultant, while the content teacher is *the provider* of what Dudley-Evans & St John (1998) term *carrier content,* as well as of professional skills consultant in different situations" (Esteban & Marios, 2002, pp. 7-21).

An Example from Malaysia

For ESP curriculum design and teaching, learners' specific needs analysis is a matter of fact. In Malaysian context, Kaur & Khan in a research points out "English language is deemed significantly important in almost every area of discipline especially in this globalised era where communications among individuals all over the world are borderless and through a variety of channels. With the globalization of trade and economy and the continuing increase of international communication in various fields, the demand for English for Specific Purposes (ESP) is expanding, especially in countries where English is taught as a foreign language (Gao, 2007). Malaysia as a rapidly developing nation plays a crucial role in equipping its graduates with all the necessary skills which are considered highly-in-demand in the current market. Dominant areas in ESP are now Business English and English for Academic Purposes (EAP) and course design issues need to take into account the target learning needs of ESP students" (Kaur & Khan, 2010, pp. 1-16).

Problems Faced by ESP Practitioners
It is observed that ESP practitioners often face problems due to students' deficiency of background knowledge in English language skills at the time of entering the course. In a study on the effectiveness of ESP based learning for Medical Secretary Studies students, Tim Cleminson et al., finds that "… there is a huge gap between the skills necessary to perform work activities and the level of students' English competency on entering the course. In order to bridge the gap, the authors suggested two possible strategies: either reducing the complexity of the skills that need to be mastered within a 15- week course, or dividing the skills into basic and advanced levels and teaching the course over two 15- week courses (Cleminson, Tanaka, & Uematsu, 2008).

In addition, regarding the same issue, Hassan Boudzi rightly implicates in his research in Moroccan context "Using the textbook as the sole instructional guide, from cover to cover, without any supplemental material, will not address the realities of individual learning situations. By getting to know the real needs of learners and their potential employers, ESP teachers can judge the distance between classroom material and the requirements of the workplace and be able to bridge that gap" (Bouzidi, 2009).

Payman Rajabi & Nazli Azarpour, in a study on the academic needs of the Business Administration students in the use of English for Specific Purposes (ESP) at Malayer Islamic Azad University, points out that "... reading and writing skills have great importance in classroom practice while speaking got high priority in success in future jobs of these students" (Rajabi & Azarpour, 2011).

In an ESP context, Pariseau & Kezim (2007) argue that "In an active, collaborative, or cooperative learning environment, students take more responsibility for their own education, and teaching effectiveness increases as the teacher becomes a facilitator and coach rather than a lecturer. Moreover, Meyers & Jones, (1993) add that 'Methods such as small group activities, case studies and cooperative student projects give students the opportunity to

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actively participate in the learning process by talking, reading, writing and reflecting'" (as cited in Ozgur Ates, 2012).

Role of Textbooks

Authentic textbook is a highly significant factor to develop language teaching-learning practices in the real life situation and to fulfil social purpose of the community. In this vein, Lee states that "*a careful and wise selection of materials focused on learners is a must if we want a positive response from them*" (Lee, 1995, pp. 323-328). In addition, Rivas (1999) and Mishan (2005) argue that learners' interests and needs are the most essential factors in the choice of authentic texts. Leading linguists and experts in the field of Curriculum design opine that

> " *...authentic texts for a successful instruction should be designed to expose students to a variety of learning styles, linguistic and learners' intra socio-cultural contexts including issues or content areas with a focus on communication, with a view to developing cognitive skills and understanding cultural variations*" (Liton, 2012).

Ostensibly, this aspect of the related literature review reinforces the importance and value of the present study.

METHOD

Research Context and Participants

The study was conducted in Saudi tertiary level where two types of English education prevail: one for English major students, and the other for non-English major students. We focus on the latter. Education for non-English major students is called "College English". This program is designed to facilitate developing "in students a relatively high level of competence in reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English" (Team, 1999, p. 01)**.** Non-English major education embraces the largest portion of tertiary level students pursuing undergraduate degrees in a variety of disciplines, such as Management, Science, Law, Nursing, Business Administration, Medicine and so on. These students study English as a tool to speed up their advancement in own fields of study, and this research is an attempt of this kind.

The participants of this study are university teachers who have high profile language teaching experience. The participants were chosen on random basis. The teachers were not categorized in terms of Linguistics/Literature stream background. A total of 20 teachers took part in this study. We took in our purview *English Language Centre (ELC), and Jazan Community College of Jazan University, Jizan, Kingdom of Saudi Arabia*. It is expected that the research survey at these institutes will make available insights into ESP teachers' beliefs, practices,

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perceptions, and expectations of ESP courses. Presumably, this survey will underscore a clearer view of the overall standard of ESP courses and help in assessing the success or failure of these courses. The findings and implications from this survey will also be useful for other universities to measure their levels and standard of ESP courses and offer the pathways of designing proper contents for ESP course syllabi.

Data Collection & Questionnaire

The instrument of data collection for this study encompasses one page written research questionnaire (See Appendix 1). The **researchers** contacted 25 native and non-native Saudi ESP teachers directly and distributed printed copy of questionnaires composed in computer in between April and May of 2012. There were multiple choice questions as well as question asking for short suggestions, offering the respondents a free rein. The pedagogical goal of the survey was explained in the appendix, and asked the participants to answer the questions. They answered the questionnaire quite willingly, and most of them made some precious suggestions. Actually, the research questionnaire "measures opinions and is probably the single most widely used research type in educational research" (Weirsma, 1995, p. 169). The questionnaire for this survey quests for teachers' perceptions, evaluations, beliefs, attitudes, and suggestions about ESP courses at Jazan University. It is important to mention here that

"*personal reflections are integral to the emerging analysis of a cultural group, because they provide the researcher with new vantage points and with opportunities to make the strange familiar and the familiar strange*" (Marshall & Rossman, 2006, p. 100).

Out of 25, a total of 20 questionnaires were returned representing a response rate of 80%.

RESULTS

Data Analysis

The data of questionnaire are analyzed qualitatively and quantitatively in order, "to stress the unique strengths of the genre for research that is exploratory or descriptive" (Marshall & Rossman, 2006, p. 60).The data analysis processes continued in several steps. The collected data of questionnaire were sorted out, and the percentage of teachers offering the same answer was computed. The questionnaires were tabulated to record the responses from each participant for each option of the questions. Then the tabulations were considered and re-considered, read and re-read carefully to sort out the patterns and common phenomena of the same purport. Typically, throughout the data analysis processes, according to Creswell, the researchers "*seek to identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes*" (Creswell, 2003, p. 203). Results were reported both quantitatively and qualitatively. Tables are drawn below to sum up the frequency of responses to almost all the questions. (See Tables)

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In the first question the respondents were asked, "Which course do you prefer to teach?" 10% of the respondents answered "General English" while 60% of them answered "ESP". 30% of the respondents chose, "Both" option. (See Table-1)

Table 1. Which course do you prefer to teach?

Choices	Answer	Percentage (%)
General English	02	10
ESP	12	60
Both	06	30

The majority of the teachers are enthusiastic and interested in teaching ESP course which underscores the teacher-student's involvement in ESP practices in the classroom. Moreover, a large number of the participants show their curiosity to teach ESP and General English course. So, it is expected that irrespectively, the teachers are very much concern in teaching-learning game which sound positive response.

The 2nd question asked the teachers, "Do you think ESP course is designed to the needs of the students who you are teaching here?" In answer to this question 25% of the participants answered "Yes", and 75% of them replied "No". (Table-2)

Table 2. Do you think ESP course is designed to the needs of the students who you are teaching here?"

Choices	Answer	Percentage (%)
Yes	05	25
No	15	75

The response of a large portion (75%) of the teachers highlights more on unsuitability of the ESP course design. Nevertheless, the presence of positive (25%) impression on this course avows the appropriateness of course design in a miniature scale. Moreover, it also shows the teachers' suggestion for reshuffling and redesigning the ESP course in dealing with another question (Q. No. 8, See Appendix) whether they have any more to tell regarding the same. However, the teachers' nuance of responses regarding the offered course throws light on the deficiency in course design.

The 3rd question seeks to know the range of efficacy and appropriateness of the contents of existing ESP course making more learner centred practice oriented for better learning outcome. 10% of the participants selected "Yes, Completely" option while 65% of them made a choice "No" and 25% for "Partially" option. (See Table-3)

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Table 3. Does the text material lay emphasis more on learner centred than teacher centred approach to teaching language for better learning output?

Choices	Answer	Percentage (%)
Yes, Completely	02	10
No	13	65
Partially	05	25

The response of a huge number of the teachers draws attention to the fact that the contents of *existing ESP text are not learner-centred and task-based practice oriented*. On the other hand, the presence of positive response for the '*complete*' and '*partial*' suitability of the course curriculum underscores a subtle line that any curriculum design and policy needs to be adequately scrutinized and checked by the teachers concerned before it can be activated as a policy.

In the 4th question, the respondents were asked, "Does the course improve your students' communicative competence (e.g., speaking and writing skill)?" In terms of the three choices: 10% 0f the participants chose "Completely" option; 30% "Partially" option and 60% answered in the negative. (Table-4)

Table 4. Does the course improve your students' communicative competence (e.g., speaking and writing skill)?

Choices	Answer	Percentage (%)
Completely	02	10
Partially	06	30
Not at all	12	60

The responses of this question find nuance of expressions, evaluations, observations, and perceptions about learners' progress in communicative skills like *Speaking and Writing*. The most of the teachers feels partial advancement of learners in communication skill in English, but a notable portion (60%) of them observes a sheer disappointment in the required field of competence. This notion of teachers' responses underlines *the unsuitability of textual material (especially Reading section) which does not capture the learners' appropriate need and demand*. So, it manifests the subtlety of overall course re-moulding with special stress on the appropriate material related to communicative skills and competences in the plot of the text.

The 5th question asked the teachers to comment on the use of functional and technical terms related to Business for ESP reading text in the classroom. 90% selected "Yes" while 10% selected "Partially" option. (See Table-5)

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Table 5. Do you think functional and technical language (terms related to Business) should require for ESP reading text?

Choices	Answer	Percentage (%)
Yes	18	90
Not at all	00	00
Partially	02	10

The overwhelming responses of the respondents show their awareness of ESP teaching-learning norms and forms in the truest sense of the term. The sensible reason is that the ESP classroom context is very different from a natural ESL learning environment. This course is designed to improve the learners' competence in particularly communicative skills as well as to determine their specific discipline oriented minimum knowledge in English. *Obviously, it is suggested that ESP course should cover a minimum section of selected functional and technical terms and terminologies related to Business Studies, for example, Balance sheet, Journal, Ledger, Debit/ Credit, Profit & Loss account, Trading account, Gross/ Net Profit, Trial Balance, Schedule, Bill, Bond, Share, Debt, Exchange, I.O.U, Balancing, Entry, Share Issue/ Holder, Noting, Bank charge, Endorsement, and the like.* The presence of 10% negative response avers the inadequacy of participants' perception of ESP course curriculum.

The 6th question asked the teachers about what should be the focus of ESP course. In terms of six choices, they were asked to rank them. The ranking size was: grammar 30%; reading 40%; writing 70%; vocabulary 45%; listening 30%, and speaking 75%. (See Table-6)

Table 6. What should be the focus of ESP Course? Rank according to the degree of importance.

Choices	Answer	Percentage (%)
Grammar	06	30
Vocabulary	09	45
Reading	08	40
Writing	14	70
Listening	06	30
Speaking	15	75

The highest focus on Speaking and Writing skills divulges the fact that the ESP syllabus should stress on Communicative competence as if the learners can develop language skills especially, speaking and writing which are the foremost demand of the market for global Commerce and Business policy. The second most point is vocabulary acquisition, which will enable the students to receive and perceive the speakers' utterances and to respond them exactly and correctly. The third vital section is Reading skill, which will boost the learners' perception as well as articulatory ability. So, the primary focus Of ESP course syllabus

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should lay emphasis on Speaking, Writing, Vocabulary, and Reading with other skills concerned.

In the seventh question, the respondents were asked whether the students need more English credit courses as ESP or not. 95% of the respondents chose "Yes" while 05% of them selected "No" option. (See Table-7)

Table 7. Do you think students need more English credit courses (as ESP) for sustainable development?

Choices	*Answer*	*Percentage* (%)
Yes	19	95
No	01	05

Interestingly, the answers report to organize more English credit courses as ESP to facilitate and to advance students' command in English in order to run their respective field of study in English medium and their sustainable progress to meet the challenge of the workplace.

Finally, the 8th question asked the participants whether they had any suggestions or more to tell about ESP course. Majority of them offered suggestions and few did not have any suggestion representing the percentage respectively 85% and 15%. We summed up their suggestions into structured answers. 80% suggested that ESP course syllabus should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market. 70% participants laid more emphasis on reading, writing, and speaking skills respectively. 75% of the respondents opined that more ESP courses should be introduced in the Level-3. 70% teachers have suggested that the learner should be exposed to the opportunity to explore the forms in mode of vocabulary play (*such as- debtors & creditors, share issue, forfeit, balance sheet, cost and liability etc.)* in the course content of each unit and enabling them to identify how such forms were related to the kind of meanings expressed in the documents of the accountancy and business profession. 60% participants recommended innovative and interesting idea that Language Enhancement Programs (LEP) for more ESP credit hours rather than long course which will require more budgets.

65% of the participants proposed that communicative approach and learner-centred method should be followed in teaching, and the same percentage wrote that grammar, vocabulary and linguistic productive skills should be paramount focus in the courses. (See Table-8)

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Teachers' Table 8. Suggestions from data analyses

Sl. No	Suggestions	Answer	Percentage (%)
1.	ESP course syllabus should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market	16	80
2.	Course contents should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu	09	45
3.	The learner should be exposed to the opportunity to explore the forms in the course content of each unit related to the kind of meanings expressed in the documents of the accountancy and business profession	14	70
4.	More emphasis on reading, writing, and speaking skills	14	70
5.	Introduction of more ESP courses in the Level-3	15	75
6.	Language Enhancement Programs (LEP) for more ESP credit hours than long course	12	60
7.	communicative approach and learner-centred method should be followed in teaching	13	65
8.	grammar, vocabulary	13	65

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	and linguistic productive skills should be paramount focus in the courses

The presence of a significant number who did not have any suggestion for the courses reveals that there is a certain amount of discontent or satisfaction among the teachers about the courses, which does not portend a sign of hope for the students. However, the varied suggestions and plans from the majority of the participants recall that the promising teachers were involved in the upshot of their students' needs. Notably, the huge numbers (80%) who expected ESP course curriculum should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market point to the ticklish offshoot of the TEFL planning in tertiary level. In addition, 75% of the teachers talked about the need for more ESP courses in the Level-3, which aver the ray of hope for effective ESP teaching-learning practices.

DISCUSSION and Hypothesis JET

In this paper, the researchers examined the diverse information on ESP teaching-learning issues and practical experiences of teachers based on statistical research data analyses as well as overall research review, and found the following points of hypotheses:

A) The present research diagnoses the following problems:

1. 60% (Table-4) teachers' responses underline the unsuitability of textual material (especially Reading section) which does not capture the learners' appropriate need and demand.

2. The ESP class size is excessively large in number which is incompatible to task oriented teaching.

3. 75% (Table-2) of the teacher participants identified the unsuitability of the ESP course curriculum design.

4. ESP Curriculum, here, is not well-organized to the socio-cultural spirit of the target language. Problem that arises is that all good and significant books available and used to teach Business English for Saudi students are written by foreign authors specially British/ American where only American examples are discussed. Therefore, the course contents to the core are not fit to Saudi socio-cultural milieu.

5. The ESP learners are very vulnerable in vocabulary, listening and communicative competence like writing and speaking skills.

6. ESP class is more teacher-centred than learner-centred.

7. In terms of '**learner-centred language teaching'** practice in ESP classes, 65% (Table-3) of the teachers claimed that existing ESP text materials are not learner-centred and task-based practice oriented. Interestingly, the focal point of language teaching has been placed on changing the classroom practice from the traditional passive lecture to more active group

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learning so that learners can be more easily exposed to target language use. So, many teachers recommend *learner-centred* teaching materials, chiefly because they believe *learner-centred* and task-based learning has specific benefits for increasing learners' communication skills and interaction.

B) The research divulges the following effective and viable suggestions:

(I) The findings of this present study reflect that 80% (Table-8) of the participants suggest that ESP course curriculum should be redesigned and reshuffled in keeping with the learners' standard and specific demand of the competitive business job market because the contents of existing ESP syllabus are not satisfactory and appropriate so far as the Business Studies is concerned. The paramount focus of ESP syllabus should lay emphasis on Speaking, Writing, Vocabulary, Grammar and Reading with other skills concerned focusing the importance of communicative competence.

(II) The teachers have nuance of expressions regarding the text materials. Virtually, (45%, Table-8)for effective teaching-learning, ESP course contents should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu as "The more texts are related to learners' personal concerns and interest the deeper and more rapid the processing will be" (as cited in Mishan, 2005). It means making the teaching materials relevant to the learners' personalities, backgrounds, needs, and interests as well as those of the teacher or institution. Indeed, textbook should include criteria that pertain to representation of cultural and gender components.

(III) The study offers a vital and focal point of attention (100%, table-5) that ESP course should cover a minimum section of selected functional and technical terms and terminologies in each unit related to Business Studies, for example, *Balance sheet, Journal, Ledger, Debit/ Credit, Profit & Loss account, Trading account, Gross/ Net Profit, Trial Balance, finance, probationary, Schedule, Bill, Bond, Share, Debt, Exchange, I.O.U, Balancing, Entry, Share Issue/ Holder, Noting, Bank charge, Endorsement*, and the like.

(IV) 95% participants (table-7) report to organize more English credit courses as ESP to facilitate and to advance students' command in English in order to run their respective field of study in English and their sustainable progress to meet the challenge of the workplace.

(V) Moreover, the learner should be exposed to the opportunity to explore the forms and terms (*such as- debtors & creditors, bids, share issue, forfeit, balance sheet, cost and liability etc.)* in the course content of each unit and enabling them to identify how such forms were related to the kind of meanings expressed in the documents of the accountancy and business profession.

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Variables

(I) 60% participants recommended innovative and interesting idea that Language Enhancement Programs (LEP) for more ESP credit hours than long course to reduce learners' vulnerability in essential language skills like *writing* and *speaking*.

(II) 75% participants favored to the introduction of more ESP courses in the Level-3.

Conclusion

This research divulges certain outcome and suggestion emerging from the survey results and analyses. First, ESP course curriculum should be redesigned and reshuffled in keeping with the learners' standard and demand of the competitive business job market so far as the Business Studies is concerned. The paramount focus of ESP syllabus should lay emphasis on Speaking, Writing, Vocabulary, and Grammar with other skills concerned in pursuing the global business communicative competence. Secondly, for teaching-learning effectiveness, ESP course contents (especially, Reading section) should cover the socio-cultural factors of the learners, i.e., Saudi socio-cultural milieu to avoid cultural clash and make the teaching materials relevant to their personal backgrounds and needs. Thirdly, teacher-centred ESP classes need to be replaced by the learner-centred *task-based language teaching* (**TBLT**) and *communicative approach* as a teaching technique. Fourthly, in ESP context *needs analysis* to facilitate students' specific needs, and lessons design adaptation should be constant and continuous practice of the ESP practitioners not being merely the slave of textbook in order to make ESP classroom effective and up-to-date. Finally, it can be suggested to introduce Language Enhancement Programs (LEP) for more ESP credit hours than long course with a view to providing additional support to the students to reduce the weaknesses for compatibility with the course. Only after all these modifications, we can expect the ESP courses to be effective and students to be benefited. It is hoped that this study may bring certain benefits to other ESP practitioners as well as course designers involved in developing similar courses in other Saudi universities or similar contexts.

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Appendix 1

We have undertaken a research under the caption *"Effectiveness of ESP course for Business Administration at Community College of Jazan University: An Evaluative Study".* Teachers' perceptions, evaluations and beliefs are highly important to design and develop academic and professional practices. To this end, we value your opinion and especially what you experience in the classroom. Therefore, you are requested to answer all the questions below carefully. We appreciate your cooperation with thanks.

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Teachers' Questionnaire

1. Which course do you prefer to teach?
   a) *General English*   b) *ESP*   c) *Both*

2. Do you think ESP course is designed to the needs of the students who you are teaching here?
   a) *Yes*   b) *No*

3. Does the text material lay emphasis more on learner centred than teacher centred approach to teaching language for better learning output?
   a) *Yes, completely*   b) *No*   c) *Partially*

4. Does the course improve your students' communicative competence (e.g., speaking and writing skill)?
   a) *Completely*   b) *Partially*   c) *Not at all*

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5. Do you think functional and technical language (terms related to Business) should require for ESP reading text?

   a) Yes   *b) Not at all*   *c) Partially*

6. What should be the focus of ESP Course? Rank according to the degree of importance.

a) Grammar   1. --
b) Reading   2. --
c) Writing   3. --
d) Vocabulary   4. --
e) Listening   5. --
f) Speaking   6. --

7. Do you think students need more English credit courses (as ESP) for sustainable development?

   a) Yes   *b) No*

8. Do you have any more to tell to make ESP teaching-learning effective? If so, please mention here: ---

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Perception of Syntactic Deviations in Poetry - A Study of William Blake's *Songs of Innocence*

R. Ashok Kumar, M.A., M.Phil. (Linguistics), M.A. (English), B.Ed.
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General Aim of the Study

The present study is concerned with the aspects of syntax which help us to comprehend poetic lines. Poetry employs language which drifts apart from the normal language.

Example: Piping down the valley wild.

Here, the PP 'down the valley wild' contains a DP 'the valley wild'. Within the DP we have an NP 'valley wild'. The words 'valley' and 'wild' belong respectively to N and A categories.

This combination is not permitted in normal language, hence considered deviant. The normal acceptable sequence reads:

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<u>Down</u>	<u>the</u>	<u>wild</u>	<u>valley</u>.
Preposition	Determiner	Adjective	Noun

Specific Aims of the Study

The present work tries to explain how we perceive the deviant examples, that is, above mentioned structures. This also helps us to learn why we don't misinterpret the above examples with similar structures of our language.

Research Questions

1. What is the position of Adjective in Blake's stylistic deviations?
2. How is it syntactically different from Complex Transitive Verbal Constructions?
3. Is there any test to distinguish the difference between them?

Data for Study

The data for this study is taken from the collection of poems by William Blake (Ramji Lal 2006: 69-104). The data include the following:

1. Piping down the valleys wild. (Introduction)
2. Stain'd the water clear. (Introduction)
3. He was an infant small. (A Cradle Song)
4. Becomes an infant small. (A Cradle Song)
5. Seek your cradle narrow. (The Blossom)
6. Our father dear. (The Divine Image)

These NPs clearly show that the N° is followed by A°. They should be written as:

7. Down   the <u>wild</u>   <u>valleys</u>
8. The   <u>clear</u>   <u>water</u>
9. A   <u>small</u>   <u>infant</u>
10. Your   <u>narrow</u>   <u>cradle</u>
11. Our   <u>dear</u>   <u>father</u>
              A   N

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Let's see how we can account for the movement.

Adjectives, in English, can also occur as complement of objects that is, as sisters of V' node as in the followings:

12. The judge	found	the woman	guilty.
13. Hari	painted	the house	green.
14. The girl	called	the boy	useless.
	Comp Tr V	Object	Complement

Compare sentence 12 with the following:

15. The judge found the guilty woman.
16. The judge found that the woman was guilty.
17. The judge found the woman to be guilty.

Sentences 15 and 16 have certain semantic differences. These are signaled by the position they hold in the phrase structure. She might have absconded out of fear for punishment and the judge identified the place of her hiding. This is because the NP 'the guilty woman' occupies the position of sister node with V°. The sub-categorization frame of the V° takes NP as its complement and thus is assigned the role of Object NP as follows:

Tree -1

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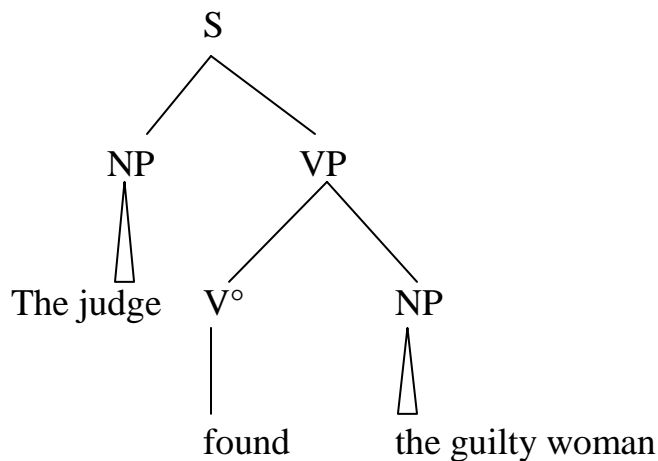
But, sentence 16 can be taken as the paraphrases of the sentence 'The judge found that the woman was guilty'. This should be taken to mean that the woman was suspected of the murder or any other crime reported. Through the investigation, the judge has found out the truth and had come to the conclusion of her involvement. The sentence contains two clauses: MATRIX SENTENCE with 'found' and the EMBEDED SENTENCE with 'was'. The second sentence is under the maximal projection of its own CP. The embedded sentence 'The woman was guilty' conforms the statement and the matrix sentence says that the judge found out the truth. The truth is given as the complement of found.

The judge found that the woman was guilty.

Tree -2

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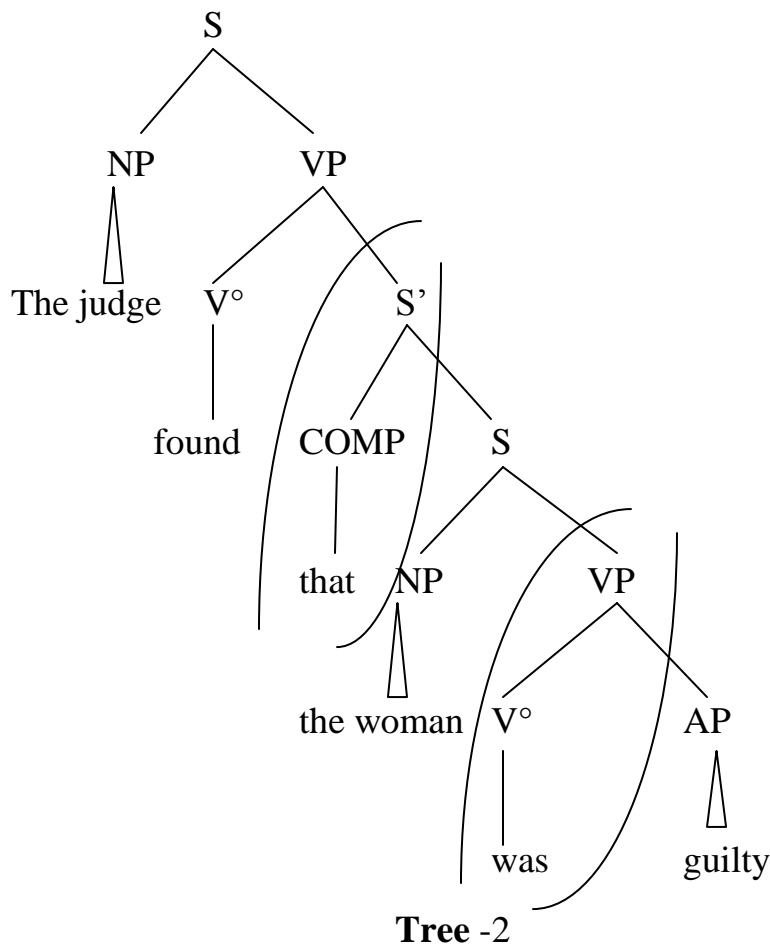
In sentence 17, Small Clause contains the ellipsis (*to be*) explicitly. The sentences 16 and 17 are syntactically different but semantically closely related to each other. In 17, the 'to-infinitive' cannot assign Nominative Case to the NP preceding it. Hence, the V° of the preceding clause. Here the clause with the verb 'Found' assigns Objective Case to the NP 'The woman'. This can be shown on the tree as follows:
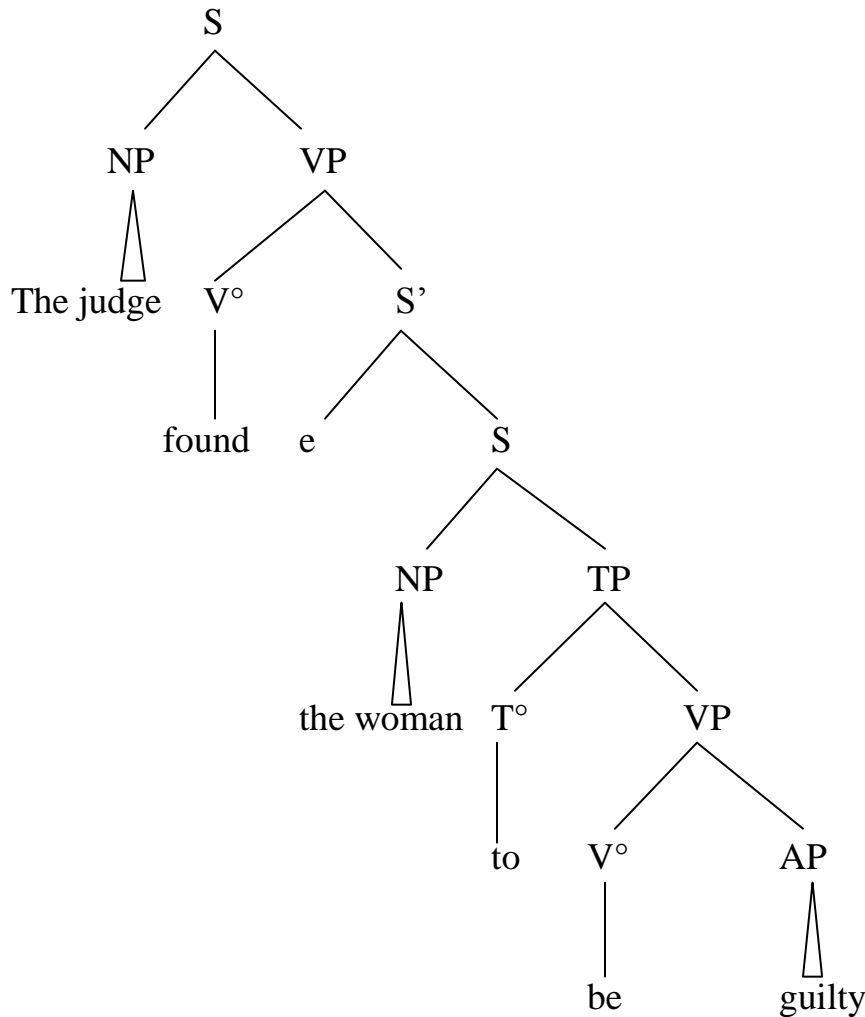
Tree -3

Robert D. Borsley (1999; p176) calls this type of construction as "Control Sentences". Small Clauses, as Radford (2004; p307) says "whose predicate is not a verb".

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"SCs lack a C-System and an I-System." (Bas Aarts 1992; p179) The removal of V° (ie) I- System subsequently removes CP (here Spec- S') because the case assignment to the NP is essential and thus leads to the merging of NP and AP to the V'.

```
                    S
                   / \
                  /   \
               NP      VP
               /\     /  \
              /  \   /    \
     The judge  V°        V'
                 |       /  \
                 |      /    \
             found    N'      A°
                      /\      |
                     /  \     |
              the woman    guilty
```

Tree -4

This analysis is clearly wrong because linguists have already devised the trees for Complement and Adjunct Positions as follows:

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```
                    XP
                   /  \
                Spec   X'
                      /  \
                    X'    Adjunct
                   /  \
                 X°    Complement
                 |
                head
```

Tree -5

(Taken from H.D. Sharma 2007:169)

The lexical head X° takes 'Complement' as its sister because it subcategorizes but not the Adjunct. Based on this, the V° "found" demands an NP such as 'The woman' as its Complement. This close affinity is subject to the individual lexical item. But, Adjuncts are not so bound with the heads. So, Adjuncts are the sisters of X' (here V').

The V° is Complex – Transitive in nature. Thus, demanding an NP as its complement and an Adjective as its Adjunct. The tree should read as follows:

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```
                    S
             _____/_____
            /              \
          NP               VP
          /\             __/\__
         /  \           /      \
   The judge          V'        AP
                    __/\__       /\
                   /      \     /  \
                  V°      NP  guilty
                  |        /\
                  |       /  \
                found  The woman
```
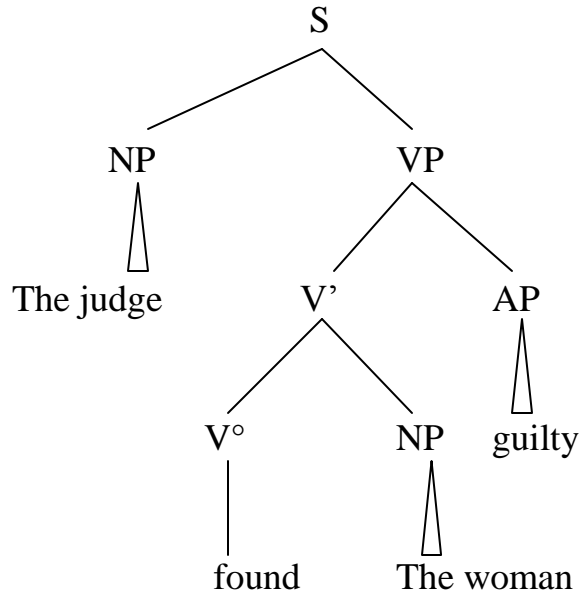
Tree -6

Let's get back to our discussion of the occurrence of Adjectives next to N°.

Syntactic Test

Read the following pairs of sentences:

> 18. I stain'd <u>the water clear</u>.
>   18a. *I stained the water (to be) clear.
>   18b. I stained the water (which was clear).
> 19. The judge found the woman guilty.
>   19a. The judge found the woman (to be) guilty.
>   19b. The judge found the woman (who was guilty).
> 20. Piping down <u>the valley wild.</u>
>   20a. *He piped down the valley (to be) wild.
>   20b. He piped down the valley (which was wild).

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21. We called the girl intelligent.
      21a. We called the girl (to be) intelligent.
      21b. We called the girl (who was intelligent).

Here, we can see 18a and 20a asterisk marked that means they are ungrammatical. The sentences 18b and 20b convey the same meaning as in 18 and 20. In the case of 19 and 21, all are acceptable but they make certain differences. 19b and 21b are equivalent to 'The judge found the guilty woman' and 'We called the intelligent girl'. But 19a and 21a are the same as 19 and 21.

The sentence 'I stained the clear water' contains an NP+V+NP. This can be shown as follows on a tree diagram:

Tree -7

Sentence (18b) is the near paraphrases of 18. 18b contains a MATRIX SENTENCE followed by an EMBEDDED SENTENCE and so can be represented as follows:

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I stained the water which was clear.

```
                        S
                   ┌────┴────┐
                 NP          VP
                 ┃        ┌───┴────┐
                 ┃      V°          NP
                 I    ┌──┴──┐    ┌───┴────┐
                      stained  N'        S'
                              ┃      ┌────┴────┐
                          the water COMP        S
                                     ┃      ┌───┴────┐
                                   which i  NP       VP
                                           ┃      ┌───┴───┐
                                           ti   V°        AP
                                                ┃         ┃
                                               was       clear
```
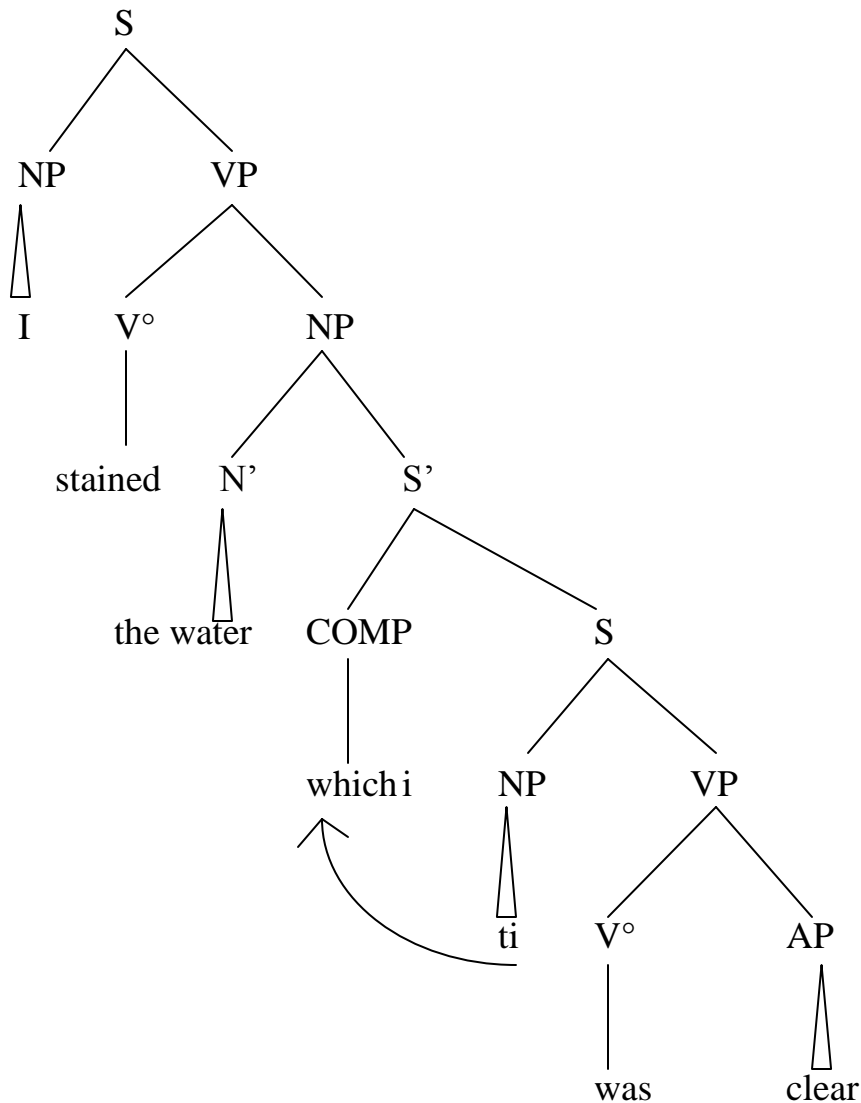
Tree -8

Why is 18a 'I stained the water (to be) clear' unacceptable?

18a is a control clause with 'to be clear'. The matrix sentence 'I stained the water' has the subject of the control clause as its Objective NP. This can be represented on a tree as follows:

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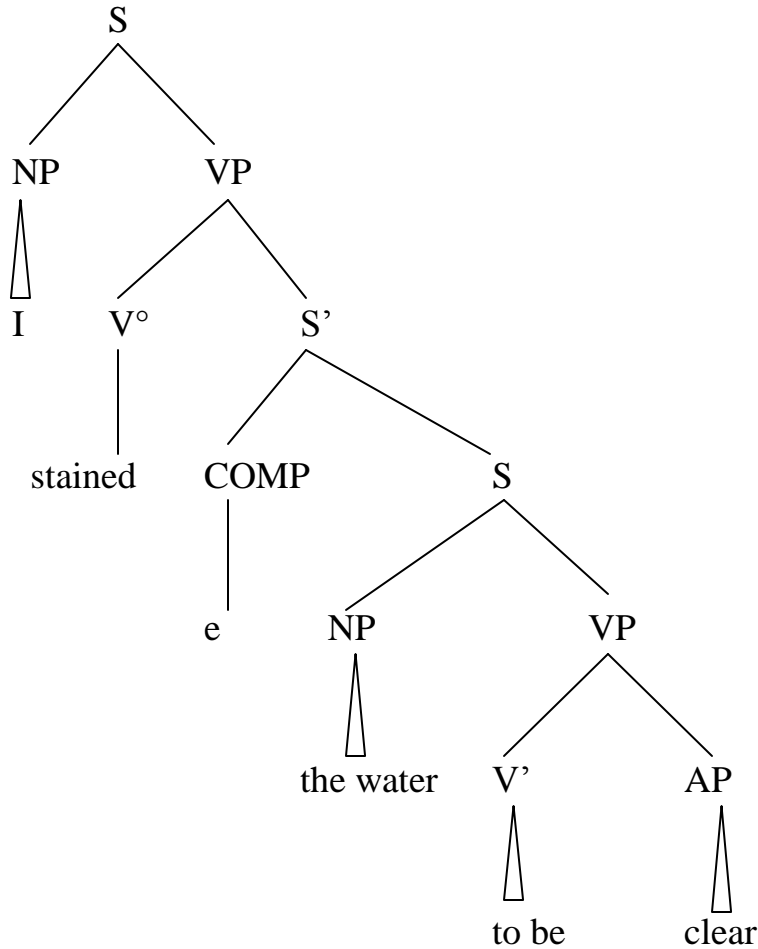
Tree -9

The structure of the above sentence is similar to **Tree** -3 and makes no difference. Hence, the difference is somewhere in the semantic level.

The idiosyncratic properties of the verb 'stain' should be considered. The word 'stain' is the antonym of 'clear'.

The test for antonym as explained by Andrew Radford, et.al. (2009: 199) is:

'X is tall' entails 'X is not short'.

'X is short' entails 'X is not tall'.

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The test can be implemented on these lexical items:

'The water is stained' entails 'The water is not clear'.

'The water is clear' entails 'The water is not stained'.

So, what is stained cannot be or become clear. The reason for the unacceptability lies in the Semantic Level and not in the Syntactic Level.

Tree – 8 shows that the Relative Clause 'which was clear' lies within the NP 'the water' and so should be a part of it. Hence, their arrangement on the tree should be as follows:

Tree -10

(OR)

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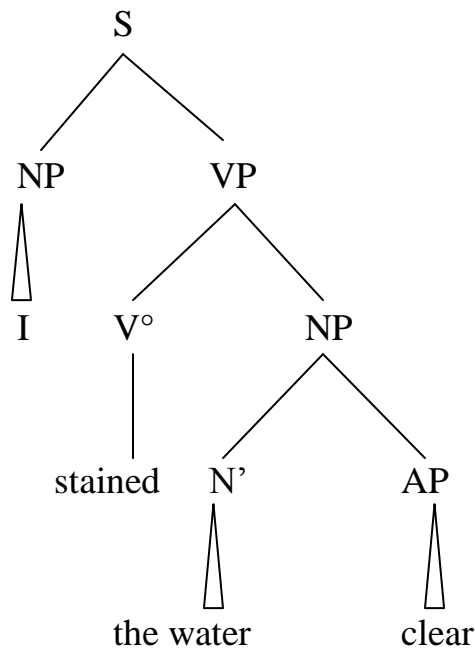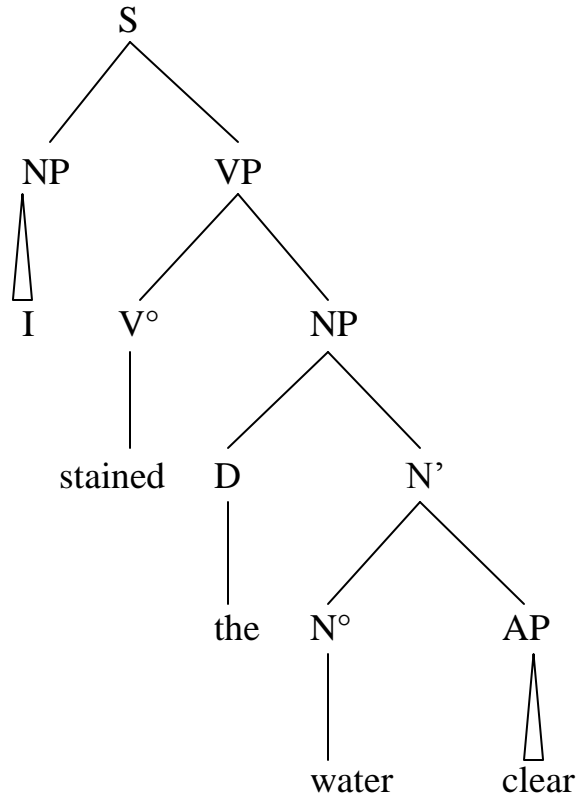
Tree -11

The question of its movement should be answered now. English is a language which follows Bottom-Up process of Arrangement of lexical items. The syntactic movement is also unidirectional, that is, move towards the CP/S.

Interrogative Movement is an example for this. So in this case too the movement proves to be of N° to the level AP as shown below.
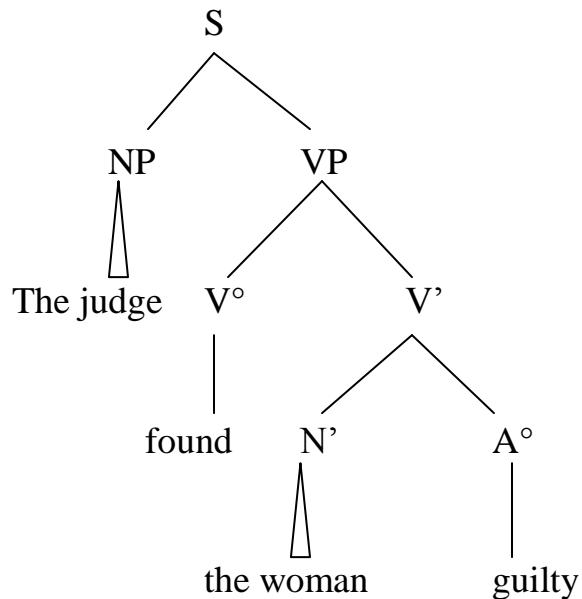
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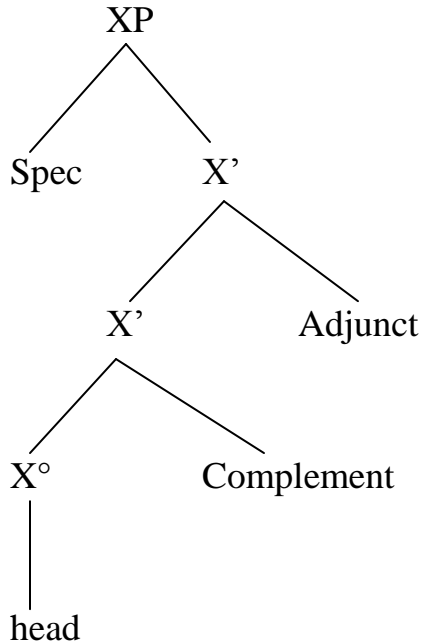Perception of Syntactic Deviations in Poetry: A Study of William Blake's *Songs of Innocence* 95

```
                    NP

          D                 N'

        The          N'          N'

                           AP          N°

                           clear       water
```
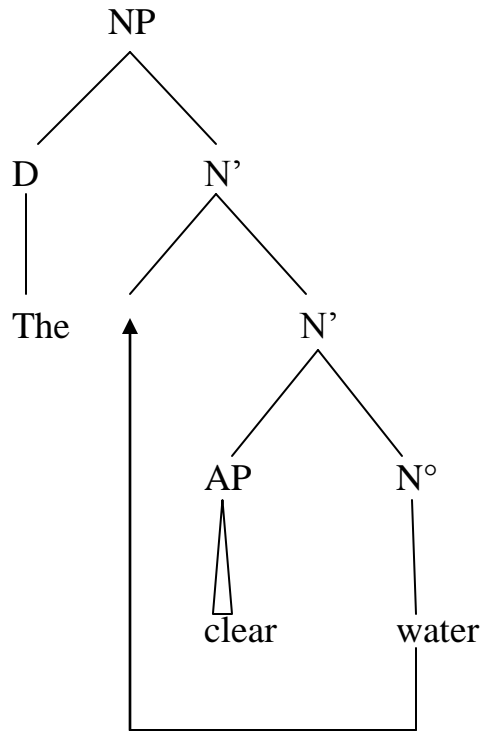
Tree -12

Conclusion

1. Adjectives are the sisters of N' under the maximal projection NP. They occur within NP. (**Tree** -12)
2. In Small Clause, the adjectives occur as sister of V' under the maximal projection of VP. (**Tree** -6)
3. Small Clauses are elliptical sentences (19a; 21a & **Tree** -3). The (to be) is deleted (19; 21). The stylistically moved N° can be paraphrased as Relative Clauses (18b; 20b) only.

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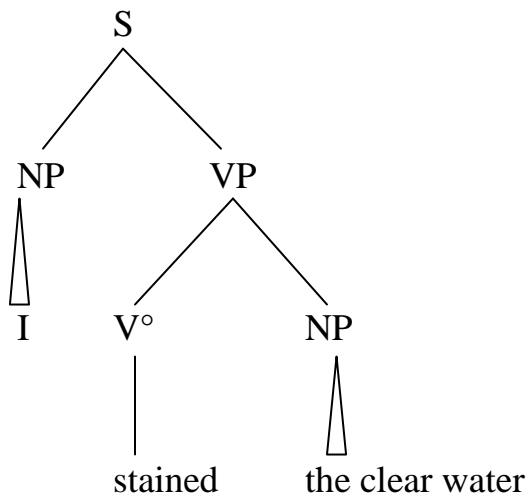Language in India www.languageinindia.com
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Cohesion Coherence Interdependence - Analysing Cohesive Devices to Study Coherence in the Text

Mahrukh Baig, M.Phil. Applied Linguistics
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Abstract

This paper places its focus on an in-depth analysis of text-forming (cohesive) devices in a literature-based discourse. The purpose behind the research is to highlight a significant role of cohesion in generating coherence of a text. Moreover, a detailed study of the language use in a post-war literary piece aims to facilitate the comprehension of linguistic varieties in the chaotic periods of turmoil.

Introduction

"Literature is the art form realized entirely through language, evaluation and interpretation…a detailed analysis of authorial technique and stylistic

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features successfully achieved within a rigorous linguistic frame."
(Coulthard 1985:179)

The linguistics science has long been centered upon the traditional study of 'sentence' for the purpose of analysis. However, the recent trends have transferred the focus to inter and outer sentential relations in language. People engaged in tracing the linguistic unity and drawing its connections to the world around are usually called *discourse analysts*.

A purposeful 'stretch of language' that retains sequence of thought and meaning is named *discourse* and the examination of linguistic functions can be referred to as *discourse analysis* that regards language as something more than a sentence-level phenomenon. Zellig Harris, a sentence linguist, wrote an article entitled "Discourse Analysis" in 1952 coining this term for the first time. He, through this article, attempted to identify the connectedness, semantic unity and underlying structural patterns within the stretches of language and thus paved the path for the future *discourse analysts* to explore the functional depths of language.

Basic Unit in Discourse Analysis

To discourse analysts, the basic unit of analysis in language is the "utterance" and one of the fundamental aims of discourse analysis is to discover the rules that make these utterances a meaningful coherent whole. These rules are called the rules of *coherence.* The quality of coherence can either be formal or contextual. Formal coherence refers to the co-textual or linguistic unity and contextual coherence points towards non-linguistic ties. The linguistic bond is established through certain text-forming devices that are termed as *"cohesive devices",* whereas contextual coherence is achieved through a relationship between the discourse and the situation in which it occurs.

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Focus of This Article

This research paper aims to analyze the co-textual/ linguistic unity in the chosen discourse through a detailed identification and explanation of "cohesive devices" used in it. Moreover, it sets out to highlight a significant role of cohesion in generating coherence of a text. The conclusion is going to throw light on choice of the text in terms of its appropriateness for being an apt *discourse* to be analyzed.

Chosen Text

The chosen text for discourse analysis is the first chapter of Earnest Hemingway's novel, "A Farewell to Arms". Having been selected from a novel, the *text type* turns out to be 'a literary discourse'. "A Farewell to Arms", published in 1929, is a vivid portrayal of the World-War I. It's a semi-autobiographical account of Hemingway's personal war-time experiences. A tragedy of broken-hopes and shattered-ideals, the novel, presents a farewell both to the 'arms' of war and the 'arms' of love. The story has been set against the backdrop of World War I, particularly, at the Italian-Austrian front. Moreover, Hemingway's characters are the people involved in the war scenario and his audience is the post-war society of 1920s America, whom Gertrude Stein called "The Lost Generation".

Literature Review

Though critical thinking and analysis of situations/texts is as ancient as mankind or philosophy itself, yet Discourse Analysis is generally perceived as a product of the postmodern period. The postmodern period is distinguished from other periods for most of its literary and non-literary productions focusing on "deconstruction". Stephen (1994) states that the postmodern writers and theorists viewed the world as an inherently fragmented and heterogeneous place that made them come up with "deconstructive" ideas and methods of analysis which suit this world the best. Discourse Analysis is one of such studies of 'deconstruction' in the field of linguistics.

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"The way you construct meanings for texts depends on the way you construct theories about the world—about realties." (Birch 1989:25)

"Discourse can be defined as a stretch of language consisting of several sentences that are related not only in terms of ideas they share but also in terms of functions they perform within the discourse." (Nunan 1993:5) This is the functional relation within sentences or utterances that is termed as *'coherence in discourse'* which emphasizes organization and mapping of language on one hand and social relationships and interaction on the other.

Coherence and Cohesion

Coherence and *cohesion* are two different forms of connectedness in discourse. Halliday and Hasan (1976) believe that a text can be cohesive without necessarily being coherent because cohesion does not spawn coherence. In other words, cohesion refers to grammatical and lexical ties in discourse that join the utterances/sentences together, whereas coherence is the semantic unity that flows throughout the text and makes it an overall 'meaningful whole'. That's why; the critics believe that a text can be cohesive without being a semantically unified.

Cohesion can be defined as a relation between the utterances that is established by the grammatical and lexical links in discourse. Nunan (1993) defines cohesion as 'sequence of sentences or utterances which seem to hang together containing text-forming devices and a relationship across sentence or utterance boundaries which helps to tie the sentences in a text together' (p. 21).

Widdowson (2004) states that for Halliday and Hasan cohesion is a feature of discourse structure that gives a text its texture. "We can interpret cohesion, in practice, as the set of recourses for linking a sentence with what has gone before" say Halliday and Hasan (1976:10). They, in their book entitled "Cohesion in English" (1976), categorize cohesion into grammatical and lexical *cohesive devices* and define them as "categories which have

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a theoretical basis as distinct types of cohesive relation, but which also provide a practical means for describing and analyzing texts" (p.13). The different **types of cohesive** devices according to Halliday and Hasan (1976) are listed bellow:

1- Grammatical Cohesive Devices:
   a- Reference
   b- Ellipsis
   c- Substitution
   d- Conjunction

2- Lexical Cohesive Devices:
   a- Reiteration
   b- Collocation

1- Grammatical Cohesive Devices

a- Referential Cohesion

Referential cohesion is achieved through different types of references in a text. There are two basic types of references:

i- Exophoric references

There are times when the meaning is not explicit from the text itself, but is obvious to those in a particular situation. This type of situational reference is called an exophoric reference that refers to the 'shared world' which both sender and receiver share "outside the text".

ii- Endophoric references

These references are of textual nature that refer to elements "within the text". Endophoric references are further divided into *anaphoric* and *cataphoric* references.

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- **Anaphoric references**

   The reference item functioning in anaphoric way refers "backwards" to the preceding text pointing the reader or listener to a "previously mentioned entity, process or state of affairs" (Nunan 1993:22).

- **Cataphoric references**

   This type of reference item points the reader or listener forward referring to elements in the following text. Nunan (1993) says that authors sometimes use cataphoric references to produce a dramatic effect.

   Halliday and Hasan (1976) identify three sub-types of referential cohesion: personal, demonstrative and comparative references.

   Personal reference items are expressed through personal pronouns and possessive determiners, such as he, she, it, they etc. These references are used to identify individuals and objects that are referred to at some other point in the text.

   Demonstrative reference item is expressed through determiners and adverbs that refer to a single word or phrase or much longer chunks of text and sometimes several paragraphs or pages also. Demonstrative determiners are words like this, that, these and those and adverbial reference items are mostly here, there, now and then etc.

   Comparative reference is articulated through adjectives and adverbs to compare or contrast items in a text for their being similar, identical or different. For example words like: equally, likewise, contrastingly, else, other or same etc are comparative adjectives or adverbs.

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b- Ellipsis and Substitution

Ellipsis is the "omission of elements" in a sentence/ text that are "obvious from the context itself" (McCarthy 1991:43). Whereas, substitution is the replacement of these elements with some other words or phrases. Halliday and Hasan (1976) combine these two devices by saying that "ellipsis is a form of substitution in which the original item is replaced by zero." Ellipsis and substitution occur in three types that are: nominal, verbal and clausal (relating to noun, verb and clause respectively).

Halliday and Hasan (1976) believe that references and substitution are such cohesive forms that lie on the borderline for reference being a form of substitution itself. However, they draw the distinction between the two by stating that "in terms of the linguistic system, reference is a relation on the semantic level, whereas substitution is a relation on the lexicogrammatical level, the level of grammar and vocabulary, or linguistic 'form'." (p.89)

c- Conjunction

The last of the three relationships, conjunction, functions somewhat differently than the other three because it is related to the entire environment of a text. The conjunctive elements or connectors that are also known as "discourse markers" make a text cohesive by joining the utterance or sentences together resulting in the construction of sequence of thought. Halliday and Hasan (1976) have categorized conjunction into four sub-types:

- **Additive conjunctions** (relating to an addition of information such as and, moreover, furthermore etc)
- **Adversative conjunctions** (relating to a contrastive information such as however, yet, but etc)
- **Causal conjunctions** (connection in terms of cause, for example, because, as a result of, consequently etc)

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- **Temporal conjunctions** (relation in terms of time such as then, afterwards, subsequently etc)

2- Lexical Cohesion/Cohesive Devices

Lexical cohesive devices are meant to produce a semantic relationship between two words in a text in order to generate cohesion amongst its lexical units. According to Halliday and Hasan (1976), there are two major categories of lexical cohesion: reiteration and collocation.

a- Reiteration

The Penguin Dictionary of Literary and Linguistic Terms (Cuddon 1980) defines reiteration as a form of lexical cohesion in which the two lexical items refer to the same entity or event. Reiteration includes repetition, synonym and near synonym, super-ordinate and general word.

- **Repetition**—recurrence of the same lexical unit
- **Synonym**—words similar in meaning
- **Super-ordinate**—words referring to the general class
- **General word**—collective nouns corresponding to something in general such as people, things, universe etc.

b- Collocation

Collocation is a form of lexical cohesion that includes semantically related words in a text which tend to appear in a similar context. Collocational words are text as well as context-bound and Nunan (1993) says that our ability to identify them depends on our background knowledge and on our familiarity with the context and content of the text.

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After having defined grammatical and lexical cohesive devices introduced by Halliday and Hasan (1976), the proceeding literature review is going to focus on *some other text-forming devices* that also prove to be instrumental for the establishment of *cohesion* in discourse.

1- Verb Form (Tense and Aspect)

Tense refers to the time when the action of the verb occurs. The action can occur in one of three time periods: past, present, or future. They form a time line.
Ex: I ate, I eat, I will eat.

Aspect refers to the time when the action of the verb occurs either across or between those periods. That is, the times on the time line can be extended (progressive aspect) or combined (perfect aspect):

Progressive
The action is continuous.
Ex: When Saima called, I was eating.

Perfect
The action happened at some unknown time between the past and the present time of speaking.
Ex: I have eaten today.

2- Parallelism
Parallelism is another device that makes a text cohesive by establishing a connection between the forms of sentences or clauses. It refers to the use of grammatically or phonetically equal elements in sentences and paragraphs. It might be viewed as a matter of balance. When elements are balanced (parallel), the result is clear and smooth; when they are not balanced the discourse is disharmonious and confusing.

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Balanced or symmetrical elements also tend to be more concise. Writers who face the challenge of stating several ideas in one sentence can often achieve this goal with remarkable clarity if they arrange these ideas in a balanced/ parallel series. This series might comprise parallel nouns or phrases, or it might comprise a more sophisticated sequence of parallel clauses. Parallelism produces a powerful emotional and aesthetic effect in the discourse.

3- Theme and Rheme

Theme and rheme help to understand how information is conveyed in clauses. *Theme* is the initial element around which the rest of the sentence/clause is organized. This 'rest of the sentence' which follows the theme is called *rheme*.

Analysis of a text in terms of theme and rheme emerges different ***patterns***. Sometimes theme remains the same throughout and rheme keeps on changing. While some other times, rheme of the previous sentence, frequently, becomes theme of the next. This type of pattern is called ***communicative dynamism.***

According to Halliday and Hasan (1976), there are three major **types of themes**:

- **Textual Theme** sequences the text by drawing grammatical links between clauses/sentences e.g. however, moreover, etc.
- **Interpersonal Theme** indicates the attitude of the speaker or writer e.g. honestly, generally, etc.
- **Ideational Theme** is the topic or content of the text/sentence e.g. a name (Nancy Smith), you, I, the cat, etc.

Application of Discourse Analysis to Other Fields of Education

Discourse Analysis, being a study of relationship between a text and its context, opens up a number of avenues for research in academia. Contemporary *psycholinguists*

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believe that a child's language acquisition depends more on his understanding of the discourse than grammatical competence. Latest researches on educational psychology (Bates 2007) hold that a child should be taught *grammar* through discourse analysis and not vice-e-versa. Moreover, numerous *sociolinguists* agree on the point that the study of discourse analysis suggests the most effectives ways of analyzing social interactions that can be further developed into various methodologies. Coulthard (1985) states that discourse analysis is "the key to a better understanding of what language is and how it works" (p.1) and that it paves a path of research for not merely linguists but also for sociologists, psychologists, anthropologists, philosophers, ethnographers and conversational analysts.

Analysis of the Text
(Identification of *cohesive devices* in the given text)

1- Grammatical Cohesion

a- Referential Cohesion

i- Exophoric References

Paragraph 1, Line 1—<u>that</u> year <u>we</u> lived in a house

Paragraph 1, Line 4—the leaves fell early <u>that</u> year and <u>we</u> saw the troops

Paragraph 2, Line 2—<u>we</u> could see the flashes

Paragraph 3, Line 1—<u>we</u> heard the troops marching

Paragraph 3, Line 4—<u>we</u> could look across the valley

Paragraph 4, Line 3—came out in <u>this</u> way

ii- Endophoric References

- **Personal References**

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	Reference Item	Linguistic Referent	Type
Para 1, Line 3	they	Troops	anaphoric
Para 2, Line 3	it	flashes from the artillery	anaphoric
Para 3, Line 4	it	forest	anaphoric
Para 3, Line 5	it	fighting	anaphoric
Para 3, Line 7	their	the troops	anaphoric
Para 3, Line 7	they	the men	anaphoric
Para 4, Line 2	they	officers	anaphoric
Para 4, Line 2	he, his	one of the officers	anaphoric
Para 4, Line 2	it	the king	cataphoric
Para 4, Line 3	he	the king	anaphoric
Para 5, Line 2	it	the cholera	anaphoric

- **Demonstrative References**

	Reference Item	Linguistic Referent	Type
Para 1, Line 1	that	house	anaphoric
Para 3, Line 2	that	many mules	anaphoric
Para 3, Line 2	that	other trucks	anaphoric
Para 3, Line 3	that	big guns	anaphoric
Para 3, Line 4	this	the north	anaphoric
Para 3, Line 5	that	another mountain	anaphoric
Para 4, Line 1	that	motor-cars	anaphoric

b- Ellipsis and Substitution

Omitted/ellipted words or clauses are written in brackets in the sentences bellow.

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- **Clausal Ellipsis**

Para 1, Line 1

…a house in a village that looked across the river and (looked across) the plain to the mountains.

Para 1, Line 2

…there were pebbles and boulders, (that were) dry and white in the sun…

Para 1, Line 4

…we saw the troops marching along the road and (we saw) the dust rising and leaves…

Para 3, Line 1

…we heard the troops marching under the window and (we heard) guns going past pulled…

Para 3, Line 2

There was much traffic at night and (there were) many mules on the roads…and (there were) gray motor-trucks…and (there were) other trucks with loads.

Para 3, Line 4

…we could look across the valley and (we could) see a forest of chestnut trees…

- **Verbal Ellipsis**

Para 1, Line 2

…the water was clear and (was) swiftly moving and (was) blue in the channels.

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- **Nominal Ellipsis**

Para 5, Line 2

But it was checked and in the end only seven thousand (people/ soldiers) died of it in the army.

The **substitution** occurs at only one point in the text when the clause "green branches" is substituted by the clause "green leafy braches and vines". It is a *clausal substitution.* (Para 3, Line 3)

c- Conjunctions/ Connectors

	Conjunctions	Type
Para 1 and 2	And	Additive
Para 3, Line 2-4, 6		
Para 4, Line 3		
Para 5, Line 1		
Para 3, line 5	But	Adversative
Para 4, Line 2		
Para 5, Line 2		
Para 3, Line 1	Sometimes	Temporal
Para 3, Line 7	So that	Causal
Para 3, Line 7	As though	Additive
Para 4, Line 1	Usually	Additive

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2- Lexical Cohesion

a- Reiteration

- **Repetition**

    The lexical units recurring in each paragraph of the text are listed bellow:

Paragraph 1	Paragraph 2	Paragraph 3	Paragraph 4	Paragraph 5
The river	mountains	motor-tractors	officers	rain
Trees	nights	trucks	things	
Dust		guns		
Leaves		traffic		
		Branches		

- **Synonyms**

Flashes/ lighting, brown/ bare (Paragraph 2, Line 1-2)

- **Near-Synonyms**

Ammunition/ guns (Paragraph 3, Line 2), wet/ brown/ dead (Paragraph 3, Line 6)

- **Super-ordinate and Hyponym**

Super-ordinate: forest

Hyponym: chestnut tree

(Paragraph 3, Line 4)

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Super-ordinate: ammunition

Hyponym: guns

(Paragraph 3, line 2-3)

- **General word**

    "Things" (Paragraph 4, Line 3)

b- Collocation

Paragraph 1:

The river…pebbles…boulders…water…blue

The plain…trees…leaves…dust…road

Paragraph 2

Mountains…brown and bare…nights…cool…storm

Paragraph 3

Troops…guns…ammunition…traffic…riffle…cartridge-boxes

Paragraph 4

Officers…generals…the King

Paragraph 5

Winter…rain…cholera

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Some Other Cohesive Devices

1- Parallelism

- Most of the sentences and clauses throughout the text are beginning with "there was/ there were" which is a grammatical parallel.

- Secondly, the use of sound parallels or alliteration is also quite prominent:

  Paragraph 1: Plain/ Pebble, Blue/ Boulder
  Paragraph 2: Brown and Bare
  Paragraph 3: Trucks…slower in the traffic, Guns covered with green branches
  Paragraph 4: Gray motor-cars…going very fast
  Paragraph 5: Came the cholera

2- Verb Form (Tense and Aspect)

- The **tense** used in the text is past.

- The grammatical **aspect** throughout is simple/indefinite.

3- Theme and Rheme

The pattern emerging from 'theme and rheme' of the text is that of **"communicative dynamism".**

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(Paragraph 1)   Theme 1 ─────────────▶ Rheme 1

          The late summer of that year   the plain…bare and white except for

                                              the leaves

(Paragraph 2)   Theme 2 ──────────▶ Rheme 2

          The plain was rich with crops   fighting on the mountains

(Paragraph 3)   Theme 3 ─────────────▶ Rheme 3

          Troops marching on the North   troops passing on the roads

(Paragraph 4)   Theme 4 ─────────────▶ Rheme 4

          Officers and generals passing   things went very badly

           in motor cars

(Paragraph 5)   Theme 5 ─────────────▶ Rheme 5

          With the rain came cholera   seven thousand died of it

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Explanation

 (A detailed account of the *use of cohesive devices* in the text)

1- Grammatical Cohesion

a- Referential Cohesion

An abundant use of references has been made in the text. **Exophoric** references include the general pronoun "we" and the demonstrative determiner "that" referring to 'that year' in the text, for both the reference items refer to the elements 'outside the text'. The given text does not explain whom the "we" refers to and which year the determiner "that" points to.

Moreover, **endophoric** references are all expressed through **anaphoric** reference items with the exception of one **cataphoric** reference used in paragraph 4, line 2, where the reference item 'it' comes before the referent 'King'. All the references are either **personal** or **demonstrative**. Any **comparative** reference item does not appear which also highlights the narrative nature of the test.

An excessive use of references establishes a grammatical inter-sentential relationship that supports cohesion in the text and aids the reader to make sense of it as a whole.

b- Ellipsis and Substitution

The use of ellipsis and substitution is also contributing to the grammatical cohesion of the text. For instance, in paragraph 3, line 2 (There was much traffic at night and many mules on the roads…and gray motor-trucks…and other trucks with loads) the words "there was/were" are omitted in the beginning of internal clauses which makes it more effective and meaningful, otherwise, the repetition of these words would have made it disjointed and jumbled up.

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Substitution has been used only at one point in the text (Paragraph 3, Line 3) for an emphatic and dramatic effect in order to *unify* language with thematic concern of the subject.

c- Conjunctions/ Connectors

All the four types of conjunctions/connectors have been used, not merely to join the sentences but also to connect the writer's thought in order to shape the text as an overall meaningful unit in itself.

2- Lexical Cohesion/ Cohesive Devices

The text, fulfilling nearly all the requirements of lexical cohesion, turns out to be highly cohesive in lexical terms.

a- Reiteration

Reiteration, the quality of two lexical items referring to the same object or event, repeatedly occurs in the chosen text. There is an abundant *repetition* of words in each paragraph which emphasizes the symbolic significance hidden behind them. For instance, recurrence of natural images such as "trees, leaves, branches etc." being covered with the "dust" highlights the destruction of nature due to the dirt and filth of this world. Secondly, the repetition of words *synonymous* to 'darkness, storm, flashes and war' also reflects the writer's intention to portray a grim and black war-like society.

The use of concrete words and images is the most prominent characteristic of Hemingway's writing style. The disillusionment as an after-effect of his war-experience made him distrust the abstractness and adopt a concrete approach towards life. This personal attitude of the writer is visible through his language. That's why; the lexical choice in this particular text is also very simple and concrete.

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b- Collocation

Collocation also contributes in making the text cohesive. All the lexical items used in each paragraph relate to a single image that writer intends to draw. For example, words appearing in the first paragraph refer to 'a river besides the plain'. Similarly, in the second paragraph the image being produce through words is that of a 'mountainous area', in the third and fourth paragraph is that of 'war and destruction' and in the fifth paragraph is of 'death and cold'.

Thus, *lexical cohesion* in the chosen text adds to the sequence of thought and helps the reader in making more sense of the implicit meaning through an explicit inter-clausal relationship of the discourse.

Some Other Cohesive Devices

1- Parallelism

Almost all the sentences and clauses are opening with 'there was/ there were' which gives the text a balance and symmetry and also produces a sense of mystery by pointing the reader to an unknown time period. Secondly, the repeated use of *'sound parallels'* generates a poetic effect in the discourse.

2- Verb Form (Tense and Aspect)

As far as *verb form* is concerned, the cohesion of *tense* and *aspect* polishes the coherence of the text. The reader is forced to go back to the period where the whole scenario is being sketched out. Moreover, the constant use of past indefinite gives a narrative taste to the text.

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3- Theme and Rheme

'Communicative dynamism' emerging from the text makes it a well-knit cohesive piece of discourse. The rheme of previous paragraph frequently becomes the theme of the next which doesn't let the semantic flow break at any point. For example, the rheme of the first paragraph is about autumn ending at 'the plain' and the next paragraph begins with the start of spring at the plain again. Similarly, the second paragraph ends with the information of 'fight at the mountains' and the next paragraph open with the same idea of 'troops marching on the North'. Third paragraph closes at the point of 'troops passing' and next starts with the same note of 'army officers moving in cars'. Finally, the fourth paragraph ends up saying that 'things went very badly' and the fifth begins explaining how these 'things went badly'**:** "At the start of the winter came the permanent rain and with the rain came the cholera. But it was checked and in the end only seven thousand died of it in the army".

Conclusion

Frohmann (1994) states, "Discourse Analysis does not provide definite answers and is not a "hard" science, but an insight-based study stemming continuous debate and argumentation" (p. 131). It has an ability to allow personal growth and a high level of creative fulfillment which makes it applicable to every situation and subject. Discourse Analysis has great implications not only for linguists but for language teachers also. It presents numerous methods which the language instructors can apply as important pedagogic strategies such as top-down, bottom up or interactive processing models, ethnomethodological as well as structural techniques of analyzing discourse typologies and most importantly the formal and contextual links that help the students in making sense of discourse.

"Cohesion does not spawn coherence" in Halliday and Hasan's (1976) view, however the chapter chosen from Hemingway's "A Farewell to Arms" negates this idea. An ample use of cohesive devices has generated a definite sense of semantic unity in this

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particular text substantiating the interdependence of *cohesion* and *coherence* in discourse. It is a simple, clear and reader-friendly text that doesn't involve much complexity and states its subject-matter clearly. Moreover, it being rich in both grammatical and lexical cohesion retains a logical balance and doesn't let the reader lose his focus which makes it an effective 'stretch of language' suitable for a healthy discourse analysis.

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APPENDIX

(The Chosen Text)

A Farewell to Arms

BY

Ernest Hemingway

Book One

1

In the late summer of that year we lived in a house in a village that looked across the river and the plain to the mountains. In the bed of the river there were pebbles and boulders, dry and white in the sun, and the water was clear and swiftly moving and blue in the channels. Troops went by the house and down the road and the dust they raised powdered the leaves of the trees. The trunks of the trees too were dusty and the leaves fell early that year and we saw the troops marching along the road and the dust rising and leaves, stirred by the breeze, falling and the soldiers marching and afterward the road bare and white except for the leaves. The plain was rich with crops; there were many orchards of fruit trees and beyond the plain the mountains were brown and bare. There was fighting in the mountains and at night we could see the flashes from the artillery. In the dark it was like summer lightning, but the nights were cool and there was not the feeling of a storm coming. Sometimes in the dark we heard the troops marching under the window and guns going past pulled by motor-tractors. There was much traffic at night and many mules on the roads with boxes of ammunition on each side of their pack-saddles and gray motor trucks that carried men, and other trucks with loads covered with canvas that moved slower in the traffic. There were big guns too that passed in the day drawn by tractors, the long barrels of the guns covered with green branches and green leafy branches and vines laid over the tractors. To the north we could look across a valley and see a forest of chestnut trees and behind it another mountain on this side of the river.

There was fighting for that mountain too, but it was not successful, and in the fall when the rains came the leaves all fell from the chestnut trees and the branches were bare and the trunks black with rain. The vineyards were thin and bare-branched too and all the country wet and brown and dead with the autumn. There were mists over the river and clouds on the mountain and the trucks splashed mud on the road and the troops were muddy and wet in their capes; their rifles were wet and under their capes the two leather cartridge-boxes on the front of the belts, gray leather boxes heavy with the packs of clips of thin, long 6.5 mm. cartridges, bulged forward under the capes so that the men, passing on the road, marched as though they were six months gone with child. There were small gray motor cars that passed going very fast; usually there was an officer on the seat with the driver and more officers in the back seat. They splashed more mud than the camions even and if one of the officers in the back was very small and sitting between two generals, he himself so small that you could not see his face but only the top of his cap and his narrow back, and if the car went especially fast it was probably the King. He lived in Udine and came out in this way nearly every day to see how things were going, and things went very badly. At the start of the winter came the permanent rain and with the rain came the cholera. But it was checked and in the end only seven thousand died of it in the army.

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Sankardeva and His Prose

Deepak Gogoi, Ph.D.

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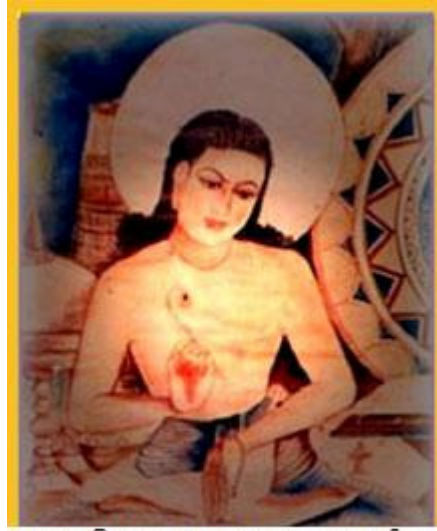
Imaginary portrait of Srimanta Sankardeva by Bishnu Prasad Rabha
Courtesy: http://en.wikipedia.org/wiki/Srimanta_Sankardeva

1. 1 Introduction – Plays of Sankardeva, Beginnings of Assamese Prose in Writing

Saint Sankardeva (15th-16th century) was not only the founder of the Neo-Vaishnavite movement in Assam but also the first person to exercise the use of Assamese prose in writing. The most remarkable phenomenon in the history of Assamese literature is that it was Sankardeva who started a new genre of literature in the Assamese language.

The earliest available Assamese prose writing is found in the form of **plays** that were composed by Sankardeva. The much travelled saint Sankardeva happened to visit most of the pilgrim centers of India. Undoubtedly, he had seen the dramatic performances in different parts of the country. In addition, there are so many popular dramatic performances in Assamese society since time immemorial. These might have influenced him to develop a new form of literature in the Assamese prose.

It should be mentioned that the playwright styled these plays as **nat or nataka.** Later on these plays gained the popularity as the **Ankiya nat** (a drama, one act play). Now it is considered as one of the generic terms in Assamese literature.

1.2 Prose of the *Ankiya nat*

The **ankiya nat** witnessed the first Assamese prose. The prose used by the playwright is known as **Brajawali.** To exalt the **bhakti** (devotion) in the mind of the common folk, Sankardeva might have used the language **brajawali,** as it was prevailing language of **brajadhama,** the home of lord Krishna.

Scholars and researchers very often come to the conclusion that the language of these plays is nothing more than an artificial language. S. N. Sarmah states that *the genuine Assamese Prose Literature is created by Bhattdeva*[1]. He, of course, asserts that *Brajawali, is an artificial language, a blend of Maithili with the then Assamese language.*[2] Maheswar.Neog, on the other hand illustrates that *the prose literature created by*

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Sankardeva cannot be deemed as the actual Assamese Prose[3]. It could be mentioned here that the author, later remarked, *Sankardeva was the sole pioneer of Assamese prose who composed* **ankiya nat** *in a mixed Indian language*[4]. But beforehand, Birinchi Kumar Boruah put on record that *the first Assamese prose literature emerged in the* **Ankiya nat** *composed by the great saint Sankardeva himself.*[5]

Furthermore, he termed the language of the *plays* as one of the dialects of the Assamese Language that was in vogue those days.[6] According to Banikanta Kakoti , in Sankardeva's compositions '*there is a large admixture of what is popularly known as Braj-buli idioms.*'[7] Even he states about the prose literature of Bhattadeva, that '*there is hardly anything remarkable in this prose rendering from the linguistics point   of view, the diction is overloaded with Sanskritic words and the language is far less homely*[8]

It has been already established that *the language Brajawali is a kind of Maithili mixed Bengali in Bengal and with Assamese in Assam with some earlier Aprabhansa and contemporary Western Hindi form.*[9] Sankardeva the much explorer saint was a distinguished Sanskrit scholar who visited most of the sacred places of the country. Coming back from travelling, he composed these plays in the form of prose, which is popularly known as Brajawali.   Birinchi Kumar Boruah illuminates that, *this literary medium was in vogue among the mediaeveal Vaishnavite poets of Bengal, Bihar and Orissa.*[10] Perhaps he was impressed by them .At the same time, to influence the common folk, the playwright used such a language which is neither a spoken nor an unintelligible language, on the contrary it was a language through which he could draw the attention and develop an awesome regards and devotion among the common folk towards Vaishnavism. It is worth mentioning that the plays were composed with a religious motif.

1.3 Initiator of Assamese Prose Writing

Now, the question is – 'Who is the father of Assamese Prose - Sankardeva or Bhattadeva?' It needs to be clarified. It does not matter whether the prose is lyrical, mixed, dialectical or overloaded with Sanskrit words or less homely. *Ankiya nat* are composed in lyrical nature. Dialogues are used to elaborate the lyrical sentiments. By the *sutradhara*, situations and incidents are elaborated in prose. On the other hand, it is said that, Bhattadeva's prose 'does not give any idea of the spoken language of the time'. So, it has a great concern, not only with the scholaristic field or with the educated elite, but it carries a common interest of the people of Assam as well as in the realm of the world of languages.

The root of the prose used by the saint Sankardeva cannot be traced only to the home soil of Assam. **11** He was much conscious in using the morphological elements, vocabulary, phrases and other literary conventions imbued with the fragrance of home soil. The way he used the language in such a simple and forceful manner that the playwright won the laurels of becoming the father of Assamese Prose literature.

1.4 Morphological Comparison between Sankardeva's Prose and Modern Assamese Prose

Plural suffixes:

Ankiya nat	*Assamese*
-*xɔbɔ* : rajaxɔbɔ (the kings)	rajaxɔbɔ (the kings)
-*lokɔ*: xamajikɔlokɔ (the people)	tumalok(you all)
-*xɔkɔl*: gopixɔkɔlɔ (milkmen's wives)	gopixɔkɔl (the female prayer)
-bɔhutɔ: bɔhutɔ xɔtini (more wives)	bɔhut manuh (many people)

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Plural meaning   can be found by re-duplicating.

Ankiya nat	*Assamese*
ghɔnɔ ghɔnɔ (frequently)	ghɔnɔ ghɔnɔ (frequently)
pekhu pekhu (look)	sua sua (look)

Case-endings

Ankiya nat | *Assamese*

nominative: - ∅ ; rukmini bulɔ (rukmini said)   rukminiye kɔle (rukmini said)   - *e* ;

gopixɔb*e* bulɔlɔ (the milkmaids said)   manuh*e* kɔi (people say)

accusative: - *k ; n* ɔrkɔhɔ*(the people)*   manuhɔk (to the people)

instrumental: - *e* ; lanj*e mehrawl*ɔ   laj*e* meriyai dhɔrile

                   (to wrap round with shame)   (to wrap round with shame)

genitive: *-r,-k ; j*ɔgɔtɔk*ɔ nath*ɔ *(God)*   *j*ɔgɔtɔr nath (God)

Gender

Gender is distinguished by using different words and suffixes.

a. Different words :   pita…. mata (father..mother)

                   pɔti…..pɔtni (husband..wife)

                   swami…xtri (husband…wife)

                   raja…..rani (king…queen)

b. The feminine suffixes are –*a, -i, -ini;*

              *-a: bh*ɔkt*ɔ… bh*ɔkta (male worshipper.. female worshipper)

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-i : gopɔ....gopi   (milkman...milkmaid)

-ini : nilajɔ....nilajini (shameless man...shameless women)

The same procedures are used in modern Assamese too.

Pronoun

The reflexive pronoun in Assamese is, *-apuni , apon-(* oneself *)*, it is remarkable that the said reflexive pronoun is found in the prose of **ankiya nat.**

i.   *krishnɔ lila apune kɔvɔ lagɔlɔ.(ankawali.p74)*

     apuni Krishnɔ lila kɔbloi lagil (mod. As.)

     Krishna, His goodself began to recite own glories *(Eng)*

ii.   *apuni dɔdhi mɔthite lagɔlɔ (ankawali, p.280)*

     apuni dɔdhi mɔthibɔloi dhɔrile(mod. As.)

     she herself was engrossed in churning   *(Eng)*

Oblique Form

Nom.:   *mɔi> hamu-*

     mɔi > mo**-**(*mod. As.)*

     I > my /me *(Eng)*

iii.   **hamu** thakite kunɔ sinta thikɔ .(*ankawali, p.26)*

     mɔi thakute kunu sinta nai (mod. As.)

     Nothing to worry in my presence *(Eng)*

Acc.:   *mo- > hama-*

     mɔi > mo- *(mod. As.)*

     I > me *(Eng)*

iv.   *hamakɔ ɔnathɔ kɔrɔbi nahi. (ankawali, p.18)*

muk nithɔrua nɔkɔriba (mod. As.)

Don't make me feel forlorn *(Eng)*

Gen.:   *mɔi>hama -*

mɔi > mo- *(mod. As.)*

I > my *(Eng)*

iv. ***hamar****ɔ agɔmɔnɔ rukminikɔ **kɔh**ɔ giya.(ankawali, p.137)*

mor agɔmɔnɔr kɔtha rukminik kuagoi   (mod. As.)

Inform Rukmini of my arrival   *(Eng)*

Tense

Tenses are indicated by the addition of suffixes to the roots. There are three tenses, namely,

- Present, Past and the Future tense. Verbs are inflected for tenses.

Person denoting marker: 1st Person   : *-õ / -o / -u*

2nd Person   : -a

3rd Person   : -a

Tense denoting marker: Past Tense : *-l*ɔ

Future Tense: *-ib*ɔ

Aspect denoting marker: *-is*ɔ

Present Tense

a**. First Person**

i   *hridɔiye alingɔn kɔye **kɔh****õ (ankawali, p.43)*

alingɔn kɔri kɔõ (mod. As)

Telling you embracing (Eng.)

b. **Second Person**

ii.   *tuhu agu **s****ɔ**l**ɔh**ɔ (ankawali, p. 137)*

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tumi agɔte bɔla (mod. As.)

   Go beforehand (Eng.)

iii. *tuhu hɔttɔre **hajɔh*** *(ankawali, p.*194)

   tumi xunkale xaju hua (mod. As.)

   Be prepared forthwith (Eng.)

iv. *tuhu tapɔ **tejɔh*** *(ankawali, p.* 200)

   tumi dukh nɔkɔriba (mod. As.)

  Don't feel sad (Eng.)

 v. *hamakɔ rɔikha kɔrɔh* *(ankawali, p.* 129)

   muk rakha kɔ rɔ k (mod. As.)

    Save me (Eng.)

c. **Third Person**

 vi.   *gopi k*a *hɔ* *(ankawali, p.* 60)

   *gopie k*ɔ *i* (mod. As.)

   gopi says (Eng.)

vii. *s*ɔ *khi tap*ɔ *sara h*ɔ *(ankawali, p.* 235)

   sɔ khi, xok pɔ rihar kɔ ra (mod. As.)

   Friend, be free from grief (Eng.)

Past Tense

   a. **First Person**: ɔ

   i.   hamuxɔ bɔ ɔdham ɔ **velõ** (ankawali, p. 46)

    ami   adhɔ m   hɔ lõ (mod. As.)

    We were mean (Eng.)

   ii.   *hamu krishn*ɔ *k*ɔ *swami **paolu*** *(ankawali, p.* 121)

    m ɔ I krishn ɔ k swamirupe *palõ* (mod. As.)

   I got Krishna as my husband (Eng.)

   iii.   hamu ɔngikar koie bulɔ lu   *(ankawali, p.* 121)

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mɔ i *prɔtigya kɔ ri kɔ lõ* (mod. As.)

I said by swearing (Eng.)

b. Second Person

    iv.   tuhu ki nimitte nahi   mɔ rɔ li   *(ankawali, p. 125)*

       tɔi nɔmɔrili kiya (mod. As.)

       Why must you not die (Eng.)

    v.   srikrishnɔrɔ xire kuxumɔ bɔrɔkhila *(ankawali, p. 201)*

       srikhnɔr xirɔt kuxum bɔrɔkhile (mod.As.)

       flowers were showered upon Krishna's head (Eng.)

c. Third Person

    vi.   *krishnɔ **bulɔ*** *(ankawali, p. 44)*

       krishnɔi kɔle (mod. As.)

       krishna said. (Eng.)

    vii.   *ohi buli srikrishnɔ moune **rɔhɔlɔ*** *(ankawali, p. 36)*

       xeibuli kɔi srikrishnɔ mɔunɔ hɔi rΩl (mod. As.)

       Hence Krishna remained mum (Eng.)

    viii.   *krishnɔ khedi **awɔlɔ*** *(ankawali, p. 156)*

       krishnɔi khedi ahil (mod. As.)

       krishna rushed towards (Eng.)

Future Tense

    i.   *hamu ki kɔhɔbɔ (ankawali, p. 36)*

       mɔi ki kɔm (mod. As.)

       What should I say ? (Eng.)

    ii.   *hamuxɔbɔ krishnɔkɔ **dekhɔbɔ**, katɔr kɔriye minɔti **kɔrib**o (ankawali, p. 47)*

       ami krishnɔk sam, katɔre minɔti kɔrim (mod. As.)

> We shall see Krishna and will beg in benign (Eng.)

iii. *tuhu thirɔ huiya **rɔhɔb**ɔ (ankawali, p.* 257)

tumi thirere thakiba (mod. As.)

Have patience (Eng.)

It is worth mentioning that aspect denoting marker **'–is'** is rarely used to show doer's continuance in Present Tense.

Examples

i. *tɔthapi ohi padɔpɔnkɔjɔ renu axa **kɔrɔise** (ankawali, p.* 64)

tɔthapi teõr padɔpɔnkɔjɔ axa kɔrise (mod. As.)

Still his blessings are expected (Eng.)

ii. *Narɔdɔ bulɔ he Krishnɔ tuhu bhumikɔ bharɔ hɔrɔnɔ nimite ɔvɔtɔrise*

(ankawali, p. 181)

narɔde kɔle, he Krishnɔ tumi bhumir bhar hɔrɔnɔr nimitte ɔvɔtr dhɔrisa (mod. As.)
Narada said, O Lord, you have incarnated to eradicate the evils from the earth (Eng.)

iii. *srikrishnɔ bulɔ, e **sɔlɔisu** (ankawali, p.* 195)

srikrishnɔi kɔle, mɔi gɔisuei (mod. As.)
Srikrishna said, 'I am proceeding only'(Eng.)

In Past Tense, the same is found inapplicable.

Syntax

The syntactic patterns are simple and straightway as also free from verbosity. It is observed that sentences have been made long by using more than one infinitive and punctuation marks.

a. Descriptive Sentence :

*tahe **pekhi** dɔxɔrɔth* কৈলা *raja hridɔye muthi **hani** bɔhuri ramɔchɔndrɔk* কৈ *gɔle **bandhi***

dhɔri bolɔলা কৈ *(ankawali, p.* 265)

take dekhi dɔxɔrɔth rɔjai hiya dhɔkiyai, bare bare ramchɔndrɔk dingit habɔti dhɔri kɔbɔlΩi dhɔrile (mod. As.)

Consequently the king Dasaratha, Embracing Rama, started to lament (Eng.)

b. **Interrogative Sentence:** No note of interrogation has been used to make interrogative sentence. The interrogative words have been used to express the sense.

Ex.:

i. *ahe xɔngi: ki badyɔ xuniye//* *(ankawali, p.* 109)

he xɔngi, ki badyɔ xunisõ ? (mod. As.)

O' friend, what kind of musical sound am I listening ?(Eng.)

ii. *balɔkɔ ramɔkɔ kΩise rakɔsɔkɔ hɔte dite sao: (ankawali, p.* 239)

balɔk ramɔk kenekΩino raikhyɔkɔr hatɔt gɔtai dibɔ কৈ *khujɔ ?* (mod. As.)

How do you want to handover the child Rama to the demon ? (Eng.)

c. **Negative Sentence:** To make negative, a prefix **'na-'** comes , conforming with the initial vowel of the main verb and sometimes not.

i. *mɔrite **najao** (ankawali, p.* 211)

mɔri nathkɔ (mod. As.)

Die not why ? (Eng.)

ii. *banjuddhe **nɔpari**…. dhɔrɔলা* *(ankawali, p.* 214)

dhɔnu juddhɔt nuari….. (mod. As.)

Invincible in archery……. (Eng.)

iii. *ucit **nuhe** (ankawali, p.* 215)

ucit nɔhɔi (mod. As.)

It's not just (Eng.)

Sometimes,to yield negation, unit word having negative sense is also used before or after the main verb.

i. *kisu sinta **nahi** kɔrɔbi (ankawali, p.* 239)

eku sinta nɔkɔribi (mod. As.)

Nothing to worry about (Eng.)

ii. *tuhu xtrijati kisu bujhɔyɔ **nahi** (ankawali, p.* 216)

tomalok xtrijatiye eku nubuja (mod. As.)

You, the woman folk understand nothing (Eng.)

Irregular verb 'nahi' is also independently used.

i. *mohi xɔmaɔ xubhugani awɔri **nahi** (ankawali, p.* 186)

mor xɔman xubhagini aru nai (mod. As.)

No one is as fortunate as I (Eng.)

Conclusion

From the inception of the period covering   *Prahrad Charita,* vaishnavite era**,** mediaeval period, modern period till date, an immense transformation with remarkable changes have occurred in the areas of phonology, morphology, syntax and lexical context of the Assamese language.

After a minute and cross observation of all the components of prose literature contextualizing modern Assamese prose and the prose of ***ankiya nat***, it can be established that none but the great saint Sankardeva is the father of Assamese prose. All sorts of ambiguities, controversies and doubts should be expunged in this regard.

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Footnotes

1 S.N.Sarmah : *Asamiya Sahityar Samikhatmak Itibritta*, p.185.
2 idem. *Asamiya Natya Sahitya*, p. 22.
3 M.Neog, *Asamiya Sahityar Ruprekha*, p. 85.
4.   idem**. *Srimanta Sankardeva*, p.132.
5 . Birinchi kumar Boruah, *Asamiya Katha Sahitya(purani vag ,* p. 3.
6 . ibid. p. 3.
7   Banikanta Kakoti , AFD. p. 88.
8 Ibid, p. 88.
9 S.KChatterjee, The Place of Assam in the History and Civilisation of India**, p. 62.
10 Birinchi kumar Boruah, : Op.cit*, p. 34.
11 U.N.Goswami, *Asamiya Bhasar Udhav Samriddhi aru Kramavikash,* p. 122.

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A Study of Gore Vidal's *The City and the Pillar*
Sexual Orientation and Personal Agony

G. Dhanavel, M.A., M.Phil.
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Courtesy: **http://en.wikipedia.org/wiki/Gore_Vidal**

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Gore Vidal was born in 1925. He was an American novelist, essayist, short story writer, screen play writer and critic. He died in June 2012. The world which Vidal sees in his novels revolves around love, sex, war, politics, religion, myth, homosexuality and heterosexuality. He also wrote social, political, economic and historical novels.

The City and the Pillar
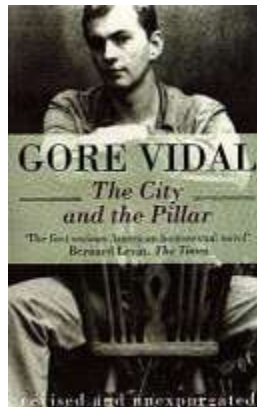
The novel taken for the present study is Gore Vidal's *The City and the Pillar.* The novel deals with two young men's homosexual life in the American society. The two young men, Bob and Jim love each other deeply and are homosexuals.

Robert J. Corber in his article "Gore Vidal and the Erotics of Masculinity" says:

"Vidal's novel shows that, although gay male subjectivity is constituted differently from straight female subjectivity, gay men, like straight women, nevertheless have a stake in dismantling the discourses and institutions that regulate the production of gender" (50).

A Regular Young Man

The hero of the novel, Jim Willard, is presented as any regular young man, different only in his sexual liking of men . He does not like having sex with women. Jim Willard has the experience of sexual satisfaction at the age of seventeen, with a boyfriend in

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Virginia. Jim is a son of the Willard family. He has an elder sister and a younger brother. Jim gains his friendship with Bob Ford, an eighteen year-old boy from high school.

In order to escape from his short-tempered father and his weak mother, Jim spends one weekend with Bob in an empty cabin outside the town.

Realizing that Bob must leave home to find work in New York, Jim wants sexual satisfaction for the first time to live with Bob. They naturally and happily enjoyed it.

The subject matter of the novel is homosexuality, but the larger theme is concerned with emotional difficulty that makes love impossible.

Being a sportsman, Jim becomes an instructor. Jim's acceptance of his homosexuality is shown by his   frequent sexual attraction toward other men . Jim makes relationships with so many men afterwards in the army. He makes relationships with Shaw, Sullivan, and Maria. Jim and Sullivan dislike army life.

Claude J. Summers in "*The City and the Pillar* as Gay Fiction" places this novel in the context of Post-war gay fiction:

> Prime among the novels that challenge the widespread Anglo-American contempt
> for homosexuality and homosexuals is Vidal's pioneering work, which is one of
> the first explicitly gay fictions to reach a large audience. Emphasizing the
> normality of gay people, *The City and the Pillar* traces the coming out process of
> a young man as ordinary and American as apple pie. Coming at the beginning of
> the post-war decade, the novel is an important and exemplary contribution to the
> emerging popular literature of homosexuality. (56-57)

A Lonely Soul

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In *The City and the Pillar* Jim is portrayed as a lonely person. Jim is a sportsperson. He sits alone in a bar, trying very hard to get drunk: "He looked about him but there was nothing interesting to see: only a bar in a city. He wasn't sure what city; only the bar had a certain relationship to him because there was no one else in the world except himself" (12).

Fear of Memory

Jim is afraid of something. He is twenty-five years old. He wants no memory. He rejects the offers of a friendly homosexual and continues drinking, "although, no matter how much he tried, he could not destroy the fear: he could only forget, for a while, how it began" (20).

Vidal and Homosexual Fiction

Vidal talks about his entry into the world of homosexual fiction career as a novelist:

"I was twenty-one when I wrote *The City and the Pillar*," recalls Vidal in an interview by Gerald Clarke. "I was bored with playing it safe. I wanted to take risks, to try something no American had done before. I decided to examine the homosexual underworld… And in the process show the naturalness of homosexual relations, as well as making the point that there is of course no such thing as a homosexual" (154).

Vidal portrays his hero as an innocent, an ordinary young man who moves deeply from a surface naivety into the world of the homosexual. Gore Vidal says several truths about the nature of sex and love in the character of Jim.

The Hero

Jim Willard is a handsome youth in Virginia. He is also a sportsman. Jim Willard and Bob are friends. They like indulging in homosexual activities. Bob also likes to have sex with girls. Bob leaves Jim for the purpose of his job in the United States Army. Jim hopes that he will

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be reunited with Bob. Then he becomes a cabin boy on a journey ship. He meets a friend called Collins. He also likes to have sex with two girls. After that he becomes a tennis instructor at a hotel in Las Angeles. There he meets the actor Ronald Shaw who immediately indulges in sex with him. Both Shaw and Jim indulge in homosexuality. He meets the writer Paul Sullivan at a party and falls in love with him. Their homosexual is really different from others they had relations with earlier.

Jim is very happy to have sex with Paul. He moves with Paul to New Orleans. Paul and Jim are called to go to New York to enlist in Army. The World War II has started. There also homosexuality plays a vital role. Jim wants to have sex with young corporal. Jim is discharged from service. He goes back to New York, where he meets Marie and Shaw again. Shaw introduces Jim to his local boys. He likes to have sex with these boys. Jim hears two sad messages from his father and the friend Bob. His father is dead and Bob has married. Jim finally goes home.

Their relationship between Jim and Bob is renewed again in New York, but it in the same place their relationship comes to an end in Bob's hotel room. Bob dislikes having sex with him. So, finally Jim vigorously rapes Bob and escapes from the hotel.

To Conclude

The City and the Pillar is a serious novel, portraying the emotional challenges a young man faced. His sexual orientation and preference are really not the focus of the novel. It is his earnest desire seeking peace in him and with people around him takes the centre-stage in the narrative.

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A Comparative Study of the Leadership Styles of the Heads of Higher Education Institutions in Public and Private Sectors in Khyber Pakhtunkhwa

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ABSTRACT

The overall purpose of this study was to investigate the leadership styles of the heads of higher education institutions in public and private sectors in Khyber Pakhtunkhwa. Objectives of the study were to investigate the leadership styles of the heads of higher education institutions of public and private sectors and compare the leadership styles of the heads of higher education institutions of public and private sectors. Population of the study included all the principals and

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teachers of higher education institutions of both the sectors in Khyber Pakhtunkhwa, Pakistan. 40 principals (20 Public and 20 Private), 80 teachers (40 Public, 40 Private) were taken as sample of the study. The sample was taken from district Bannu, Kohat, Peshawar and Lakki Marwat. Researcher personally visited and administrated the questionnaires to the principals and teachers respectively. To achieve the objectives of the study two questionnaires A & B were developed: Questionnaire A for principals and B for teachers containing 30 items, (01-30) i.e. (autocratic style 01-10, democratic style 11-20, laissez faire style 21-30). Data was collected, tabulated, analyzed and interpreted by using Mean, Standard Deviation and T-Test.

KEY WORDS: Leadership, Leadership Styles, Autocratic, Democratic, Laissez Faire, Public, Private, Heads

1. INTRODUCTION

Cheng (1996a) analyzed several definitions of leadership and narrated that it is a procedure which influences others and strives to set and achieve the goals of an organization. (Chibber, 2000) further stated that leadership is the power to decide on an action and the strength to see through it.

The term *style* can be narrated as 'manner' that a person practices to influence his staff members (Robert & Warren, 1973). Oxford Advanced Learners' Dictionary defines style as a distinctive manner of doing, performing or presenting something. Leadership style is a way, method or a strategy which is practiced by a person on his subordinates to motivate them and to give them directions how to execute certain plans (Lewin, LIippit, & White, 1939).

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According to (Lewin, LIippit, & White, 1939), different leaders use different leadership styles to guide and motivate their subordinates to achieve the pre- determined objectives. Autocratic, democratic, laissez-faire, transformational, transactional, charismatic, bureaucratic and servant leadership styles are most practiced styles these days. This study revolves around three basic leadership styles: autocratic, democratic, and laissez-faire leadership styles.

2. REVIEW OF RELATED LITERATURE

In autocratic leadership style the leader enforces a rigid control and believes in the 'carrot and stick method' to control and motivate his staff members. The attitude of the leader is quite authoritarian irrespective of a centralized or decentralized system. The leader dictates staff members on his terms and conditions. He assigns tasks to his staff members without consulting them. He selects subordinates and seeks unquestioned conformity on the part of such persons. There is only one main advantage of this style; the decision making takes very less time but this may affect the group morale of the members. Communication in this style is normally one way (Powell, 2004).

In democratic leadership the leader believes in allowing participatory management. The group members are free to give their opinion. Decision making is quite cooperative and members enjoy the sense of belonging. It believes in giving emphasis to group action and decisions. The leaders are free to assume power with the acceptance of the group. Democratic leaders do not try to dominate the staff members by force or rigidity but seek cooperation of the members to run the affairs of the organization. The decision making process is quite slow in this leadership style (Marlene, 2002).

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In *laissez-faire* leadership (delegative leadership) style, the leader avoids contact with the group and there is a free climate. There is no or very rare interference by the leader in running the functions of the organization. The leader is the active supplier of materials but he is not an active participant in decision-making. He participates only when he is asked to interfere in the affairs of the organization. As the members have freedom there is no control on group members and they try to realize their personal objectives rather than group objectives and as a result the group's cohesiveness may be lost (Bass, 1990).

3. RESEARCH METHODOLOGY

Population

The population of the study comprised all the principals and teachers of Higher Education Institutions of Public and Private sectors in Khyber Pakhtunkhwa.

Delimitation of the Study

The study was delimited to four districts of Khyber Pakhtunkhwa which were Bannu, Kohat, Peshawar, and Lakki Marwat.

Sample

Out of the above-stated population category-wise sample was drawn using stratified random sampling technique.

   i.   Twenty colleges from public sector and twenty colleges from private sector were randomly selected as the sample of the study.

  ii.   All the heads of the sampled public and private colleges were included in the study.

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iii.   Two teachers from each selected public and private college were taken at random for the sample.

6. RESEARCH INSTRUMENTS

Two Questionnaires (one for principals of higher education institution and other for teachers of higher education institutions) were used as research instruments for data collection.

4. RESULTS AND DISCUSSIONS

Private sector principals are more autocratic than public sector principals as they mostly rely on threats and punishment to influence their staff members, demonstrate supervision through detailed orders & instructions and mostly motivate their staff members through force to accomplish tasks in time.

Public sector principals are more democratic than private sector principals as they mostly encourage their staff members to be a part of the decision making process, share decision making and problem solving responsibilities and allow their staff members to share ideas for establishing goals.

Public Sector principals as compared to private sector principals provide little or no direction to their staff members in performing their duties, give their staff members as much freedom as possible and minimize their personal involvement in decision-making so public sector principals tend to follow the laissez faire leadership style more than private sector principals.

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5. CONCLUSIONS

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

1. Majority of the principals of private sector and some principals of public sector rely on threats and punishment to influence their staff members, demonstrate supervision through detailed orders and instructions, motivate staff members through force to accomplish tasks in time.

2. Majority of the principals of public sector and some principals of private sector encourage their staff members to be a part of the decision making process, share decision making and problem solving responsibilities, recognize and encourage achievements of their staff members and provide opportunities to staff members to develop a high sense of personal growth and job satisfaction.

3. Majority of the principals of public sector and some principals of private sector give their staff members as much freedom as possible, minimize their personal involvement in decision-making and oppose unnecessary interference in work of their staff members.

4. Majority of the teachers of private sector view that their principals rely on threats and punishment to influence their staff members, force staff members to act as per their direction and enforce college rules and regulations strictly.

5. Majority of the teachers of public sector found that their principals share decision making and problem solving responsibilities, allow their staff members to share ideas for establishing goals and recognize and encourage achievements of their staff members.

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6. Majority of the teachers of public sector and some teachers of private sector view that their principals provide little or no direction to their staff members in performing their duties, give their staff members as much freedom as possible and encourage their staff members to determine goals, make decisions, and resolve problems on their own.

7. In the light of the findings of the study it is concluded that private sector principals tended to be autocratic as compared to public sector principals whereas public sector principals are more democratic in their approach and also demonstrate laissez faire style of leadership.

6. RECOMMENDATIONS

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

1. It was disclosed in the study that majority of the principals of private sector and some principals of public sector rely on threats and punishment to influence their staff members. It is therefore recommended that principals should motivate their staff members by properly guiding and assisting them. It will be possible only when principals quit authoritative style.

2. It was highlighted in the study that majority of the principals of private sector and some principals of public sector motivate staff members through force to accomplish tasks in time and force staff members to act as per their direction. They must be enlightened through well planned training sessions, arranging seminars and conferences that it is not the appropriate way to run the functions of the institutions.

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3. It is recommended that private sector principals should also recognize and encourage the efforts of their staff members so that they may be motivated to perform their duties in best manner.

4. It is recommended that heads of private sector should also delegate some of their powers to teachers and other staff members as well. It will surely decrease their tension and fatigue and will be very handy in improving the overall performance of the institute in all aspects. It is very necessary for heads to create a collaborative environment with staff and they must provide opportunities of shared leadership to their subordinates.

5. It must be remembered that need based training is to be provided to heads so that they may perform their daily tasks in effective manner. It is recommended that efforts must be made to establish proper training centres to train the educational leaders and managers. Either it should be tried to establish new training centres at district level or already existing Institutes of Education and Research in certain universities may be used for this purpose.

6. It is also recommended that an aptitude test must be prepared for the selection of heads of institution. That aptitude test must contain all those dimensions which are obligatory for principals in terms of their personal & professional qualities and daily based responsibilities. This aptitude test must be conducted for every nominated head of institution.

7. A very comprehensive scrutiny procedure should be adopted for the selection of principals. It is recommended that selection of principals may be made through Public Service Commission and their promotion to next grade must be made conditional with the

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performance of the principals. Such personnel should be selected who are visionary and possess problem solving capabilities.

8. A Comprehensive research should be conducted to explore effective methods of staff development for heads as well as for teachers to become successful school leaders. Effective training methods contribute in increasing the proficiency of heads for administrative purposes and overall personality development.

9. It is recommended that private principals also need to be democratic and must demonstrate the laissez faire style of leadership for better functioning of the institutions. They need to avoid excessive use of autocratic attitude as it is not constructive but devastating.

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Delhi: A Novel

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Composed of Different Narratives
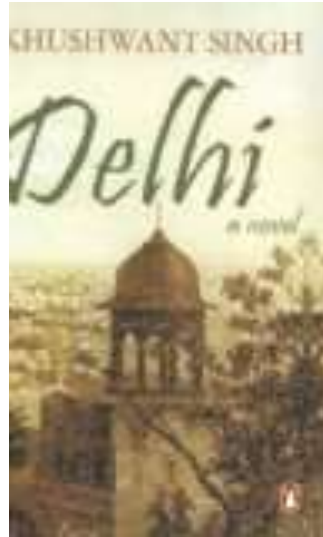
Delhi: A Novel has been composed of different narratives holding up a single plot. There is one principal narrator who unites the various episodes from Delhi's past. It is a collection of ten episodes covering 700 years of Delhi's history from 1265 A.D. to 1984 A.D. covering all the major incidents that gave Delhi his present shape. Any discourse of Delhi must invoke the narrative mode that builds up the assumptions, cultural moorings, sexual taboos and fetishes.

Anita Singh in her article "Inscription of the Repressed: Khushwant Singh's *Delhi*" says:

> The novel embraces a large number of autonomous, dissonant voices unintruded by the anonymous narrator, a Sikh. Travelling in time, space and history he discovers his beloved city Delhi: her invasions and possessions are revealed through the network of intricate metaphors. Delhi is a site/text/persona that assumes multiple identities. (Anita Singh, 199)

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The Principal Narrator

Khuswant Singh

The principal narrator is an unnamed Sikh who has just landed in Delhi after his fill of whoring in foreign lands. He loves Delhi as much as he loves the hermaphrodite (hijda) prostitute Bhagmati. After a hiatus and accommodating himself in the city, he takes up a job of a royal tourist guide, as he is quite well-acquainted with the city, when he takes an American girl on a round trip of the city, suggests that he is anything but a gentleman, after the narrator sets out for guiding a teenager foreigner Girl Georgine his sexual pervert side is shown when he says, "Girls are more easy to seduce when they are sixteen than they are a year or two older. At sixteen they are unsure of themselves and grateful for any reassurance of their looks or their brain— either will do (472)." This remark shows that flirting and eve-teasing are his forte and he enjoys the company of women.

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Bhagmati

In Bhagmati—a dark, scruffy hijda from Lal Kuan – the protagonist finds a hugely satisfying bed-partner. What follows is not just an endless description of their libidinous adventures in bed. Bhagmati, whom narrator finds oozing with sex appeal despite her ugliness is not a simply a character who serves as a sexual partner for the narrator but is an intrinsic chain in the historical narration of Delhi's past. She is the *sutradhar* who forms a link between various ages. Their relationship symbolizes narrator's long and emotional association with Delhi; he belongs to Delhi and Bhagmati. He is so close to Delhi that despite its filthy outlook he cannot escape it, "To the stranger Delhi may appear like a gangrenous accretion of noisy bazaars and mean looking hovels growing around a few tumbled down forts and mosques along a dead river." (365)

Linking the Past and the Present Alternately

Narrator has linked different episodes belonging to past and present by alternately around 'Bhagmati' in the novel. Bhagmati also represents present state of Delhi which has been ragged and used by one and all whosoever mounted them and thus starts the real history of Delhi.

Political Fiction

In layman's language, political fiction is a subgenre of fiction that deals with political affairs and often uses narrative to provide commentary on political events, systems and theories, the novel has socio-political setting with historic-political characters. A political novel is one in which political ideas play a dominant role instead of any character(s) and the focus of the

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novelist is primarily on the political ideas/characters. Works of political fiction often "directly criticize an existing society or... present an alternative, sometimes fantastic, reality." In political novels, the characters can be fictional or real or a mixture of both.

The Oxford English Dictionary describes political novel as no more than "A fictitious political narrative, about imaginary politicians." Edmund Morris Speare defines a political novel as:

> It is a work of prose fiction which leans rather to 'ideas' than to 'emotions;' which deals rather with the machinery of law-making or with a theory about public conduct than with the merits of any given piece of legislation; and where the main purpose of the writer is party propaganda, public reform, or exposition of the lives of the personages who maintain government, or of the forces which constitute government. In this exposition the drawing-room is frequently used as a medium for presenting the inside life of politics. (Speare, ix)

According to Irving Howe political novel is "… a novel in which political ideas play a dominant role or in which a political milieu is the dominant setting. Perhaps it would be better to say: a novel in which we take to be dominant political ideas or the political milieu." (Howe 19) It as a work of internal tension where the conflict of ideas between the powerful and the common, results in the physical tension revealed through human behaviour and feelings:

> The political novel – I have in mind its "ideal" form – is   peculiarly a work of internal tensions. To be a novel at all, it must contain the usual representation of human behavior and feeling; yet it must also absorb into its stream of

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movement the hard and perhaps insoluble pellets of modern ideology. The novel

deals with moral sentiments, with passions and emotions; it tries, above all, to

capture the quality of concrete experience. Ideology, however, is abstract, as it

must be, and therefore likely to be recalcitrant whenever an attempt is made to

incorporate it into the novel's stream of sensuous impression. The conflict is

inescapable: the novel tries to confront experience in its immediacy and closeness,

while ideology is by its nature general and inclusive. Yet it is precisely from this

conflict that the political novel gains its interest and takes on the aura of high

drama. (Howe 20)

Delhi – Dealing with Political History

Delhi is a novel which deals directly with political history and provides a commentary on

the events of more than six centuries. The story begins in the present and after three initial

sections goes back to thirteenth century. From there onwards the story alternates between the

past and the present. Whereas the past depicts the socio-political happenings of the preceding

centuries, the present shows the impact of the events then and at present. The novelist not only

talks about society and its social norms but also about acute political turbulence, the accession of

various kings, the killing of kings and their kinsmen, court intrigues, and sexual profligacy.

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The First Sequence

In the very first historical sequence Mussadi Lal Kayasth of 13th century (1265) unveils the post effects of the invasion of Muhammad Gouri and the sparing of his life after being caught alive by Hindu king Prithvi Raj Chauhan. Kayasth recollects the past events of the 12th century when Prithvi Raj Chauhan was the king of Delhi before he comments on the politics of his contemporary times. To uncover the political incidents the novelist disguises himself as different historical and semi-historical personalities, here as Mussadi Lal, he says:

> Their great hero was Prithivi's Raj Chauhan who had defeated Ghori once at Tarain in AD 1191 but the very next year, on the same battlefield, he had been defeated and slain by the same Ghori. They had an answer to that too. ' Prithivi's Raj's only mistake was to spare the life of the *Maleech* when he had first defeated him,' nobody really knows the truth about this Prithvi Raj.A poet fellow named Chand Bardai had made a big song and dance about him. This great hero Prithvi Raj married lots of women and even abducted the daughter of a neighboring raja. But you could not say a word against him to the Hindus. (417)

It was the first instance that India was exposed to the Turkish invasion, and foundation of Islamic rule in a Hindu nation was laid. The politics of the day was affected by the impact of Hazrat Nizmudin Aulia, a sufi saint whom the narrator himself follows and Siddi Maula whom he considers a fake Darvesh. After a successful reign of twenty two years Balban's son's death while fighting Mongols proved fatal for the nation. After that in a quick succession, the throne of

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Delhi passed to several kings like Alau-Din-Khilji and Qutubudin Aibak and finally to Mubarak Shah. He had a sexual liaison with his courtier Khusro Khan a convert from a Hindu Powar family. Khusro Khan betrayed his master, killed him and took control of Delhi taking the throne. The narrator recollects "There were many claimants to the throne they slew each other; I cannot even recall their names. The Jalaludin Firoze of the tribe Khijlis, an old man with one foot in the grave took his seat on the throne of Delhi. His son could not wait him for die. Many of them came under the influence of false guru called Sidhi Maula." (425)

Hazrat Nizamudin Aulia – A Different Voice

The dominant Islamic ideology of the different rulers and the resistive nature of the Hindus who could not accept their rulers is quite evident. Mussadi Lal who himself got converted to Islam under the influence of Hazrat Nizamudin Aulia who believe in the love of mankind:

> I do not make any distinction between Mussalmans and Hindus as I consider both to be the children of God, the ulema exhorts Your Majesty in the name of Holy Messenger (upon Whom be peace) to destroy temples and slay infidels to gain merit in the eyes of Allah. I interpret the sacred law differently. I believe that the best way to serve the God is through love of his creatures….We Sufis follow this precept and believe that he who has no Sheikh is without religion. (417-18)

The Second Historical Sequence

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The next historical section narrates the plunder of the bloodiest monarch Taimur Lang who brought acute political changes in the 14th century, as the narrator narrate his intentions and Taimur gives justification of what he did. History records that the motive of Taimur was just to plunder the wealth of Delhi but Taimur himself confirms that his motive was to bring infidels to the right path. Instead of a plundered he wants to be seen as a champion of Islam:

> We loaded innumerable elephants and camels with the wealth of Delhi and with thousands upon thousands of slaves in our train begun our slow march homewards. We crossed the river Jamna, ransacked Meerut and proceeded along the foothills. We destroyed, as we had undertaken to do, many temples of idolatry. At one place the Brahmins warned us not to touch the images of their god, Krishna, who was said to be so powerful that he could in one night impregnate 1600 women. His image which was made of gold stood as high as ourselves. Under the eyes of the pleading, wailing priests we smashed the idol with our hands and ordered the priests to be beheaded. (461)

The weakness of native king Mahmud Tugluk allowed Taimur to invade and plunder Delhi. Taimur in his justification said that it was Allah who sets him on this task of bringing infidels to the right path and he also asked forgiveness if he had made any mistake or committed any sin, "May Allah forgive us for any sin we may have committed."(461)

Use of Double Voiced Narration and Satire

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The author has used double voiced narration, Satire is evident here while Taimur justifies his actions, the writer satirizes him for his greed and cruelty. The advent of Taimur was responsible for the establishment of Mughal Empire in India during the 15th century which was followed by great inheritance of Mughal kings like Babar and Akbar who ruled for more than four centuries in India. Khushwant Singh deliberately skipped the sequences related to Babar and Akbar because he only focused on those kings whose actions left a negative impact on the politics of Delhi.

The Third Sequence – Aurangzeb, et al. – From all Angles

In the next episode, Aurangzeb the emperor of India, who ruled for almost half a century from 1658 to 1700 is made the narrator of events. We got a glimpse of his character in the previous section where the narrator was an untouchable Sikh who gave his perception of the monarchs.

The author now gives the king a chance to narrate his place in history so that it can be viewed from different perspectives. The author views the political situation and its compulsions from all angles, the common man's as well as the king's. Aurangzeb as a narrator justifies what he did to his father and brothers as a tradition of their family, "Misguided historians have written many falsehoods about the way we came to acquire sovereignty over Hindustan while our father Emperor was still alive. They had maligned our name as a scheming self-seeker and a plotter. They forget that the holy book says: 'God is the best of plotters.' We were but the instruments of His designs." (507-8)

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There is a big question posed by a Sikh journalist in the previous episode 'how different would have been the story of India if instead of Aurangzeb, Dara Shikoh had become the emperor of India!" This question holds the important view point, would India have developed as a truly liberal secular society and not be plagued by religious intolerance and communal divide even in contemporary times. Aurangzeb thinks only he was eligible to ascend the throne:

> Our father Shah Jahan, when he become the emperor of Hindustan in October 1627, once spoke his four sons in the following words ;, Dara Sikhoh has made himself an enemy of good men; Murad has set his heart on drinking ; Shuja has no good trait except contentment . the resolution of and the intelligence of Aurangzeb proves that he can alone shoulder the burden of ruling India. But he is physically weak. (503)

All for the Good of the Empire?

The period when Shahjahan fell ill, the political situation of Delhi became very grim as all the four sons of Shahjahan wanted to become the emperor, Aurangzeb killed his brothers and imprisoned his father and killed thousands of people to become the emperor of India. His behavior was enough to invoke a sense of repulsion and hatred for him which non-Muslims still hold in their hearts till today. But he justifies his actions as being for the good of the empire and the Mughals:

> Dara fled before our victorious army leaving the entire country at our feet. With our father too old and too ill to bear the burden of the empire and our brothers

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have proved inept we were compelled to overrule our hearts desire to retire to a hermitage and instead forced to take upon us the crown of thorns which adorns the head of kings.… We received felicitation from monarchs of distant lands: Iran, Bokhara, Mecca and Ethiopia. (512)

Persecution of Non-Muslims

The rein of Aurangzeb was marked by bloodshed and persecution of non-Muslims, they were converted forcefully to Islam and those who did not convert had to give *jazia* or were put to the sword "we leveled temples of idolatry to dust and raised mosques on their ruins. We imposed *jazia* on non-believers to induce them to the righteous path." (515) These brutalities on non-Muslims have left a lasting impression of Aurangzeb as a cruel, intolerant ruler who fretted away the gains made by his forefathers.

Fourth Sequence

The next section is devoted to Nadir Shah, one of the bloodiest monarchs of the world who plundered India ruthlessly. The political era is 18th century and Nadir Shah is the narrator who tries to justify his actions, he claims that the reason for his plunder was that he wanted to expand business with Hindustan but the king of Delhi, Mohammad Shah, did not respond properly, "Mohammad Shah did not reply to our letters." (526) He scolds Delhites severely for their double-faceted personality, serves them with worst abuses on the earth and calls them infidels. He condemned everything about Delhi – its mannerism, fruits and climates and has

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praise only for two persons, sharp-tongued Hakeem Alavi Khan whom he admired for his straight forwardness and saucy Noor Bai who was his mistress:

> The people of Delhi are both ungrateful and cowardly. Instead of thanking us for the trouble we had taken by coming hundreds of miles over mountains, through ravines and desert waste to save them from the infidels, they had the audacity to insinuate that it was not the love of Islam but the love of gold that has brought us to their country. (537)

The subjective format of the narration brings history and its political impact to life. It is not a dust dreary reconstruction of a pedant but a very human rendering of a despot, who does not mince words in describing his actions, "Most of the inhabitants—being Muslims—knew that we had come to save the country from the infidel Marathas and were friendly towards us… If our men were found taking anything by force we had their heads chopped off; if they molested Indian women we had then castigated and gave their month's wage and their testicles to their victims."(528) he further elaborated his character:

> Those who remonstrated before us, we had then flogged in front of their kinsmen…their women stripped naked. Many, unable to face themselves after the chastisement they had received, ended their miserable existence with their own hands. Gold and silver and precious stones flowed into our treasury as the waters of Oxus flows into the sea." (541)

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Meer Taqi Meer, another historical figure and a great poet of seventeenth century is in charge of the narration in the next part titled Meer Taqi Meer. The narration incorporates the personal fortunes of the poet with the political rise and downfall of Delhi. He reveals the duplicity and hypocrisy of the begum of Rias Sahib and his own sexual misadventures with her, his guilt and apprehensions. He held Ghulam Qadir, another blood thristy Mughal emperor, responsible for the sorry situation of Delhi. He says:

> The news from Delhi brings tears to everyone's eyes. Neither Nadir Shah nor Abdali, neither the Marathas, nor the Jats, nor the Sikhs caused so much havoc as is reported to have been caused by the ill-gotten Ghulam Qadir, the grandson of Najibuddaulah, and his ruffianly gangs of Rohillas. This villain insulted and deposed Shah Alam II before putting out his eyes. May Allah burn his carcass in the fires of *gehunnum*! Only Allah knows how long murder and looting will go on in Delhi! They will have to revive to find victims and bring back some loot to be able to loot again. Delhi is said to have become like a living skeleton. (584)

The Marathas attacked Delhi; Ghulam Qadir fled and was captured, Maratha Warriors had his body beheaded and mutilated before putting him to death. Mir Taqi Meer was a sensitive human being who also blamed himself for the devastation of Delhi, "I had two loves in my life, Begum Qamarunnissa and Delhi. One destroyed me, other was destroyed by me." The kings who plundered and killed innocent people tried to justify their wrong doings but the poet who is not directly involved believes his secret affair with Begum Sahiba which indirectly led to Delhi's downfall. very important analysis of this chapter is the character of Begum Sahiba, the wife of

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Nawab Sahib and his chief Patron, led to Delhi's downfall as the Begum did not allow the Nawab to stay in Delhi and protect his kingdom as it would interfere in extramarital activities. For her personal gratification she allowed Delhi to burn. Mir Taqi Meer thinks he too is responsible for the Begum's sin:

> But very Begum Sahiba was a designing, masterful women who had her way in everything. In old Nawab Rais she had the husband the wanted; with the signing rhymester who passed for a poet, she had the part time lover she wanted. Her taste for poetry was determined by the applause a poet received and not its real worth. Since Meer Taqi's star was in the ascendant, she was determined to be his pattern and his mistress. She found Taqi a wife he could ignore. (556)

Fifth Sequence: Mutiny

The next sequence is named 1857 there are three simultaneous narratives, one of Alice Adwell, second by Delhi's emperor Bahadur Shah Zafar who was just a puppet in the hands of the British Emperors, and a Sikh army man Nihal Singh, who fought on the side of the British in the mutiny. The three narratives are masterfully interwoven, none of the narratives interrupts the other yet are also interconnected. Alice Adwell who is Indo-British in origin and converts to Islam and becomes Ayesha Bano Begum for the safety of her children takes a stance against Muslim rulers of India and narrates their callousness and insensitivity. She presents her narration with such conviction that the reader starts hating the Muslim rulers. She is not spared even after conversion to Islam, and is dishonoured by Mirza Abdullah and his friends. She is quite disillusioned with Indian and her heartrending narration of the brutal rape by the natives and the

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emperor's carnage of innocent British citizens turns the tables on history which only sees the English as oppressors, she wants to expose Indians who could be more brutal to the innocent people, "I narrate what happened to me so that the world knows how rotten, villainous, treacherous, degraded and lecherous these Indians are. The Entire nation deserves to be put against wall and their carcasses thrown to pye-dogs!" (608)

Bahadur Shah Zafar narrates the story of an already ruined city. Bahadur Shah, born in 1775 is better known as Bahadur Shah Zafar, was the son of Akbar Shah from his Hindu wife Lalbai. He, after the death of his father, was placed on the throne in 1837 when he was little over 60 years of age. He was last in the lineage of Mughal emperors who ruled over India for about 300 years. Bahadur Shah Zafar, unlike his predecessors, was a weak ruler who came to throne when the British domination over India was strengthening and the Mughal rule was nearing its end. The British had curtailed the power and privileges of the Mughal rulers to such an extent that by the time of Bahadur Shah Zafar, the Mughal rule was confined only to the Red Fort. Bahadur Shah Zafar was obliged to live on British pension, while the reins of real power lay in the hands of the East India Company. He was the one who led the first war of Independence which India lost owing to the disloyalty of Basant Ali Khan, a eunuch. The emperor was betrayed by the disloyalty of own people not by the foreign rulers and had to accept exile.

Khushwant Singh hails the king who was pronounced by the historians as cowardly as a patriotic Indian who lost everything in the pursuit of India's victory. His stance against *firangis* was due to their wrong policies, "of putting up cow and pig fats in the cartridges and refutation

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of giving any credit to his future generations of the age-old legacy of his forefathers." He stood against British till the end even though he knew it was a losing battle:

The men who had taken over the reins of government were like novices on unbroken horses. They knew how to squander but not how to earn. They could not be bothered with accounts and let the treasury become empty. There were so many who wanted to fight the jihad. But no one bothered to train them. They were sent into battle armed with pick-axes, spears and knives against trained men armed with muskets. Five days after Id-ul-Fitr there was an engagement across the river at Ghaziabad. Victory went to the *firangi*; martyrdom to our Ghazis on the Grand Trunk Road. (624)

Another important political development which occurred at that time was the unity of Hindus and Muslims. Though they were opposed to each other, they got united against the common enemy, the British Forces. Only Sikhs were the exception.

Later in the afternoon some forty Europeans men and women, their hand tied with ropes, were brought in our presence. A huge mob followed; the guards had difficulty in keeping back. "Dohai, dohai" they screamed. They've killed our men, we want justice. (612)

The revolt of Delhiwalas against the British rule brought a significant change in their relationship. Henceforth the British followed a policy of divide and rule to prevent the nation from uniting against them.

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The third narrator Nihal Singh presents another perspective. Being a Sikh and with the intention of taking revenge for the death of great Guru of Sikhs, Guru Gobind Singh ji and his four sons, supports and helps British in defeating Bahadur Shah Zafar. The narratives of Alice Aldwell, Bahadur Shah Zafar and Nihal Singh provide a panorama of the time by synthesizing the viewpoints of the emperor and the commoner, ruler and ruled. Nihal Singh, an Indian supported the British Empire, because of their antipathy to the Muslims. It was not only Nihal Singh but the whole Sikh community who supported them:

> All my life I had been hearing of Dilli. When I was a child Mai told me of Aurangzeb, King of Dilli, who had cut off the head of our Guru. She called him Auranga and spat whenever she used his name. I also learnt to thoo on Auranga's name. When I was older Bapu told me of the exploits of our ancestors who looted Dilli and Brought back saddles full of gold and silver. And of Sardar Baghel Singh who built a Gurudwara on the very spot where our Guru had been martyred. (624-25)

Partition of Bengal and Other Episodes

Khushwant Singh then details the significant political events which changed the fortunes of India. The Partition of Bengal was the one incident which brought Hindus and Muslims closer and reversed the expectations of the British to divide them. The event was quite crucial as far as Indian independence was concerned. It challenged the British rule by paving the way for the Hindus, Sikhs and Muslims to unite and fight for their cause. People opposed the policy of

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'Divide and rule' envisaged by English and came together for one cause and one nation. Nationalism which till date was an alien concept was awakened in the heart of all Indians.

> The partition of Bengal by Lord Curzon in 1905 had angered Hindus who felt that it was designed to further divide Hindus and Muslims and create Muslim state in East Bengal. Young Bengali Hindus and Maharashtrian and some misguided Sikhs viewed to undo partition and destroy British rule. In Bengal bombs were thrown at English officers and some were murdered. In Gujarat an attempt was made on the life of Lord Minto who had succeeded as Curzon as viceroy…. They said if all Indians were to stand alongside and urinate in a tank there would be enough urine to drown the English population in India. (669)

Corpses on which Delhi was Built

Thus lending his voice to an unknown narrator in the next section 'The builders', Khushwant Singh gives the details of the corpses and burials over which Delhi had been built and which has made this city so grand and big. The probable voice in this chapter is of Sir Sobha Singh (the father of Khushwant Singh). Though the human race and geography of any country or state must have been changed several times but Delhi has risen and fallen more than any other state and its fortune had fluctuated more than any other city. Singh describes:

> I had never seen a city as grand as Delhi. At the time it looked bigger and grander because more than five thousand maharajas were encamped there with their

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retinues. Also thousands of common people from distant provinces had come to see their majesties. (666)

Gandhian Era

The focus in this episode is on Gandhi as a non-violent leader who got Hindus and Muslims together and the destiny of India again began to change under his charismatic leadership: A new leader appeared on the scene, Gandhi. He even got Muslims to join Hindus in anti-governmental agitations….Gandhi demanded that since the war was over, the government must give up powers it had assumed for the prosecution of war." (680) He further says that he, "Saw Hindus and Muslims drinking water from the same water booths, marching through the bazaars arm in arm chanting *Hindu-Muslim Bhai-Bhai*—Hindus and Muslims are brothers."(680)

General Dyer's massacre in Amritsar also was responsible for the birth of extremist factions constituting all the communities in India, e.g., Hindus, Muslims and Sikhs, which definitely had its impact on Indian nation, the rise of Sardar Bhagat Singh, Sukhdev, Rajguru symbolized a new and vibrant breed of young Indians who would not accept a foreign yoke:

> In Amritsar General Dyer fired on an illegal assembly at Jaliawala bagh killing over three hundred people and wounding over a thousand the province was placed under martial law. Mischief makers were flogged in the public, their property were confiscated and their leader exiled. As from his throne amanullah, before he caught invasion, he was toppled from his throne. The years 1919 and 1920 were

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certainly bad years for India. But they were beginning of the realization of my dreams. (681)

In the twentieth century the political situation in India changed completely, most of the kings had vanished and the British had completely taken hold of the Indian subcontinent. Unlike the political rebellions in preceding centuries the fight for independence took its fierce turns. The man who shook the British Empire was a puny frail man called Gandhi. His political importance is obvious as he emerged as most influential leader of the century. The British felt completely uprooted from India as the country was overcome by the spirit of Swaraj:

> 'Have you no pride in being an Indian?'. 'Have you no sense of shame praising alien rulers who exploited and humiliated us for over a hundred years? Have you forgotten what they did to your forefathers after the First War of Independence of 1857? Have you in your generosity forgiven them the massacre of innocent at Jallianwala Bagh in 1919? And the hangings, tortures and imprisonment of thousands upon thousands of freedom fighters?' (691)

Birth Bangs of Freedom

The freedom of India brought smiles to million faces but it also brought tears and agonies to millions of others, as partition of the country led to violence and bloodshed. Some people were feeling happy after getting the news of Indian freedom but there were many who could judge the impending cataclysm and the inability of the Indian leaders to tackle the problems of the post-independent. Singh sarcastically calls the leaders '*hijdas*';

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'When Rama, Sita and Lakshamana were leaving Ayodhya for their fourteen year exile, the citizens came to see them off. At the city gate Ramchanderaji begged them to return to their homes: "ladies and gentlemen, thus far but no further." The citizens obeyed his order and went back. Fourteen year later when the exiles returned to Ayodhya they met the party sitting outside the city gates. "You did not give us permission to return our homes," they said. "You only allowed men and women to go back. We are neither because we are hijdas." Sri Ramchandraji was so overcome by their devotion that he blessed them: "In the year 1947 I grant you hijdas the empire of Hindustan."' (722)

Assassination of Indira Gandhi

The violence in Delhi was triggered by the assassination of Indira Gandhi on 31 October 1984 by two of her Sikh bodyguards in response to her actions authorizing the military operation. After the assassination of Indira Gandhi on 31 October 1984, by two of her Sikh bodyguards, riots erupted on 1st November 1984, and continued in some areas for days, killing some 800 Sikhs. Sultanpuri, Mangolpuri, Trilokpuri, and other Trans-Yamuna areas of Delhi were the worst affected. Mobs belonging to Congress (I) carried iron rods, knives, clubs, and combustible material, including kerosene. The mobs swarmed into Sikh neighbourhoods, arbitrarily killing any Sikh men, women or children they could find. Their shops and houses were ransacked and burned. In other incidents, armed mobs stopped buses and trains, in and around Delhi, pulling out Sikh passengers to be lynched or doused with kerosene and burnt.

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The mob is composed of about fifty young boys armed with iron rods. Some have canisters of petrol in their hands. They surrounded the gurdwara and storm in. they drag out the Bhai and beat him up with their fists and rods. He cries at the top of his voice: *'Bachao! Bachao!* They shout back : *Bhindranwale key bacchey* (son of Bhindranwale)! Ask your father to save you now.'* They bring out the Granth, its canopy, carpets and durries, heap them up in a pile and sprinkle petrol on it. One puts a match to it and the heap burst into flame…He shrinks and crumples into his a flaming corpse. They yell triumphantly: '*Indira Gandhi amar rahey* (Indira Gandhi immortal).' (733)

Such wide-scale violence could not take place without government and police support. Delhi Police, whose paramount duty was to maintain law and order situation and protect innocent lives, gave full help to rioters who were in fact Congress Workers or else mercenaries hired by the Congress party who were working under the able guidance of sycophant leaders. It is a known fact that many jails, sub-jails and lock-ups were opened for three days and prisoners, for the most part hardened criminals, were provided full provisions, means and instruction to "teach the Sikhs a lesson." But it will be wrong to say that Delhi Police did nothing, for it took quick action against Sikhs who tried to defend themselves, the Sikhs who opened fire to save their lives and property had to spend months dragging heels in courts after-wards while their rioters and their mentors roamed free.

Delhi – Grandeur and Squalor

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Delhi is a story that spans both the grandeur and squalor of a city that has been at the receiving end at the hands of those who ruled her, a city that was plundered, defiled but rose again like the phoenix from its ashes, a city which has always been at the centre of Indian politics. Delhi is a paradox, a city of culture and calamity, of conceit and capability, of poets and pests, of politicians and saints. *Delhi: A Novel* is not a dirge sung over the lost empires, it is a celebration of the unique power of a culture and civilization: the power to generate some of the finer values of life; the power to ensure the survival of these values in the face of a nation's collective debasement.

What makes the novel an enduring work of art, and lifts it above the deep despair that pervades the whole narrative is the testimony that it provides to a haunting sense of loss. The novel could be hailed as Singh's significant contribution to Indian English fiction for its erudite content and insightful recreation. *Delhi* not only comments on the present day politics but the author has travelled through centuries and picked up characters of his choice to narrate their own stories and political compulsions in an unbiased manner. Unlike a professional historian who presents dry facts only, he weaves the real historical figures and the fictional common characters in a multitude narrative that shows the political impact on contemporary Indian society of the past 600 years of Delhi's history.

Even though the narrator wants to get away from Delhi, "I am beginning to tire to Bhagmati as I am of Delhi" (664) but Delhi casts a spell which is not easy to break. There is a saying 'once a Dilliwala always a Dilliwala.' Singh confesses, "I no longer want to buy myself an air ticket to get abroad to get away from Bhagmati and Delhi. I told you – once you are in

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their clutches there is no escape?" (664) Nadir Shah brings the characteristic of a Dehliwala in much lucid words, "We have heard that the people of Delhi loved their city as bees love flowers. But we could not believe that the child of a courtesan would prefer to live in a Delhi brothel rather than our palace in Iran!" (535).

The novel ends on a prophetic note the narrator sees the legacy of Delhi's turbulent past continuing in contemporary India. We have obviously not learnt from our past mistakes:

> '…What we saw in the summer and autumn of 1947 when we slew each other like goats unveiled our real nature. You will see much worse in the years to come. Hindus, Muslims, Christians, Sikhs, Buddhists will go on killing each other in great numbers. Your Gandhi and his *ahimsa* are as dead as….as dead as….Whatever the dead bird is called.'(693)

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An Analysis of Kamala Markandaya's *Possession* as a Novel on the Growing up of the Artist

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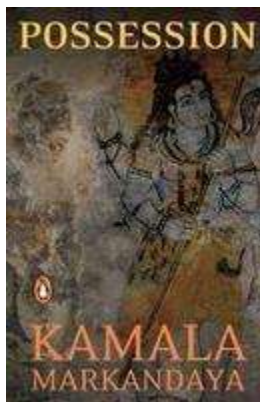
The Novel *Possession*

   Possession is a novel that deals mainly with a boy of extraordinary genius in painting. He is discovered in a remote village by a British Lady Caroline Bell who is

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knowledgeable about art. She decides to take him to England where she intends to train him under the western tradition. Though she is able to divine the exceptional talent, she does not realize that as an artist, Valmiki cannot easily get into the spirit of western art which is based on different cultural and spiritual traditions. She thinks that she could commandeer the genius of Valmiki as she could commandeer and anglophile of the Empire days.

This clash between the scion of a British aristocratic family and the genius of an inspired artist is the theme of the novel. Since the artist is transplanted in the west, he passes through a period of acute emotional excitement, depression and conflict and finally makes his way back to his native culture where he develops the equanimity and the independence of money and fame and sensuality.

Caroline has her way, bulldozing the hesitations of his family, and takes him with her to England. He is put to school to learn painting there and he does well for some time but he loses faith in Caroline's prescription and comes back against a block and his energy begins to flog. He breaks away from her and goes back to India to his old mountain and settles down to a career according to his own genius with blessings of a swamiji whom he reveres as his guru. As gu in Sanskirit means darkness and ru means the destroyer and so the word means the one who destroys the ignorance of his disciple. He is also the Spiritual protector and guardian of the disciple.

Faith in the Holy Men

As K.R. Chandrasekharan (1972) remarks, "no one who has read *Possession* can be in the least doubt regarding Kamala Markandaya's faith in India's genuine holy men." The swami in this novel has a pivotal importance in the plot and embodies the best in the tradition of Sainthood. Persistent interest of Kamala Markandaya is in the relevance and significance of religion and religious people. The Swami who is a surrogate father to the protagonist of the novel is a pervasive presence in the novel. Kamala Markandaya uses

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the spiritual ideals of asceticism and then them as great presences in the personal lives of people.

Contrast between God-man and Worldly Woman

Contrast is emphasized between the god-man and the worldly woman that Caroline is. She is inspired by all the acclaim that will accrue to her as a woman of society and thinks of the feather in her cap when Valmiki's genius is recognized by the fashionable artistic world. On the other hand, the swami is not interested in establishing his influence over the boy and in the appreciation of others. The boy and his spiritual master go far beyond that craving for public recognition.

Significance of the Protagonist's Name

Kamala Markandaya's intention in naming her protagonist is evident. Traditionally, Valmiki is the saint-poet who composed the Ramayana. According to tradition, he was a hunter who became an ascetic on divine inspiration, with the learning to chant the holy name of Rama; turned ascetic and one day discovered that he had become a poet. And he met the Sage Narada who told him the entire story of Rama and then set it down in verse. The obvious meaning is that the painter in the novel is a painter by inspiration, not by instruction.

A Born Artist

An artist is born in a culture. It is his lifeblood. The born artist is not born the complete and faultless artist. He has to grow and to the extent possible, develop himself too. He develops not only as an artist but also as a human being. In the process he may be born by acute internal conflicts, or depressions. Material demands, sensual demands and emotional demands may ravage his soul. They may distract him and even destroy him. In the best of circumstances, life and experiences can strengthen and broader his vision and he may come out a more refined being for his immersion in life. The Swami finds

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Valmiki and thus plays the role of Surrogate father consummately. He does not give instruction in his art but influences him in his under standing of his culture and in his basic attitudes and values.

Kamala Markandadya portrays both the master and disciple as being soaked in the Indian Ethos, thinking of art as some thing sacred dedicated to the service of the divine spirit.

As an Adult – Love in the Offing

When he outgrows his boyhood and becomes an adolescent, he comes into contact with the outside world from which he has been insulated so far. This exposes him to shocks. He sees in Ellie, a young woman battered in body and soul by the Germans during the Second world war. She is physically maimed and is emotionally so bruised that in spite of the daily raping that she had been subjected to as a war prisoner, she has lost her fertility. But the sense of security and the warmth of sympathy from Val (Valmiki), revive the woman in her. Val, overwhelmed by his sympathy for her suffering, which he had not imagined possible in the world, falls in love with her. As a result, she conceives his child.

Weaknesses in Character

Here human contradictions and weaknesses in Val's character come into the open. His love and sympathy for Ellie are genuine and sincere. But when Caroline exposes him in his next phase of training to her affluent society, and gives him education in its language and in its valued, he learns all that avidly. Becoming a fashionable man, he gradually loses patience with Ellie's incurable inelegance. Caroline manages the things with consummate shrewdness and she makes the poor girl feel alien in the atmosphere, and she brings about the desertion of Ellie from the society. Ellie has gone away and

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Caroline does not reveal it to him Ellie's whereabouts. And by the time he comes to know of it, Caroline has sufficiently lulled him so thoroughly that she instinctively feels relieved that he is not burdened by the responsibility of Ellie and her child.   .

As he grows, Valmiki meets with some important experiences. He happens to come across more and more of women. There is, of course, Caroline all the time living under the same roof. In the beginning the relationship between them is that of between the patron and the patronized. But as his genius begins to flower, despite its vagaries, Caroline becomes irresistibly inclined to gain him as her possession. Fame comes to him from all over the west and for a time he loses himself in all that. In her selfishness, Caroline cruelly separates him from Ellie and drives away the girl and for a time, in truth, he is relieved that the girl is out of his life.

His guru visits England and he reminds in him in his unobtrusive way the values that he stands for and the differences between Val's new values and his original ones. Valmiki realizes how he has been duped. He decides on saving his art and his inner integrity. Once that decision is taken, he behaves with a singularity of purpose, fights free of Caroline and sails back home.

The Hindu Ethos

The novelist touches on the element in the Indian character. The Hindu ethos believes in the guru completely – he is the incarnation of God for the disciple. Some grace abounding beyond him takes him to the master and the master is not so much the tracker as a facilitator who draws the best in him, protects him when he is in trouble physically or spiritually.

A Novel on Growing Up

In the world of conflicting values and ideas and ideals, a child has a hard time growing up. Growing up is not first a chronological affair, it is a matter that involves the

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development of the mind and the emotions of a child into adolescence and then into adulthood. Usually a novel of growing up traces the struggle of the child to develop into a being on his own. Naturally such a novel gives a lot of consideration to the influences on the growing soul. Thus the novel can be read as a novel of growing up. The second part of the novel from the time of Val's searching adulthood in England presents the eloquent expression of his final growing up.

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How Do English Language Learners Apply Language Learning Strategies in Different Proficiency Levels? A Case of Turkish EFL Students

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Vahid Nimehchisalem
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Abstract

This research study investigates the learning strategy use by adopting survey method. One hundred and ten male (72.7%) and female (27.3%) EFL Turkish students participated in this study. They were selected randomly from five levels of proficiency, namely, beginner, elementary, pre-intermediate, intermediate and upper-intermediate. The number of participants from each level was 22 students. A self-reported inventory, Strategy Inventory for Language Learning (SILL) (ESL/EFL Version) developed by Oxford (1990), was used to determine the participants' perceived strategy use.

The results revealed that majority of the Turkish learners are medium users of language learning strategies (LLSs). Further, detailed analysis showed that almost one third of the learners used LLS frequently. Moreover, the findings indicated a relatively frequent use of metacognitive strategies but a relatively infrequent use of affective strategies by the learners. Finally, it was found that there was a significant difference in LLS use of Turkish learners of English in reference to their gender.

Keywords: Language leaning strategies, Turkish leaners, Proficiency levels, EFL.

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1. Introduction

Over the past two decades, research in second language (L2) education has largely focused on learner-cantered approaches to second language teaching in an effort to lead learners towards autonomous and independent language learning (Reiss, 1985; Wenden, 1991; Tamada, 1996). At the same time, a shift of attention has happened in second language acquisition research from the products of language learning to the processes through which learning takes place (Oxford, 1990). As a result of this change in emphasis, language learning strategies (LLSs) have emerged not only as integral components of various theoretical models of language proficiency (Bialystok, 1978; Canale and Swain, 1980; Ellis, 1985; Bachman and Palmer, 1996) but also as means of achieving learners' autonomy in the process of language learning (Oxford, 1990; Benson and Voller, 1997). Nevertheless, research in this area has shown that not all learners use LLSs in the same fashion. A number of variables, such as proficiency level, motivation and gender, have been shown to affect the type and frequency of the LLSs used by second/foreign language learners (O'Malley, Chamot, Stewner-Manzanares, Russo and Kupper, 1985; Oxford and Nyikos, 1989; Ehrman and Oxford, 1990; among others).

The existing research on LLSs has heavily relied on learners' strategy use in foreign language context. Research on LLSs has mostly been conducted in Asia where the context of language learning is quite different from context to context due to the diversity of the Asian countries. In Northern Cyprus, the context of this study, language teaching during high school years is mostly grammar-based with no attention paid to language use. Therefore, given the characteristics of the Turkish EFL context, further research into the LLS use of this group of EFL learners is needed. This study is a step in this direction. It addresses the problem through a comprehensive investigation of the variables that can best predict the strategy use by individuals in this group of EFL learners.

2. Literature Review

2.1 Language Learning Strategies

Learning strategies have been defined in various ways in literature and they are connected to several areas of language learning. In this section some of the different definitions of learning strategies are introduced. Furthermore, some other important aspects related to learning strategies are discussed in detail. These include, for example, classification of learning strategies and the role of learning strategies in successful language learning.

There are different definitions for language learning strategies (LLSs). For example, Takala (1996, as cited in Kristiansen 1998:44) defines strategies as "the behaviors that the learners engage in during learning that are intended to influence cognitive and affective processing." In addition, as O'Malley and Chamot (1990) put it, learning strategies are thoughts or behavior the learners use to comprehend, learn or retain new information. Cook (2001:126) describes learning strategy to be "a choice that the learner makes while learning or using the second language that affects learning." Ellis (1985:165) points out that native language speakers use the same strategy types as learners of second language. However, there are differences in the frequency of strategy use between native speakers and non-native speakers.

Even though some scholars agree that language learning strategies can be unconscious, Cohen (1998) states that consciousness distinguishes strategies from the processes that are not

strategic. Cohen (1998) continues that the element of choice is an important factor in language learning strategies and therefore there cannot be strategies which are unconscious. In this line, Oxford (1990) points out that learning strategies are usually seen as intentional and conscious actions made by the learner in order to take control of their own learning. However, in contrast to Cohen's (1998) view, Oxford (1990) states that some strategies can become automatic and unconscious when used for long periods.

According to Oxford (1990), language learning strategies are important since they create active and self-directed involvement in the learners and help to develop their communicative competence. Oxford (1990:9) mentions 12 features for language learning strategies:

1. Language learning strategies contribute to the main goal, communicative competence.
2. They allow learners to become more self-directed.
3. They expand the role of teachers.
4. They are problem-oriented.
5. They are specific actions taken by the learner.
6. They involve many (not just the cognitive) aspects of the learner.
7. They support learning both directly and indirectly.
8. They are not always observable.
9. They are often conscious.
10. They can be taught.
11. They are flexible.
12. They are influenced by variety of factors.

Based on Ellis (1985), learning strategies and techniques can be divided into two groups: those involved in studying the second language and those involved in obtaining second language input. O'Malley and Chamot (1990) point out that in the early stages of learning strategy research, attention was mainly paid to differences between successful and unsuccessful language learners and the characteristics of good language learners. In addition, factors influencing strategy choice were also taken into consideration.

Many recent studies on L2 vocabulary concentrate on individual strategies or a small number of them (Fan, 2003). According to Jiménez Catalán (2003), during the last two decades studies of language learning strategies have aimed at determining the characteristics of good and poor language learners and the difference between language learning and communication learning strategies.

2.2 Classification of Language Learning Strategies

Language learning strategies have been classified in various ways. Oxford (1990:15–22) identifies six major groups of second language learning strategies:

1. *Cognitive strategies (direct)* enable the learner to use the language material in direct ways, e.g. through reasoning, analysis, note-taking and synthesizing.

2. *Metacognitive strategies (indirect)* are used to manage the learning process. They include identifying one's preferences and needs, planning, monitoring and evaluating the learning process.

3. *Memory-related strategies (direct)* include acronyms, images, key words and they help link one L2 item or concept with another but they do not necessarily involve deep understanding.

4. *Compensatory strategies (direct),* e.g. guessing from context and gestures, help make up for lack of knowledge in some fields of the language.

5. *Affective strategies (indirect)* help the learners manage their emotions and motivation. Affective strategies include, for instance, identifying one's mood and anxiety level, talking about feelings and rewarding oneself.

6. *Social strategies (indirect)* enable learning through interaction and understanding the target culture since they include asking questions, asking for clarifications, talking with native speakers and exploring culture.

Other classifications of language learning strategies are also available in the related literature. Cohen (1998), for example, identifies only four language learning strategy types: cognitive, metacognitive, affective and social strategies. Cohen (1998) describes cognitive strategies as strategies used in identification, grouping, retention and storage of language material. Furthermore, they include also the "language use strategies of retrieval, rehearsal and comprehension or production of words, phrases and other elements of language" (Cohen 1998:7).

According to Oxford (1990:8), metacognitive strategies help learners to regulate their own cognition and focus in addition to planning and evaluating their progress. Cohen (1998:7) states that metacognitive strategies deal with pre-assessment, pre-planning on-line planning and evaluation and post-evaluation of language learning activities and of language use events.

These strategies allow the learners to control their own learning and using of the language. In fact, Cohen (1998:8) points out that higher-proficiency student are more likely to use metacognitive strategies and they use them more effectively than the lower-proficiency students.

Affective strategies develop the learners' self-confidence and perseverance to be involved in language learning (Oxford, 1990). Affective strategies are used to regulate emotions, motivation and attitudes such as reducing anxiety and self-encouragement (Cohen, 1998).

Social strategies provide interaction and more empathetic understanding which also are two important factors in reaching communicative competence (Oxford, 1998). Social strategies include the actions the learner chooses to take in order to interact with other learners or native speakers of the language (Cohen, 1998). They can eventually act in specific ways to foster certain aspects of that competence, such as grammatical, sociolinguistic, discourse and strategic elements (Oxford, 1990).

2.3 Studies on Language Learning Strategies

In the 1970s, the significance of individual variations in language learning was first noticed by researchers. Various researchers have studied factors related to choice of language learning strategies (Oxford and Nyikos, 1989; Ehrman and Oxford, 1989).

These factors include degree of metacognitive awareness, gender, level of language learning, language being learned, affective variables (e.g., attitudes, motivation and language learning goals), personality type, learning style, career choice, aptitude, number of years of language study, and language teaching methods. In most previous strategy research, gender difference in strategy use was neglected. Additionally, according to Gardner (1985), attitudes and motivation are the primary determining factors to individual language learning. The learners with high motivation to learn a language will likely use a variety of strategies (Oxford & Nyikos, 1989).

Some researchers tend to distinguish successful learners from less successful learners based on the use of metacognitive strategies (Oxford, 1993). In a relational study which involved sixty Taiwanese graduate and undergraduate students at Indiana University, Chang and Huang (1999) found that memory strategies are related to extrinsic but not intrinsic motivation. Furthermore, studies of the listening strategies of successful language learners show that cognitive and metacognitive strategies are used by L2/FL listeners (DeFillipis, 1980; Laviosa, 1991a, 1991b; Murphy, 1985; O'Malley, Chamot, & Kupper, 1989; Rost & Ross, 1991; Vandergrift, 1992).

The factor, proficiency level, was addressed in studies related to language learning strategy by some researchers. In a study of 70 high-school students enrolled in ESL classes from three high schools in an Eastern metropolitan area in the United States, O'Malley et al. (1985) revealed that intermediate level students tended to use proportionally more metacognitive strategies than students with beginning level proficiency. Chamot, O'Malley, Küpper and Impink-Hernandez (1987) found that cognitive strategy use decreased and metacognitive strategy use rose as the foreign language course level increased, but social affective strategy use remained very low across all course levels. In addition, according to some research, proficiency level and gender affect the choice of language learning strategies (Politzer, 1983; Oxford and Nyikos, 1989; Ehrman and Oxford, 1989; Oxford, 1993; O'Malley et al., 1985; Chamot, O'Malley, Küpper and Impink-Hernandez, 1987).

This section summarizes the results of the studies on overall strategy use as well as the strategy categories in EFL contexts. The majority of the studies cited below have used SILL as their instrument of data collection. Oxford (1990) suggests a mean of 2.4 and lowers for "low", a mean range of 2.5 to 3.4 for "medium," and a mean range of 3.5 to 5 for "high" levels of strategy use.

Noguchi (1991) administered SILL to Japanese university students and showed that they were medium strategy users, overall, and used all strategy categories at low to medium levels. Among the strategy categories, memory and cognitive strategies were more popular than metacognitive and affective ones. Social strategies turned out to be the least frequently used category of strategies among this group of Japanese students.

Chang (1991) also administered SILL to 50 Chinese students studying at the University of Georgia and found that they were medium strategy users. Compensation strategies were the most frequently used while affective ones were the least frequently used strategies among this group of Chinese students.

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Green's (1991) preliminary study of 213 students at a Puerto Rican university showed that only one strategy category, metacognitive strategies, was used at a high level, while the other categories were used at a medium level with affective and memory categories being the least frequently used strategies. Overall, the participants of this study turned out to be medium strategy users.

Oh (1992) conducted a study with 59 EFL students studying in a Korean university and found that they used overall strategies at a medium level. With respect to strategy categories, the only strategy category that was used at a high frequency was metacognitive; whereas compensation, affective, and social strategies were used at a medium level and cognitive and memory strategies were used at a low level.

Another study investigating the strategy use of Korean students is Park (1997). In his study with Korean university students, he found that all strategy groups were used at a medium level. The highest frequency belonged to metacognitive strategies followed by compensation, memory, cognitive, social, and affective strategies.

Ok (2003), too, investigated the strategy use of Korean secondary school students. He found that compensation strategies were used the most frequently (at a medium level), followed by social, cognitive, memory, metacognitive, and affective strategies (at a low level). Yang (1994) investigated the strategy use of 68 Taiwanese university students. All strategy categories were used at a medium level except for compensation strategies which were slightly above the medium. The participants of the study were found to be medium strategy users.

Another study pertinent to the use of LLSs is Merrifield (1996). He examined the LLSs used by five adult learners. He found that these learners used LLSs at a medium level. The most frequently used strategy category was compensation while the least one was affective strategies, which were used at a low level.

Bremner (1999) studying the strategy use of a group of Hong Kong university students showed that compensation and metacognitive strategies were the most frequently used, while affective and memory strategies were the least frequently used strategies. Overall, the participants of the study turned out to be moderate strategy users.

Another study concerning the use of LLSs was done by Wharton (2000). The participants of this study were 678 undergraduate bilingual students studying Japanese or French at a university in Singapore. He used an earlier version of SILL with 80 items. The mean of overall strategy use was reported to be medium. The highest frequency belonged to social strategies, whereas the lowest frequency belonged to affective strategies.

Peacock and Ho (2003) studying the strategy use of 1006 Hong Kong university students, reported that the participants were medium strategy users with compensation category as the most frequently used strategies followed by cognitive and metacognitive strategies; then social, memory and affective strategies respectively.

Finally, Shamis (2003) studied the strategy use of Arab EFL English majors in Palestine. The results of his study showed that the participants were moderate strategy users with metacognitive strategies being the most and compensation strategies the least frequently used strategies. Table 1 summarizes the results of the studies reviewed above to give a general picture of the pattern of LLSs use among EFL learners.

The results of the studies reviewed above, most of which were conducted in Asia and with EFL learners, can be summarized as follows. Firstly, the participants of the studies perceived themselves as medium strategy users. Second, metacognitive/compensation strategies were reported as the most frequently used strategies while affective/memory strategies as the least frequently used ones. It is the intention of the present study to see how EFL learners from a different cultural background, namely, Turkey, perceive their pattern of strategy use given the fact that as Beauquis (2000, p. 55) stated "depending on their cultural backgrounds, learners may rely on certain strategies more than others." Bedell (1993 cited in Oxford and Burry-Stock, 1995) also summarized the findings of a number of studies and showed that different cultural groups use particular types of strategies at different frequency levels.

With respect to "culture" in the above quotations, it is worth mentioning that mainly learners' styles and approaches to learning in general, and language learning in particular are intended. Thus, Singleton (1991) defines culture as follows:

There are, in every society, unstated assumptions about people and how they learn, which act as a set of self-fulfilling prophecies that invisibly guide whatever educational process may occur there. They act as a kind of unintentional hidden curriculum. Likewise, Hofstede (1986) describes differences in learning styles directly based on cultural needs and values.

Oxford (1990), thus, believes that culture affects the development of overall learning style, and this, in turn, helps to determine the learners' choices of LLSs. It is, therefore, helpful to review briefly some of the studies that have attended to the general learning features of learners from Asian countries as well as Turkey to help us develop a general picture of their cultural differences.

2.4 Language Learning Strategies and Good Language Learner

Kristiansen (1998:11) states that according to studies of learning strategies, the amount of training, and the time used in training and the degree of difficulty of the task as such are not conclusive factors in learning. That is why it is important to study what kind of training would be most beneficial to learning. The aim is to create a permanent situation and learn how to apply the acquired knowledge in order to successfully learn the language.

The studies of language learning strategies often refer to the concept of good language learner strategies. As Cook (2001) puts it, good language learner strategies are the strategies employed by people who are known to be good at second language learning. Cook (2001:127–128) summarizes the study of Naiman, et al. (1995) about the six broad strategies shared by good language learners the following way:

1. Good language learners find a learning style that suits them best by adapting or modifying the strategies they encounter.

2. Good language learners include themselves in the language learning process by participating actively in learning situations.

3. Good language learners develop an awareness of language both as a system and as a communication.

4. Good language learners pay constant attention to expanding their language knowledge.

5. Good language learners develop the second language as a separate system, not relating everything to their first language.

6. Good language learners pay attention to the demands that second language learning imposes.

Different learning strategies can be combined during practice. Some strategies are easier to use if one has good knowledge of some other strategies (Kristiansen, 1990). Wenden (1991, as cited by Kristiansen, 1998:13) stresses the fact that learner should become aware which strategies are effective in learning a language. This means that the learner needs to be aware of his/her metacognitive skills which include, in addition to learning strategies, reflecting his/her own learning and realizing his/her limitations (Kristiansen 1998). Cook (2001) guides the teachers to develop the students' independence and make them aware of the range of strategies they can adopt.

In addition, Cook advises that providing specific training in particular strategies and remembering the similarities and differences between learning a second language and other school subjects can prove to be useful. Many factors have an effect on the choice of different learning strategies. These factors include degree of awareness, stage of learning, teacher expectations, age, sex, nationality or ethnicity, general learning style, personality traits, motivation and purpose for learning the language (Oxford 1990:13). Also Jiménez Catalán (2003), summarizing previous research, points out that language learning strategies may be associated with other individual factors (e.g., type of memory, learning style, motivation and culture). Even though gender affects the choice of strategies, it has not been studied widely (Jiménez Catalán, 2003). More highly motivated learners use a greater range of learning strategies than less motivated learners. Different language tasks also require different strategies; one can not use the same language learning strategies with working on a matriculation examination and talking with a friend in a café.

In addition, the main goal in language learning, for example, whether one wants to learn to communicate fluently using another language or just learn basic greetings, can have an impact on strategy choice (Oxford, 1990).

2.5 The Importance of Language Learning Strategies in Language Education

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. Language learning strategies give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Therefore developing language skills in these three areas can help the language learner build up learner-independence and autonomy whereby he/she can take control of his/her own learning.

According to Lessard-Clouston (1997), language learning strategies contribute to the development of the communicative competence of the students and those are used to refer to all strategies foreign language learners use in learning the target language and communication strategies. Language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies.

The study will address the following research questions:

1) Were Turkish Learners of English high, medium, low users of language learning strategies?
2) What was the frequency use of categories of language learning strategies?
3) Is there any difference of language learning strategies use between male and female Turkish learners of English?
4) What were the language learning strategies of students at beginner, elementary, pre-intermediate, intermediate, and upper intermediate levels?

3. Methods

This research investigates learning strategy use among EFL Turkish students by adopting survey method. This section describes the participants of the study and the instrument used to collect the data.

3.1 Participants

One hundred and ten EFL Turkish students, studying English in School of forging languages at Eastern Mediterranean University, North Cyprus, participated in this study. Both male (72.7%) and female (27.3%) students were selected randomly from five levels of proficiency, namely, beginner, elementary, pre-intermediate, intermediate and upper-intermediate. The number of participants from each level was 22 students (20%). The age range of the participants was 18 to 25. As for their nationality, a few (29.1%) were from Northern Cyprus while most (70.9%) were from Turkey.

3.2 Instrument

A self-reported inventory, Strategy Inventory for Language Learning (SILL) (ESL/EFL Version) developed by Oxford (1990), was used to determine the participants' perceived strategy use. The SILL is a 50-question, self-rating survey for EFL learners. It examines the frequency of the strategy usage for L2 learning. SILL has six sections including memory, cognitive, compensation, metacognitive, affective and social each of which aims at measuring one strategy type in particular. According to Ellis (1994), Oxford's taxonomy of language learning strategies is the most comprehensive classification. The SILL has undergone significant revisions and has been translated into numerous languages, with multiple reliability and validity checks performed (Oxford & Burry-Stock, 1995). In this study, the

translated Turkish version of SILL (Bundak, 2006) was used so facilitate the comprehension of the items for the subjects. To ensure the reliability of the questionnaire, the present researchers ran Alpha Cronbach reliability analysis through IBM SPSS 19.0. The reliability analysis revealed a coefficient of .907 which is indicative of high reliability of the questionnaire.

4. Results and Discussion

To determine the participants' perceived strategy use, Oxford's (1990) rating scheme was utilized. Descriptive analysis was conducted to answer the first research question. According to Oxford's calculating method, the mean from 1.0 to1.4 stands for never using this strategy; the mean from 1.5 to 2.4 stands for usually not using this strategy; the mean from 2.5 to 3.4 stands for sometimes using this strategy; the mean from 3.5 to 4.4 stands for usually using this strategy; and the mean from 4.5 to 5.0 stands for always using this strategy. The mean from 1.0 to 2.4 means a low frequency; the mean from 2.5 to 3.4 means a medium frequency and the mean from 3.5 to 5.0 means a high frequency. Table 2 presents the frequency score for Turkish LLS use.

As the table indicates, majority of the leaners are medium users of LLS (63.6%) whereas only about one in three (31.8%) of them is a high user of strategies. It is also evident that a negligible number of learners (4.6%) are low users of strategies.

To be clearer regarding the category of the learners, further analysis was conducted. Table 3 shows that 63.6% of the learners sometimes use LLSs while 29.1% reported that they usually use LLSs. Moreover, it is evident that 2.8% always apply LLSs whereas 4.5% indicated that they generally do not use LLSs.

Table 4 summarizes the descriptive statistics of the participants' responses to the SILL categories. Based on Oxford's (1990) rating scheme, the mean range of 2.5 to 3.4 means that the learners sometimes use strategies and they are labeled as 'medium strategy users'.

As Table 4 reveals, the participants of the study are medium strategy users of the mentioned categories except for the metacognitive and social category in which they appeared to be high users. The reported strategies which have the highest frequency are metacognitive (M=3.55) social (M=3.54) compensation (M=3.49), whereas memory (M=3.19) cognitive (M=3.14) and affective (M=2.97) strategies are the least frequent ones.

To test the statistical significance of the difference between male and female students, independent t-test was run. Table 5 shows the result of independent t-test for male and female participants. Table 6 also presents independent sample t-test results. As can be seen from the mean score of table 5, there is a difference between male and female use of LLSs. As is shown in tables 5 and 7, there is a significant difference in scores for male (M=3.26, SD=.47), t(108)=.98,p<.05, but the magnitude of the difference in the means was very small (eta squared = .008). In contrast, Tahriri and Divsar (2011) found that that the differences between males and females are not statistically significant.

In order to answer the last research question, the learners' use of LLSs in reference to their level of proficiency was identified. Table 7 represents to what extent Turkish learners of English at various proficiency levels apply LLSs. As the table indicates, pre-intermediate

Turkish learners of English make use of LLS slightly greater than the other groups (M=3.41). Next, the mean scores show that beginner and upper-intermediate learners use almost the same proportion of LLSs (M=3.31) as the intermediate learners (M=3.28). In contrast, elementary learners make less use of LLS compared with the other groups (M=3.15). The overall mean score does not really indicate any increase or decrease in the learners' frequency of LLS use across the different levels of proficiency. The use of LLSs by these learners followed a fluctuating trend rather than a gradual growth or decline, as the mean scores in table 7 indicate.

5. Conclusion and Pedagogical Implications

It can be concluded that majority of the Turkish learners are medium users of LLSs. Further, detailed analysis showed that almost one third of the learners use LLSs frequently. Moreover, it is found that metacognitive strategy was used relatively more frequently than affective strategies. As for gender difference, it was found that there was a significant difference between male and female Turkish learners of English in LLS use.

It does not sound logical to assume that all language learners should use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners. Even though the teachability of strategies of communication such as compensation strategies is still a matter of controversy (Kasper & Kellerman, 1997) and although the direction of causality in relation to language proficiency and strategy use remains unresolved, the linear relationship between proficiency level and learners' perceived strategy use found in this study underlines the importance of strategy teaching in EFL contexts. Effective use of strategies is likely to influence language achievement and lead to the improvement of second language proficiency (Vann & Abraham, 1990).

What learners know about themselves and about their own learning process can affect their use of language learning strategies (Wenden, 1986). Chamot and her colleagues (1987) discovered that effective learners reported a greater frequency and range of strategy use. Learners' level of strategy awareness also influences strategy use. Nyikos (1987) found that learners used only a narrow range of strategies and were generally unaware of the strategies they used. Therefore, in order to improve students' language learning, EFL teachers need to understand what language learning strategies students use and encourage lower proficiency EFL students to use language learning strategies in their learning process. Moreover, teaching methods often influence how students learn. Teachers should become more aware of their students' learning strategies in order to orient teaching methods more appropriately. It is believed that future research should focus on methods to integrate language learning strategy training into language instruction. Discovering strategies other than the six types of language learning strategies discussed in this study might enhance students' language learning and the effect of strategy instruction on language learning.

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Table 1: Summary of the Results of the Studies Investigating LLSs Use

Study	Nationality of participants	Level of LLSs use	The highest strategy category used	The lowest strategy category used
Noguchi, 1991	Japanese	Medium	Memory and cognitive	Social
Chang, 1991	Chinese	Medium	Compensation	Affective
Green, 1991	Puerto Rican	Medium	Metacognitive	Affective and memory
Oh, 1992	Korean	Medium	Metacognitive	Cognitive and memory
Yang, 1994	Taiwanese	Medium	Compensation	Other categories
Merrifield, 1996	French	Medium	Compensation	Affective
Park, 1997	Korean	Medium	Metacognitive	Affective
Bremner, 1999	Hong Kongers	Medium	Compensation	Affective
Wharton, 2000	Singapore	Medium	Social	Affective
Peacock and Ho, 2003	Hong Kongers	Medium	Compensation	Memory and Affective
OK, 2003	Korean	Medium	Compensation	Affective
Shamis, 2003	Palestinian	Medium	Metacognitive	Compensation

Table 2: Category of LLS use by Turkish leaners

Category	Frequency	Percent
Low	5	4.6
Medium	70	63.6
High	35	31.8
Total	110	100.0

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Table 3: Detailed analysis of the LLS category use

		Frequency	Percent
Low	Never or almost never used	0	0
	Generally not used	5	4.5
Medium	Sometimes used	70	63.6
High	Usually used	32	29.1
	Always or almost always used	3	2.8

Table 4: Descriptive Statistics of responses to SILL categories

	N	Minimum	Maximum	Mean	Std. Deviation
Memory	110	1.89	5.00	3.19	.58
Cognitive	110	1.71	4.71	3.14	.55
Compensation	110	1.33	5.00	3.50	.70
Metacognitive	110	1.56	5.00	3.55	.71
Affective	110	1.33	4.67	2.97	.72
Social	110	1.50	5.00	3.54	.80

Table 5: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
LLS	Female	30	3.37	.57	.10540
	Male	80	3.26	.47	.05307

Table 6: Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Equal variances assumed	1.453	.231	.979	108	.330	.105	.107	-.10	.31
Equal variances not assumed			.895	44.52	.375	.105	.118	-.13	.34

Table 7: Use of LLS by level of proficiency

Level of proficiency		N	Minimum	Maximum	Mean	Std. D
Beginner	Overall	22	2.62	4.50	3.31	.48
	memory	22	2.11	4.00	3.18	.50
	cognitive	22	2.29	4.71	3.12	.60
	compensation	22	2.50	5.00	3.33	.55
	metacognitive	22	2.22	5.00	3.68	.70
	affective	22	1.50	4.67	2.96	.71
	social	22	2.17	4.83	3.68	.81
Elementary	Overall	22	2.10	3.88	3.15	.52
	memory	22	2.11	3.89	3.02	.47
	cognitive	22	2.21	3.79	2.97	.49
	compensation	22	1.33	4.67	3.37	.88
	metacognitive	22	1.56	4.44	3.36	.75
	affective	22	1.67	4.50	2.94	.71
	social	22	1.67	5.00	3.44	.88
Pre-intermediate	overall	22	2.76	4.32	3.41	.38
	memory	22	2.11	3.89	3.31	.47
	cognitive	22	2.07	4.00	3.23	.47
	compensation	22	2.50	5.00	3.65	.61
	metacognitive	22	2.44	5.00	3.70	.60
	affective	22	2.00	4.17	3.09	.69
	social	22	2.67	4.83	3.65	.64
Intermediate	overall	22	2.06	4.70	3.28	.65
	memory	22	1.89	5.00	3.23	.82
	cognitive	22	2.14	4.57	3.24	.61
	compensation	22	2.00	4.67	3.33	.72
	metacognitive	22	2.44	5.00	3.54	.86
	affective	22	1.33	4.67	2.93	.85
	social	22	1.50	5.00	3.37	.94
Upper-intermediate	overall	22	2.54	4.16	3.31	.44
	memory	22	2.11	4.22	3.20	.58
	cognitive	22	1.71	4.07	3.13	.55
	compensation	22	2.33	5.00	3.75	.63
	metacognitive	22	2.44	4.56	3.47	.63
	affective	22	2.00	4.50	2.94	.66
	social	22	2.67	5.00	3.55	.71

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Micro Enterprise Development of Women in Urban Informal Sector in Puducherry Region

A. Kumari, M.A., M.Phil., M.Ed. and Dr. N. Malathi, Ph.D.
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Abstract

Micro enterprises are accorded with high priority on account of its employment generation, income potential, low capital requirement, short gestation period, useful link with medium and large sectors, promotion of balanced regional development, utilization of local resources and production of exportable products. It trains the women to acquire entrepreneurial ability, obtain economic independence and act as an effective tool to eradicate poverty. So, micro enterprise sector is accepted as a key to sustainable economic growth. This study deals with SHG-Bank linkage, SHG-Agency linkage and SHG-Programme linkage of micro finance and micro enterprise development in Puducherry region.

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The growth of urban micro enterprises and women beneficiaries by micro finance are analyzed with the use of linear and exponential trend. The estimated values show that development of micro finance by banks, agencies and programmes, have initiated and accelerated the growth of micro enterprises in Puducherry region. The impact of micro finance on micro enterprise of women in urban informal sector is at similar rate of growth in SHG-Bank linkage (24.9% and 24.8%) and SHG-Agency linkage (21.3% and 20.4%), whereas it is lesser in case of SHG-Programme linkage (32.2% and 14.1%). So efforts are needed to train SHG members, who availed micro finance to start an enterprise.

Introduction

In order to convert subsistence economy of India into a healthy and growing one, it is necessary to take rapid strides in the industrial sector, so as to give gainful employment to the unemployed and full-employment to the seasonally employed or under-employed in a wide range of different industries. World Business Council for Sustainable Development, International Research Centre, Canada, and Development Alternatives, New Delhi, have demonstrated sustainable development linkages based on the experiences of funding institutions to promote micro enterprises. In Germany, women have created one-third of new business representing more than one million jobs since 1990s. In Great Britain, women are engaged in one-fourth of the self employment sector. In Latin America, women constitute 15 to 20 per cent of all employees, concentrated largely in the Commercial and Service sectors. In developing countries like India, with surplus labour and scarce capital, labour centered strategy is essential for maximization of employment. Micro enterprises are given importance in recent years due to capital crisis, mounting unemployment, continuing adverse balance of payment and regional imbalance.

Informal micro enterprises consist of mainly self-employed units, which play a vital role in removing and reducing inequalities in income and wealth. At present 9.5 per cent of women entrepreneurs are managing the micro enterprises in India. Even though India has witnessed an impressive and steadily rising economic growth since the early

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1990s, according to 11th Five year plan, it has faced two employment challenges of slow growth of employment in the formal sector and a very high proportion of the labour force engaged in the informal sector. Micro enterprise development has been adopted to accelerate employment growth in the organized sector and improve the quality of jobs in terms of productivity and protection of workers in the capital sector.

The Scheme for Urban Micro Enterprises (SUME) has been introduced in 1981 to encourage unemployed and under-employed urban poor in cities and towns and to motivate women's self-employment programs with the financial support to their establishment. Development of micro enterprises can help to create immediate employment opportunities involving a number of women at low independence level. As per the Annual Survey of Industries 2007-08, micro enterprises accounted for 23 per cent of the registered industries employing 11 per cent of the women labour force.

Micro enterprises like Tailoring, embroidery work, pickle making, fruit canning, book binding, incense stick making, etc., have emerged as a real boom for the poor women providing ample scope to make a livelihood. Self-employment in the urban areas will remain very important source for growth of an economy in the developing countries particularly for women in urban area. Micro and small enterprises can faster the private sector's contribution both for growth and equity objectives of developing countries (Leidholm, 1999). In India, the proportion of self-employment to total employment through micro enterprises in the urban areas has been 42 per cent.

According to National Sample Survey organization (55th Round, 2000) three types of micro enterprises are prevailing in India;

a) Home-based producers such as handcraft items, textiles, and foot-wear.

b) Petty traders and seasonal vendors selling vegetables, fruits, fish etc.

c) Providers of service and labourers engaged in laundry, catering etc.

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In the last decade Micro Enterprise Programme is a virtually known development tool and one of the keys to economic growth. The success of this programme is determined by some institutions particularly the well published achievements of the Grameen Bank of Bangladesh. These programmes are reaching more people and are more sustainable than earlier efforts based on subsidizing financial services (Singh, 2008).

Significance of Micro Enterprise Development

Globalization and economic liberalization have opened up tremendous opportunities for development through micro enterprises. Due to modifications of livelihood strategies, women's economic conditions become more vulnerable due to unequal distribution of resources. This in turn favors a policy for employment of women by increasing their access to credit through micro enterprises so as to enable them to acquire the capability and assets that can help to realize strategic gender need and economic independence.

Malathi (1993) has concluded that rising women's work has increased the number of female headed households and women's earnings have slightly equalizing effect on the distribution of life time as well as annual family earnings. The earnings of self-employed women through micro enterprises range from 35 per cent to 65 per cent of the family income, which also reduces inequality in the distribution of income. The increasing role of women in economic activities through micro enterprises has a great potential for the development of an economy. The economic contribution of women has become a source of wealth to any economy as a human capital towards aggregate production.

Mayoux (1995) has specified that micro enterprise development for women is likely to be a "bottom-up" solution to a wide range of development. Micro enterprise development succeeds for the vast majority of poor women as the main focus of wide strategy for poverty alleviation and reduction of income and asset inequality.

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Sulochana and John (2005) have established that micro enterprise is an integral part of economic development. The nature of work and wages in the unorganized sector depend on the demands of the organized Industry. About 97.7 per cent of the micro enterprises were individually owned and the rest owned by the groups with 91.7 per cent of them having the largest source of their household income from these enterprises. Micro enterprises are the backbone of poor women to attain overall empowerment and their own economic independence.

The 2002 Global Entrepreneurship Monitor (GEM) positioned Brazil the seventh among those countries with high rates of entrepreneurship, and first in the list of countries where people set up business based on necessity rather than on opportunity for 40 per cent of women between the age group of 18-24 years. Since independence successive governments in India have emphasized the link between improving the access to finance and reduce poverty a stance that has had influence globally. Inadequate access to formal finance and seemingly the easy terms of informal finance for the poor provide a strong need and ample space for innovative approaches to serve the financial needs of India's rural and urban poor (Basu, 2005).

Adriana (2006) has proved that providing access to credit is essential in increasing women's ability to improve the success rate of their enterprises. Herlms (2007) has defined that micro finance is the most efficient method to reduce global poverty without dynamic changes in the areas of education, health and infrastructure. Helping SHGs through micro finance is a model approach to "Banking with Poor" is successfully tried by Muhamud Yunus of Bangladesh. The SHG-Bank linkage programme introduced and encouraged by NABARD, is now implemented informally by more than 30,000 branches of commercial banks, RRBs and Co-operative institutions in all over 520 districts in the States and Union Territories.

Kumar and Rajesh (2009) have found that in most of the developing countries of Africa and Asia, an overwhelming majority of the enterprises are micro, small and medium enterprises. Through micro finance, they contribute a big way to employment

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generation as well as to the improvements of skills through job training. Micro Enterprise Development of India (MEDI) gives training, teaching and research in entrepreneurship development. It was set up by all India financial institutions viz., IDBI, ICICI and SEBI. These organizations have completed their activities over 15 years of fruitful partnership with NGOs in implementing Micro Enterprise Development Programmes.

The present Bank-linkage programmes and self-employment schemes of State and Central Government for women in urban informal sector are now focusing and uplifting the status of women from marginalization and subsistence level. Urban Self-employment Programme, Skill Training Employment Programme for Urban Poor and Swarna Jayanthi Swarojhar Yojana are functioning under the control of municipalities of Puducherry. Department of Women and Child is also concentrating more on Women Development Programmes in Puducherry region.

Micro enterprise development is viewed as an opportunity for providing gainful employment to the poor women and thereby improving their income and living standard using local resources as well as skills. These opportunities help women to go for training programmes related to their activity to upgrade their skills as well as to get information about the new areas where local demand is high for their products. Thus, these programmes aim at combining the local demand with local resources and maximize local linkages of managerial skills, which are important for the women to take decision about their productivity and lives. Micro enterprise development also involves identification of innovative and creative activities suited to the specific environment.

An efficient banking system satisfies the needs of the poor human beings. Now banking and financial institutions are playing major role in the economic development of the country and most of the credit related schemes are for uplifting the poorer, under-privileged and marginalized sections of the society. However, micro entrepreneurs have little access to the formal financial system in the developing countries. In recent years with the positive perception of micro finance, the formal finance is aimed to contribute to the micro enterprise development in Puducherry Union Territory.

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In this context, the growth of micro enterprises in Industry, Service and Business (ISB) activities and women beneficiaries of micro finance are presented using secondary data for ten years from 2000-01 to 2009-10.

Objectives

1. To analyze SHG-Bank linkage of micro enterprise development in Puducherry region.
2. To portray the micro enterprise development by Agencies in Puducherry region.
3. To study micro enterprise development according to Programmes in Puducherry region.

Methodology

The present study is based on secondary data connected with Puducherry region. The methodology adopted for the present study is a combination of analysis of secondary data from Directorate of Economics and Statistics, Puducherry Union Territory, Commercial Banks and Co-operative banks, Corporation for Development of Women and Handicapped, District Industrial Centre, Department of Women and Child Development and Urban Municipalities of Puducherry region. The secondary data were collected for financial assistance to micro enterprises, and women beneficiaries of SHGs in informal sector in Puducherry region of Puducherry Union territory for ten years from 2000-01 to 2009-10.

The growth of micro finance, micro enterprises and women beneficiaries through banking sector, financial agencies and women development programmes are analyzed using these secondary data for ten years from 2000-01 to 2009-10. In order to study about micro enterprise development in the last ten years linear and exponential trend equations are estimated and the annual increase and the growth rate values are compared between micro finance and micro enterprises for linkage of SHG with banks, agencies and programmes in the study area.

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Results and Discussion

The growth of micro finance can help to improve productivity of women labour particularly in the micro enterprises of women in household sector. The long term growth of an economy depends upon the value of domestic output of the regional sources like Micro Enterprise Development Programme (MEDP). Apart from direct employment, jobs are also created in other sectors by micro enterprises with the support of micro finance. It is increasingly realized that women's income in a family through micro finance to micro enterprise is favorably related to the nutritional and educational development.

SHG-Bank Linkage in Puducherry Region

Puducherry urban municipality has 37 wards and the Central Scheme Swarna Jayanthi Shahari Rozhar Yojana is implemented in all these wards covering 52 schemes to uplift the women living below poverty line. Puducherry Corporation for Development of Women and Handicapped started during 1993 with the objectives of making women socially and economically independent. The Corporation introduced individual loan scheme with interest to women, whose income is more than Rs. 22,000 but below Rs. 80,000 to initiate small and micro enterprises.

The SHG-Bank linkages to micro enterprise and micro finance development in Puducherry region from 2000-01 to 2009-10 are shown in Table- 1. Over these ten years, women beneficiaries in micro enterprises in urban informal sector have continuously and consistently increased. It is seen from the Table that there is 9.6 times increase in the number of micro enterprises from 498 in 2000-01 to 4769 in 2009-10. In case of women beneficiaries, the values are from 3912 in 2000-01 to 31137 in 2009-10, showing the increase by around eight times in these years due to banking sector. With respect to micro finance by Indian Bank, State Bank and Co-operative Bank in Puducherry region, there is an increase from Rs. 277.89 lakhs in 2000-01to Rs.2798.06 lakhs in 2009-10, with 10.1 times increase in micro finance in Puducherry region.

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Table-1
SHG – Bank Linkage in the Development of Micro Enterprise and Micro Finance to Women in Urban Informal sector in Puducherry Region

Year	Micro Finance (Rs. Lakhs)	Women Beneficiaries (No.)	Micro Enterprises (No.)
2000-01	277.89	3912	498
2001-02	449.44	5929	766
2002-03	551.67	7480	1065
2003-04	931.53	14064	1422
2004-05	1096.53	16058	2349
2005-06	1411.27	21096	2894
2006-07	1818.72	23585	3174
2007-08	2007.33	26673	3443
2008-09	2331.19	28359	4268
2009-10	2798.06	31137	4769
AAI	279.4**	322.8**	488.7**
CGR (%)	24.9**	22.9**	24.8**

Source: Indian Bank, State Bank and Co operative Bank, Puducherry.
Note: ** Significant at 1% level.
             AAI = Average Annual Increase   CGR = Compound Growth Rate

The positive linear trend values denote annual increase in the study period. It may be ascertained that average yearly addition of Rs. 279.4 lakhs in micro finance and 322.8 in women beneficiaries have contributed to an addition of 488.7 in micro enterprises in Puducherry region, which are also exhibited in Figure- 1(a) and Figure 1(b). The exponential growth rate of micro enterprises (24.8%), women beneficiaries (22.9%) and micro finance (24.9%) are more or less equal under SHG-Bank linkage in micro enterprise activities in Puducherry Region. It implies that micro enterprise development is activated at the same rate of growth of micro finance in Puducherry region.

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Figure – 1(a)
SHG-Bank Linkage to Micro Finance Development

Figure – 1(b)
SHG-Bank Linkage of Micro Enterprise Development

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SHG-Agency Linkage

In accordance with the micro finance development through District Industrial Centre (DIC), Corporation for Development of Women and Handicapped (CDWH) and Mangalam Society (MS), micro enterprises of women are growing in Puducherry region, as seen in Table-2. The overall exponential growth rate of micro enterprises, women beneficiaries and micro finance of these agencies over the ten years are 20.4 per cent, 19.5 per cent and 21.3 per cent respectively. It implies that, agency-wise growth of micro enterprises, women beneficiaries and micro finance in Puducherry region over the study period is progressive, which are also ensured by the respective linear trend values. Here the addition of yearly values of Rs. 26.7 Lakhs in micro finance and 826.5 in women beneficiaries have mainly contributed to an annual increment of 71.8 in micro enterprises of women in urban informal sector in Puducheryy region. These results are shown in Figures 2(a) and 2(b).

Table-2
SHG-Agency Linkage in the Development of Micro Enterprise and Micro Finance to Women in Urban informal Sector in Puducherry Region

Year	Micro Finance (Rs. Lakhs)	Women Beneficiaries (No.)	Micro Enterprises (No.)
2000-01	36.72	1729	134
2001-02	50.39	1867	152
2002-03	89.12	2172	181
2003-04	110.46	2952	246
2004-05	143.59	3864	332
2005-06	160.50	4524	377
2006-07	177.20	5201	443
2007-08	202.32	6283	586
2008-09	230.31	8053	669
2009-10	298.47	8964	752
AAI	26.7**	826.5**	71.8**
CGR (%)	21.3**	19.5**	20.4**

Source: District Industrial Centre, Corporation for Development of Women and Handicapped and Mangalam Society, Puducherry Region

Note: ** significant at 1% level.

AAI = Average Annual Increase   CGR = Compound Growth Rate

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Figure – 2(a)
SHG-Agency Linkage of Micro Finance Development

Figure – 2 (b)
SHG-Agency Linkage of Micro Enterprise Development

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SHG-Programme Linkage

It is evident from the Table-3 that with respect to programmes the growth rate of micro finance is highly attractive as compared to the number of micro enterprises and women beneficiaries over the ten years. There is continuous and consistent growth rate of these, which are highly significant with 32.3 per cent for micro finance 11.6 per cent for women beneficiaries and 14.1 per cent for micro enterprise. It shall be derived from the annual increase that addition of Rs. 97.3 Lakhs in micro finance and 31.1 in women beneficiaries has induced the addition of 38.8 micro enterprises under SHG- Programme linkage in Puducherry region, which are also highlighted Figure-3(a) and Figure 3(b).

Table-3
SHG-Programme Linkage of Micro Enterprise Development of Women
in Urban Informal Sector in Puducherry Region

Year	Micro Finance (Rs. Lakhs)	Women Beneficiaries (No.)	Micro Enterprises (No.)
2000-01	65.63	1770	132
2001-02	75.97	2196	163
2002-03	91.85	2852	202
2003-04	111.27	2741	227
2004-05	121.83	3456	277
2005-06	227.96	3440	279
2006-07	403.02	4806	386
2007-08	528.69	4736	373
2008-09	668.76	5288	424
2009-10	1036.11	6165	492
AAI	97.3**	31.1**	38.8**
CGR (%)	**32.3***	**11.6***	**14.1***

Source: Urban Municipality, Poverty Eradication Cell, Puducherry
Note: ** Significant at 1% level.
AAI = Average Annual Increase   CGR = Compound Growth Rate

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Figure – 3 (a)
SHG-Programme Linkage of Micro Finance Development
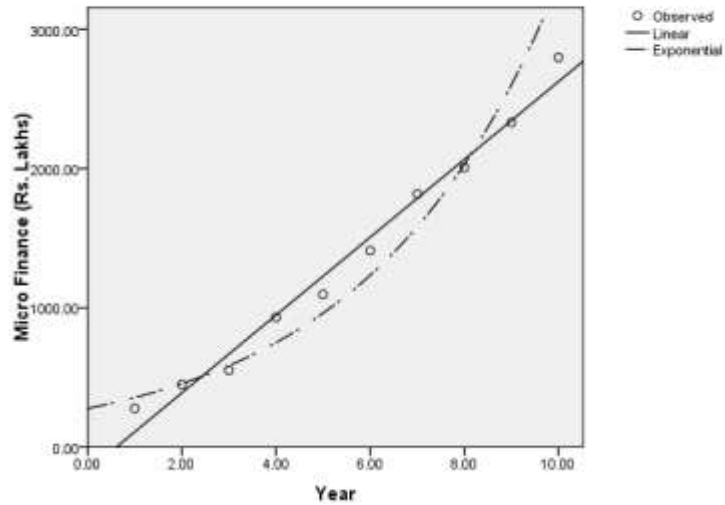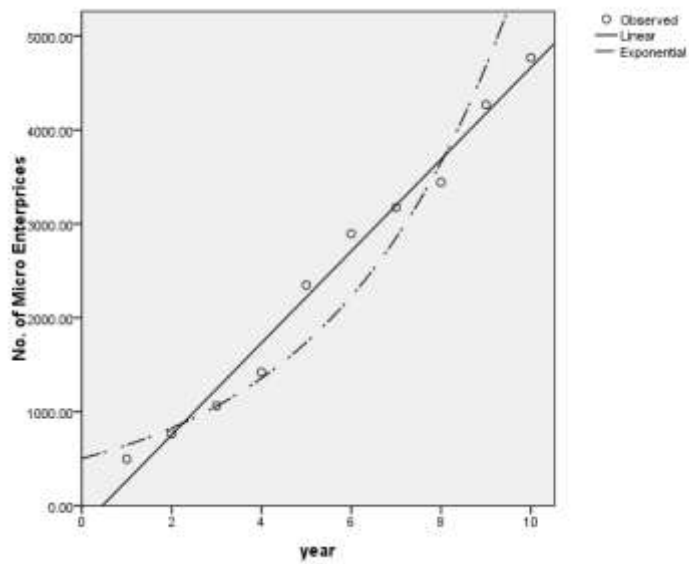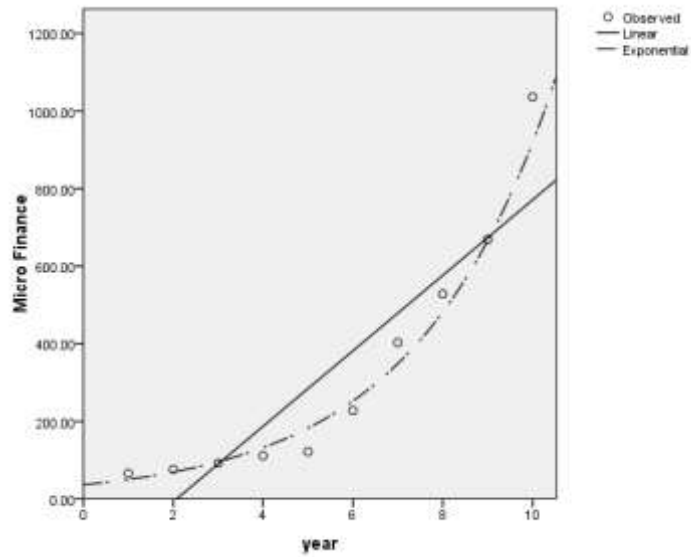

Figure - 3 (b)
SHG-Programme Linkage of Micro Enterprise Development
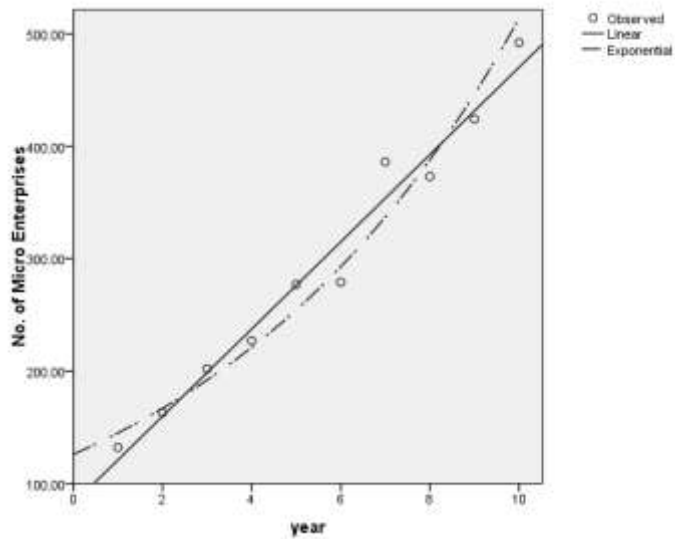
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Conclusion

Micro finance for urban micro enterprises in Puducherry region is expected to improve the socio-economic conditions of women by uplifting their standard of living, their decision making power, and participation in social activities, by establishing own micro enterprises or some income generating activities using micro finance. In Puducherry UT the Government has taken appropriate policy measures to monitor women development and motivate women in urban areas. The progress of urban micro enterprises and women beneficiaries by micro finance are ascertained with the use of linear and exponential trend.

The estimated values show that development of micro finance by banks, agencies and programmes, have initiated and accelerated the growth of micro enterprises in Puducherry region. The impact of micro finance on micro enterprise is at similar rate of growth in SHG-Bank linkage (24.9% and 24.8%) and SHG-Agency linkage (21.3% and 20.4%), whereas it is lesser in case of SHG-Programme linkage (32.2% and 14.1%). So efforts are needed to train SHG members to micro finance. If more and more financial, infrastructural and marketing facilities are given at the right time and in the right place, the micro enterprises of women may become highly enterprising units.

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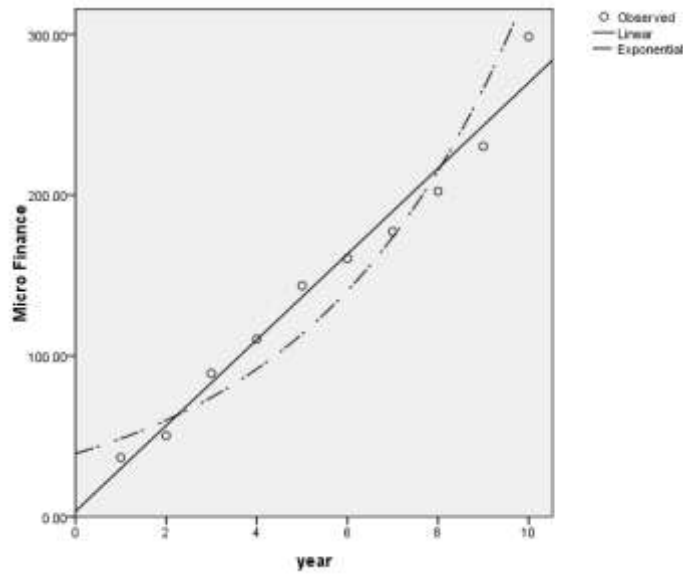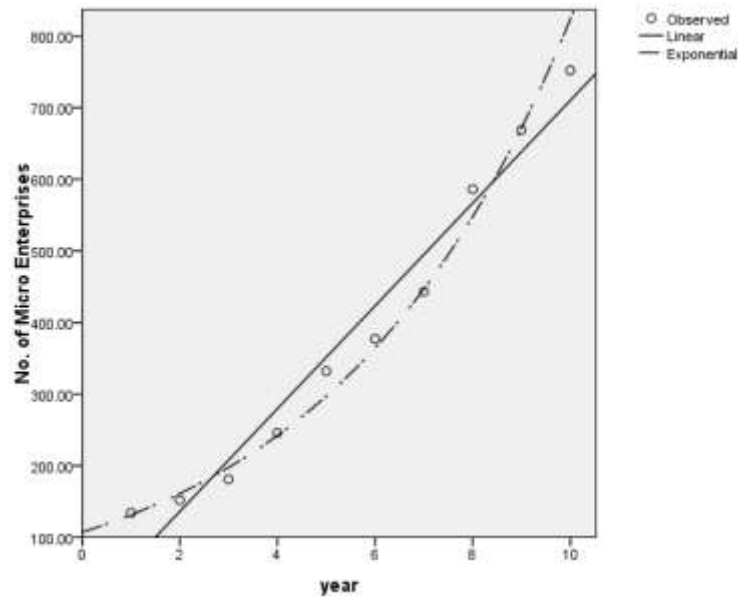
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Using Reading and Audio-Visual Materials to Develop Communication Skills of the Engineering Students

G. Livingston, M.A., M.Phil., Ph.D. Candidate
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Abstract

This paper attempts to explore the possibilities of developing communication skill of engineering students through reading and audio-visuals materials. In the present paper, the students of an Engineering institution were taken as subjects to help them develop communication skills through cognition. Two kinds of activities were used to develop their communication skills. In the first type of activity, the students were asked to watch a documentary clipping and to answer two important questions. This exercise enabled the students to use the English language without worrying about the errors they might commit. In the second type of activity, the students were asked to read from a selected piece of material and interpret the material they read.

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The results show that these two materials helped them to enhance communication skills of the engineering students.

Introduction

Reading has always been regarded has an important skill in teaching and learning English as a Second Language (ESL). The reading skill is important because it stimulates thinking, compels students to analyze and criticize. In other words, reading helps effective communication. In the industrial work environment the students are expected to decide individually or with a group. When they hold an important position, they have to handle different situations including managing the workers, deciding the shape of the products, increasing the products, etc., for which they have to communicate. Acquisition of communication skill demands proper selection of materials and facilitation of the teacher.

This paper discusses two activities conducted for developing communication skills of the students using reading and audio-visuals in engineering colleges. The two activities gave prominent importance to communication. Communication skill is given importance because it is essential in industrial setting to carry out duties and supervise the work of other co-workers. Effective Communication is required to become and function as an effective leader.

In cognitive theory, learning is viewed as an active, constructivist process in which learners select and organize information input, relate it to prior knowledge, retain what is considered of their learning efforts (Gagne, et al.1993). Cognitive skill is useful not only in the classroom but also in the non-classroom setting to think about the language and use it in an appropriate way. The students' interest in communication in English as a second language is discouraged due to various factors. Livingston (2012) in an article puts that the students are "discouraged from speaking English because of their rural and social backgrounds. The role of English teachers is a challenging task to make them to speak in English".

Brief Review of the Literature

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Many research studies had been conducted on cognitive skill by scholars in the past. Slobin (1987) shows that cognitive skill helps motivate thinking to develop better speaking skill. Diaz and Berk (1992) observe that young children verbalize more when the tasks are more difficult, and they were successful in problem-solving when they verbalize more. The thinking and beliefs are brought to bear on classroom processes (Burns.1996).

Gatbonton (1999) presents six general domains of pedagogical knowledge:

1. Knowledge of how to manage specific language items so that students can learn them.

2. Knowledge about the students and what they bring to the classroom.

3. Knowledge about the students' goals and subject matter of teaching.

4. Knowledge about techniques and procedures.

5. Knowledge about appropriate student – teacher relationships.

6. Knowledge about evaluating student task involvement and progress during the lessons.

The Present Study

Aims

The study investigates how reading and audio-visuals are helpful in using the cognition of the students in the development of communication skill in the ESL classroom. The primary purpose is to bring students from product-based approach to process-based approach in developing communication skill of the Engineering students. The present activity specially addresses two research questions:

(1) How students are using their cognition for these two different activities?

(2) What is the subjects' result or product of the use of the cognitive skill for enhancing communication skill?

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Subjects

The subjects were thirty-two first year Automobile Engineering students in the age group of 17-18 in a University. The students had twelve years of English education, which is usually exam-driven. The twelve years of language education could not provide practical opportunities at the level of spoken communication, because the courses concentrate only on written skill, where students interpret the material etc. given in writing in writing and they all do this through the process of memorization and reading Notes available in the open market. Their goal is to score good marks, not mastery of the speaking and writing skills. Memorization of the probable answers is given importance. The consequence of this process of learning is that the students are not able to construct a sentence of their .When they join the university courses they may not have the ability to produce a sentence of their own. The "Notes" was helpful for them at the school level, whereas in the university the Technical English course book has no "notes". When they have no helping material like notes, they have to write on their own. But they write only a few sentences and they could not develop their ideas further.

Procedure

For the purpose of this study two different kinds of activities were given. The activities were conducted for two days with two sessions. Each session ran for two hours. The first day was used to view a clipping about a planet. After viewing the clipping about a planet, all the students were asked to answer two questions. The second day was used to comprehend a selected reading material and to interpret it (that is, the intended meaning of the passage) in the class. All the students read a sentence from the given reading material. After reading the sentence all the students were asked to give the meaning/interpretation of the reading material from their own understanding of the reading material. The students produced different lengths of answers, for this single sentence interpretation activity.

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On the first day thirty-one students participated and the session ran for two hours. The first day was used to play a documentary about a planet. All the students viewed the clip .After viewing the documentary the students were asked two kinds of questions.

(1) What did you expect when you viewed the introductory part of this clipping?

(2) What kind of ideas you got after viewing this clip?

The Students' Answers to the First Question

The questions were asked to stimulate students' thinking to create and organize ideas. All the students participated enthusiastically. The student answers can be categorized into three kinds. First is the long talk .The second is the short talk and the third is very short talk.

The long talk

Seventeen students answered the question well with long answers. All their answers were long and creative .The students asserted that they assumed that what they were about to see was an unknown planet and earth. They spoke more than two sentences.

The short talk

The second category of students who spoke less was eight in number. These students gave their answers in one sentence. They could not produce more sentences because they did not develop their thought further using their English knowledge.

The very short talk

   The third category of students could not produce more than one or two words (for example yes or no) and they were six in number. They did not show any observation using their English skills. In addition, they seemed as if they did not listen and they hesitated in producing their response, perhaps because they lacked in confidence in their knowledge of English.

The students' answers to the second question

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The students' answers for the second question can be divided into three kinds of thinking: direct professional thinking, indirect professional thinking and non-professional thinking.

The professional thinking

The students with professional thinking were nineteen in number .They can be classified into three categories, according to their answers. Among the nineteen students, the performance of three students was very good .The three students spoke about producing cars suitable for the planet. Their thinking was more about professional and practical follow-up and needs. The second group of students consists of ten in number who spoke about searching for fuel. Their idea were not for the immediate purpose. Their kind of thinking goes step by step. The third group consists of six in number. They asserted that all the auto mobiles have to be taken into the space. These students' level of thinking is illogical but more professional oriented.

Indirect professional thinking

The indirect professional thinking students were eight in number. They said that only after knowing about the conditions of living in the space, they will set up the industry. It shows that they want to build their industry only after knowing about the opportunity. They are cautious about their professional use and they do not want to take risk in setting up the industry without proper knowledge about the place.

Non-professional thinking

Four students answered that they want to search for water in the space. The students' answers reveal that they want to search the space only for living purpose.

Second Day

On the second day the students were given a piece of reading material to read. After the completion of reading, all the students individually were asked to provide meaning for each sentence. All the students were informed to select only one sentence and to provide meaning for

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that. The main objective of this reading activity is that the students had their reading comprehension from their school days, but many students are not able to understand a single sentence, even after entering into the university level. The activity paved the way to understand the difficulties faced by the students. The activity is categorized into five kinds: Very Clear, Clear, Not Clear, Misinterpretation and No Answer.

Very Clear

Five students were categorized as giving Very Clear answers. They gave long definitions for the sentence and showed examples from outside of the text. The definitions were easy to understand. Their choices of words were simple and the voice of the students was very clear, which made their speech a successful one. They spoke more than two minutes. It showed that they were interested to think more.

Clear

Thirteen students spoke clearly. They participated actively and spoke briefly. Their speech was about a minute. All the students gave meaning for the sentence given to them. They used their tone appropriately. The voice was clear and audible to class. Their level of critical thinking was direct and no example was given out of text.

Not Clear

Nine students were not able to produce the meaning of the sentence clearly .They were not able to produce it in their own sentence correctly because of their lack of vocabulary knowledge and lack of understanding the sentence fully. They could not speak the sentence clearly. All the nine students were able to understand the sentence only partially.

Misinterpretation

The misinterpretation of the reading material was done by only one student. The student misinterpreted the sentence , due to lack of vocabulary knowledge. The student studied through

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Tamil medium before he came to the university and was from a rural area. His lack of ability showed that he did not have basic English knowledge to interpret the given reading material.

No Answer

The students who did not answer and gave no meaning were four in number. They read the sentence but did not give any interpretation to that sentence. They were not able to interpret the sentence because they could not understand it in English. The learners expressed that they could not understand the given reading material, due to lack of understanding the words and they did not know to read correctly. All the students who gave no answers to the reading material were had their education through Tamil medium and from rural background. They did not have any training to interpret their thinking through English language. They must be given special attention to enhance their understanding of reading material.

The role of technology and the instructor

In this experiment two kinds of activities were used in the class. The first activity required technology to be used in the class. The technology used in the class included a laptop and a projector. The documentary was readily available in the laptop. After viewing the documentary the instructor asked questions and made the students to answer. All the students participated enthusiastically.

For the second activity the instructor gave a reading material to interpret it. All the students participated in this activity. In the second activity no technology was used. Unlike the first activity, which was simple and in which the students had the choice of using and speaking based on the ideas from other students and peers, in the second activity the student has to interpret and add ideas to the material. They have no choice of interpreting from the peers or adding previous students' ideas to their own ideas.

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These two activities required the presence of the teacher as moderator.

Results

The results of two kinds of activities were compared and descriptive results were obtained. Thirty-one students participated in the first activity and thirty-two participated in the second activity.

The results are given below:

The long talk 54.8%

The short talk 25.8%

The very short talk 19.3%

The professional thinking 61.2%

Indirect professional thinking 25.8%

Non-professional thinking 12.9%

Very clear 15.6%

Clear 40.6%

Not clear 28.1%

Misinterpretation 3.1%

No answer 12.5%

The survey shows that the majority of students felt positive about the activity given to them. Most of the students asserted that the training helped them to think critically and prepared them for their professional setting.

Discussion

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The activities conducted in the class using reading and audio-visuals paved the way to develop communication skills of the students. The students used their cognition at different lengths to express their ideas. The students have had the opportunity to improve their communication skills through cognition. All the students had the opportunity to understand the importance of reading and audio-visuals in enhancing their communication skills. They have no opportunity to share their ideas before these two classes. Many students came with new ideas because of this training program.

In addition, the cognitive skill encourages students' involvement in the classroom activity. The activities offered an opportunity not only to use their cognition for speaking purpose, but also for comprehending the given reading material and interpreting the same before the class. With their personal involvement, students can develop their communication skill further and acquire better comprehension in reading and interpretation in English.

Finally, the cognitive skill made students aware of their intellectual strengths and limitations. This activity may force them to learn from others to overcome their weakness, and think about how to improve their communication skills in future practice.

Conclusion

The findings of the activities show that cognition was useful in improving communication skills of the students' .On the whole both the activities stimulated their communication skills through cognition. The role of a teacher as a facilitator helps the learners to produce language without any difficulty. The role of technology plays an important part in these activities. The given reading and audio- visuals materials helped them to enhance the communication skills and to know themselves about the level of English knowledge they have. The finding suggests that, the above ninety percent in English at the higher secondary school

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level of some learners did not help them to communicate and the mundane learners have to be given special attention by proper selection of material and educational aids.

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A Study to Investigate the Availability of Educational Facilities at the Secondary School Level in District Karak

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ABSTRACT

Educational facilities play a crucial role in strengthening and improving the quality of education. Therefore, the study in hand was conducted to investigate the availability of educational facilities at the secondary level in District Karak, Khyber Pakhtunkhwa, Pakistan.

The objectives of the study were: (a) to investigate the availability of educational facilities at the secondary school level, (b) to explore the causes of poor availability of educational facilities at the secondary school level and (c) to suggest proper ways and

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means to ensure the availability of educational facilities at the secondary school level. All the heads, teachers and students working and studying at the secondary school level in district Karak, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. The study was delimited to the selected 60 male secondary schools in district Karak. The study was further delimited to the teachers and students teaching and studying in secondary classes. In order to ensure adequate representation of population, only 60 heads, 125 secondary school teachers and 680 secondary school students (@ 100%, 75% and 10% respectively) were selected randomly.

The study was descriptive in nature. A questionnaire was developed as a research instrument for the collection of data. Pilot testing was conducted to remove the weakness, ambiguities and misconceptions of the questions. After pilot testing the questionnaire was revised and its final version was developed and prepared. In order to collect data, the researchers personally visited to the respective participants and distributed questionnaires among them and collected data. Then it was organized, tabulated and analyzed. Percentage was used as a statistical tool for the statistical treatment of the data.

After analysis of the data, the researchers arrived at the conclusion that educational facilities were not available in the schools at the secondary level which is the main obstruction and hindrance in acquiring quality education. The study further revealed that corruption, ineffective educational policies, poor implementation of policies, lack of check and balance system, inadequate budget for education, poor management system, and political inference are the main factors which are responsible for the poor availability of educational facilities at the secondary level in District Karak.

KEYWORDS: Secondary level, educational facilities, availability of educational facilities

INTRODUCTION

Secondary education occupies the most important and critical position in any educational system. The position of secondary education is generally paradoxical in any society. It is expected that secondary education will play a transitional role between basic education and further (higher) education as well as to play a terminal role by providing and supplying required manpower for the development of the country (AIOU, 1998, p.3).

Secondary education plays a vital and crucial role in laying the foundation for the further studies. That is why it is right to say that if a good foundation is laid at this basic stage, then students cope up with the challenges of life and profession quite easily. However,

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different people have pointed out various factors which are responsible for the unsatisfactory performance of the students. These factors include low retention, parental role, association and friendship with wrong peers, low achievement, lack of motivation, and many other similar factors etc. (Aremu & Sokan, 2003).

Secondary education is an important sub-sector of the entire education system. On the one hand, it provides middle level workers of the economy and, on the other, it acts as a feeder for the higher levels of education. The quality of higher education, which is expected to produce high quality professionals in different fields of social, economic and political life of the country, depends upon the quality of secondary education. This level of education, therefore, needs to be organized in such a way that it should prepare young men and women for the pursuit of higher education, as well as make them able to adjust with their practical lives meaningfully and productivity (AIOU, 1998, p.2). Therefore it is imperative to pay proper attention toward this sector of education. Educational facilities play a crucial role in strengthening and improving the quality of education.

There is direct relation between provision of educational facilities and overall school performance i.e. student's performance, teacher's performance and administrative performance, etc. Lyons (2001) suggests that there is a direct relationship between the condition and utility of school facilities and learning. Poor school facilities negatively impact teachers' effectiveness and performance, and therefore have a negative impact on student performance.

But unfortunately, in Pakistan, educational institutions lack educational facilities which results in malfunctioning of these institutions. Poor and inadequate educational facilities affect the overall performance of the institutions. Sufficient facilities promote academic achievement and ensure to strengthen overall institutional performance. Unattractive and old school buildings, cracked classroom walls and floors, lack of toilets, lack of desk and benches, lack of transport facility, lack of proper security system, lack of drinking water, lack of power supply, lack of playgrounds, lack of teaching staff, lack of sufficient classrooms, overcrowded classrooms, lack of educational technology, lack of first aids facility, etc., negatively affect academic achievement of the institutions. Therefore, it is right to say that academic achievement has a close link with the availability of educational facilities.

Therefore, this paper is designed specifically to study the availability of educational facilities at the secondary school level in district Karak. The researchers are hopeful that the study on hand will be beneficial for the provision of educational facilities at the secondary school level. The researchers are also hopeful that the government will ensure the provision of educational facilities after the conduct of this study. In this way, these facilities will play a remarkable role in improving and strengthening secondary education.

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It will be beneficial for the overall performance of the institutions at the secondary school level.

REVIEW OF RELATED LITERATURE

Educational facilities are those facilities which are provided to students, so that they can utilize every opportunity to develop full potential. Educational facilities include buildings, fixtures, and equipment necessary for the effective, successful and efficient functioning of program of public education, classrooms, libraries, rooms and space for physical education, space for fine arts, restrooms, specialized laboratories, cafeterias, media centers, building equipment, building fixtures, furnishings, related exterior facilities (http://definitions.uslegal.com/e/educational-facilities/).

An educational facility may be supposed as a controlled environment that improves the instruction process while it protects the physical well-being of occupants. School planning begins with the learner, ends with learner and the building of the school should be designed in such a way that it satisfies learner physical and emotional needs and demands. The pattern of activities differs from school to school which depends upon learner's age, local interest, customs and climatic conditions as related to the possibility of out door play. These differences require differences in the plant facilities.

It is unquestionably and indisputably acknowledged that the physical facilities purify and improve the educational process. These educational facilities are useful to promote and enhance children knowledge (Iqbal, 2005). Educational facility is the process of conceiving and selecting the structure, elements, materials, arrangement, and so on for a school building or facility; the plan or layout of the building (Australian Council for Educational Research, 2008).

Schools are essential institutions that require a high quality physical and social atmosphere. Conducive and favorable physical and social atmospheres can affect students' performance positively in education (Lackney, 1999). Lackney (1999) concluded that the standard and quality of the facilities provided has a relationship with learning performance. This issue undoubtedly relates to facilities performance, particularly in classroom facilities. However, the achievement of a high quality of performance for the facilities provided depends on the organization's activities and core business. The provision of effective and efficient facilities will assist the organization to attain its goals and objectives.

School facility factors such as building age and condition, quality of maintenance, temperature, lighting, noise, color, and air quality can have impacts on student health,

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safety, sense of self and psychological state. Research has also revealed that the quality of facilities influences citizen perceptions of schools and can serve as a point of community pride and increased support for public education (Tennessee Advisory Commission on Intergovernmental Relations, 2003). Students really spend most of their school time within classrooms (Stockard & Mayberry, 1992). For that reason, the classroom atmosphere is imperative in influencing students' attitudes toward school as well as their attainment in attending and learning (Lyons & Fung, 2005; Castaldi, 1982).

In addition, recent research studies concerning school facilities performance and student's attendance and learning performance mostly concentrate on classrooms (Lackney, 1999; Leung & Fung, 2005; Tanner & Lackney, 2006). This clearly shows that the facilities which have the greatest influence on students' attendance and learning performance/ outcomes are in the classroom. Leung & Fung (2005) claim that improving facilities in schools will enhance students' learning. Changes in the components of facility management are significantly related to changes in the learning behaviours of students. According to Earthman (2002), school facilities are playing a crucial role in strengthening and improving teacher effectiveness and student performance. Older facilities had problems with noise level and thermal environment. Therefore, the age of school buildings is playing an important and crucial part in students' performance. The quality of the learning atmosphere is known to affect teacher behavior and attitudes toward continuing to teach. It is unreasonable to expect positive results from programs that have to function in negative physical atmosphere (Tennessee Advisory Commission on Intergovernmental Relations, 2003).

Mbakwem and Asiabaka (2007) explained that the cumulative effect of poor facilities results in poor motivation and low morale of teachers, which result in low quality work output. Hallack (1990) stress that though available sufficient and relevant facilities promote academic attainments, unattractive and ugly school buildings, cracked classroom walls and floors, lack of or insufficient playgrounds and surroundings reduce and slow down academic attainment. Learners are not passive objects but they are active, interested and inquisitive persons. Acquisition and attainment of knowledge is a constructive or generative process and each learner's knowledge is personal and unique. Ajayi (1995) also observed that the education system has failed to inculcate the spirit of self-reliance in the recipients because there were no equipment and tools in schools and where they were found available, they were not being utilized during teaching learning process.

Cash (1993) examined the relationship between building condition and student attainment in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement level was also found to be more directly related to decorative factors than to structural ones. Poorer achievement was associated with

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specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments. McGuffey (1982) arrived at the result that heating and air conditioning systems were found to be very imperative, along with particular instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.

According to Iqbal (2005), classroom and other common facilities can be classified as below:
- Non Classroom Facilities
- Administrative office and staff rooms
- Custodial and service facilities
- Facilities for public use
- Non Classroom Facilities

Non-classroom facilities for pupils include library, lounges, gymnasium, lunch room, activities room, lockers, and showers, out door faculties, dressing rooms, clothing storage facilities, rest rooms, health services rooms and other recreational facilities. These facilities are non classroom facilities which are required for the enhancement of instructional and overall performance of the schools.

Lalit (1989) and Iqbal (2005) stated that the arrangement of classroom educational faculties and instructional spaces should be chosen for learning rather teaching. In addition, it should facilitate teacher in providing an atmosphere which promote the right kind of learning. Along with classrooms atmosphere, instructional aids (A.V. Aids) come under the following headings., Maps, charts, globes, and graphs; instructional motion pictures; radio and recording; mock up; computers; multimedia; overhead projectors; internet. Phillips (1992) noted that one of the most important and critical physical characteristics of the classroom is lighting. The importance of proper visual environment for learning tasks deserves careful consideration. The visual environment affects the ability of learner to perceive visual stimuli and affects his/her mental attitude, and thus, performance.

Dunn et al, (1985) claimed that the lightning of a school should be regarded as an active factor of the entire educational atmosphere. He concluded that good lighting contributes considerably to the aesthetics and psychological character of the learning space. Taylor and Gousie (1980) noted the side effects of poor lighting on nerve functions, hyperactivity, health, and on task behavior. Blackwell (1963) noted that the eyeball is not damaged structurally by bad lighting, either inadequate quantity or poor quality. He also noted that the effectiveness of information collection badly effected in bad light and the

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process of collecting information is reduced in bad and poor light. Seeing in poor lighting can lead to the development of ineffective and unproductive programming of the information collection process which may become habitual. Due to bad lighting, the atmosphere becomes discomfort.

Co-curricular activities play an important and crucial role in the development of balance personality of the child. That is why it is imperative to provide students with physical facilities for this purpose. Iqbal (2005) stated that the games are designed and planned for both instruction and enjoyment. Children, youth and adults who play, they may develop skills. Most of the games can be played in the gymnasium or on the school grounds by the available equipments and facilities. Indoor games are carrum-board, cards, billiard, chess, table tennis, draught, badminton, luddo. These games are played in a big common room and each game has a need of various equipments. Outdoor games which are generally played in Pakistani schools are basketball, tennis, football, cricket, hockey, volleyball and kabbadi.

Zaki (1988) and Iqbal (2005) suggested the following facilities in a school building. The number of rooms depends on the facilities provided in the school. Normally each section of the class should have a separate room. School rooms can be divided into the following:
- Instruction Rooms, the classrooms and laboratories
- Non-instruction rooms as headmaster's office, clerk's office, staffroom, and library rooms etc.

All these buildings should have proper system of ventilation, water supply facilities, and specially designed rooms for scientific equipments. Classroom should have sufficient number of desks or benches for the students. Similarly geography rooms should have stands; maps; cupboards and drawing rooms tables; model stand; sidings board etc. Toilets are the basic requirement of all because children spend most of their time in the school. Playgrounds are necessary for outdoor activities. In Pakistan most of the public schools have playground facilities.

STATEMENT OF THE PROBLEM

Educational facilities play a crucial role in strengthening and improving the quality of education therefore the study in hand was conducted to investigate the availability of educational facilities at secondary level in District Karak, Khyber Pakhtunkhwa (Pakistan).

OBJECTIVES OF THE RESEARCH STUDY

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The objectives of the study were:
   a) to investigate the availability of educational facilities at secondary school level
   b) to explore the causes of poor availability of educational facilities at secondary school level and
   c) to suggest proper ways and means to ensure the availability of educational facilities at secondary school level.

RESEARCH METHODOLOGY

1.   Population

All the heads, teachers and students working and studying at secondary school level in district Karak, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. In order to ensure adequate representation of the population, only 60 heads, 125 secondary school teachers and 680 secondary school students (at ratio of 100%, 75% and 10% of population respectively) were selected randomly. The total number of the sample was 865.

2.   Delimitation of the study

The study was delimited to the selected male 60 secondary schools in district Karak.   The study was further delimited to the teachers and students teaching and studying at secondary classes.

3.   Instrumentation

Research instrument occupies the most important position in the entire research study. As the study was descriptive in nature therefore a single questionnaire was developed for the whole participants of the research study. The instrument was composed of forty three (43) closed ended questions and one open ended question. The closed ended questions were developed to investigate the availability and extent of availability of educational facilities. The open ended question was designed to explore the causes of poor availability of educational facilities.

4.   Pilot Testing

Validation and authentication of the research instruments is imperative to obtain exact and precise results. Therefore it is very important to remove the ambiguities, misconceptions and weakness of the research instrument. For this purpose, pilot testing was conducted to know the weakness and ambiguities of the questionnaire. So after pilot testing, questionnaire was revised and then its final version was developed in the light of suggestions given by the experts.

5.   Collection of Data

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The researchers personally visited to the respective heads, teachers and students for the collection of data. The researchers distributed questionnaires among the participants of the research study and data was collected.

6.   Data Analysis

After the collection of data, the data was organized, tabulated, analyzed and interpreted. The researchers considered suitable to apply percentage for the statistical treatment of the data. Therefore, percentage was applied in order to draw the results.

RESULTS AND DISCUSSIONS

The present study was conducted to investigate the availability of educational facilities at secondary school in District Karak. Data was collected through personal visits and after collection of data; it was organized, tabulated, analyzed and interpreted. Percentage was used for the statistical treatment of the data in order to draw the results. The whole process is explained as below:

Table 01: Reponses of the Respondents about the Availability of Educational Facilities in their Institutions

S. No.	Items	Available		Not Available		TOTAL
		Freq:	% age	Freq:	% age	
1.	School Office	839	97.0%	026	03.0%	865
2.	Science Laboratory	778	93.4%	087	06.6%	865
3.	Staffroom for teachers	746	89.5%	119	10.5%	865
4.	Clerical Staff	627	75.2%	238	24.8%	865
5.	Computer for office	024	02.9%	841	97.1%	865
6.	Computer laboratory	003	00.4%	862	99.6%	865
7.	Facility of drinkable Water in side the school	231	23.9%	634	76.1%	865
8.	Electricity facility	609	73.1%	256	30.7%	865
9.	Air conditioned classrooms	000	00.0%	865	100.0%	865
10.	Room heaters	026	03.0%	839	97.0%	865
11.	Gas facility	009	01.0%	856	99.0%	865
12.	Transport facility	014	01.7%	851	98.3%	865
13.	Toilets for teachers	596	71.5%	269	28.5%	865
14.	Toilets for students	216	25.9%	649	74.1%	865

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15.	Telephone Facility	032	03.8%	833	96.2%	865
16.	Internet Facility	006	00.7%	859	99.3%	865
17.	Playground	235	28.2%	633	71.8%	865
18.	Library	726	87.1%	139	12.9%	865
19.	Specially designed room for Library	126	15.1%	739	84.9%	865
20.	Stock room	359	43.1%	506	56.9%	865
21.	Science room	526	60.8%	339	39.2%	865
22.	Sport room	186	22.3%	679	77.7%	865
23.	Room for Technologies	008	01.0%	857	99.0%	865
24.	Staff for Laboratory	129	15.1%	736	84.9%	865
25.	Assembly Ground	754	90.5%	111	09.5%	865
26.	Examination Hall	214	25.7%	651	78.1%	865
27.	Proper security arrangement	016	01.9%	849	98.1%	865
28.	Power generators facility	009	01.1%	856	98.9%	865
29.	First Aid Facility	126	15.1%	739	84.9%	865
30.	Dispensary	002	00.2%	863	99.8%	865
31.	Mosque	196	23.5%	669	76.5%	865
32.	Canteen	016	01.9%	849	98.1%	865
33.	Rest rooms	039	04.7%	826	95.3%	865
34.	Gymnasium	012	01.4%	853	98.6%	865

Table 1 shows that majority of the educational facilities are not available in the institutions at secondary school level. It clearly shows that educational facilities i.e., office computer; computer laboratory; facility of drinkable water inside the school; room heaters; gas facility; air conditioned classrooms; transport facility; toilet for students; telephone facility; internet facility; playground; specially designed room for library; stock room; sports room; room for technologies; proper security arrangement facility; power generators facility; examination hall; first aid facility; staff for laboratory; dispensary; mosque; canteen; rest rooms and gymnasium are not available in educational institutions at secondary school level.

Table 02: Reponses of the Respondents about the Extent of Available Educational Facilities in their Institutions

S. No.	Items	Sufficient		To some extent		Not at all		Total
		Freq:	**% age**	**Freq:**	**% age**	**Freq:**	**% age**	
1.	Class Rooms	206	24.7%	636	76.3%	023	02.8%	865

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2.	Furniture for students	237	28.4%	582	69.8%	046	05.5%	865
3.	Furniture for teachers	529	63.5%	318	38.2%	018	02.2%	865
4.	Trained teaching staff	286	34.3%	343	41.2%	236	28.3%	865
5.	Educational Technologies	012	01.4%	026	03.1%	827	99.2%	865
6.	Audio-visual Aids	286	33.1%	485	56.1%	094	10.9%	865
7.	Scientific Apparatus	262	31.4%	368	44.2%	235	28.2%	865
8.	Books in library	216	26.0%	524	62.9%	125	15.0%	865
9.	Fans in rooms	279	33.5%	493	59.2%	093	11.2%	865
10	Computers in lab.	012	01.4%	022	02.6%	831	99.7%	865

Table 02 illustrates that the size of some facilities was found satisfactory to some extent. Respondents responded that class rooms; furniture for students; trained teaching staff; scientific apparatus; audio visual aids; books in library and fans in rooms were available to some extent. In addition, they responded that furniture for teachers was sufficient. They also pointed out that educational technologies and computers in laboratory were not available at all.

Table 03: Reasons Explained by the Respondents of Poor Availability of Educational Facilities in their Institutions

S. No	Reasons of Poor Availability of Educational Facilities Explained by the Respondents	Freq:	%age	Total
1.	Corruption	793	91.7%	865
2.	Less budget for education	782	90.4%	865
3.	Ineffective educational policies	453	54.4%	865
4.	Poor implementation of educational policies	664	79.7%	865
5.	Poor management and administration system	698	83.8%	865
6.	Excess of Political Interference	612	74.6%	865
7.	No proper check and balance system	776	93.1%	865
8.	Political instability	327	39.2%	865

Table 3 illustrates that corruption; no check and balance system; and lacks of sufficient budget for education are the main factors of poor availability of educational facilities. In addition, other factors which are responsible for the poor availability of educational facilities in educational institutions. These factors are; ineffective educational policies;

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poor implementation of educational policies; poor management and administration system; excess political interference and political instability.

CONCLUSIONS

After analysis of the data, the researchers arrived at the following conclusions:
It was found that
1. Majority of the educational facilities are not available in the institutions at secondary school level. These educational facilities include; office computer; computer laboratory; facility of drinkable water inside the school; air conditioned classrooms; room heaters; gas facility; transport facility; toilet for students; telephone facility; internet facility; playground; specially designed room for library; sports room; room for technologies; proper security arrangement facility; power generators facility; examination hall; first aid facility; staff for laboratory; dispensary; mosque; canteen; rest rooms and gymnasium.
2. Availability of some educational facilities was found satisfactory. These educational facilities include; science laboratory; staffroom for teachers; school office; clerical staff; electricity facility; toilets for teachers; library and assembly ground.
3. The size of some educational facilities was found satisfactory to some extent. Respondents responded that class rooms; furniture for students; trained teaching staff; scientific apparatus; audio-visual aids; books in library and fans in rooms were available to some extent. In addition, furniture for teachers was found sufficient but educational technologies and computers in laboratory were not available at all.
4. Some factors were investigated which are responsible for poor availability of educational facilities. These factors include; no check and balance system; corruption; ineffective educational policies; poor implementation of educational policies; poor management and administration system and excess political interference.

RECOMMENDATIONS

Keeping in view the above conclusions, the researchers made some workable recommendations which are explained as under:
1. It was investigated in the study that majority of the educational facilities were not properly available in the institutions at secondary level. As researches show that educational facilities play a crucial role in strengthening and enhancing overall educational achievement therefore it is strongly recommended that these facilities should be provided to each school on emergency basis.

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2. It was revealed in the study that there were not available specially designed rooms for library, scientific equipments and educational technologies. Therefore it is recommended that specially designed rooms should be built for library, scientific equipments and educational technologies.

3. It was investigated that computer laboratories were not available in these institutions. Therefore it is strongly recommended that computer laboratories should be built in each school on emergency basis. In addition, computers should be provided to each school immediately. For this purpose NGOs can play their role in providing computers to schools.

4. As it was found that the room heating and air conditioning facilities were not available in the schools which are obstacles in effective teaching learning process in winter and summer. That is why it is strongly recommended that room heaters and air conditions should be installed so that effective teaching learning process may be ensured. In addition, where gas facility is available, should be provided to schools.

5. It was found that transport facility was not available both for students and teachers. Therefore it is recommended that transport facility should be provided for students as well as for teachers.

6. It was investigated in the study that alternative power supply system was not available in the schools. Keeping in view extraordinary and long duration of load shedding in this area of Pakistan, it is strongly recommended that power generators should be provided to each school on emergency basis.

7. It was revealed in the study that there was no proper security system in these schools. Therefore, it is strongly recommended that proper security system should be established in these schools. For this purpose, special security guards or retired army official should be appointed to each school in order to maintain peace and security.

8. It was investigated in the research study that facility of drinkable water inside the schools was not available. Therefore, it is recommended that fund should be allocated to each school so that they may be able to provide drinkable water easily.

9. It was found that toilets for students were not available in these institutions. Therefore it is strongly recommended that toilet for students should be made immediately. For this purpose, heads of the institutions can utilize PTA (Parent Teacher Association) fund. In addition, government should be ensured the availability of toilets in each school on emergency basis. For this purpose special fund should be given to each school for the construction of toilets as it is the basic need of students in school.

10. It was revealed in the study that telephone and internet facilities were not available in schools at secondary level. As in this modern world, telephone and

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internet facilities play a crucial role in any organization. Therefore it is strongly recommended that these facilities should be provided to each school.

11. It was found that first aid facility and dispensary was not available in these schools. As it is one of the basic needs of the schools, therefore it is recommended that dispensary should be made in each school.

12. The study also revealed that mosque and canteen were not available in these schools. Therefore, it is strongly recommended that canteen should be established in each school. In addition, mosque for each school should be built.

13. It was revealed in study that majority of the school lack of playgrounds and gymnasium but these things are very imperative for the physical and metal development of the students. Therefore it is strongly recommended that each school should be provided with playground and gymnasium so that the students may develop themselves physically and mentally.

14. It was also investigated in this research study that majority of the schools lack of examination hall. Therefore it is strongly recommended that in each school, examination hall should be constructed immediately.

15. It was found that sufficient books were not available in the library. Therefore, it is recommended that more funds should be provided to the secondary schools for purchasing books for library. School management committees be convinced to provide and allocate funds for the purchase of library books and other materials facilitating the teaching learning process.

16. It was also revealed that educational technologies were not available in these institutions therefore it is strongly recommended that educational technologies should be provided to each school. For this purpose, special funds should be provided by the government for purchasing educational technologies.

17. It was also investigated that furniture for students were found unsatisfactory which do not satisfy the needs of the students. Therefore, it is strongly recommended that furniture should be provided on emergency basis to each school.

18. It was found that computers and computer laboratories were not available in these institutions. Therefore it is recommended that computer laboratory should be constructed in each school. Computer laboratory should be fully equipped with computers and other necessary equipments.

19. It is recommended that budget allocation for education should be increased from 2 percent of GNP to at least 5 percent of GNP.

20. Check and balance system should be made more effective to reduce corruption in education.

21. It is also recommended that educational policies should be implemented practically and effectively.

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The Search of Women's Refuge: A Study on Deshpande's
The Dark Holds No Terror

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Courtesy: http://hemapen.wordpress.com/2010/07/22/shashi-deshpande/

Marriage as a Refuge

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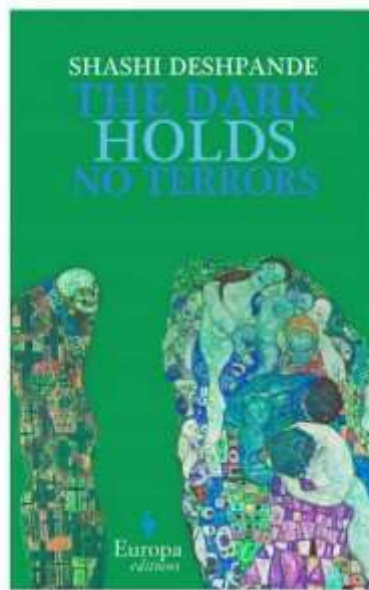
Sashi Deshpande's *The Dark Holds No Terror* is about a successful and leading doctor, Saritha. In order to achieve her freedom from the bondage of gender discrimination created by her parental family, she seeks **refuge** in the social institution called marriage. But this expectation of her gets shattered when she overtakes her husband, Manohar in profession. This forces her egoistic husband to impose sexual cruelties upon her.

To escape from this dark nightmarish brutality, she tries to take **refuge** in her parental home. This turns to be a curse in disguise because it brings her the cruel childhood memories. She continues the search for the refuge and finally discovers that the real refuge is in the self and not in the social institutions like marriage or parental care. It leads to the further realization that the self is not metaphysical but psychological.

Self-alienation and Self-identification

She starts her journey of searching her **refuge** with **self-alienation** but ends it with **self-identification**.

This problem faced by Saritha is the problem of hundreds of such learned and professional women who become the victim of the social institutions. These institutions victimize them to the extent that they alienate themselves from the world which may

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result in psychological disaster. The only way out is, they should realize their **self** which is part of their psyche and should take refuge in it.

A Silent Sufferer

The Indian woman for several years has been a silent sufferer. Even though she plays the different roles like daughter, sister, wife and mother, she has never been able to claim her own identity. Consequently, more and more woman writers are expressing their anxieties and concerns focusing on woman's issues. The literary world of the Indian English fiction has spread red carpet for woman writers.

Shashi Deshpande is one such noted award winning Indian novelists who has shown a serious concern in the depiction of women in literature. Her novels usually have women as the protagonists who are modern and educated. Their search for freedom and self identity within the relationships mark the recurring themes in her novels.

The First Novel of Shashi Deshpande

The Dark Holds No Terror is the first and very important novel of Shashi Deshpande which can be called as noteworthy milestone in her writing career. It depicts a journey of a woman from self alienation to self identification through different phases of her life: childhood, youth and adulthood.

The story revolves around a successful and leading doctor, Saritha. In order to achieve her freedom from the traditional parental home, she elopes with a charismatic young poet, Manohar who later takes up the profession of teaching English in a small college.

The initial stage of their married life is filled with love and happiness but the love and happiness starts declining when her popularity as a doctor gets increasing day by day. This makes her husband turns vicious against her. Since he could not overtake her in profession, he tries to dominate her on the bed by imposing sexual cruelties against her. In the day time, she moves as a confident doctor but during the night, she gets treated as a poor terrified animal trapped by her brutal husband.

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The Trauma

The following lines will give a clear picture of her trauma.

> "Changing now, like some protean monster, into the horror of rape. This
> was not to be death by strangulation; it was a monstrous invasion of my
> body. I tried to move, twisting my body, wriggling under the weight that
> pinned to a position of an abject surrender of my **self**." (pg 11-12)

Saritha thinks that the social institution marriage, the promised end in the traditional society which as a commitment will give more space for her to grow as an individual. But to her shock, her husband Manohar does not want the traditional equilibrium of the superior husband and inferior wife to get disturbed. He does not want his wife to grow as an individual. He wants her to have only the domestic identities such as wife and mother and not the professional identity as doctor. Thus the institution marriage which seems to be a blessing in the beginning becomes a mirage as it gives another enclosure which restricts her growth, independency and perception.

Male Ego – Resultant Rape

Manohar's male ego tries to dominate Saritha which ultimately brings disintegration in their matrimonial relationship. She visualizes her husband as a monster when he is on the bed. She considers the act of physical union as rape and she describes the act by saying, "it was a monstrous invasion of my body".

Rape can be defined as the sexual relationship which forces the woman to involve in the act against her will. Here the relationship between Saritha and Manohar can be called as rape because the husband himself forces his wife into the relationship against her will. The physical union within the wedlock should give pleasure for both the partners but it renders only pain, trauma and physical bruises for Saritha. In the act of lovemaking, she is forced to submit her **self**. Even though it happens within the wedlock, it involves enforcement. So the act can be rightly termed as rape.

Universal Experience in India

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This experience of Saritha is universal. This is prevalent in many Indian families. Just like Manohar, the husbands of Indian families think that they are the masters of their wife's body, mind and soul. They strongly believe that they own their wives. They do not see their wives as the human beings just like them instead they consider them as the sexual being through whom they can fulfill their bodily desires.

Simone De Beauvoir in her master piece "The Second Sex" has reflected upon the same idea in the following quote:

> "She appears essentially to the male as a sexual being. For him, she is sex … absolutely sex, no less. She is the inessential as opposed to the essential."

Introspection about the Past

Saritha returns to the family home, seemingly to take care of her father. But as a matter of fact she wants to escape from the nightmarish brutality her husband imposes on her every night. There she reflects on the events of her life: her childhood, her domineering biased mother and her fruitless marriage.

She starts to introspect about her past. Earlier, in order to achieve her freedom from the traditionally bounded social institution called parental family, Saritha seeks **refuge** in another social institution called marriage. Days later, this so called refuge also turns into a curse when she overtakes her husband in profession which ends up with sexual cruelties and physical shame.

Refuge in Paternal Family

To escape from this dark nightmarish brutality of her husband, she once again tries to take **refuge** in her parental family. Even this time, her indifferent father fails to comfort her bruised heart. She feels that she is alienated by everyone. As a daughter she is alienated by her parents and as a wife she is alienated by her husband.

Saritha's long hours of introspection into her marriage makes her realize that her professional success has killed Manohar's spirit. Truly speaking, her introspection helps her to free herself from the feelings of guilt. She continues the search for the refuge and

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finally discovers that the real refuge is in the self and not in the social institutions like marriage or family. It leads to the further realization that the self is not a metaphysical object which everyone can see but it is psychological which lies within.

Determination to Assert Herself

She decides to assert herself and to fight her own battle. She explores herself in search of the woman to fulfill herself as a human being independent of the patriarchal world. She creates a world of her own where is not subdued to any man. She realizes that she is no longer the property of her father or her husband. She becomes her own master. She resolves to use her new found truths to make a better life for herself.

Thus, Saritha neither surrenders to nor does escape from the problems but with a greater strength accepts the challenge of her own. She realizes that the parental home, her father or her husband cannot be a refuge. She understands that she is her own refuge. With this mind, she confidently waits to confront her husband and decides to go back to Mumbai. She starts her **journey** of searching her **refuge** with **self-alienation** but ends it with **self-identification**. She arrives at a conclusion that the permanent solution comes from within (**self**) and not from outside. This proclamation makes her a redeemed wife rather than a rebellious wife.

> You are your own refuge
>
> there is no other refuge.
>
> This refuge is hard to achieve.
>
> -The Dhammapada

Saritha's Experience Common in India

This problem faced by Saritha is the problem of hundreds of such learned and professional women who become the victim of the social instituitions. These institutions victimize them to the extent that they alienate themselves from the world which may result in psychological disaster. The people may boast theoretically that husband and wife are two wheels of a cart, two aspects of the same coin but the practical truth is that the man is always considered superior to woman

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If the husband is superior to her in position wise, she has to serve him but unfortunately if the husband is inferior to her, she is bound to face the sadism and ego of her husband just like saritha. The only way out is, they should realize their **self** which is a part of their psyche and should take refuge in it.

Thus, Shashi Deshpande defines freedom for the Indian woman within the Indian socio-cultural value system and institutions. The novels of Deshpande come to an end with a note of compromise rather than the revolt and revenge which is the basic attribute of Indian Feminism.

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Role of Semantics in the Organization of Mental Lexicon

Prarthana.S., MASLP., Ph.D. Candidate and K.S. Prema, Ph.D.
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Abstract

Mental lexicon refers to human word store. It is a systematically organised linguistic knowledge of an individual, represented in the brain. During speech production and comprehension, this mental lexicon is consulted upon for information access regarding the target word. Several studies on word and non-word recognition using speech shadowing task (Marslen-Wilson & Tyler, 1980, 1981) reveal that words are accessed within a fraction of a second from mental lexicon. Hence the speed and accurate access of words from a large number of words in the mental lexicon may be attributed to the mechanism of organization of words while the organization of mental lexicon is argued to be based on semantics. The role of semantics is emphasized to make a significant contribution to the complex yet easily accessible organization pattern.

In this paper, an attempt has been made to review the influence of semantics on mental lexicon and its organization drawing support from semantic models and theories proposed to explain the same. The influence of one's language in organization has also been highlighted while emphasizing the need for such research in Indian languages.

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Key words: Mental lexicon, Semantic features, Semantic Representation.

Language is a mode of communication which is used to pass on messages and information to each other. Any language generally consists of body of words for use by people who are of the same community, geographical area, cultural tradition &/or nation. It has been in the interest of researchers in the field of Psycholinguistics, Neurolinguistics, Speech Language Sciences, and Cognitive Linguistics, since decades to study language for its nature and dynamics of organization and representation of it in the brain.

While language production is a continuous process of selecting the words that best corresponds to the meaning of a message the speaker wishes to express (Levelt, 1989), language comprehension is a continuous process of deciphering the meaning of words, spoken or written. Hence words carry the core information upon which all communication is built (Vinson 2008). These words of a language are stored in the brain of individuals. This storage of words available for access during speech production and comprehension is termed as mental lexicon which is a part of semantic memory. Semantic memory, along with word store also consists of knowledge about objects and events, language, and its use to refer to objects and events. This knowledge that is formed from perceptual and action experiences of individuals is known as 'concepts'.

I. Mental Lexicon and its Organization

Mental lexicon and its organization has recently received immense attention by researchers who are interested in understanding how concepts are stored, organized, how words are mapped onto concepts (semantic representation) for word meanings in the mental lexicon.

Mental lexicon is estimated to be composed of large number of words. There can be two views regarding the storage of words in mental lexicon. It can be viewed as either highly organized system or it might be haphazard and unorganized. However there are reasons to view mental lexicon as a highly organized system.

First evidence is from the fact that mental lexicon stores large number of words. An educated adult native speaker of a language knows more than 150,000 words and will be able to use 90 percent of these according to a study done by Seashore and Eckerson in 1940.

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The second reason why mental lexicon is likely to be organized is that words can be located and retrieved within fraction of a second. This is very evident from the speed of normal speech production and comprehension. Various studies employing speech shadowing task have supported this with experimental evidence which prove that native speakers of a language can recognize a word of their language in 200 milliseconds or less from its onset (Marslen-Wilson & Tyler, 1980, 1981). In many cases this is well before all syllables of the word being heard.

Further evidence supporting this assumption can be obtained from studies using non-word detection task wherein subjects are able to make lexical decision within 500 milliseconds, thus proving that speakers are able to conduct orderly search through their mental word store in a surprisingly short length of time. Hence it is established that there are certain principles based on which mental lexicon is organized.

Earlier researchers studied mental lexicon within the broader framework of semantic memory, emphasizing role of semantics and word meaning as the organizational principle of concepts in the mental lexicon. Hence the models proposed were based on shared meaning of words, in which meaning was assumed to be playing determining role in its organization. Researchers, in fact considered concepts and word meanings as being the same or at least linked on a one-to-one mapping (Humphreys, Price & Riddoch 1999; Vigliocco & Vinson 2005) and research findings involving word meanings is often extended to concepts as both are treated as completely interchangeable. This review shall focus on the role of semantics in organization of lexicon by understanding the various models and theories put forth to explain patterns of organization underlying words in mental lexicon.

II. Semantic Models of the Mental Lexicon

The models developed to study organization and representation in mental lexicon can be broadly classified as either based on Holistic theories or based on Feature theories. Holistic theories assume that word meaning is holistic and indecomposable and study the relations between meanings of different words in order to study their organization (Eg: Collins & Loftus, 1975). Feature theories, on the other hand assume that word meaning can be broken down into features and study the relation between words in terms of their feature overlap and feature properties (eg: Smith, Shoben & Rips, 1974).

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Semantic features described in these models are individual elements of meaning which, when combined, add up to the meaning of the word. In the following sections, models proposed to explain organization of mental lexicon based on these theories have been discussed.

a) *The Hierarchical Network Model*

The Hierarchical Network Model of semantic memory, developed by Collins and Quillian in 1969, based on holistic view, was the first model to provide detailed description of representation and retrieval of information from semantic memory. The model was conceptualized using Artificial Intelligence program written by Quillian in 1968. The two factors that influenced the development of this model were efficient storage of information in the semantic memory and ability of inferential reasoning from the stored information which is crucial for comprehension.

According to this model the structure of semantic memory is assumed to be a network of concepts. Figure 1 shows how information might be stored according to this model. Each concept is referred to as 'node' or lexical entry. The model is hierarchically structured in which the information about most general concept are found at the highest node of the network followed by information about more specific concepts at the lower levels. The attribute that distinguishes each concept from the concept above (or concepts beside) it is also noted under its node. The concepts are connected to each other by logical relations. Authors have specified two different type of logical relations namely *category membership relation* and *property relation*. Thus, meaning of a concept is represented by total configuration of category membership relation and property relation that the concept has with other concepts in the network.

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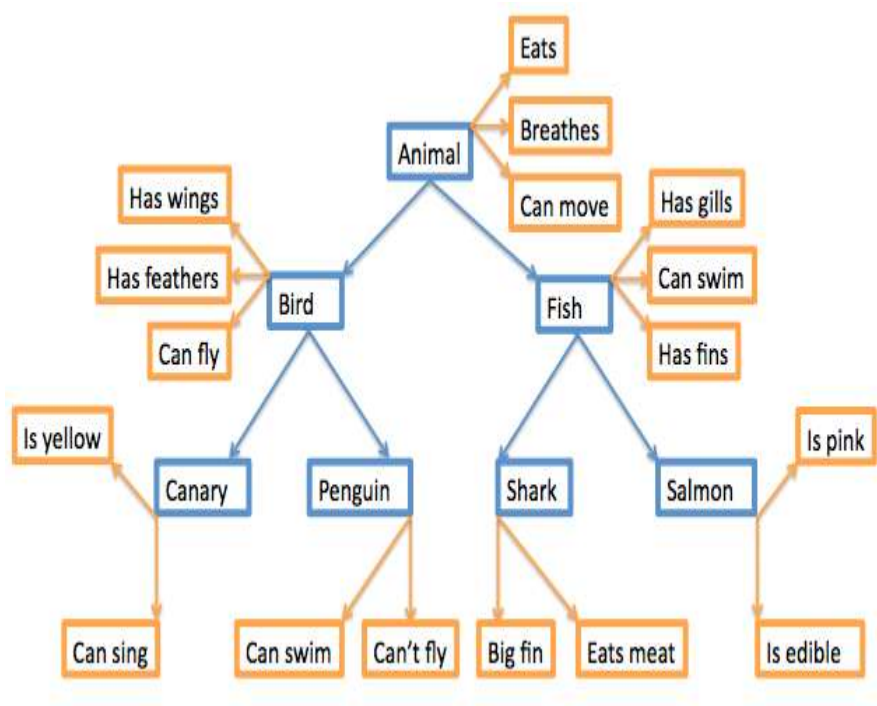
Figure 1 *– Hierarchical Model (source: Collin's and Quillian (1969)*

The above model is based on one of the important assumptions called Cognitive Economy. The principle of Cognitive Economy ensures that information stored at one level of hierarchy is not repeated at the other levels and also common properties belonging to a particular category is only stored at the highest concept level (or node) to which they might apply. For e.g.: property 'eats' is stored with the highest level of concept i.e. 'animal' and not with lower concept like 'bird' because all animals can eat and 'bird' being lower concept it can be logically inferred that 'bird' can eat too. Hence, the property 'eats' is stored at highest level only. Thus the cognitive economy plays a crucial role in determining the information stored at each node. The principle of cognitive economy is also extremely efficient in explaining the tremendous storage capacities of mental lexicon. Properties which are unique to one particular member of the category are stored separately as one of their properties, for instance ostrich cannot fly even though it belongs to the category 'bird'.

In support of this principle of cognitive economy, the model of Hierarchical Network was subjected to testing for its assumptions and predictions using behavioural measures such as sentence verification and reaction time experiments. Cognitive economy, which is one of the important assumptions on which the model is based, is violated by the experimental results which indicated that the properties are associated with each category in the hierarchy

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and not just at the highest category. For instance in a verification task involving two sample sentences such as 'an animal breathes' and 'a bird breathes' the models predicts that first sentence is verified faster than second sentence. However experiments revealed that time taken for verification of both the sentences are equal hence refuting the assumption. Conrad (1972) also argued against the assumption of cognitive economy. She stated that the degree of association present between the concept and property determines the time in verification rather than number of levels.

The model also fails to explain the typicality effect where in all the instances of a concept may not be equally good exemplars of it, for example, in a study done by Rips, Shoben, and Smith (1973) subjects verified that a robin or a sparrow is a bird much faster than they can verify that an ostrich or a penguin is a bird. The model also failed to predict the influence of familiarity effect where in familiar terms are verified faster irrespective of their position in the hierarchy. This is supported by studies which have shown that it takes longer time to decide whether or not a "dog" is a "mammal" (lower level) than to decide that it is an "animal" (higher level) (Smith, Shoben, & Rips, 1974).

Thus, the hierarchical network model was successful in describing the organization and retrieval of semantic memory even though it was unable to explain certain phenomena that resulted following behavioural experiments. However this model formed the basis for the future models that were developed, providing the necessary framework for the same.

b) *Semantic Feature Comparison model*

The network models described earlier were predicting inconsistent results concerning the organization of semantic memory and mental lexicon. In an attempt to overcome these problems semantic feature comparison model was developed by Smith, Shoben and Rips in 1974. According to this model, the concepts in the semantic memory are stored as set of attributes called semantic features and the meaning of a word is not an unanalyzable unit but rather can be represented using this set of semantic features (Smith et al. 1974). For example the concept 'Robin' will be stored in the semantic memory with the following features- has wings, lays eggs, has feathers, can fly, is red-breasted, eats worms and 'bird' as - has wings, lays eggs, has feathers, can fly, eats worms.

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The semantic features are classified into two types namely 'Defining features' and 'Characteristic features'. Defining features are those features which are essential to define the concept whereas Characteristic features are those features which are often associated with a concept but which are not essential to its definition. While defining features are shared by all the members of the category, the characteristic features are specific to only few members of the category but not necessarily shared by all members.
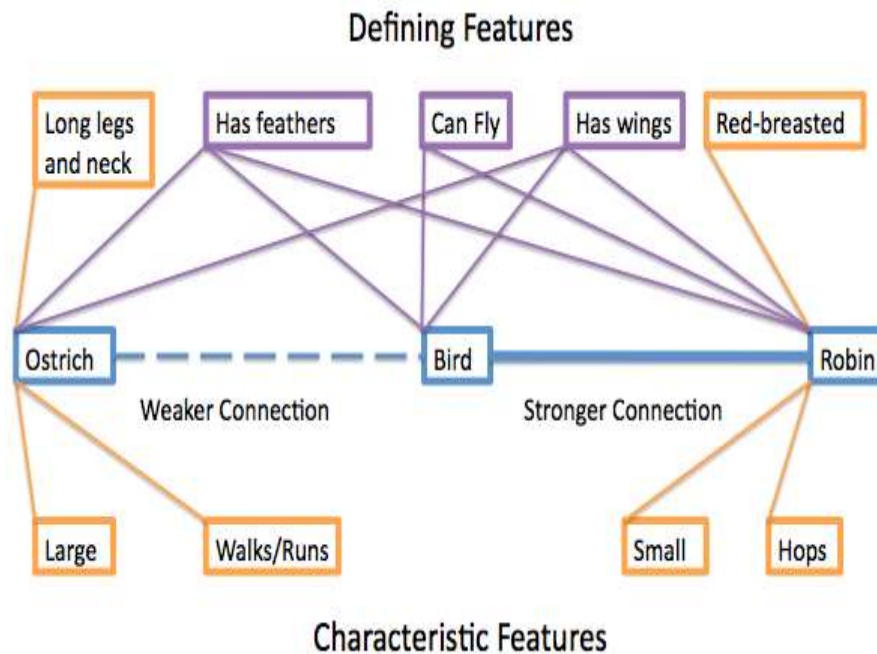
Figure 2 – *Semantic Features Model (source: Smith et al., 1974)*

Example for defining features for the category 'bird' are: has wings, lays eggs, and has feathers. An example for characteristic feature is 'can fly' because all birds cannot necessarily fly (Eg: Ostrich) but still they belong to the same category (Figure.2). Thus 'robin' is considered as typical category member possessing many of the defining characteristic features and 'ostrich' as a atypical category member which may possess few of the characteristic features of the category. This model also assumes that superordinate member of a category has less number of features compared to subordinate members. In other words subordinate members have greater number of defining features than superordinate members.

The predictions of this model were tested using sentence verification tasks involving a statement with a subject and a predicate. This model has been highly successful in accounting

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all the main findings in semantic memory literature. The predictions of this model were accurate for most of the instances tested because the predictions were based on semantic similarity and relatedness between the subject and predicate. However, even this model has shown few shortcomings in its predictions (Holyoak & Glass, 1975; McCloskey & Glucksberg, 1979).

This model assumes that meanings are represented in terms of defining features along with characteristic features but researchers argue against this model that it is impossible to identify defining features for all meanings (Fodor, Fodor & Garrett 1975; Fodor et al 1980). Also going by the assumption of this model, if word meanings were to be decomposed, speakers would always erroneously produce word 'animal' for the target word 'dog' (Roelofs 1997; Levelt, Roelofs & Meyer 1999). In order to answer this argument a computational model was developed by Bowers in 1999, wherein inhibitory connections were introduced laterally between lexical units which allow correct production of both subordinates and super-ordinates.

McCloskey and Glucksberg (1979) also proposed an alternative to Smith, Shoben, and Rips' model. This model is similar to Smith, Shoben, and Rips' in that verification time is determined by the relatedness of the subject and predicate. However, it differs from Smith, Shoben, and Rips in three fundamental ways. First, the model does not recognize the distinction between defining and characteristic features. These features are considered as labels for the extreme ends of a continuum. It is also reasonable as it has always been impossible to know exactly where to draw the line between the two. Second, the model uses only a single comparison stage for all sentences unlike previous model where comparison was assumed to be taking place at two levels. Third, it uses a Bayesian decision mechanism which considers the output from the comparison process as both evidence for and evidence against the truth of the statement.

c) *Spreading activation model*

In order to deal with the shortcomings of their previous model and to account for the experimental evidence, Hierarchical network model was added with several more processing and structural assumptions which led to the development of Spreading activation model by Collins and Loftus in 1975.

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The modification mainly involved breaking down of the rigid hierarchy so that direct connections can be formed between any two concepts or features. Unlike semantic feature comparison model, this model does not rely entirely on semantic feature comparison of one lexical item to another for understanding their representation. Instead, this model assumed that mental lexicon contains interconnected units of information labelled as nodes or lexical entries (Figure 3). These connections between nodes were named as links which leads to association between the nodes. The thickness and the length of the link determine how closely two words or concepts are organized. These connections may not be based on logic all the time. Personal experiences play a role in the formation of links, which might not be necessarily logical.

According to this model, when the node for one word is activated, a pulse of activation spreads along its links to the other nodes which are then activated, which in turn send their activation to other nodes through their links. Activation is proposed to be weakened over the length of the links and at each node it passes through, until it completely dissipates. Hence this model provides excellent evidence to explain aspects of priming in lexical activation. It also explains various phenomena of lexical organization and activation studied such as familiarity effect, typicality effect, and direct concept- property (feature) associations.

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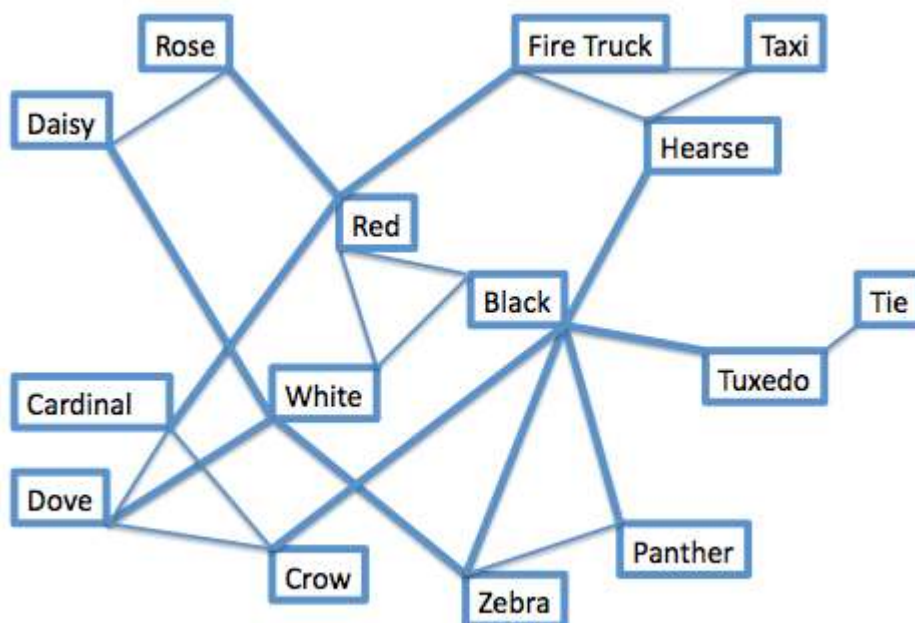
However the drawbacks of this model is that, according to this model the organization of mental lexicon becomes idiosyncratic from person to person since the personal experiences play vital role in formation of links. Along with semantics, it has been established that the phonology, grammatical class and morphology of lexical items under consideration also determines its organization which has not been accounted in this model.

The above mentioned factors were accounted for in the revised spreading activation model proposed by Bock and Levelt (1994) where in the syntax, morphology and phonological aspects of word/concept was accounted for (Figure 4).
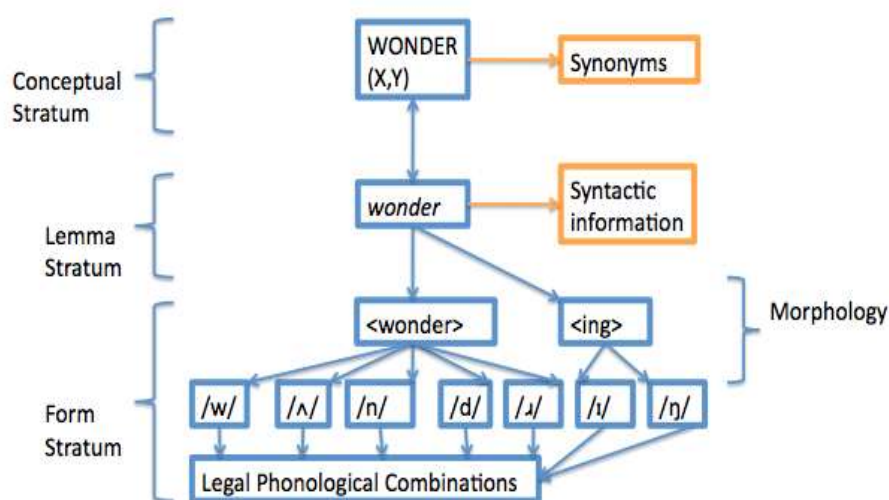
Figure 4 – Revised SAM (source: Bock and Levelt 1994)

d) *The Adaptive Character of Thought (ACT) model*

The ACT model was developed by Anderson (1976; 1980; 1983). The model involves a complex description of a spreading activation model of semantic memory, combined with a production system for executing higher levels operations involving distinctive and procedural knowledge. It is a computational based model which assumes that the organization of words in the mental lexicon is based on semantics. The ACT model assumes that the words and their meanings or concepts are separately represented in the brain unlike those discussed in the previous models. This is assumed based on the fact that there are concepts stored in the brain of individuals without a word associated to it. However there are no words for which concepts are not associated (Fellbaum, 1998).

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The model proposes that knowledge about a concept and how it is linked to other concepts depends on the environment and context in which the concept occurs frequently. This model also differs from other semantic models wherein it does not only rely on factual meaning and association between words but also on function and context of each word with another, to organize them. In other words, ACT model organizes words based on their real-world, practical relationships with each other and not just abstract meanings (Anderson, 1996).

e) *WordNet model*

In recent days organization of mental lexicon is studied using WordNet (Miller 1995), which is an electronic lexical database. In this database words are organized into sets of synonyms called synsets. These synsets are further organised into a Hierarchical Network Model. However, one problem that arises is that all the words may not have exact synonyms. In order to solve this, the model uses notions of hyponymy and hypernymy for words with non-exact synonyms. For instance in the word pair robin/ bird, robin is the hyponymy and bird its hypernymy. These words are then hierarchically organised as in Collins and Quillian's model (1969). Similar to Hierarchical Network Model the main drawback of this model is that it does not consider discourse semantics and hence cannot effectively account for concepts which are functionally related.

The above models based their explanation for organization of mental lexicon solely on semantic property of concepts. It is based on the evidence that semantics plays a determining role in storage and organization of words. However further research in the field supported the notion that, apart from semantics which definitely plays a determining role, there are also other variables contributing for organization and that there exists a very complex relationship among all these variables involved in organization. Recent literature states that mental lexicon contains several types of representations including phonological, semantic, morphological and orthographic (Bonin 2004; Gairns 1983; Levelt 1995) which are considered as the other variables. Other possible factors contributing to the organization of lexicon are as follows:

a) Age of acquisition of the word

b) Frequency of usage of the word

c) Orthographic property of the word

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d) The penultimate sound

Apart from these, it also has particular pragmatic, stylistic and affective features that make it fit to one context of discourse better than another (Randhall 2007).

f) *Computational and Statistical models*

Recent models proposed based on these evidences, thus vary in terms of their approach to explain organization. For instance, Connectionist Model does not believe that words are organized based on shared meaning alone. The proponents suggest that the word's lexical representation may not be localized in any node but is distributed across many nodes and the representation depends on weightage and correlation between each processing unit encoding orthographic, phonological and semantic properties of words.

An entirely different approach which seeks to discover representation of words in terms of their relationship to other words without making any prior assumptions about which principles are more important have also been implemented. The models based on this approach are Latent Semantic Analysis (LSA, Landauer & Dumais, 1997) and Hyperspace Analogue to Language (HAL, Burgess & Lund, 1997). These models use large corpora of texts and computational techniques in order to compute aspects of word meaning based on the co-occurrence of word with other words found in same linguistic context. These models, however, were criticized as focussing only on relationships among words and are not grounded in real world experiences.

Even though featural theories received strong criticism, recently alternative types of featural approaches have been witnessed in Cognitive Science and Neuroscience research (eg: Allport, 1985; Warrington & Shallice, 1984 ; Farah & McClelland, 1991). These approaches assume that conceptual features are grounded in perception and action and also that conceptual features are the building blocks of semantic representation which are in-turn embodied in concrete interactions with the environment (Vigliocco & Vinson 2005). Concepts of different semantic fields differ in the sensory related properties or motor related properties depending on the semantic field they fall into.

In order to gain deeper insight into these conceptual features researchers have employed speaker generated features norms. These norms are obtained by asking speakers of a language to provide a list of features that they believe to be important in describing and

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defining the meaning of a given word (Cree & McRae, 2003; McRae, de Sa & Siendenberg 1997; Vigliocco, Vinson, Lewis & Garrett 2004; Vinson & Vigliocco, 2002).

Several models of semantic representation employing connectionist framework, based on speaker generated norms have been developed (Farah & McClelland 1991; Devlin, Gonnerman, Andersen & Seidenberg 1998; Hinton & Shallice 1991). A model based directly on speaker generated features norms was developed for object nouns by McRae, et al. in 1997. A model for both words referring to object (object nouns) and words referring to events (action nouns & verbs) called "*Featural and Unitary Semantic Space" (FUSS)* model was developed by Vigliocco,Vinson, Lewis and Garrett in 2004.

Featural and Unitary Semantic Space (FUSS) model is a statistical model based on the assumption that meanings of words are grounded in conceptual featural representation and some of which are organized according to modality. Second assumption is that the conceptual featural representations are bound into a separate level of lexico-semantic representation. This lexico-semantic representation provides interface between the conceptual knowledge and other linguistic information such as syntax, morphology and phonology. This model implements self-organizing maps which are sensitive to featural properties such as number of features for each concept, featural weights and correlation among features of different concepts. The model allows different properties to exert different influences depending on the characteristics of a given semantic field. This gives rise to a map with different semantic field boundaries for object nouns and events. In case of object nouns the boundaries in the map are smooth with semantic field boundaries well defined (Figure. 5). For events there are no clear boundaries among different fields (Figure. 5). Results obtained from the model show that the model predicts semantic effects seen in behavioral experiments better than any other models. The model has also embodied real world experiences which help to better ground to reality, by using speaker generated feature norms which are considered to be psychologically salient.

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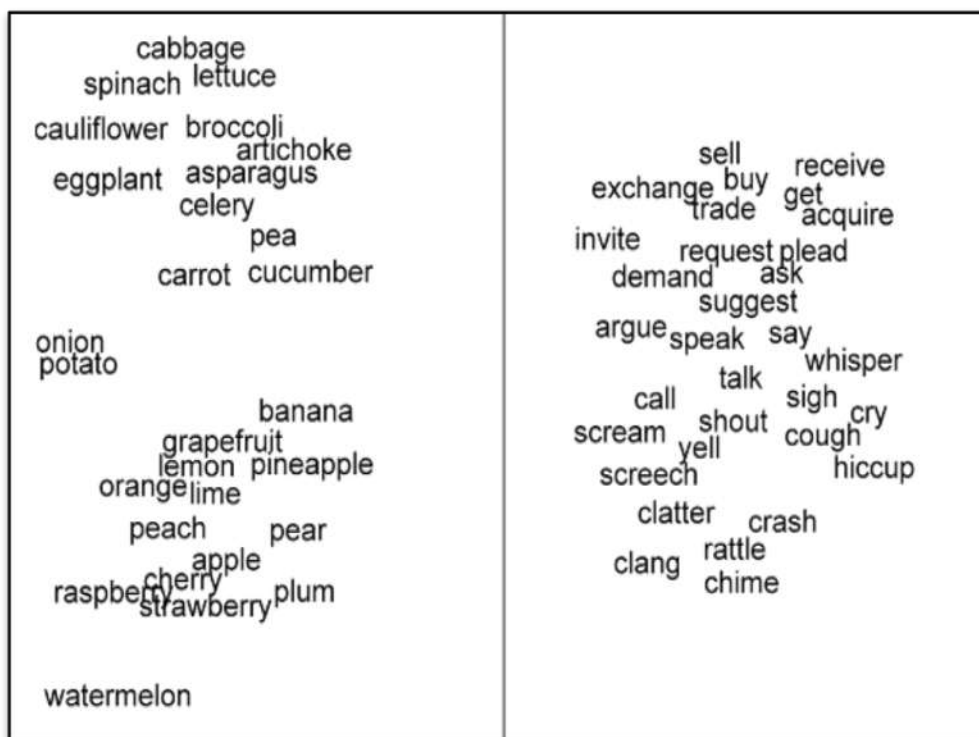
Figure 5: Two-dimensional representation of semantic proximity in FUSS (Vinson & Vigliocco, 2002; Vigliocco, et al. 2004 in Vigliocco & Vinson 2005).

The models proposed so far have been quite successful in capturing the overall representational principles for organization of words and they have never the less accounted for the fundamental phenomenon. Future research should focus on exploring the organization of abstract words/concepts which leads to better understanding of organization in the mental lexicon.

III. Influence of Language Structure in the Organization of Mental Lexicon

The words of a language greatly influence in shaping the conceptual knowledge and conceptual features as the conceptual knowledge and word meanings in any language have one-to-one mapping. It is also true that there exists no word meaning without an underlying concept. Therefore, the language of the speaker plays a role in the organization and representation of conceptual knowledge. In particular, the mapping of conceptual features into linguistic features varies from one language to another. For example, in languages such as English and Italian there are different words for the body parts 'foot' and 'leg' while Japanese have a single word 'ashi' which refers to both 'foot' and 'leg' (Vigliocco & Vinson 2005). Similarly English and Hebrew speakers have a large repertoire of verbs corresponding

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to different manners of jumping whereas Italian and Spanish speakers do not (Slobin, 1996 b). If we assume that linguistic categories are a projection of conceptual categories, cross linguistic variability have important implications. The differences in the semantic structures of a language influence the conceptual structures too. Hence there is a possibility that the linguistic properties play a role in shaping conceptual representation.

Studies on Indian Languages

During past three decades, as witnessed in the literature, studies involving representation and organization of mental lexicon have received a lot of importance in Western languages. There is a dearth of such studies involving semantic representation, organization, semantic modeling and theories in Indian languages. In depth understanding of these aspects of semantic representation involves study of variables associated with them by establishing norms related to these variables. Studies of mental lexicon involving Western languages cannot be directly generalized to Indian languages as India is a multilingual and multicultural nation. Also, Indian linguistic picture presents coexistence of more than one and often more than two or three languages in an individual almost throughout the country which may have an influence on the organization of the mental lexicon in an individual. Therefore, there is an immense need to develop such feature norms in Indian languages.

Kannada is one of the Indian languages spoken in the southern parts of India predominantly in the state of Karnataka by around 70 million people (Census 2001). Despite the fact that it is one of the 40 most commonly spoken languages in the world, studies related to representation and organization of mental lexicon of this language, is still in its infancy. Large scale data base rendering information about which feature characterizes which concepts are also very few in literature. No such normative database for speaker generated semantic features currently exists in Kannada Language. Such norms can be extended to develop semantic theories and models for Kannada language as the models developed based on feature norms are very good predictors of behavioural phenomenon than any other models. These theories and models can further be compared for similarities and differences if any, with existing semantic theories and models of other languages. This can provide valuable insights about semantic representation of Kannada language in typical individuals.

Semantic feature norms in particular can help tremendously in language teaching strategies for both normal and disordered population. It can improve the quality of current

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treatment techniques such as Semantic Feature Analysis (SFA) used for treating Anomia and Treatment of underlying features (TUF) for Broca's aphasia, by providing strong empirical evidence. The norms provide data regarding weightage of each feature and its production frequency, representing a given concept. Knowing this information helps in selection of appropriate features for explaining a concept, taken up for therapy. Hence studying organization and representation of mental lexicon in Indian languages is a promising and potential area of research.

To Summarize

To summarize, an attempt has been made in the present paper to review the theories and models developed to study semantic representation in the mental lexicon. These models are based on semantics, developed in order to understand the organization of words in mental lexicon. Importance of speaker-generated feature norms which are currently used in experiments to construct recent models of mental lexicon have also been discussed. The paper also emphasizes the crucial role of semantics in shaping conceptual representation. The influence of semantic structures and properties of one's language on the organization and representation of words were also highlighted. The paper emphasizes the need for the study of influence of multilingual and multicultural factors such as those that exist in the Indian context in shaping conceptual representation. Owing to the richness and vastness in its application to Language Sciences and Language Pathology, there is an immense need to prioritize research in Indian languages in the area of mental lexicon and its organization.

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The Role of English Teacher in Language Learning, Teaching and Assessment

V. Pugazhenthi, M.A., M. Phil., Ph.D. Scholar

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Abstract

English teacher has more responsibilities than any other teacher because of the required language skills to carry forward instruction and learning in other subjects. It has become normal now for an English teacher to be aware of the various methods and theories of English Language Teaching. By manipulating different methods and approaches in a class room, the teacher can make the learners to develop the language skills easily and comfortably. This paper examines the role of an English teacher, the role of a learner and various traditional/current methods in ELT. It also discusses the Learning, Teaching and Assessment job of an English teacher with special reference to CLT.

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English teacher has more responsibilities than any other teacher because learning all other subjects depends on the competence student's gain in English. For example, if a student does not have English skills, he or she will fall behind in their performance in computer science also.

In addition to teaching, teachers play several roles in the life of their students. They function as models to their students. The degree of control which the teacher has over the language decides how learning takes place. Teacher is responsible for determining the content of what is taught.

Methods typically depend critically on teacher roles and their realizations. In the classical Audio-lingual Method, the teacher is regarded as the primary source of language and of language learning. The role of teachers in Silent Way Method, for example, depends on thorough training and methodological initiation.

In **Approaches and Methods in Language Teaching,** Jack C Richards and Theodore S. Rodger state

> "Learner roles in an instructional system are closely linked to the teacher's status and function. Teacher roles are similarly related ultimately both to assumption about language learning at the level of approach. Some methods are totally dependent on the teacher as a source of knowledge and deactivations; others see the teacher's role has catalyst consultant guide model for learning; still others try to "teacher – proof" the instructional system by limiting teacher initiative and by building instructional content and direction into texts and lesson plan. Teacher and learner roles define the type of interaction characteristic of class room in which a particular method is used." (28)

Thus, the Language teacher has a significant role in Language Learning, Teaching and Assessment. He or she is an important person in the class room and responsible for fulfilling the aim of the curriculum. At the same time the Language Learners also have the same importance in the class. It is better to keep in mind that all works such as

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curriculum, method, approach and procedure and assessment are for the development of learners' communicative competence. So, the language teacher's role must be looked also from learners' point of view.

This paper examines the role of English language teachers, the role of a learner and the role of various traditional and current methods in ELT.

Method in Language Teaching

A method includes three components: (Aslam.M, 2003:35)

- Approach
- Design
- Procedure

Approach

Approach deals with learning theory. There are three major learning theories related to language learning. Learning theory is the base to create a method. Through learning theory only, the roles of the leaner and teacher are framed. (Aslam.M, 2003:35)

Behaviorism, Congnitivism, Constructivism

http://ci484-learning-technologies.wikispaces.com/

Table no: 1

Questions	Behaviorism	Congnitivism	Constructivism
How does learning occur?	Black box - observable behavior main focus	Structured, computational	Social, meaning created by each learner (personal)
What factors influence learning?	Nature of reward, punishment, stimuli	Existing schema, previous experiences	Engagement, participation,

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			social, cultural
What is the role of memory?	Memory is hardwiring of repeated experiences - where reward and punishment are most influential	Encoding, storage, retrieval	Prior knowledge remixed to current context
How does transfer occur?	Stimulus, response	Duplicating knowledge constructs of "knower"	Socialization
What types of learning are best explained by this theory?	Task-based learning	Reasoning, clear objectives, problem solving	Social, vague ("ill defined")

Design

Design deals with (Aslam.M, 2003:35)

- The general and specific features of the course
- A syllabus model
- Type of learning and teaching tasks
- Role of learners and teachers
- Role of teaching materials

Various Methods in ELT

1. Grammar Translation Method

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There are many Language Teaching Methods and Approaches in ELT. But the Grammar-Translation Method is the oldest. The grammar-translation method of foreign language teaching was first known as the Prussian method. It is one of the most traditional methods that were originally used to teach 'dead' languages such as Latin and Greek. It was widespread in Europe and many other countries from 1840s till 1940s. The main exponents of grammar translation method were Seidenstucker, Ploetz, Ollendorf and Meidinger (German scholars). (Aslam.M, 2003:38)

Role of the Teacher

The teacher plays central role in this method. He/she controls everything in the classroom whether it is content based or task based. The teacher corrects the errors made by the learners in the classroom itself. So the learners completely depend on the teacher.

Role of the Learner

Learners are passive holder for the information given to them. A student in this method is viewed as a processor and passive holder for the information given to him. This means that he or she does not influence the process of learning or even other students. In fact learners are totally dependent on the teacher.

2. Direct Method

The direct method came from the need to teach foreign languages to facilitate trade, commerce, travel, etc., between the European countries. The language teachers found grammar translation method insufficient and ineffective in developing communicative competence. The principal advocates of direct method were Pendergaston (1816-1866) and Sauveur (1826-1907).

Role of the Teacher

The language teachers must make tremendous effort since they are not allowed to speak in their native language. They are able to find meaningful teaching materials to study along with the texts in the book. They have to make the learners

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understand the general rules and structures of the target language studied in classroom. That is the inductive spirit of the Direct Method. The teacher should not spend much time in explaining grammar, setting up complicated exercises and written examinations. (Richards & Rogers, 2001: 12, 13)

Role of the Learner

The learners have to participate in the classroom activities and to be good listeners first. They warm up taking part in dialogues with which the lessons start. According to Gatenby (http://kingdavid.blogcu.com/an-evaluation-on-direct-method/5067250), the students associate an object, etc. with a combination of sounds, not with a picture of a written word in his brain. A very large proportion of the names learnt come to be known in association with some action. Students look a thing, point it, push it, run to it, and play with it. In the realization of their role the learners can make many mistakes and they are constantly corrected by other learners and teacher. The students are filled with various desires which they express in speech realize their role.

3. Structural – Situation Approach/Method

Situational language teaching is a term not commonly used today, but it is an approach developed by British applied linguists in the 1930s to the 1960s, and which had an impact on language courses which survive and some are still being used today.

In Europe the two significant British applied linguists − Harold Palmer and A.S. Hornby both of whom were familiar with the works of Daniel Jones, the famous phonetician from University of London and a Swiss linguist Otto Jespersen, attempted to develop a more scientific approach to teaching of English than was found in the direct method so that language items could be presented systematically in the class room. The main focus of this approach was on vocabulary control which language teaching specialists like A. S. Palmer believed must be at the core of any foreign language program. (Aslam, M, 2003: 48)

The structural situational approach aims to develop oral proficiency in the language through carefully selected vocabulary which forms a general service list for the

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learner to use in everyday communication. Language teaching therefore begins with the spoken English. Materials are presented orally and practiced in situations.

This approach shares with the Direct Method the fact that they are both oral approaches except that the Situational Method is more systematic in terms of the principles and procedures that could be applied and the selection of the content of a language course. The focus of this approach was mainly on vocabulary and grammar control, and there was a tendency in the 1920s towards developing systematic principles of selection, gradation and presentation of materials to language learners. In the sixties, there was an emphasis on the principle of introducing and practicing new language points situationally, and "it was then that the term situational was used increasingly to refer to the Oral Approach" (Richards & Rogers, 2001: 34).

Role of the Teacher

The teachers function is threefold. In the presentation stage of the lesson, the teacher serves as a model, setting up situations in which the need for the target structure is created and then modeling the new structure for students to repeat.

Then the teacher "becomes more like the skillful conductor of an orchestra, drawing the music out of the performers" (Byrne 1976:2). The teacher is required to be a skillful manipulator, using questions, commands, and other cues to elicit correct sentences from the learners. Lessons are hence teacher-directed, and the teacher sets the pace.

Role of the Learner

In the initial points of learning the learner has need of simply to listen and repeat what the teacher says and respond to the question and commands. The learner has no power over the content of learning and is often regarded as likely to succumb to undesirable behavior unless skillfully manipulated by the teacher. For Example, the learner might lapse in to faulty grammar or pronunciation. (Richards & Rogers, 2001: 43).

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4. Communicative Language Teaching

The Communicative Language Teaching (CLT) was born in the late 1960s. Before that Situational Language Teaching was the major British approach to teaching English as a foreign language. The language was taught by practicing basic structures in meaningful situation-based activities in Situational Language Teaching. But just as the linguistic theory underlying Audiolingualism was rejected in the United States in the mid-1960s, British applied linguistics began to call into question the theoretical assumptions underlying Situational Language Teaching.

Communicative method or methodology, not like other methods, discussed before, is interpreted differently by different experts. There is a lot of arguments, among the teachers, about what exactly is meant by communicative method. The name emerged out of diverse principles of language and language learning which form a basis for a wide variety of classroom procedures and techniques. These principles are commonly argued under one umbrella term, communicative language teaching or CLT (terms like notional – functional and functional approach are also used to denote the approach) (Aslam, M, 2003: 54)

The origins of CLT can be traced to the dissatisfaction that teachers felt with the earlier approaches to language teaching and learning. Noam Chomsky had leveled at structural linguistic theory in his book **Syntactic Structures** (1957).

Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language – the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was the functional and communicative proficiency rather than mere mastery of structures. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the work of British functional linguists (e.g., John Firth, M.A.K Halliday), American work in sociolinguistics (e.g.,Dell Hymes, John Gumperz, and William Lobov), as well as work in philosophy (e.g., John Austin and John Searle).

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Another important development that contributed to the emergences of CLT was the fast changing educational scenario in Europe. European nations cad come under one European common market and with the increasing interdependence of these nations there emerged the need to teach adults the major European languages, thus, laying the foundation for a different approach to foreign language teaching.

The Council of Europe at Strasbourg, a regional organization for cultural and educational cooperation, constituted a committee of experts whose job was to explore the possibility of developing a course that would satisfy the linguistic needs of the adults in member countries of European common market. The committee studied the needs of European learners and proposed language codes in 1972 which was based on unit credit system, in which tasks are broken into units are portions each of which corresponds to the needs of the learner the course to completely different perspective of language learning. Here the focus was on what the learner need to understand and express through the target language and not on the accumulation of grammatical items. (Aslam.M, 2003:55)

The political, economical, social, cultural and educational development in Europe gave birth to The Common European framework. **The Common European Framework of Reference for Languages: Learning, Teaching, Assessment**, abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries (for example, Canada and Japan). It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. (http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)

In November 2001 a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see below) are becoming widely accepted as the European standard for grading an individual's language proficiency. (http://www.britishcouncil.org/italy-english-naples-cef-levels.htm)

CLT Objective

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Communicative language teaching does not look at the language as a set of linguistic items for the learner to store them in his/her memory. It aims to develop communicative competence. Learners are encouraged to use the language. The focus is laid on meanings and functions not on forms of the language. It is the learners and his learning that is more important. Language should be acquired instead of learned consciously. The result is a class room where the teacher facilitates the language acquisition. Teacher is a facilitator in this method. All the four language skills Listening, Speaking, Reading and Writing receive equal treatment.

(http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf)

Principles of CLT

Language as it is used in real context should be introduced. Students should be able to figure out the speaker's or writer's intentions. The target language is the vehicle for classroom communication. One function may have many different linguistic forms. Opportunities should be given to students to express their ideas and opinions. Errors are seen as the natural outcome of the development of communication skills. Fluency is more important than accuracy. Creating situations to promote communication is one of the teacher's responsibilities. The social context of the communicative events is essential in giving meaning to the utterances. The teacher acts as a facilitator of students' learning, a manager of classroom activity, or a co-communicator. When communicating, a speaker has a choice about what to say and how to say it. Students should be given opportunities to develop strategies for interpreting language as it is actually seen by native speakers. Language is used in a great deal through communicative activities such as games, role-play, problem solving. Communicative activities have three features: information gap, choice and feedback.

Role of the Teacher

Teacher in communicative classrooms will find themselves talking less and listening more–becoming active facilitators of their students' learning (Larsen-Freeman,

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1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Teachers help learners in any way that motivates them to work with the language Learners are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.

Role of the Learner

The emphasis in Communicative Language Teaching is on the processes of Communication, rather than mastery of the language form, leads to different roles for learner from those found in more traditional second language classrooms. Breen and Candlin describe the learner's role within CLT in the following terms:

> "The role of learners as negotiator-between the self, the learning
> process, and the object of learning-emerges from and interacts with the
> role of joint negotiator within the group and within the classroom
> procedures and activities which the group undertakes. The implication
> for the learner is that he should contribute as much as he gains, and
> thereby learn in an interdependent way." (1980:110)

There are many methods and approaches in ELT. Every method and approach has its own description of teacher role. In the present scenario, it is important to know how to use yet another important learning theory 'Constructivism'.

Constructivism

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Constructivism defines that learning is an active and constructive process. The learner is an information constructor. Learner actively builds up or creates his or her own subjective representations of objective reality. New information is linked to previous knowledge, thus mental representations are subjective. Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner are major contributors of this learning theory.

Constructivism is a response against to didactic approaches such as behaviorism and programmed teaching and it states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a diverse understanding and construction of knowledge development. The learner is not an empty box. He or she transports past experiences and cultural issues to a situation. (http://www.learning-theories.com/constructivism.html)

It is not stated that teacher does not give lecture or say anything directly in constructive-based class room. This is actually puzzling a theory of pedagogy (teaching) with a theory of knowing. Constructivism guesses that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture engages active attempts to build up new knowledge. (http://www.learning-theories.com/constructivism.html)

Role of the Teacher

The role of teacher a constructivist classroom is not to present much lecture at students in but to act as an expert learner who can motivate students into adopting cognitive strategies such as self testing, expressing understanding, asking probing questions, and reflection. The role of the teacher in constructivist classrooms is to put together information around big ideas that employ the students' interest and he or she helps students in developing new insights. He or she tries to interrelate them with their previous learning. The activities are learner-centered, and Learners are motivated to ask their own questions, carry out their own experiments, make their own analogies, and come to their own conclusions. Becoming a constructivist teacher may prove a difficult

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transformation, however, since most instructors have been prepared for teaching in the traditional, objectivist manner.

(http://www.answers.com/topic/learning-theory-constructivist-approach)

(http://www.elearnspace.org/Articles/connectivism.htm)

Role of the Learner

Learning is an active process in constructivism. Students are actively involved and are accountable for their learning. According to Grennon Brooks, the learner controls their own learning, not the teacher. Learners are given freedom to express their opinions and viewpoints. Learners should also exhibit their knowledge everyday in a variety of ways. The learner would be asking questions in the classroom setting. They would communicate an interest in the actions and would begin interactions with others. The learner also would make decisions, and be confident in their skill to share their thoughts and opinions with others. In addition, the learner constructs relations with previous experience. All of these characteristics involve the learner to be an active

(http://en.wikibooks.org/wiki/Constructivism_%26_Technology/Individual_Learners)

Conclusion

English teacher has more responsibility than any other subject teacher because acquisition of English helps to learn other subjects, when English is the medium of instruction. In this regard Chew says 'lack of a command in English would mean the continued marginalization of their children in a world that would continue to use the language to a greater degree. It would also deny them access to the extensive resources available in English – resources which have developed as a consequence of globalization.'(1999, 41)

An English teacher is a facilitator and an independent participator in CLT. He or she must be a researcher and also a learner. Other roles assumed for teacher is needs analyst, counselor, and group process manager. He or she must be a good motivator because motivation accelerates language learning. Sense of humor and presence of mind

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are two important characteristics of good language teacher. He should have good attitude and aptitude as well.

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Effect of Domestic Violence on Women Psychology in Pakistan

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Abstract

Domestic violence is one of many but extensively serious problems in our society. Domestic violence traditionally in Pakistan and considered a personal and normal occurrence. At the societal level, restricted mobility for women affects their education and work/job opportunities. Violence against women is very common in Pakistan. It has been observed that psychological effects of abuses are more severe than its physical effects. The incident of abuse to women's self-esteem and puts them at number of mental disorders like depression, post-traumatic stress disorder, suicide, drug addiction, self-esteem emotional and behavioural problems.

Purposes of the study were: to highlight the problems of women by domestic violence, to find out effects of domestic violence on women psychology. Violence against women is perhaps the most shameful violation of human rights. Survey approach was used for collecting data. 100

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women were taken through random sampling by which 50 consisted on educated ladies and 50 were uneducated women. A closed type of questionnaire on five point Likert Scale was used for educated respondent. And interview schedule was considered appropriate for uneducated women. Data was analyzed by percentage.

It was concluded that the abused women who had more psychological symptoms and lower self-esteem than the women who were not abused. Domestic violence results in women's mental suffering, for which there needs a serious psychological medical treatment in Pakistan. It was suggested that there is still need of awareness for woman education as well as the rights of women. Government and non-Government organizations may take a great step by increasing facilities for woman education and opportunities for employment. Authorities can play a vital role for the application of rules for the prevention of domestic violence.

Key Words: domestic violence, mental disorder, Trauma. Violence effects, abuse

Introduction

Women are often in great danger in the place where they should be safest: within their families. For many, 'home' is where they face a regime of terror and violence at the hands of somebody close to them – somebody they should be able to trust. Those victimized suffer physically and psychologically. They are unable to make their own decisions, voice their own opinions or protect themselves and their children for fear of further repercussions. Their human rights are denied and their lives are stolen from them by the ever-present threat of violence.

The United Nations Declaration on the Elimination of Violence against Women (1993) defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." (www.unesdoc.unesco.org)

This definition refers to the gender-based roots of violence, recognizing that "violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men." It broadens the definition of violence by including

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both the physical and psychological harm done towards women, and it includes acts in both private and public life. The Declaration defines violence against women as encompassing, but not limited to, three areas: violence occurring in the family, within the general community, and violence perpetrated or condoned by the State.

Domestic violence includes violence perpetrated by intimate partners and other family members, and manifested through:

Physical abuse such as slapping, beating, arm twisting, stabbing, strangling, burning, choking, kicking, threats with an object or weapon, and murder. It also includes traditional practices harmful to women such as female genital mutilation and wife inheritance (the practice of passing a widow, and her property, to her dead husband's brother).

Sexual abuse such as coerced sex through threats, intimidation or physical force, forcing unwanted sexual acts or forcing sex with others.

Psychological abuse which includes behaviour that is intended to intimidate and persecute, and takes the form of threats of abandonment or abuse, confinement to the home, surveillance, threats to take away custody of the children, destruction of objects, isolation, verbal aggression and constant humiliation.

Economic abuse includes acts such as the denial of funds, refusal to contribute financially, denial of food and basic needs, and controlling access to health care, employment, etc.

Gender bias that discriminates in terms of nutrition, education and access to health care amounts to a violation of women's rights.

According to the *Merriam-Webster Dictionary* definition, domestic violence is: "the inflicting of physical injury by one family or household member on another; also: a repeated / habitual pattern of such behaviour."

These other forms of abuse have the potential to lead to mental illness, self-harm, and even attempts at suicide. The US Office on Violence Against Women (OVW) defines domestic violence as a "pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over another intimate partner". The definition adds that domestic violence "can happen to anyone regardless of race, age, sexual orientation, religion, or gender",

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and can take many forms, including physical abuse, sexual abuse, emotional, economic, and psychological abuse. (www.djoser.sex-treffit.info).

The Children and Family Court Advisory and Support Service in the United Kingdom in its "Domestic Violence Policy" uses domestic violence to refer to a range of violent and abusive behaviours, defining it as:

> Patterns of behaviour characterised by the misuse of power and control by one person over another who are or have been in an intimate relationship. It can occur in mixed gender relationships and same gender relationships and has profound consequences for the lives of children, individuals, families and communities. It may be physical, sexual, emotional and/or psychological. The latter may include intimidation, harassment, damage to property, threats and financial abuses. (http://webcache.googleusercontent.com)

Physical Violence Effects

Bruises, broken bones, head injuries, lacerations, and internal bleeding are some of the acute effects of a domestic violence incident that require medical attention and hospitalization. Some chronic health conditions that have been linked to victims of domestic violence are arthritis, irritable bowel syndrome, chronic pain, pelvic pain, ulcers, and migraines. Victims who are pregnant during a domestic violence relationship experience greater risk of miscarriage, pre-term labor, and injury to or death of the fetus.

Psychological Violence Effects

Among victims who are still living with their perpetrators high amounts of stress, fear, and anxiety are commonly reported. Depression is also common, as victims are made to feel guilty for 'provoking' the abuse and are frequently subjected to intense criticism. It is reported that 60% of victims meet the diagnostic criteria for depression, either during or after termination of the relationship, and have a greatly increased risk of suicide. In addition to depression, victims of domestic violence also commonly experience long-term anxiety and panic, and are likely to meet the diagnostic criteria for Generalized Anxiety Disorder and Panic Disorder. The most

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commonly referenced psychological effect of domestic violence is Post-Traumatic Stress Disorder (PTSD). PTSD (as experienced by victims) is characterized by flashbacks, intrusive images, exaggerated startle response, nightmares, and avoidance of triggers that are associated with the abuse. (www.tutorgig.info/ed/spousal-abuse)

Financial Violence Effects

Once victims leave their perpetrator, they can be stunned with the reality of the extent to which the abuse has taken away their autonomy. Due to economic abuse and isolation, the victim usually has very little money of their own and few people on whom they can rely when seeking help. This has been shown to be one of the greatest obstacles facing victims of DV, and the strongest factor that can discourage them from leaving their perpetrators.

In addition to lacking financial resources, victims of DV often lack specialized skills, education, and training that are necessary to find gainful employment, and also may have several children to support.

Long-term Violence Effects

Domestic violence can trigger many different responses in victims, all of which are very relevant for any professional working with a victim. Major consequences of domestic violence victimization include psychological/mental health issues and chronic physical health problems. A victim's overwhelming lack of resources can lead to homelessness and poverty.

Trauma

Due to the gravity and intensity of hearing victims' stories of abuse, professionals (police, counselors, therapists, advocates, medical professionals) are at risk themselves for secondary or vicarious trauma (VT), which causes the responder to experience trauma symptoms similar to the original victim after hearing about the victim's experiences with abuse. Research has demonstrated that professionals who experience vicarious trauma show signs of exaggerated startle response, hyper vigilance, nightmares, and intrusive thoughts although they have not

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experienced a trauma personally and do not qualify for a clinical diagnosis of PTSD. Researchers concluded that although clinicians have professional training and are equipped with the necessary clinical skills to assist victims of domestic violence, they may still be personally affected by the emotional impact of hearing about a victim's traumatic experiences.

Iliffe, et al. (2000) found that there are several common initial responses that are found in clinicians who work with victims: loss of confidence in their ability to help the client, taking personal responsibility for ensuring the client's safety, and remaining supportive of the client's autonomy if they make the decision to return to their perpetrator. It has also been shown that clinicians who work with a large number of victims may alter their former perceptions of the world, and begin to doubt the basic goodness of others. Iliffe et al. found that clinicians who work with victims tend to feel less secure in the world, become "acutely aware" of power and control issues both in society and in their own personal relationships, have difficulty trusting others, and experience an increased awareness of gender-based power differences in society.

Burnout

Vicarious trauma can lead directly to burnout, which is defined as "emotional exhaustion resulting from excessive demands on energy, strength, and personal resources in the work setting". The physical warning signs of burnout include headaches, fatigue, lowered immune function, and irritability. A clinician experiencing burnout may begin to lose interest in the welfare of clients, be unable to empathize or feel compassion for clients, and may even begin to feel aversion toward the client If the clinician experiencing burnout is working with victims of domestic violence, the clinician risks causing further great harm through re-victimization of the client.

Cause

There are many different theories as to the causes of domestic violence. These include psychological theories that consider personality traits and mental characteristics of the perpetrator, as well as social theories which consider external factors in the perpetrator's

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environment, such as family structure, stress, social learning. As with many phenomena regarding human experience, no single approach appears to cover all cases.

Whilst there are many theories regarding what causes one individual to act violently towards an intimate partner or family member there is also growing concern around apparent intergenerational cycles of domestic violence. In Australia, it has been identified that as many as 75% of all victims of domestic violence are children. Domestic violence services such as Sunnykids are beginning to focus their attention on children who have been exposed to domestic violence (www.djoser.sex-treffit.info).

Responses that focus on children suggest that experiences throughout life influence an individuals' propensity to engage in family violence (either as a victim or as a perpetrator). Researchers supporting this theory suggest it is useful to think of three sources of domestic violence: childhood socialization, previous experiences in couple relationships during adolescence, and levels of strain in a person's current life. People who observe their parents abusing each other, or who were themselves abused may incorporate abuse into their behaviour within relationships that they establish as adults. (Kalmuss & Seltzer 1984)

Jealousy

Many cases of domestic violence against women occur due to jealousy when the woman is either suspected of being unfaithful or is planning to leave the relationship. An evolutionary psychology explanation of such cases of domestic violence against women is that they represent male attempts to control female reproduction and ensure sexual exclusivity through violence or the threat of violence.

Resource theory

Resource theory was suggested by William Goode (1971). Women who are most dependent on the spouse for economic well being (e.g. homemakers/housewives, women with handicaps, the unemployed), and are the primary caregiver to their children, fear the increased

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financial burden if they leave their marriage. Dependency means that they have fewer options and few resources to help them cope with or change their spouse's behavior.

Couples that share power equally experience lower incidence of conflict, and when conflict does arise, are less likely to resort to violence. If one spouse desires control and power in the relationship, the spouse may resort to abuse This may include coercion and threats, intimidation, emotional abuse, economic abuse, isolation, making light of the situation and blaming the spouse, using children (threatening to take them away), and behaving as "master of the castle".

Social Stress

Stress may be increased when a person is living in a family situation, with increased pressures. Social stresses, due to inadequate finances or other such problems in a family may further increase tensions. Violence is not always caused by stress, but may be one way that some people respond to stress. Families and couples in poverty may be more likely to experience domestic violence, due to increased stress and conflicts about finances and other aspects. Some speculate that poverty may hinder a man's ability to live up to his idea of "successful manhood", thus he fears losing honor and respect. Theory suggests that when he is unable to economically support his wife, and maintain control, he may turn to misogyny, substance abuse, and crime as ways to express masculinity.

Social Learning Theory

People learn from observing and modeling after others' behavior. With positive reinforcement, the behavior continues. If one observes violent behavior, one is more likely to imitate it. If there are no negative consequences (e. g. victim accepts the violence, with submission), then the behavior will likely continue. Often, violence is transmitted from generation to generation in a cyclical manner.

Power and Control

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A causalist view (medlibrary.org) of domestic violence is that "it is a strategy to gain or maintain power and control over the victim. This view is in alignment with Bancroft's "cost-benefit" theory that abuse rewards the perpetrator in ways other than, or in addition to, simply exercising power over his or her target(s). He cites evidence in support of his argument that, in most cases, abusers are quite capable of exercising control over them, but choose not to do so for various reasons. An alternative view is that abuse arises from powerlessness and externalizing/projecting this and attempting to exercise control of the victim. It is an attempt to 'gain or maintain power and control over the victim' but even in achieving this it cannot resolve the powerlessness driving it. Such behaviours have addictive aspects leading to a cycle of abuse or violence. Mutual cycles develop when each party attempts to resolve their own powerlessness in attempting to assert control."(medlibrary.org)

Mental Illness

Psychiatric disorders are sometimes associated with domestic violence, such as borderline personality disorder, antisocial personality disorder, bipolar disorder, schizophrenia, drug abuse, and alcoholism. It is estimated that at least one-third of all abusers have some type of mental illness.

Marital Conflict Disorder

In these cases the emergency room or a legal authority often is the first to notify the clinician. Most importantly, marital violence "is a major risk factor for serious injury and even death and women in violent marriages are at much greater risk of being seriously injured or killed (National Advisory Council on Violence Against Women 2000)." The authors of this study add that "There is current considerable controversy over whether male-to-female marital violence is best regarded as a reflection of male psychopathology and control or whether there is an empirical base and clinical utility for conceptualizing these patterns as relational."

Recommendations for clinicians making a diagnosis of Marital Relational Disorder should include the assessment of actual or "potential" male violence as regularly as they assess

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the potential for suicide in depressed patients. Further, clinicians should not relax their vigilance after a battered wife leaves her husband, because some data suggest that the period immediately following a marital separation is the period of greatest risk for the women. Many men will stalk and batter their wives in an effort to get them to return or punish them for leaving. Initial assessments of the potential for violence in a marriage can be supplemented by standardized interviews and questionnaires, which have been reliable and valid aids in exploring marital violence more systematically. The risk of violence remains strong in a marriage in which it has been a feature in the past. Thus, treatment is essential here; the clinician cannot just wait and watch." The most urgent clinical priority is the protection of the wife because she is the one most frequently at risk, and clinicians must be aware that supporting assertiveness by a battered wife may lead to more beatings or even death.

Gender aspects of abuse

Both men and women have been arrested and convicted of assaulting their partners in both heterosexual and homosexual relationships. The majority of these arrests have been men being arrested for assaulting women, though since the early-to-mid 1990s the number of women arrested has increased significantly, which is often attributed to the implementation of "Must Arrest" laws. However, the gender neutrality of the enforcement of domestic violence laws remains questionable. According to a 2004 survey in Canada, the percentages of males being physically or sexually victimized by their partners was 6 percent versus 7 percent for women.

Domestic Violence in Pakistan

Domestic violence is prevalent in Pakistan in an alarming rate, in both rural areas as well as developed cities. Women are the sufferers and are subjected to physical, psychological and sexual abuse in their home by partners, in-laws and in some circumstances by their brothers and parents. In a study published in Lancet in 2002, an estimated 99% of housewives and 77% of working women in Pakistan are beaten by their husbands. HRCP's

Annual Report of 2004 presented the percentage of domestic violence in Pakistan as 65% (physical violence), and almost one third (30.4%) of sexual violence often leading to serious injuries, which required emergency medical attention. In 2005, the Domestic Violence in

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South Asia Fact Sheet brought forward that in Pakistan 32.8% respondents admitted to ever having slapped their wives and 77.1% admitted to ever engaging in a non-consensual sex with their wives. While domestic violence is prevalent across the country, the situation in Punjab is dire. The Aurat Foundation in its Annual Report of 2009 highlighted that of the 608 cases of domestic violence reported in the year, 271 occurred in Punjab, 134 in Sindh, 163 in the NWFP, 22 in Baluchistan and 18 in Islamabad. (www.lead.org.pk)

There are many common precipitating factors which are responsible for domestic violence in Pakistan. Some example are: domestic violence against women due to daily conflicts, family-related problems, disagreements between women and men on any decision, choice preferences, conflicts of the two genders, etc. Besides this there are some distinguished factors which make women prone to domestic violence like women's low educational levels, imbalanced empowerment issues between males and females, least participations in political activities due to low empowerment, existing misconception about Islamic thoughts and traditional norms, lack of awareness about women rights, falsified beliefs, misuse of women in the name of honour justifying honour killing, low socioeconomic levels and poverty, existence of unjust traditional dowry system in the society, the common beliefs in the inherent superiority of males ignoring the women's autonomy, male dominant social structure and lack of support from the government.

It is apparent that integrated supportive services, legal intervention and redress need to be made available in situations of domestic violence. Support and help for women to rebuild and recover their lives after violence, need to be a part of the intervention strategy, including counselling, relocation, credit support and employment. In order to prevent women from domestic violence and provide them medical as well as judicial and legal support, new plans and interventional maps need to be made in the societies in collaboration with health team members, religious and societal leaders, NGOs, police department and people from other similar groups.

(http://www.lead.org.pk)

The table below reflects the comparative data on violence against women in the last four years with percentages of increase or decrease in their incidence.

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| Number of Cases of VAW in Pakistan during January to December 2009 to January to December 2010 | | | | | | |
Categories of Crime	Year 2008	Year 2009	Year 2010	Year 2011	Grand Total	Percentage increase/decrease in VAW cases between 2010-2011
Abduction/Kidnapping	1.784	1.987	2236	2089	8096	-6.57%
Murder	1.422	1.384	1436	1575	5817	9.68%
Domestic Violence	281	608	486	610	1985	25.51%
Suicide	599	683	633	758	2673	19.75%
Honor Killing	475	604	557	705	2341	26.57%
Rape/Gang Rape	778	928	928	827	3461	-10.88%
Sexual Assault	172	274	74	110	630	48.65%
Acid Throwing	29	53	32	44	158	37.5%
Burning	61	50	38	29	178	-23.68%
Miscellaneous	1.970	1.977	1580	1792	7319	13.42%
Total	7,571	8,548	8000	8539	32658	6.74%

Source: http://www.af.org.pk/PDF/VAW%20Reports%20AND%20PR/PR/Press%20Release%202011%20%20English.pdf

Number of FIR s registered Province-wise

FIR Status	No. of FIR registered province wise					Total	% of the total
	Punjab	Sindh	KP	Baluchistan	ICT		
Registered	5290	636	495	193	131	6745	78.99
Not Registered	193	605	100	-	13	911	10.67
No. Information	705	75	99	-	4	883	10.34
Total	6188	1316	694	193	148	8539	100

Source: : http://www.af.org.pk/PDF/VAW%20Reports%20AND%20PR/PR/Press%20Release%202011%20%20English.pdf

Objectives

Objectives of the study were:

1- To highlight the problems of women by domestic violence,

2- To find out effects of domestic violence on women psychology

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Methodology

It was a descriptive research so survey approach was used for collecting data.

Population and Sample

Population was taken from district Mandi Bahauddin and district DG Khan.100 women were taken through random sampling by which 50 consisted on educated ladies and 50 were uneducated women.

Research Tool and Analysis of Data

A closed type of questionnaire on five point Likert Scale was used for educated respondent. And interview schedule was considered appropriate for uneducated women. Data was analysed by percentage.

Table:

Statements		SA 5	A 4	UC 3	DA 2	SDA 1
1	Domestic violence against women is the most shameful violence of human rights	21%	34%	19%	13%	13%
2	There is equality of rights for men and women in Pakistani society	21%	25%	24%	22%	8%
3	Women of Pakistani society know about their rights in society.	12%	22%	21%	32%	13%
4	Social taboos and traditional law are always use against the women.	22%	37%	12%	28%	12%
5	Pakistani law protects women against domestic violence	11%	12%	39%	19%	19%
6	Societal values and norms protects women rights against domestic violence	17%	21%	22%	23%	17%
7	Victim of domestic violence bears intimidations and threats.	25%	26%	15%	23%	11%
8	Victim of domestic violence bears harassment	25%	28%	17%	15%	15%

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9	Women suffer damage of property.	25%	27%	16%	17%	15%
10	Women become victim of financial abuse.	26%	20%	18%	17%	19%
11	Domestic violence effects on the physical health of women	24%	23%	17%	18%	18%
12	Domestic violence effects on the psychological health of women	32%	26%	14%	13%	15%
13	Victim of domestic violence lives under high depression and anxiety	27%	21%	19%	17%	16%
14	Victim of domestic violence have lower confidence then women who are not abused	31%	21%	25%	14%	09%
15	Victim of domestic violence have lower self- esteem confidence then women who are not abused	25%	24%	19%	17%	15%
16	Victim of domestic violence feels danger in family and home	26%	27%	24%	13%	10%

5-SA: strongly agreed, 4-A : agreed, 3- UC: uncertain, 2- DA: disagreed, 1- SDA: strongly disagreed

FINDINGS

1- Majority of respondents are agreed that Domestic violence against women is the most shameful violence of human rights. 55% respondents agreed and 26 % respondents are disagreed the statement.

2- "There is equality of rights for men and women in Pakistani society" , 46% respondents are agreed and 30% respondents disagreed this statement.

3- 45% respondents disagreed that Women of Pakistani society know about their rights in society, and only 34% agreed.

4- Majority of respondents are agreed that Social taboos and traditional law are always use against the women. 59% agreed and 40% disagreed.

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5- "Pakistani law protects women against domestic violence". There is mix type of opinions are found in the response of this statement. 39% respondents are uncertain, 38% disagreed and 23% are agreed with this statement.

6- 40% respondents are disagreed that social values and norms protect women rights against domestic violence however 38% are agreed.

7- Majority of respondents are agreed that Victim of domestic violence bears intimidations and threats. 51% respondents are agreed and 34% are disagreed.

8- Maximum respondents are agreed that Victim of domestic violence bears harassment. 53% are agreed and 30% are disagreed the statement.

9- Many of respondents are agreed that Women suffer damage of property. 52% are agreed and 32% are disagreed.

10- 46% are agreed and 38% are sidagreed with the statement, "Women become victim of financial abuse".

11- 47% are agreed and 36% are disagreed that Domestic violence effects on the physical health of women

12- Majority of respondents agreed that Domestic violence effects on the psychological health of women. 58% are agreed and 28% are disagreed with this statement.

13- 48% respondents are agreed and 33% respondents are disagreed with the statement, "Victim of domestic violence lives under high depression and anxiety"

14- Many of the respondents are agreed that Victim of domestic violence have lower confidence then women who are not abused and 23% respondents are disagreed .

15- 49% respondents are agreed that Victim of domestic violence have lower self- esteem confidence then women who are not abused. But 32% are disagreed.

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16- "Victim of domestic violence feels danger in family and home" in the response of this statement we found only 33% respondents are agreed , 23% respondents are disagreed and 24% are uncertain.

CONCLUSIONS

Violence against women is a serious violation of women's human rights. It is concluded in this paper that

1-Domestic Violence against women is the most shameful violence of human rights.

2- There is not equality of rights for men and women in Pakistani society.

3- Women of Pakistani society are not aware of their rights in society.

4- Social taboos and traditional law are always use against the women.

5- It is uncertain that Pakistani law really can protect women against domestic violence

6- There is no significant difference of opinion that societal values and norms protects

   Women's rights against domestic violence

7- Victim of domestic violence bears intimidations , threats and harassment.

8- Women suffer damage of property.

9- Women become victim of financial abuse.

10- Domestic violence effects on the physical health and psychological health of

   women.

11- Victim of domestic violence lives under high depression and anxiety and have lower

   confidence and self- esteem confidence than other women.

12- Victim of domestic violence feels danger in family and home

13- Most of the respondents are agreed Victim of domestic violence lives under high

   depression and anxiety

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14- Majority of the respondents are agreed Victim of domestic violence have lower confidence then women who are not abused

15- Majority of the respondents are agreed Victim of domestic violence have lower self-esteem confidence then women who are not abused

16- Most of the respondents are agreed Victim of domestic violence feels danger in family and home

RECOMMENDATIONS

1- There is still need of awareness for woman education as well as the rights of women.

2- Government and non-Government organizations may take a great step by increasing facilities for woman education and opportunities for employment.

3- Authorities can play a vital role for the application of rules for the prevention of domestic violence

4- Government should develop mechanism for strict implementation of human rights in the country.

5- People of Pakistan may be educated against the domestic violence in the society.

6- Government may develop much better strategies and law for the protection of women.

7- NGOs and other welfare committees may launch the public sport programs.

8- People should be educated to utilize their potential in productive activities.

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Collaborative Action Research – A Tool to Enrich Presentation Skills of the Professional Students

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Abstract

The ability to present one's own thoughts to the other is one of the keys to success in this age of communication. With the advent of globalization, the present era has got an unprecedented significance for presentation skills. Professional students are required to communicate clearly and confidently to succeed in their academic and professional careers. Most of the professional students are struggling to communicate as they feel less confident to voice their views in any public speaking activities like addressing people, participating in debates, group discussions and interviews. It is because there is a lacuna between the academic curricula and industry requirements.

The present paper aspires to exude confidence levels and to develop presentation skills employing tailor made activities. It aims at exploring some of the common problems

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students have during their presentations and intends to suggest solutions and improve their presentation skills.

Introduction

In this age of 'ICE' (i.e. Information, Communication and Entertainment), industry expects students to possess good command over communication skills. The corporate world looks up their professionals as global citizens to reach out their clients across the world through effective communication. Communication not only builds long lasting relationships but also contributes enormously to the growth of individuals and organizations they work with. Hence, the ability to present one's own thoughts to others is the need of the hour. There are variety forms of presentations; seminars, workshops, symposia, students presentations, industry conferences, team and department presentations and so on (Rizvi, 2005). It is now widely accepted that this is one of the main means of communicating information in a personal (face-to-face) and rapid way (Bathia, 1993; Goodale, 1998; Swales, 1990). But there is a lacuna between the requirements of the corporate world and the abilities of the professional students.

Most of the professional students are not able to communicate effectively. Although many of them score well on paper become unemployable due to their inability to present their thoughts. For instance, their confidence levels go down during public speaking activities besides they are unable to open up and converse with others in English for varied purposes. When communicating with faculty, they feel nervous. They become speechless in HR interviews and consequently these problems, ultimately, lead to their letdown.

The present paper is drafted to attain the following objectives through few practical activities.

Objectives of the Paper

1. To encourage students for presentations through trial and error method.

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2. To focus on the problems that students encounter during their presentations.

3. To employ appropriate activities to hone presentation skills.

4. To suggest appropriate ways and means to improve.

5. To evaluate their performance after suggesting suitable tips.

6. To summarize with the scope for further improvement.

To attain the above stated objectives, the following methodology is adopted.

Methodology

Collaborative action research and trial and error method are employed as methodology to identify the problems and to suggest suitable remedies.

Collaborative Action Research (CAR)

Action research is the name given to an increasingly popular movement in educational research. It is a form of self-reflective enquiry which is being used in educational institutions' curriculum development and professional development of teachers. Action Research is a form of research where teachers play a pivotal role of researchers besides being teachers in their classrooms. It promotes teachers to be constant and meticulous observers of their own classes. As a part of this research, they collaborate, study, examine and explore their own classrooms with an objective of finding out the problems and solutions pertaining to the teaching and learning process (McNiff, Jean 1998).

The idea of presenting this paper has emerged out of personal observations made by the researchers (faculty). Then the members of faculty decided to collaborate and employ action research to find out appropriate solutions to the existing problems. It is a small scale and context specific research study conducted in English language lab sessions. The subjects of the research are I year students and the research process, data collection and analysis was continued for 2 – 3 weeks. Research tools such as oral responses and informal interactions of students were used to gather the data.

Trial and Error Method

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Trail and Error method, as referred in an online source (www.thefreedictionary.com), is a method of discovery for solving problems. This method is based on practical experiments and experience rather than that of theory one learns. The objective of this method is to reach apt solution or satisfactory result.

Introduction of Topic – Presentation Skills

Many professional students find it difficult to open up themselves during presentation sessions. Then, the members of faculty determined to find out some of the common problems that hamper their speaking skills during presentations. Initially, students were not ready to share their problems. To start with, a piece of information on the need for effective presentations for the professional development and utility in their career was discussed. Then, encouragement was given to students who are sociable, active and ready to make presentations so as to motivate the introvert students to present.

As a part of trial and error method, the students are allowed to make their presentations on self-introductions without any instructions. The purpose of this method is to test their existing knowledge on various aspects of 'self-introductions' and to identify the problems they encounter in their presentations.

About five active students have come forwarded and presented. Then, the members of the faculty have intervened with feedback and some inputs. The faculty has identified and reflected on the problems of the students.

The following is the sketch of problems observed by faculty:

Problems

- Lack of awareness about basics of presentation skills both verbal and non-verbal
- Stage etiquette
- Unaware of various aspects of self-introduction i.e. strengths, weaknesses, attitude, etc.
- Language problems such as grammar, vocabulary, and others.

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- Low confidence levels and irrational fear

In addition to the above, they have problems with question and answers strategies while eliciting and responding.

During an informal conversation, students have expressed the following problems:

- Fear of
  - vernacular medium
  - committing mistakes
  - demand for perfection
  - forming a low opinion among peer group, and
- Lack of practice and exposure to such activities

Keeping in view of the problems faced by the students, the members of the faculty have discussed these problems collaboratively in the Department. After few thought provoking discussions, it was decided to intervene with a remedial activity and appropriate suggestions to overcome the said problems. As a part of this, a tailor made activity was adopted from a book named 'Communicational Skills for Technical Students' (Farhathulla, 2002). The selected activity (Know Thyself) introduces various aspects of self-introductions and reinforces students' knowledge to present dynamically and hassle-free. The following is the brief description of the hand-out.

Brief Description of the Hand-out (Appendix-1)

The activity is titled 'Know Thyself'. A Famous Greek philosopher Socrates said 'Know thyself' as knowing oneself is very important. It implies that everyone should know his or her strengths and weaknesses. Only then they will be able to identify what they are good at and the areas where improvements are needed. Activities of such kind always promote self analysis on the part of individuals. Self-analysis gives all that required to face the battle of life with confidence and courage.

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As a matter of fact, students in general know very little about themselves. They get struck the moment they are asked to speak a few minutes about themselves. They do not understand where to begin, what to elaborate, highlight, proceed and end. This is a very pathetic situation.

Hence, the purpose of this hand out is to provide hands-on information about self introduction. The activity 'know thyself' demands specific answers to the contents like character, personality, attitudes, abilities, strengths, weaknesses, likes and dislikes. These contents require some thought process on the part of the students. It encourages them to think, write and present. As a follow up activity, rest of the students will react to their views either by defending them or opposing them. The interaction will thus lead to an open discussion.

In addition to this hand-out, the members of faculty have also provided required guidelines to make effective presentations. Some of them are as follows:

Guidelines by Faculty

1. Wear appropriate attire based on the situation, audience, and stage
2. Accept the invitation to make a presentation on the dais
3. Walk confidently on to the dais
4. Move to the podium with out hesitation
5. Take initiation, instead of pointing/ looking at others to start
6. Improve language proficiency through listening and speaking.
7. The modalities of presentations such as preparing and rehearsing and so on.

Students have felt encouraged and strengthened after required inputs of faculty besides 'know-thyself' activity given to them. They opined that tips given by faculty are a great source of support as they helped them to overcome fear and shyness. Moreover, the activity provides scope for additional information to speak effectively.

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After the guidelines and interaction by Faculty, students are found to be pro-active and enthusiastic to participate and present. The presentations of the students were continued enthusiastically thereon.

Reflection on the Presentations Followed

The following reflections have been made by the faculty after listening to students improvised presentations:

- Students have come forwarded to participate and present
- They are confident to share with peer group and faculty
- They gradually picked up the behavioural traits to present from the stage
- Activity has given a chance to explore and reflect more about ones own individual personality traits.
- Their language is improved to some extent in terms of grammar and vocabulary
- Inhibited students have shown study improvement in their participation and presentation as they have gathered information on par with active students
- Majority of the students have expressed a sense of satisfaction and accomplishment since the activity and guidelines given them joyful learning
- Students have also expressed that activities of such kind should be continued since they shun their inhibitions and arouse enthusiasm for language learning

Conclusion

This paper has begun with one of the most common problems of professional students i.e., various inhibitions to participate and present. Members of faculty have employed trial and error method and collaborative action research to explore the problems and to suggest guidelines to overcome various inhibitions. To begin with, innate problems of the students were explored and then remedial measures in the form of appropriate tips and a tailor made activity given to students. This combination proves to be encouraging and yield out fruitful results.

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Appendix-1
(Adopted from Communication Skills for Technical Students, T.M. Farhathulla, 2002)

'Know thyself'

It was Socrates who said 'Know thyself'. Everyone should know his or her own strengths and weaknesses. Only then will they be able to face the battle of life with confidence. People in general know very little about themselves. Now you have an opportunity to think and find out about yourself and speak to your friends about your character and personality.

Oral Practice

Activity 1

Give specific answers to the following questions about your character, personality, attitudes, likes and dislikes. Your friends will react to your views either by defending them or opposing them. The interaction will thus lead to an open discussion.

1. What are you by nature? Express your views on each of these items:

> Shy and reserved / sociable / aggressive
> Confident/hesitant
> Humble/proud
> Calm and collected / sentimental and impulsive

2. How do you behave with other people?

Like to initiate talk with strangers / expect other people to talk to you first / prefer to be always surrounded by other people / like to have a lot of friends

3. Speak briefly about your sleeping habits.

Sleep more than eight hours at night / like to sleep / have a nap during the day / find it difficult to sleep at night

4. What is your attitude to work?

Like to be active during the day / love holidays / find it difficult to sit quietly / hate work / don't like to be lazy

5. How much attention do you pay to your appearance?

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Like to wear the latest outfits / prefer to dress in a simple manner / attend to your face before going out / attach importance to make-up / have your hair cut once a month

6. How practical are you?

Don't mind doing simple repairs at home / cannot mend anything / prefer to do simple jobs yourself / can fix just about anything

7. Which is the quality your friends like most in you?
Your honesty / your cheerfulness / your generosity / your willingness to help

8. How would you describe yourself?
Religious / active / practical / academic / jovial

9. Which of the following would you choose?
To have at least two friends / a number of acquaintances / just one friend / five or six friends

10. What would make you most uneasy?
Somebody praising you in front of others / being in a large crowd / people laughing at you / seeing somebody cry

11. Which would you like most to improve?
Your looks / your attitude to work / your social life / your interest in current affairs / your relationship with your family

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English for Employment: A Study of Employers' Expectations

Ravindra B. Tasildar, M.A.
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Abstract

The rise of English as the global language has led to a greater demand for English in the job market. The last few years have witnessed the opening up of thousands of lucrative job opportunities for the graduates proficient in English. Taking into account the requirement for skilled workforce, many educational institutions in the country have started courses that will, hopefully, improve the students' communicative competence in English and make them employable. However, the syllabi revision for most of these courses in English is based on mere assumptions rather than actual English language needs of the employment sector.

The national committees, like Curriculum Development Committee in English (2001), have never asked employers about the English language skills they expect from Indian graduates. Even the syllabus compilers design the syllabi on the assumed future needs of the students. Though, the job opportunities for the graduates proficient in English are spread across such diverse areas as journalism and mass communication, management, tourism, law, entertainment industry, visual communication, library science, IT, shopping malls, advertising agencies, etc., the focus seems to be on providing workforce only to IT-enabled industries.

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The Yashpal Committee Report (2009) states that the problems of the students graduating from Indian universities, like the lack of communicative and analytical abilities, can be addressed by developing curricula appropriate to the needs of the students and by improving the syllabi of the courses offered in the conventional degree programmes.

In the light of globally changing English language needs of the twenty-first century, this paper attempts to find out the English language skills expected to the employers from their prospective employees. The outcome of this study may help in updating syllabi of courses in English offered at the undergraduate (UG) level in Indian universities.

Key words: English language needs, communication skills, employers, syllabus revision, Indian universities

Introduction

The Report of The Committee to Advise on Renovation and Rejuvenation of Higher Education (2009), also known as the Yashpal Committee Report, sums up the undergraduate (UG) education in India very well. The Report is an earnest attempt to reflect on some of the relevant issues pertaining to higher education. The report observes that more Indian youths, who are first generation university goers, consider UG education as a stepping-stone for securing a job. However, the courses offered in the conventional degree programmes, where majority of the enrollment takes place, are not tuned to meet the job market demands. Higher Education in India at a Glance (2012) published by the University Grants Commission (UGC) shows provisional faculty-wise students enrolment in Higher Education in 2010-11. According to this UGC brochure, 36.39% students are enrolled in Arts faculty, 18.42% in science, 17.11% in commerce and management, 16.86% in engineering / technology, 1.93% in law and 3.85% in medicine. The courses in the faculty of Arts particularly focus on providing only humanistic education to the first generation university goers, whereas employment-oriented education is provided in professional degree programmes to the youths from elite and middle classes.

The Yashpal Committee Report further states that the problems of the students graduating from Indian universities, like the lack of communicative and analytical abilities, can be addressed by developing curricula appropriate to the needs of the students and by improving the syllabi of the courses offered in the conventional degree programmes. The need of the hour is to cater to the glocal (global + local) needs of the students by designing application-oriented syllabi with exposure to work culture and on-site training. These observations of the Yashpal Committee are also applicable to the teaching of English at the UG level.

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It is generally found that while revising syllabi of the courses in English offered at the UG level the requirements of the job market are hardly taken into consideration. The national committees, like Curriculum Development Committee (CDC) in English (2001), have never asked employers about the English language skills they expect from Indian graduates. Even the syllabus compilers design the syllabi on the assumed future needs of the students.

In the light of globally changing English language needs of the twenty-first century, this paper attempts to find out the English language skills expected to the employers from their prospective employees. This study is a modest attempt to help to redesign syllabi of courses in English offered at the UG level in Indian universities.

Developments in Indian Education Scenario in the 21st Century

English introduced by the British to Indians is now nearly a 400 year old language in India. English language has played different roles like library language, link language, language of opportunities, etc. in the country. The rise of English as the global language has led to a greater demand for it in the twenty-first century. English language in India serves utilitarian purposes (Mohan and Banerjee, 2003). Owing to globalization, the last few years have witnessed the opening up of thousands of lucrative job opportunities for the graduates proficient in English. The rapid growth of Information Technology (IT) and the impact of globalization have resulted in the change in the situation in the first decade of twenty first century at a much greater speed than ever before. Hence, it is essential to take note of the increasing demand for English in the job market.

The Birla-Ambani report, 'A Policy Framework for Reforms in Education (2000)', expected India to pursue a path of education-centric development to create millions of knowledge based human resources. It also considered the need to evaluate the utility of the existing Arts and Science courses and link them to employment opportunities.

India has become the most sought after Business Process Outsourcing (BPO) country in the world. Many services are now outsourced to India. Many international companies have created their call centres and branches in India because of the easy availability of a large and relatively inexpensive, skilled (i.e. English speaking and computer-knowing) workforce here (Chaudhary, 2009: 532). India's emergence as a preferred outsourcing destination had created the need for about 2.3 million professionals by 2010 [National Association of Software and Services Companies (NASSCOM) Press Information Note, 5/7/2007]. This underscores the fact that there is a phenomenal increase in career opportunities for the graduates proficient in English.

Taking into account the requirement for skilled workforce, many educational institutions in the country have started courses that will, hopefully, improve our students' communicative competence in English and make them employable. For instance, the University of Pune and

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Swami Ramanand Teerth Marathwada University, Nanded have started add-on courses like Soft Skill Development Programme (SSDP) to enhance the employability potential of the graduates of these universities in relation to IT-enabled industry.

Though, the job opportunities for the graduates proficient in English are spread across such diverse areas as journalism and mass communication, management, tourism, law, entertainment industry, visual communication, library science, IT, shopping malls, advertising agencies, etc., the focus seems to be on providing workforce only to IT-enabled industries.

Studies on English Language Needs of the Employment Sector

Nowadays in most of the sectors English is a prime requirement for business communication. There are quite a few studies that explore the English language needs of the corporate world.

Praveen Kumar (1997) has tried to study the perspectives of teachers and employers on the Functional English syllabus.

Mohan and Banerji (2003) carried out a questionnaire-based survey of the needs for English in the professional world. In this study it was discovered that all the 32 language tasks listed in the questionnaire and the related sub-tasks identified by the researchers as relevant for professional purposes were actually performed with varying degrees of frequency. The study stresses the need to take into account the specific needs of the learners in India while planning the language courses. The researchers claim that their study suggests a practical path to have access to the learner's needs, formulate objectives and select content for a syllabus. They also suggest the term 'English for Professional Purposes' for the courses at UG level instead of 'General English'.

These studies by Praveen Kumar (1997) and Mohan and Banerji (2003) are related to Functional English syllabus and General English course respectively. In the present era of globalization the present study is a modest attempt to know the expectations of employers from Indian graduates vis-à-vis globally changing English language needs.

Profile of the Respondents

A questionnaire-based survey was conducted on a sample population of twenty representatives of various organizations located in different parts of the country and related to diverse fields as publishing, construction, law, investment, banking, auditing, tourism, human resource management, logistics, pharmaceutical sales, software, education and social welfare (NGO). Among these twenty respondents, one employer was from a Multinational Company (05%), two were of the organizations run by trusts (10%), eight were proprietors (40%) of their firms, while five represented public limited companies (25%) and four belonged to private limited companies (20%).

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Expectations of the Employers

The questionnaire, analyzed and appended to this paper, was divided into two sections: section A dealt with writing skills and presentation skills and section B with listening, speaking and reading skills. The major findings of this survey are given below.

Section A		Writing skills and presentation skills	Responses
Rank	Range	Name of the attribute	
I	Very Important	use appropriate words and phrases	13 (65%)
		compose business letters concisely	
		make a power point presentation in a meeting/ seminar/conference/workshop	
II	Important	review books, films, plays, concerts	13 (65%)
		use (mobile) dictionary / web dictionary	
III	Not Important	prepare news items, news bulletins	09 (45%)
Section B		Listening, speaking and reading Skills	
I	Very Important	follow oral instructions	16 (80%)
II	Important	compere during formal gatherings	12 (60%)
		teach effectively	
III	Not Important	use British as well as American English	09 (45%)

The present study is based on a relatively small sample, nevertheless, its observations are revealing.

1) With regard to writing and presentation skills, thirteen employers (65%) stated that the abilities to use appropriate words and phrases, compose business letters concisely and make a power point presentation in a meeting/seminar/conference/workshop are very important. Thus employment specific vocabulary and writing and presentation skills are required from the prospective employees.

2) The abilities to review books, films, plays and concerts and to use a mobile dictionary or web dictionary are considered important by thirteen employers (65%). This means advanced composition skills and e-reference skills matter most for employers.

3) As for listening, speaking and reading skills, sixteen employers (80%) feel that it is very crucial for the candidates to follow oral instructions in English. This implies that listening skills should have a prominent place in the courses in English.

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4)   For twelve employers (60%), the candidates should be able to do compeering during formal gatherings and teach effectively. Along with fluency in spoken English, presentation skills are must to seek an employment.

5)   According nine employers (45%), it is not important for the candidates to have the ability to prepare news items or news bulletins in English and use British as well as American English. It indicates that there is no need of overemphasis on activity like writing a news report.

6)   In the open responses as well, focus of the employers is on ability of the employees to communicate effectively in spoken English.

7)   In their suggestions the employers have underscored the ability of the candidates / prospective employees to speak English effectively. They expect that the employees should be able to use business jargons for effective communication. One of the suggestions is on giving 50% weighting to oral and written skills.

Discussion

Mohan and Banerji (2003:20) state: "The needs of the professions which university graduates enter are not determined by the kind of input but by the nature of expected output. The employer does not look at the past, to what the entrant to his organization has learnt, but to the future, to what the entrant can do." The section on communication skills in the courses in English offered in Indian universities is generally divided into reading, writing and speaking skills. Some of the skills mentioned in this survey are included in the General / Compulsory English courses offered in the degree programmes in the universities in India. However, based on their significance to the employment sector their weighting needs to be changed. Even though some of the books include the units on vocabulary, in the syllabi of Compulsory English in Indian universities enough attention is not paid towards vocabulary development. The present survey indicates to incorporate employment specific vocabulary in the course books.

Most significant outcome of this survey may be the need to give enough training to our students to listen to English carefully and develop the skill of note-taking. Listening and speaking skills have less weighting in the General English courses offered in conventional degree programmes. The emphasis of the employers to develop spoken English of our graduates needs to be taken seriously. The marks in oral examination may be deceptive. With regard to writing skills, units on film review and book review are included in some of the Compulsory English course books, for instance, Reflections II and III (SYBA and TYBA, University of Pune). More emphasis needs to be given on developing presentation skills of our graduates as suggested by this survey (e.g. compeering). Similarly, along with the dictionaries in print the UG students need to be trained to use effectively mobile and web dictionaries. This survey also makes us aware to acquaint our students with the skills of teaching English.

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To sum up

In the context of globalization the course content of the General / Compulsory English courses needs to be revamped vis-a-vis employers' expectations of English language needs. The redesigned courses in English should aim at equipping the students with abilities necessary to communicate effectively. Listening, speaking and presentation skills need to receive more attention along with vocabulary development and writing skills. Syllabus designing is a continuous process. The findings of this survey may have direct bearings on the syllabi revision of the courses in English offered at the UG level in Indian universities. The present study can be used with increased sample size to check the consistency in the observations and to verify the truth.

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Appendix

Analysis of the Questionnaire for Employers

Note: i) This questionnaire has been designed to find out the **English language skills** required by the employers from the prospective employees.

   ii) The information would be strictly used for research purpose only.

   iii) **Please use tick mark (✔) for your response.**

Name (Optional)**:** _____

Designation: _____

Company/Firm/Organization/Institute: _____

Organization Type: MNC   ☐☐ Pub Ltd   ☐ ☐Pvt. Ltd   ☐   Trust   ☐

Partner/Proprietor ☐

- **Section A: Writing Skills and Presentation Skills**

Sr. No.	A candidate should be able to	Very Important	Important	Not Important
1	use appropriate words and phrases	13 (65%)	07(35%)	00
2	use (mobile) dictionary / web dictionary	05 (25%)	13 (65%)	02 (10%)
3	fill-in various forms	11 (55%)	08 (40%)	01 (05%)
4	write captions, subtitles and short notices	09 (45%)	09 (45%)	02 (10%)
5	prepare slogans, advertisements, etc.	06 (30%)	08 (40%)	06 (30%)
6	prepare user manuals, brochures, etc.	06 (30%)	08 (40%)	06 (30%)
7	compose business letters concisely	13 (65%)	05 (25%)	02 (05%)
8	make an abstract / a summary	06 (30%)	10 (50%)	04 (20%)
9	draft notices, agendas and write minutes	08 (40%)	10 (50%)	02 (10%)
10	prepare news items, news bulletins	02 (10%)	09 (45%)	09 (45%)
11	draft proposals accurately	12 (60%)	06 (30%)	02 (10%)
12	prepare questionnaires for market surveys	08 (40%)	09 (45%)	03 (15%)
13	write research reports / papers	04 (20%)	09 (45%)	07 (35%)
14	edit and carry out proof reading	05(25%)	09 (45%)	06 (30%)
15	translate the matter	05(25%)	09 (45%)	06 (30%)
16	develop content for the programme / web pages (technical writing)	07 (35%)	08 (40%)	05 (25%)
17	review books, films, plays, concerts	02 (10%)	13 (65%)	05 (25%)
18	make a power point presentation in a meeting/seminar/conference/workshop	13 (65%)	05(25%)	00

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- **Section B: Listening, Speaking and Reading Skills**

Sr. No.	A candidate should be able to	Very Important	Important	Not Important
1	follow oral instructions	16 (80%)	03 (15%)	01 (05%)
2	receive and make telephonic calls	15 (75%)	05 (25%)	00
3	take down notes/imp points at discussions, meetings, etc.	13 (65%)	07 (35%)	00
4	communicate effectively with colleagues and guests	13 (65%)	07 (35%)	00
5	speak fluently in discussions and meetings	11(55%)	09 (45%)	00
6	compere during formal gatherings	04 (20%)	12 (60%)	04 (20%)
7	use British as well as American English	01 (05%)	10 (50%)	09 (45%)
8	read aloud effectively a prepared speech (e.g. a vote of thanks)	06 (30%)	11 (55%)	03 (15%)
9	read and understand information from graphs, maps, diagrams, charts, etc.	12 (60%)	07 (35%)	01 (05%)
10	understand information from web sites and handle e-mails	12 (60%)	08 (40%)	00
11	teach effectively	08 (40%)	12 (60%)	00

- **Any other (please specify)**

Sr. No.	A candidate should be able to	Very Important	Important	Not Important
1	listen properly	01	--	--
2	express in English	01	--	--
3	converse in English with colleagues, clients and superiors	01	--	--
4	oral communication	01	--	--
5	oral translation	01	--	--
6	express thoughts	02	--	--
7	sharing experiences	01	--	--
8	discuss difficulties	01	--	--
9	apology	01	--	--
10	aggressiveness	01	--	--
11	reading comprehension	01	--	--
12	understand and interpret legal language	01	--	--
13	prepare notes to accounts	01	--	--
14	sentence construction	01	--	--

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15	e-mail etiquettes	01	--	--
16	voluntary participation	01	--	--
17	interpersonal communication	--	01	--
18	reading habit	--	01	--
19	use of mind map	--	01	--

- The suggestions you would like to make in relation to the **English language skills** expected from the prospective employees.

  _____

- Classification of the suggestions made by the employers in relation to the **English language skills** expected from the prospective employees:

  12 respondents (60%) have given following suggestions.

a	Listening comprehension and speaking
b	Candidates should be able to converse in English even if not correct English but the communication should happen with objective achieved
	Oral Communication most important
	What we speak is important
	Employees are able to speak few words and phrases in English
c	Speaking and writing skills
	50% weighting to oral and written skills
	Express effectively
d	Use powerfully communication skills with customers
	English must in management
	Use of business jargons for effective communication
	Normal courtesies in English

In the suggestions employers have focused on the ability of the candidates / prospective employees on speaking English effectively. They expect that there employees should be able to use of business jargons for effective communication. One of the suggestions is on giving 50% weighting to oral and written skills.

Date:

Place: **Signature of the authority**

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Importance of Effective Communication Skills

Mrs. P. Samata, M.A. (English), M.Ed., M.Phil. (English), Ph.D. (English)
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English Comes in Handy

To begin with, I would like to relate an amusing story – Once, two mice were being chased by a cat. The two mice were – a mother mouse and a child mouse. After, quite an exhaustive chase, mother mouse in a bid to scare the cat away, started to shout like a Dog, "Bow, Bow". Immediately the cat had to give up the chase thinking some dog is chasing her. Then in a very philosophical tone the mother mouse started explaining the child mouse that sometimes learning a second language comes in handy. Though English has come to us as a foreign language in the pre-independence period, in the post-independent India it has emerged as a powerful medium of communication. Today, it stands as an indispensable language.

Communication as a Skill

Throughout history, people always reflected on the origins of communication. "Emperor Frederick - the 13th century ruler of the Holy Roman Empire - wanted to know what language had been spoken at the birth of mankind in the Garden of Eden. Was it Hebrew, Greek or Latin? He ordered an experiment in which the original circumstances would be recreated as closely as possible. A group of infants were to be isolated from hearing human speech from the moment of birth until they spoke their language. The babies were to be raised by nurses who were strictly charged to maintain complete silence when with the babies. The result? Every one of the babies died. The lack of communication can be lethal." - Robert Bolton, People Skills. (Handbook on communication Skills)

Consider these instances as well: Let us remember the biblical story of the Tower of Babel. It shows that the people of the world come together to build a tower that would reach heaven. In a single stroke, their efforts came to naught because they were besieged by befuddled communication, resulting in breakdown of coordination. Intended message was frequently mis-communicated, misunderstood, mis-quoted or even missed altogether because of ineffective interpersonal communication skills. (Ibid).

But now, we live in a world-culture where there are very thin barriers between nations, regions, societies, and within communities. Cities are moving towards more cosmopolitan settings where multi-ethnic groups live together. It's natural for the demand for an effective communicative world in such ever-emerging and ever-changing settings.

Communication is Needed Everywhere

Communication is everywhere; it is in the market place, in the business place, in the casual settings, at the kitchen table, with your children and even with yourself. The thrust of the present day world is no doubt, "Communication skills" and not just skill, but how effective you are in communicating yourself. I don't think there is any household who does not think of the best

school where the best communication skills are imparted to his or her child before taking admission.

Over the years, as a teacher educator my area of concern has been in this particular field. When I send my student teachers for Teaching Practice & Internship I impress upon them, especially the student teachers who undertake training in teaching of English, to make a difference in school.

Need for Change – Refresher Courses

Unfortunately, the education or teaching pattern currently, in almost all the educational institutions, is neither teacher-centric nor pupil-centric but is only examination-oriented.

There is need for faculty development program, or in other words, a kind of refresher course, orientation program or in-service training program on effective communication skills throughout one's career; a program not just for building a career but to prepare, acquire and teach ourselves first and then take it to our pupils. Intelligence, aptitude, and vigor won't add much if we haven't mastered the most potent tool for success which is communicating effectively. As teachers of English we need to ponder deep on this vital role we play in the use of English for effective communication both speaking as well as in writing.

The Need for Training

Yes, here I emphasize the need to train ourselves in all the skills of communication, as we all are aware that neither speaking goes without listening nor writing goes without reading. All the intricacies of all the skills need to be taken care of just as a cook takes care of all the ingredients to make a good dish.

Communication is Your Calling Card

Your communication technique is your indisputable calling card. It instantly establishes who you are, how you feel, and what you expect from yourself and others. We often make our reputation with our ability to speak. Communication defines public image as much as action does. You can do all the good deeds you can think of, but if you fail to communicate effectively and positively, your reputation can be damaged.

We teachers of English do have to empower ourselves with the knowledge, skills, and abilities for effective classroom interactions. We constantly need to employ inventive techniques of planning, practising and delivering these skills to the students in the classroom.

Use of Nonverbal Messages

The next step in communication is using appropriate nonverbal messages that include gesture, posture and expressions which are unspoken and more difficult to interpret than verbal messages, but are just as important. This is particularly true when you think that someone is saying one thing but their body language tells us a different story. Nonverbal cues are often neglected during communication. Research reveals 90% of our communication takes place through non-verbal communication itself. Voice and body language are explored as an effective communication tool.

Use of Soft Skills

Something crucial that goes along with the language and communication skills to ensure that you not only relay your message and ideas effectively but that which carries the impact you desire is, indeed, soft skills. Soft skills are those personal attributes that enhance an individual's interactions, job performance and career prospects. These include Skills, abilities and traits that pertain to personality, attitude, and behavior, an area that teachers need to focus on. Behavior and attitude operate together for most people.

Our attitudes lead us to certain behavior. If we have positive attitudes we tend to act positively, see options, and seek solutions to problems. If we have negative attitudes we may often feel defeated, assume the worst outcomes, and give up without exploring alternatives. Our own behavior can affect those around us. We try to impress upon people who are around us, and they, in their turn, try to impress upon us. This is achieved by observing both their verbal and non-verbal behavior.

Soft Skills and Role Models

Public officials, teachers, supervisors, parents, and even fellow workers can be role models. We learn from our role models. These are the people whose behavior we choose to copy because we value what they do and how they do it. We learn how to be a supervisor from those supervisors we have had. We learn to be parents from our own. Soft skills play a vital role for professional success; they help one to excel in the workplace and their importance cannot be denied in this age of information and knowledge.

Standard Pronunciation as Part of Communication Skills

Dealing with LSRW, the skills and sub-skills of English Language Teaching, that which keeps coming to our mind is the term, 'Standard Pronunciation'. Recently some of the senior colleagues and I in the fraternity of education were given an opportunity to deliberate on curriculum revision, and to bring in our recommendations, specially the syllabi of Teaching Methodology of English and Teaching Methodology of Special English in B.Ed. curriculum, where there was a debate on the inclusion of phonetics and its scope. Finally and unanimously, we recommended the study of symbols and sounds followed by varieties of activities based on standard pronunciation.

We believe that English needs to be spoken in a manner that is comprehensible to our listeners whether they are from this country or abroad. There is a striking contrast between the way we write English and the manner we speak in English. In most cases, so long as people understand what we say, we give very little importance to the quality and originality of the spoken form of English.

English Diction

English without proper diction is like food without salt. So, competence in the choice and use of words appropriate for the context and meaning we wish to communicate is very important. Old words, not currently in use in modern English, should be avoided. Undue use of old idioms is another thing that we really need to avoid. Words used in technical contexts and in government records and words described and recognized as part of the *officialese* should be avoided. This area takes some effort to master since even our textbooks are not free from such errors.

Phonetic Skills

A carpenter can only produce the finest piece out of a wood if only he knows his tools well. So an English teacher cannot ignore the knowledge and use of phonetics in teaching English, because phonetics brings art and life into communication.

Innovative Methods of Teaching

Finally, we often have to keep ourselves updated with the innovative methods of teaching English. Practically, here we ask the students to write lesson-plans integrating technology, i.e., planning a unit plan template, implementation plan, and then involving students to prepare their own presentations using power point presentation, etc.,

To Conclude

Well… I would like to conclude with a philosophical thought and also a humorous anecdote that throws light on effective communication skills.

We all believe that this world is a beautiful place filled with beautiful people. And therefore, let us start by unfolding the beauty and unleashing the potential contained within each of us and envelope the world in a halo of positive energy. I strongly believe that every individual is beautiful from within and has potential; to unfold that beauty is the ability to relate, communicate and bond with our kind.

Here is a humorous story that throws light on effective communication skills

A man feared his wife could not hear as well as she used to and thought that she might need a hearing aid. Not quite sure how to approach her, he visited a doctor to discuss the problem. The doctor thought for a while and explained that he could perform a simple test to evaluate the extent of hearing loss.

That evening, his wife was in the kitchen cooking dinner when the husband came in. He thought to himself, "I'm about 40 feet away, let's see what happens." Then in a normal tone he asked, 'Honey, what's for dinner?"

No response.

So the husband moved to closer to the kitchen, about 20 feet from his wife and repeats, "Honey, what's for dinner?"

There was still no response.

He then walked up to the kitchen door, about 10 feet away. "Honey, what's for dinner?"

Again there was no response.

As a last attempt, he walked right up behind her and asked, "Honey, what's for dinner?"

To which the wife answered, "Sam, for the fourth time, we are having CHICKEN!"

The learning point in this anecdote is easy to see – always consider closing any communication gap that may arise before coming to conclusions. (Mathew). By consciously taking the effort to indulge in effective conversation, we can really go a long way in forming better relationships in the workplace and in our personal life.

Hence, there is a need to integrate all these skills. Otherwise our students will be dead just as the babies were in Frederick's story. I emphasize once again the need to
- develop the ability to pleasantly and professionally interact with students, faculty, and with the fellow people out in the world and to
- develop the ability to establish and maintain good working relationships at various levels within and outside the organization,

Thus the career-focused professionals like all of us need to equip with all those powerful communication strategies and interpersonal skills we need in making our teaching and learning experiences better.
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Developing an ESP Based Module to Improve Speaking Skills of Elementary Teachers in Low Fee Private Schools

Muhammad Mushtaq, Ph.D. Scholar
==

Abstract

There are many areas of teacher training in general but communication skills is one of the most vital aspect which cannot be neglected at any cost particularly in language classes. Communication and speaking skills is the essence of language learning but it is not emphasised as much as it should be in medium enterprises schools in Pakistan where three channel educations is imparted, state owned schools, highly resourceful privately managed schools and low fee privately managed schools. The teachers in the last one are mostly fresh graduate or some time they have just left their own education. They neither have skills nor experience of teaching in general and teaching of English language in particular. These newly inducted teachers have many weaknesses. But a commonly known area of their weakness (as it is observed by the researcher during last twelve professional years) is lack of communicative skills or teaching English on functional basis.

The problem requires having a low cost, easily manageable training module that could develop speaking skills of the teachers. That is why the researcher developed an ESP based module to address the speaking skills of the teachers. The module is a low cost project for low income schools to enhance an effective role of English language teachers in their schools, providing them an opportunity

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to set themselves on track where the teachers' students both can learn English for communicative purposes.

The population consisted of twenty five English language teachers and ninety five students selected from the class where these teachers teach English. A questionnaire was developed to determine the deficient areas for pre and post analysis. An ESP based module was developed consisting on the contents that could be conducted in 20- 25 days, two hours daily. When the same questionnaire administered earlier to them was given once again it seemed that there was a significant difference among students and staff which proved that the module worked well and it needs to be conducted in other schools as well.

The results show that the module was an effective way to improve speaking skill of the teachers. The improvement was explored through conducting pre and post-test of the teachers.

Keywords: Module, English for Specific Purpose, Teachers, Low Fee, Private schools

1.   INTRODUCTION

It is universally recognized that the teacher is the key person in an educational system. Nowadays many discussions, seminars, conferences and discussions are conducted by government as well as Non-Governmental Organisations (NGO) to suggest ways and means to improve quality of education which depends on many factors like curriculum, physical facilities, training of the teachers and making teaching learning process purposeful. The pace of the world and flood of knowledge and information need to be tackled in an effective way. The idea of specialisation is getting a practical shape. The demand of the century is to excel in anyone of the areas to make a room in the changing and dynamic world. There are many areas of teacher training but here researcher focus is on English language teachers with reference to Pakistan where three-channel education is imparted, state owned schools, privately managed schools, NGOs based religious schools (Madarsas).

The newly inducted teachers have many weaknesses. But a commonly known area of their weakness (as it is observed by the researcher during last twelve professional years) is lack of communicative skills or teaching English on functional basis. The problem becomes more serious

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when these privately administered schools could not find themselves to train teachers with minimum time and resources. They are known as English medium schools of the locality where English should be given due priority but lack of motivation among the teachers on the one hand and unavailability of suitable material on the other hand they withdraw themselves from innovative activities of training. The module is a low cost project for low income schools to enhance an effective role of English language teachers in the school, providing them an opportunity to set themselves on track where the students can learn English for communicative purposes.

The concept to improve speaking skill has had so much importance for teachers as well as for students because none of them is better than the other, particularly in private educational sector where English is a backbone to raise social status of the schools, students and teachers. It also helps to improve the standard and   quality of education. If we observe generally the students of the private English medium schools (Those charging fee of Rs.300 to Rs.600 per month) they are very weak in speaking English as most of the schools pay attention to reading and writing skills but rather ignore listening and speaking skills.

Objectives

The following objectives were determined to achieve in the paper.

- To determine the deficient areas of teachers and students in speaking English
- To assess the speaking skills of English language teachers/students
- To prepare a module for improvement of speaking skill of the teachers that results in improvement of speaking skill of the students.
- To find out the effectiveness of the module through pre and post tests.

The module based on language teaching learning process, covers the basic notion of language, as language is the system of vocal and written symbols used by human being to communicate their thoughts and feelings. The social function of language is clearly to facilitate communication because human being can communicate with each other through language. The knowledge and thoughts can only be transferred and realised by language. The teaching of language in modern era must have a primary objective of communication that is not confined to face to face

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interacting situation. Communication in its broader sense embraces all types and modes of communication, person to person, text and media based, symbolic and fictional. Teaching for communication is aimed at enabling learners to understand - even though they fear that they cannot understand and will be drowned in the vast sea of unknown sound, signals, signs, words and meanings. They must use foreign language in order to establish and maintain contents, seek and give information, make references to and transmit what they have heard or read, and to convey meaning and opinions both in the free time activities and for professional purposes.

Candlin (1979) and others described that the complex attitudinal, mental, intellectual, inter-cultural, pragmatic and linguistic domains which must be developed and controlled by the learner when he prepares for this interaction.

For teaching language that includes attitudes, knowledge and skills requires language competence, knowledge of communicative acts and friendly attitude of teachers towards their learners. An environment where a teacher is ready to accept, that communication, which is free interaction between people of all abilities, opinions, races and socio-cultural background. The very nature of free communication demands an attitude of respect for the learner, his or her needs, and readiness to regard teaching as enabling learner to develop their talents in a self-directed way both as a member of a group and individuals. Therefore, the teachers' efforts should be directed towards facilitating and counselling rather than assessing and instruction. Indeed he should regard teaching and learning as the negotiation of meaning both among those present in the classroom and the world outside. Attitude is difficult to transmit. Teacher training cannot endeavour to reach them directly. It should rather provide a framework and opportunities for teacher to be and teacher in service to experiment, negotiate, gain experience with people and content matter from the target encounters and increasingly equipped to analyse and control one's own awareness, perceptions and attitudes.

Teacher's education has many purposes in general like adjustment with physical condition and social environment, ability to change his role in class, knowledge of subject contents, skills and perception of the problem with scientific view. The existing teacher education programmes are considered not being adequately responsive to the demands for quality education in the school system. There is a wide range of issues and concerns being expressed about teacher's education

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in Pakistan, to improve the existing situation in the field of teacher's education, it is necessary to arrange year wise refresher courses, for teacher to improve and know about the current strategies and developments. The module is based on ESP pattern to improve English language of the teachers in private sector. The study is the proof that if the efforts are made and concentration is paid in this area, the problem of low performance in English language will be solved.

As most of the teachers appointed in private schools are themselves educated in Urdu medium schools. They are comparatively weak in general subjects particularly in English. They have not opted teaching as their choice. Such questions as discussed in the statement of the problem require some answer from the researchers that demand more researches on this area. The research is based on the issue of improving their one aspect that is language. Keeping in view this problem the researcher tried to develop a module that will remove their speaking deficiencies and help them to perform their role in the class effectively and skilfully. The suggestions are reasonably securely based, since they have been tested in use. The most part of the module is based on the requirement of the teachers and principals of many schools. It is believed that suggestions are made not only on the basis of intuition but also long held experience and by consulting many educationists. It is not an attempt to attack or thrust any one's views but recommend being scrutinised everything in light of everyone's individual experience and needs. Whatever said, is a different pattern to approach the problem, it should be tried to judge if it brings positive result and meet the requirements than it is my success.

1.4   Research Methodology

The research was carried out through the tool of questionnaire. The first questionnaire was given as pre-test questionnaire. The data of the pre-test provided us the weak areas of the students and teachers. Keeping in mind those areas the researcher adapted various kind of material and contents to improve the speaking skill of the teachers particularly those weak areas. When the module was conducted in a special 25 days class then the sample was sent to the respective classes. They continued teaching learning process for 30 days then the post-test questionnaire was given to them they marked it and the data of the two questionnaires was analysed to find out the difference. The difference suggested us the improvement took place in the language teaching learning process. The focused area is teacher fluency that will later on result in student fluency.

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The current population was selected from Titans Merry Dale Public School where 1200 students are enrolled, sixty-five teachers are teaching. Out of them, the teachers teaching English are randomly selected and the students of their respective classes from class six to ten.

Literature Review

The present teachers training programme are focused on knowledge competency, teaching methods, curriculum, psychology and lesson planning. The language aspect is less emphasised and teachers particularly for teaching language is not prepared in Pakistan.

Gillian and George (1987) says that a serious problem for ELT in many parts of the world lies in the provision of an adequate supply of teachers. In most cases the people teaching and administering ELT programmes have themselves no special training.

Hughes (1989) says that the most fully developed teacher training programme must have the following phases of ELT teacher training, (a) attitudinal, (b) conceptual (c) lexical structural features, (d) methodology and (e) organizational problem.

Linell (2005) makes a rather provocative, and in the light of prior literature on spoken language referred to in the present study, perhaps too stern an argument, as he declares that "we have a truly fragmentary and largely inadequate picture of what spoken interactional language is like." However, in order to discuss the nature of spoken language we ought to be clear which phenomena we wish to cover. In fact, depending upon what we refer to with the term *features* of spoken language, we could discuss various phenomena.

Carter (2001) considers creativity as a "feature of spoken language" . Riggenbach (1998) mentions grammar, vocabulary, pronunciation, and fluency as the elements which are traditionally "thought of as components of speech." There is no doubt that these all are integral part of language but the problem in Pakistani conditions is to utter words, phrases and sentences in English with others.

Wennerstrom (2000) notes that fluency commonly refers to verbal fluency, although it may be discussed in reference to both, spoken and written language. Yet, there does not appear to be consensus among scholars as to how to define fluency.

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Koponen and Riggenbach (2000) state that it is impossible to define fluency as a unitary concept, given the various definitions of the phenomenon in prior research

Lord, & Klein (2010) note that in discussions on second language talk, it is not well established what exactly causes the perceived non-fluency. He pointed out many factors that hinder fluency but could not identify any one as the core cause of non-fluency.

As an example of how fluency is often understood Koponen and Riggenbach (2000) illustrate how in some languages, for example in Finnish, the tendency is to perceive fluency as a flow of speech, as if speech were a current of sorts. Consequently, Koponen and Riggenbach (2000) continue to discuss that within language assessment discussions fluency is therefore often understood as "a lack of excessive breaks" in speech.

Moreover, Koponen and Riggenbach (ibid.) note quite interestingly, and at the same time implying the significance with which fluency appears to be perceived in the on-going discussion on spoken language, that fluency is often treated as parallel to proficiency.

Freed, Segalowitz & Dewey (2004) also notes that the terms competence, proficiency, and fluency are indeed commonly used interchangeably, and also given multiple definitions. They may have a hierarchy as fluency comes first then speaker moves to competency.

Lennon (2000) develops the notion that fluency parallels proficiency by distinguishing between a broad sense of fluency and a narrow sense of fluency, with the prior term referring to no less than the overall oral proficiency. The latter term for its part refers to the speed and smoothness of oral delivery. He himself defines fluency as "the rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing" Lennon (2000) allows that, based on his definition, it would be plausible to argue that the more accurate the utterance, the more fluent the speaker. Lennon, however, does not make this claim himself.

Nevertheless, Lennon‟s definition underlines the differences in defining fluency among teachers. As it is, Koponen and Riggenbach (2000) discuss that within the field of language education

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fluency and accuracy are in fact seen as "distinct and polarized concepts." Furthermore, in reference to Lennon‟s definition of fluency, Koponen and Riggenbach (2000) treat „smoothness‟ as a linguistically unspecific term, and estimate that raters would have difficulties determining what is halting or fragmentary speech, in contrast to so called smooth speech.

Wennerstrom (2000) echoes Koponen and Riggenbach‟s notion stating that the various definitions of fluency do not establish what actually is understood by it. It can be said that the fluency is related to expression thorough talk and meaningful talking in some language can tell fluency level which varies and not depends on only language skill but the kind of disposition one personally has.

5   Data Analysis

In pre-test phase two questionnaires were designed consisting on ten items each for teachers and students. There were four options for each of the question that tell the condition and interest of the both, the result of pre-test is that the responses of the different questions by teachers are given below.

1.   The response of the first question is the 14 teachers speak English rarely while 11 speak half of the time, which show that the teachers themselves are not fluent. The response is further confirmed by the questionnaire given to the students as the response of the first question is that 29 respondents out of 30 say their teacher do not speak English in the class. If the teachers do not speak how can we expect from students to do so.

2.   The second question was about speaking Urdu in the class 21 use Urdu in the class while 29 out of 30 students confirmed that their teacher use Urdu only in the class. It also suggests that the teachers and students both do not take initiative of speaking English because they are not required by the school or it is not required in the examinations. They use Urdu as it is easily understood by the students as they believe it.

3.   The answer of the third question about oral activities was that out of 24/25 do not conduct oral activity in the class and 26 out of 30 students respondents declared that no oral work is conducted in the class. It shows that as oral task is not included in the examinations so teachers most leave that work considering it as unnecessary and waste of time.

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4. In language teaching use of pictures is very vital but in the response to questions No 4 23 teacher respondent rarely use pictures as teaching aid and it is further approved by students respondents 26/30 say that their teachers use pictures rarely in the class. It further gives us a clue that the teachers themselves are not trained to teach language in the class. This area can be covered in the module.

5. 21/25 teacher respondents say students never speak English with them or with each other while the same question when asked to the student respondents they 27/30 gave the same answer. It tells us that the teachers and student both are legging behind in the spoken English, so speaking needs to be improved.

6. The response to the question No 6 about speaking English with colleagues got the response negative and 25/25 says they never speak English with colleagues. It is again a proof that the teacher themselves do not want to speak it they neither find any motivation nor help to speak the language in the school vicinity.

7. 16 out of 25 teacher respondents say reading is core demand of English teaching while students respondents are divided 17/30 say they study English to get marks in the subject and 9 other say they study to improve their status among the peers. The responses show that they are not well guided and well-motivated and teachers have not worked on their minds. They need guidance and motivation in this area.

8. When the teachers were asked about speaking skills 21/25 never emphasis on speaking skills. They even do not consider speaking skills as an important issue. The 8, 9 questions of the students' questionnaire were different as this was not concerned with the students.

9. In response to question No 9 the 14 teacher respondents motivate their students by good marks while 7 inspire their students by status symbol. These show that they at least want to improve speaking skill but they do not know how to do it.

10. The last questions was about their own learning 17/25 were not taught English for speaking purposes while 6 did not respond it as they do not know about it.

When the student respondents were asked whether they speak English with teachers or principals they flatly said no which show they were not inculcated the spirit to speak the language in the class.

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TABLE OF CONTENTS OF THE MODULE

A. *Contents for Speaking Activities (discussion in the class)*

1- What did you do yesterday? (whole routine from morning to evening, 30 actions)

2- Interesting story. (imaginative or in real life, 100 words)

3- A memorable event. (100, words)

4- You're academic career. (20, sentences)

5- What do you do daily? (whole routine from morning to evening, 30 actions)

6- Life of a professional.(25 sentences)

7- My favourite personality.(35 sentences)

8- My hobbies (15 sentences)

9- What will you do tomorrow? (whole routine from morning to evening,30 actions)

10- How will you celebrate your friend's marriage? (20 sentences)

11- What will you do in future? (15 sentences)

12- What will you do if you become a principal? (20 sentences)

B. *Dialogues and Roles plays (written text was given and performed)*

1. Dialogue between a teacher and a student.

2. Dialogue with a stranger.

3. Dialogue between to teachers.

4. Dialogue between to students.

5. Suggestions made to the principal.

6. Attending a telephone call.

7. Role of a teacher (acting).

8. Controlling students in assembly (directions).

9. Giving information to a new comer.

10. Sudden meeting with an old friend.

11. Interview with head teacher.

C. *Texts based on Functions (written text was given)*

1. Talking about people.

2. Talking about work.

3. Describing appearance.

4. Describing background and experience.

5. Planning ahead.

6. Talking about the present interests and past events.

7. Saying how you feel.

8. Doing the right thing.

9. Describing process and events.

10. Telling a story.

11. Saying what you think.

12. Persuading people to do things.

13. Describing things.

14. Making comparisons.

15. Describing changes.

16. Finding confirmations.

17. Talking about future possibilities.

18. Expressing doubts or uncertainty.

4.3   A Model Lesson for the First Day

i.   Objectives

a. To develop the skill to introduce oneself and others.

b. To become able to introduce himself in the class.

ii.   Preparation stage

The teacher will collect all the material related to the lesson He will bring written sentences so that guided speaking could be managed in the class. .Demonstration method was used in the class.

iii.   Presentation stage

The teacher introduced himself in the class as a model he will use at least 20 sentences related to personal career and professional career hobbies interest and likes dislikes and then he wrote on the board three headings

a.   My name is ---------

b.   I have got early education from--------

c.   I like/ l dislike ----------------

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The students are asked to use the following words and introduce themselves one by one. Got, obtained, did, passed, became, served, visited etc.

Each student will take at least 3minutes to speak. The teacher would be helping if the students stops or feel shyness. The role of the teacher is not passive he must be speaking English all the time and encourage the students if even they speak broken and incorrect sentences. There are twenty five teacher students so the volunteer would this activity first. The first day would be used in this way.

iv. **Production stage**

The students will be asked to bring an introduction of any one of their favourite person in the home in written form.

Difference between Pre-Test And Post-Test

Addition of pre-test scores obtained by the responses of students and teachers.

Here the first $X^{1,2}$ show the response of the teachers and the second $X^{3,4}$ show the response of the students.

$$\overline{X}_1 + \overline{X}_1 \quad = \quad 72 + 36 \quad = \quad 108$$

$$\overline{X}_2 + \overline{X}_2 \quad = \quad 40 + 61 \quad = \quad 101$$

$$\overline{X}_3 + \overline{X}_3 \quad = \quad 40 + 44.8 \quad = \quad 84.8$$

$$\overline{X}_4 + \overline{X}_4 \quad = \quad 72.6 + 92.4 \quad = \quad 165$$

Addition of Post-tests: The responses of the teachers and students in post-test is added here in the same way as pre-test result is obtained

$$\overline{X}_1 + \overline{X}_1 \quad = \quad 43.2 + 133.2 \quad = \quad 176.4$$

$$\overline{X}_2 + \overline{X}_2 \quad = \quad 70 + 32 \quad = \quad 102$$

$$\overline{X}_3 + \overline{X}_3 \quad = \quad 100.8 + 89.6 \quad = \quad 190.4$$

$$\overline{X}_4 + \overline{X}_4 \quad = \quad 42 + 25.8 \quad = \quad 67.8$$

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The difference is obtained between pre-test and post-test subtracting the sum of pre-test from post-test.

$$\overline{X}_1 - \overline{X}_1 \quad = \quad 176.4 - 108 \quad = \quad 68.4$$

$$\overline{X}_2 - \overline{X}_2 \quad = \quad 102 - 101 \quad = \quad 01$$

$$\overline{X}_3 - \overline{X}_3 \quad = \quad 190.4 - 84.8 \quad = \quad 105.6$$

$$\overline{X}_4 - \overline{X}_4 \quad = \quad 67.8 - 165 \quad = \quad -97.2$$

Overall difference

Pre-test	=	$108 + 101 + 84, 8 + 165$	=	458.8
Post-test	=	$176.4 + 102 + 190.4 + 67.8$	=	536.4
Difference	=	$536.4 - 458.8$ =	776 Ans.

In form of percentage.

Total numbers	=	$4(12 + 10 + 8 + 6)$
	=	$4 \times 36 = 144$

$$\text{Improvement in percentage)} \quad = \quad \frac{77.6}{144} \quad X \quad 100$$

$$= \quad 53.88\%$$

If the results of the pre-test and post-test are looked at carefully, it can be observed that the difference is more than 50% which is satisfactory and this module has worked positively on the speaking skill of the teachers. After the practical application there are certain things that are discovered later but I hope that if similar types of courses are conducted in the schools yearly it would bring improvement in speaking skill of the teachers and students gradually.

5.1   Findings of the Research

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The data analysis and the related statically techniques used to find the difference Pre-test and post-test items proves that the teachers lack efficiency and fluency of the languages they only used the old traditional method of teaching language. The following findings have come out after the data analysis.

i.   The module has brought significance improvement in speaking skill of the teachers as well as students.

ii.   The module has provided skill for teachers to exploit the text for speaking purposes.

iii.   End term vacation are the best time to conduct such type of training for teachers.

iv.   The teachers have learnt the 'use' of the language rather than 'usage'.

v.   The teachers have become aware of the using pictures of the book for speaking.

vi.   the speaking skill was improved.

vii.   The teachers who had Urdu medium background benefited themselves a lot.

viii.   A prejudiced based attitude toward beginners ended after attending the module.

ix.   Trainer's competency was required to conduct the module successfully.

5.2   Effects of the Module

The Module has helped the teacher to achieve these they are able to perform their Duty well. They are well aware of the different techniques that can be utilized by them in the classroom. They have attained such type of encouragement that they Speak English all the time with their colleagues, friends and the administration. They have got the rhythm and pace of speaking of language in the school vicinity. The books that are mostly taught at elementary have come under their command and they are willing to use the pictures and other materials for speaking purposes. The whole process was conducted in 15 days and daily 3 periods having duration Of 45 minutes five minutes break after every period. It was necessary for all Concern teachers to attend this Module. From the beginning they were very interested and keen to take part in the course so there was no considerable Problem in conducting the course.

5.3   Implications of the Study

The Module is not applicable to those high Standard English medium schools Who mostly appoint their teacher on the basis of speaking fluency or those who Are highly qualified teachers

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teaching English as a source of communication? They May take some advantages out of it but it is useful for the teacher who were Academically attained their education from Urdu Medium schools and their Proficiency level requires more improvement, they can fully utilized this module.

It is also helpful for those who have some practical teaching experiences of some Months or years. It will help them to percept the real life situation in the classroom And the problem they face while teaching English.

5.4   The Result of the Module

The module has achieved is pre-set goals as the difference between pre-test and post-test show us that those teachers and students who were unable to speak English in the beginning have become now able to communicate fluently and willingly. In the research general analysis of the needs of the private sector schools with reference to English speaking is evaluated. The ELT based Module is designed and conducted and the result of it is presented that shows more than 50% positive results that is the prove of the success of the module.

5.4   Recommendation

 i. The research result provides guideline for schools owners, administrators and principals to improve the current English language-speaking standard in the country especially in Rawalpindi.
 ii. It also provides a core curriculum for ELT teacher training in an average English Medium school.
 iii. The Module should be conducted during summer vacations, winter vacation or at the end of the session.
 iv. The main focus of the language teaching would be 'use' rather than 'usage' of the language.
 v. The teachers must know how to use the picture of the books and other environmental objects to motivate the students to speak the language.
 vi. All the four skills must be emphasized but the most important one is speaking and reading rather than writing and learning.

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vii. Private Schools must carry out such module so that they can be easily absorbed in the mainstream line.

viii. A prejudice-based attitude toward beginners must be brought to end so that these beginners could be encouraged and motivated to speak the language.

ix. The teacher who conducts the course must be fluent in English and know the use of language, it is better to have some academic qualification particularly in the language, like M.A English, TEFL Diploma etc.

x. The same type of module can be designed for principals and schools owners to improve their work efficiency.

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The Crisis of Contemporary Indian Identity With Reference to Zulfikar Ghose's "Decomposition"

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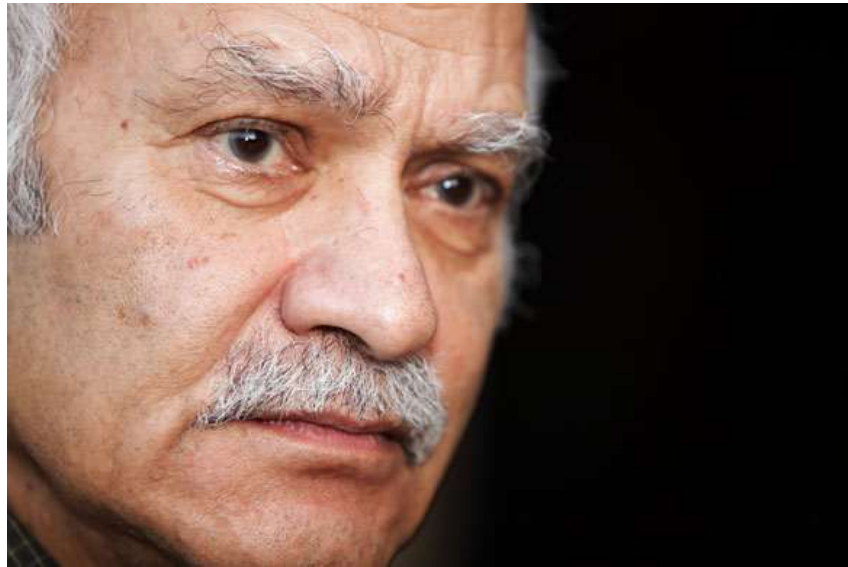
Zulfikar Ghose
Courtesy: http://www.newslinemagazine.com/2011/07/interview-zulfikar-ghose-2/

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Zulfikar Ghose, a Multi-faceted Creative Writer

Literature is indeed the most explicit record of the human spirit. It is a medium which the essence of our living is made paramount by linking it to imaginative experience. A creative writer has the perception and the analytic mind of a sociologist who provides an exact record of life, society and social system. Zulfikar Ghose is one such creative writer. Zulfikar Ghose is a novelist, poet and essayist. He records human's happiness and worries in his simple language through various forms of literature. A native of Pakistan who has long lived in Texas, he writes in the surrealist mode of much Latin American fiction, blending fantasy and harsh realism. While teaching and writing in London from 1963-1969, Ghose also free-lanced as a sports journalist, reporting on cricket for a sport journal "The Observer". (http://en.wikipedia.org/wiki/Zulfikar_Ghose)

Zulfikar's Works

The Loss of India (1964) and Jets From Orange (1965) are his two collections of his poetry published during this period. The Contradictions (1966) and The Murder of Aziz Khan (1969) are his first two novels published in the same period. The Contradictions explores differences between Western and Eastern attitudes and ways of life. In the 1970s, Ghose gained international repute with his trilogy The Incredible Brazilian, which American writer Thomas Berger called "a picaresque prose epic of Brazilian history" (http://en.wikipedia.org/wiki/Zulfikar_Ghose)

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Infused with Realism, Magic-realism, etc.

Often experimental in form and theme, Ghose's works are infused with realism, magic-realism, metaphor, symbolism, and allegory to create a metaphysical reality. He frequently employs mimetic strategies within his writing to force the reader to re-examine the purpose of the text. Ghose implicitly challenges the reader to acknowledge that storyline and language are secondary to a piece of writing and are merely tools for the author manipulates to convey his message. His works often express the viewpoint of a culturally alienated individual and relates not only to his own sense of displacement from his homeland, but suggests a wider response to life in a post-colonial society. (http://www.enotes.com/Zulfikar-ghose-criticism/ghose-Zulfikar.)

Marginalization and the Poem "Decomposition"

In sociology, marginalization is the social process of becoming or being relegated to the fringe of society. Marginalization at the individual level results in an individual's exclusion from meaningful participation in the society All the people have legacy in their life. They can't take anything with them when thay're dead. Regret can bury any man's

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regardless strength. At the end of days, they find themselves standing at judgment with their life's work in ruins at their feet. Don't be left with empty hands. Realize the potential now and not after the ten years. All the people in the world get only one time to live the wonderful life so they must not regret they must try to do only valiant effort. (http://en.wikipedia.org/wiki/Social_exclusion)

In the poem "Decomposition" the poet takes the central theme as marginalization of a beggar and the social responsibility for an individual towards the society.

The Text of the Poem

Here below is the poem reproduced only for an analysis here:

> **DECOMPOSITION**
> *Zulfikar Ghose*
>
> **I have a picture I took in Bombay**
> **of a beggar asleep on the pavement:**
> **grey-haired, wearing shorts and a dirty shirt,**
> **his shadow thrown aside like a blanket.**
>
> **His arms and legs could be cracks in the stone,**
> **routes for the ants' journeys, the flies' descents,**
> **Brain-washed by the sun into exhaustion,**
> **he lies veined into stone, a fossil man.**
>
> **Behind him there is a crowd passingly**
> **bemused by a pavement trickster and quite**
> **indifferent to this very common sight**

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of an old man asleep on the pavement.

I thought it then a good composition
and glibly called it "The Man in the Street,"
remarking how typical it was of
India that the man in the street lived there.

His head in the posture of one weeping
into a pillow chides me now for my
presumption at attempting to compose
art of his hunger and solitude.

The Picture

Zulfikar Ghose writes the poem *Decomposition* in the first person narrating form and also in a thought-provoking manner. The poem tells the readers about Ghose's personal experience of a photograph he took during his visits in India. The photograph pictures an elderly beggar man who lives on the street of Bombay. The picture gets engraved in his heart and by its impression he writes the poem to make an alarm to the society. In India it is common to find beggars at rubbish dumps, road sides and under flyovers. The problem of beggary is a social problem of great magnitude and grave concern in developing countries. Begging is a problem for society. When there is large number of beggars means non-utilization of available human resources and drag upon the existing resources of the society.

The Title

The title is a negative connotation of decomposing or dying. The poet uses the same content in explaining the condition of the beggar. The old beggar man is living in a

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pathetic condition as he is "asleep on the pavement: grey-haired, wearing shorts and a dirty shirt…" The important motive for the poet is to bring out the pathetic condition of the beggar man who is living with a permanent poverty. The beggar man has permanent poverty in his life because he is not only getting money but also the considerable kindness, love and affection from the people. The poet uses the word "Shadow" in the fourth line as a simile for a blanket which let the readers believe the beggar lives on the street. These words prove that there is no developing measure has been taken for the beggar to get rid of his poverty and also to have a change in his life. (http://imaad.info/Imaad_Isaacs_Foundation/BTG_-_Grade_12_English_Resources_files/Decomposition%20Textual%20Analysis%20(TTC).pdf)

Concern for Other Human Beings

As a human being the narrator concerns very much for another human being's poor condition. He feels sad for the beggar man's condition because he is lying like cracks in a stone. He is looking just like lines in the ground. The line is becoming "routes for the ant's journeys, the flies' descents". The line describes is an individual's life which is marginalised by the whole society. He is becoming a "fossil" and a dead impression for the future history of the country. The poet has used the word "fossil" very particularly in the poem to describe the beggar man's condition. He is going to remain like a prehistoric animal that has hardened into the society which is like a rock. The old beggar is becoming hardened day by day in the selfish mankind. He is creating a dead impression for the future history of the country. (http://imaad.info/Imaad_Isaacs_Foundation/BTG_-_Grade_12_English_Resources_files/Decomposition%20Textual%20Analysis%20(TTC).pdf)

Self-centred Present Generation

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Ghose brings out the real self-centered characters of present generation. People just walk on by him not having any thought to help the poor man or to bring a positive change in his life. The poet regrets not only for the beggar man but also for the people who do not have the basic human quality. All the people who walk around the beggar man do not think that they are seeing another person like them with sufferings. Nowadays people think only about their life and their attitudes are self-centered so they "bemired" by the beggar man's condition. The author painfully states the beggar is poor without money but the people around him have all the health and wealth in their life but still they are poor without the basic human quality.

Portraying Contemporary India

Ghose states that the poem is a good composition about contemporary India because it pictures the twentieth century's people's attitude before the reader. India has negative aspects like the beggar man living all over the country with its positive, unmatchable history and heritage. People call him just "The Man in the street" with uncaring attitude. The poet feels sad for the Indian people because seeing beggar all around the world is very common but seeing a beggar man in India without getting proper attention and consideration from Indian people is not good for the society. All the Indian ethics say the importance of charity and the Indians have the belief that they must give little part of their earning to the charitable needs. But in the poem *Decomposition* the poet brings out how people are callous and immune to the suffering of the old beggar man. They just see him as a man in the street and not seeing him as a man who is struggling lot to keep his life within him. He might be a noted by people when he is a valuable non-living thing. They are not interested to show any attention towards a person without money. They think that they are wasting their time when they take some valuable measures for these people's welfare.(http://imaad.info/Imaad_Isaacs_Foundation/BTG_-

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The Beggar's Posture

In concluding the poem, the poet pictures the beggar's posture as "His head in the posture of one weeping", which makes the poet think the beggar is like a child longing for little kindness form the people who move around him. The beggar feels marginalize because he is poor considered to be low social status and viewed as being less human than others. Sometimes, marginalized person views his pitiable condition with hostility and fear.

This sense of difference and exclusion leads to communities not having access to resources and opportunities and in their inability to assert their rights. They experience sense of disadvantage and powerlessness vis-à-vis more powerful and dominant sections of society who own land, are wealthy, better educated and politically powerful. Thus, marginalization is seldom experienced in one sphere. Economic, social, cultural and political factors work together to make certain groups in the society like the beggar feel marginalized. The old beggar man is having very inferior thought that inferiority makes him to be quite like a worm. He no needs fight with the people but he must have struggled to get rid of poverty from his life to some. He must have fought with his life to get his self-respect. He must have proved to the people that he is becoming a positive fossil for the country's history.

The Tourist and the Artist

Zulfikar Ghose takes the photograph in a tourist point of view and with the artistic nature the poet composes art out of hunger and solitude. When he notices that the elderly beggar is under going with a crucial pain and distress in his life. He feels guilty for making art out in pain and suffering of a person. It brings about the realization that instead of

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looking at someone and finding amusement out of their lower class, one should rather think about some meaningful ways to help the suffering and to do that people must act according to one's own thought. The poem opens the reader eyes and has given an important thought that one should never allow ourselves to become callous and immune to the suffering of the others. The poet at last stresses that everybody deserves to be treated with respect.

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Fishery as a Livelihood Strategy for Tsunami Victims – A Study in Kilvelur Taluk, Nagapattinam District

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Abstract

This paper highlights the impact of the 26th December 2004 Tsunami on fisheries in Kivelur Taluk, Nagapattinam District. It focuses on accounting for the losses and damages to human lives, fishing equipments, livelihood and loss of employment and income of affected people. Rehabilitation measures by various assisting agencies and NGOs are also discussed and recommendations for better disaster management are provided.

Introduction

All the countries bordering the Indian Ocean depend on fishery, which was affected on 26th December, 2004. Indonesia, Thailand, Sri Lanka, Somalia, India and its Andaman and Nicobar Islands have been some of the areas under stress due to Tsunami. The direct impact on the fishing industry includes the destruction of the boats, death of the workers, loss of equipment and the make-over of the coastal

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landscape. Fishing industries greatly rely on transportation systems to the market. The distribution of ports, roads, and rail systems has also taken a positive role on fishing industry. But all these have been terribly affected on that day and for a long subsequent period.

Communities along the coastal region depend largely on fishing, tourism and agriculture as their sources of income. Because of specific locational disadvantages, such as lack of arable land and other factors, many areas rely heavily on fishing as their main source of income. The tsunami affected the poor nations most and in these particular regions survivors saw little hope for future income after the disaster.

The tsunami of 26th December 2004 affected the States of Tamilnadu, Andhra Pradesh, Kerala and the Union Territories of Pondicherry and the Andaman & Nicobar Islands. Fisheries sector bore the brunt of the tsunami, as 2,260 km of the coastal area was affected accounting for 85 percent of the damages. Tamilnadu was the worst affected territory, with the Coramandal coast suffering the most losses. It has brought immense devastation all along the coast, extracting a heavy death toll of about 8018 persons and 1.26 lakh people were made homeless. It has destroyed completely the fisheries infrastructure and livelihood of fishermen and others in the coastal areas.

The coastal length of Tamilnadu is 1076 km which comprises over 12 percent of the entire coastal stretch of 8041 km. of the country. Nagapattinam District has a coastal line of 187.9 km and the entire stretch comprises 51 fishing hamlets. The fishing community was the single biggest section of people in Tamilnadu affected by the Tsunami. Nagapattinam District was the worst affected district with 76 percent of the deaths, while Kanyakumari and Cuddalore were also severely affected. Apart from death and destruction of houses, thousands of mechanized boats and catamarans and fishing harbours at Nagapattinam along the coastline were completely destroyed.

Statement of the Problem

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Tamilnadu has 591 fishing villages and 362 fish-landing centres, which are mostly small and which cater to the needs of small mechanized fishing crafts and traditional boats. The fisheries sector has suffered major damage in terms of lives, boats, and to the infrastructure such as harbours and fish-landing centres. Even now fishing activity in Kancheepuram, Cuddalore, Tiruvallur and Nagapattinam has not recovered fully. Tamilnadu's fishing community is a significant contributor to the State economy with marine fish catch estimated at 380,000 tonnes per annum. About 58,000 tonnes of seafood valued at $ 480 million dollars is exported annually from the seafood processing units located in the State.

Due to tsunami as many as 230 villages and 413 Kuppams (Hamlets) spread across 13 coastal Districts in Tamilnadu were flattened completely. Many productive assets of fishermen, agriculturists and other micro enterprise owners living along the coasts were either swept away or made non-functional.

Agriculture, fishing and its related activities are of economic importance along the Tamilnadu coast. Apart from actual fishing, fisheries related activates such as fish marketing, fish transport, loading, unloading and other labour associated with fish handling, fish processing (drying and curing), boat making and repair, net making and repair, repair of engines, etc., are important sources of employment and livelihood. In this context "Fishery as a Livelihood Strategy for Tsunami Victims – A Study in Kilvelur Taluk, Nagapattinam District" is discussed in this paper.

Objectives

1. To explore the rehabilitation measures of the Government and NGOs, and

2. To examine the performance of fishing activities in the study area.

Methodology

In Nagapattinam District, Kilvelur Taluk had the second largest loss of lives and hence it is selected for the present study. Secondary data were collected from government officials and NGOs about rehabilitation measures to tsunami victims and

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from tsunami victims in Kilvelur Taluk comprising 120 women engaged in any of the fishing activities. These primary data include details of capital investment, net profit, gross income and cost of production of the respective fishing activity.

Table 1

Details of Tsunami (2004) Death in the Taluks in Nagapattinam District

Sl. No.	Name of the Taluk	Adults		Children		Total
		Male	Female	Male	Female	
1.	Nagapattinam (15)	1143	1495	404	336	3378
2.	**Kilvelur (10)**	**537**	**448**	**253**	**260**	**1498**
3.	Tharangambadi (22)	72	225	93	136	526
4.	Sirkali (10)	65	204	111	136	516
5.	Vedaranyam (15)	66	34	26	21	147
	Nagapattinam District (72)	**1833**	**2406**	**887**	**889**	**6065**

Source: Collector Office, Nagapattinam District.

Note : Figures in the parentheses denote the number of villages affected by Tsunami in 2004.

Details of deaths due to tsunami (2004) in the Taluks of Nagapattinam District are shown in Table 1. As observed in the Table, number of deaths was the highest in Nagapattinam Taluk (3378) constituting (55.7 %) in total, whereas Vedaranyam has the lowest deaths 147 (2.4%) among 5 Taluks of the Nagapattinam District. Kilvelur Taluk had second largest member of deaths (1498) in Nagapattinam District (24.7%). With respect to villages affected by tsunami, Kilvelur Taluk has the lowest member of 10 villages.

The economic impact of tsunami on the selected families relates to the loss of life with damage to entitlements, damage to the houses, boats and fishing nets and loss of household possessions. Important documents, other livelihood materials and livestock were also lost.

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The psychological consequences were frustration, guilt, frequent crying, depression, fear, breathing trouble, rapid heart beat, stomach cramp, aches, weakness, difficulties in concentrating, lethargic thinking, difficulties in taking decision, poor attention and confusion.

The social impact of tsunami is the life pattern of social gathering before and after tsunami, constraints experienced by the respondents in temporary shelters, changes in social living and educational impact of tsunami on the children of the affected families.

Profile of the Study Area

The total population of Kilvelur Taluk is 127580 which include 62,588 males, and 64,992 females. Out of this, the loss of human life in 2004 tsunami was a total of 1498 comprising 537 male adults, 448 female adults and 513 children. Loss of animal husbandry in the tsunami was a total of 175 comprising 60 cows, 35 sheep and goat and 80 hens. Loss of total cultivated land is 533 hectares in this Taluk.

The fisheries sector had very severe damages never before witnessed in the District. 7604 units of nets, 6144 wooden catamarans, 1761 vallams and 869 mechanized boats were damaged in the Nagapattinam port. In the Kilvelur Taluk 318 catamarans, 19 vallams, 31 mechanized boats, 31 catamaran nets, and 331 vallam nets were damaged.

Results and Discussion

In order to analyze the appropriateness of fishing activity as a livelihood strategy for tsunami victims in Kilvelur Taluk, the results are discussed under the rehabilitation measures and performance of fishing activities.

Tsunami Rehabilitation Measures

The study provides an overview of issues relating to livelihood recovery assistance and achievements since the December 2004 Tsunami. Livelihood programs

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were intended to help tsunami affected households to resume productive activities and return to 'normal' life. They formed an important component of the Tsunami recovery portfolios of the Government of India. Many international donors have distributed millions of dollars worth of equipment, cash and other forms of support to Tsunami victims. This article focuses on the effectiveness and impact of some of these programs to the victims villages, particularly during the early phases of recovery.

Cunawardena and Kanchana (2010) examined two types of aid transfers such as boats and houses that were made to rehabilitate tsunami affected fishery households in Sri Lanka. This study investigated the distributional impact of these transfers and the effectiveness of targeting. The study also attempted to quantify the factors underlying the allocation of such asset transfers. The findings suggest that there was better targeting of households with regard to the allocation of houses than boats. It also shows that housing transfers resulted in improved asset equality among fishery households.

Chiwaula and Waibel (2009) and Thorburn (2009) assessed the impact of risks and shocks on household welfare due to tsunami in Nigeria and Indonesia. The authors estimated income loss in consumption equation to assess the impact. The findings identified death of adult members of the family, drought and social conflict are important shocks in the areas. These shocks are more significant in reducing household food consumption and non-food consumption. Additionally, the authors found that farming-dependent households suffer more from social conflicts; fishing households suffer from loss of livelihood assets. The impact of death of an adult member does not depend on household livelihood strategies, such as agriculture, fishery and microenterprise activities.

In Tamilnadu, the government made provision for replacing or repairing the fishing equipment damaged due to tsunami, which included nets for vallams and kattumarams; repair of engines (both outboard and inboard); and assistance for repair or reconstruction of vallams and kattumarams, with subsidy ranging between 100

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percent (in case of wooden kattumaram) to 50 percent for replacement of [Fiberglass Reinforced Plastic (FRP)] vallams and kattumarams of the unit cost.

In all cases, the government support was confined to providing monetary assistance to the fishermen. The subsidy to mechanized sector was confined to 60 percent (subject to a maximum of Rs. 3 Lakhs) in case of repairs and to 35 percent (up to a maximum of Rs. 5 lakhs) in case of fully damaged or lost boats. Provision was made for the mechanized boat owners to obtain bank loans at subsidized rates for the balance amount necessary for undertaking repair or reconstruction. Besides, the Government of Tamilnadu also made provision for assistance to aquaculture owners, fish transporters and ice-manufactures; for repairing fishing harbours, jetties and landing centres; dredging and related activities necessary for resumption of fishing, such as spending for boat building yards to undertake repairs of boats.

In Tamilnadu there were a few systematic efforts to understand the livelihood – specific needs of fishermen and address them meaningfully. There were some programmes that targeted some of the people directly or indirectly, but their scope, coverage, relevance and effectiveness remained largely uncertain. This might have partly to do with the 'tsunami-centred' approach to rehabilitation, which focused on the specific losses suffered by different people in the tsunami, notwithstanding the prevalence of 'social equity' arguments for giving boats to the crew members. Many of the people in the production and marketing chains had largely remained invisible from the policy perspective.

Some categories of people involved in various activities included traders, intermediaries, fish processors, ancillary workers (transporters etc.), technical people (boat builders, engineer mechanics etc.) besides people involved in non-fishing related activities (for e.g. basket weavers), who depended for their survival on the fisheries sector. A majority of them are from poor and working class backgrounds and worked for daily wages. Many such categories of people got back to business with borrowed money. The money provided as part of relief packages also helped a few of

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them to survive and even reinvest the savings in their business. Improvement in the infrastructure in villages and better access to roads, communication facilities and transport systems would help in ensuring quicker marketability of the fish catches, thus adding to their income. However, social capital or community net works like SHGs and NGOs appear to have been the best support for many of the ancillary traders to get back into business and ensure its sustainability.

The response from the NGOs both international and national to the tsunami was staggering. It led to a huge collection of funds for relief and rehabilitation activities, which contributed to a competition between different NGOs to work in the tsunami-affected areas and to spend the funds as quickly as possible. The initial focus of the NGO activities was on the worst affected areas, Nagapattinam in particular but subsequently spread over all affected areas in the State. In the NGO sector, rehabilitation of fisheries related livelihood activities take the form of providing boats mainly of the Fiberglass Reinforced Plastic (FRP) motorized category on a group ownership basis and this was mainly targeted at the crew members.

Table – 2

Details of Assistance to Fishery Activities in Kilvelur Taluk

Agency of FRP boats	Per capita Assistance to Fishery Activity	
	Rs.	**%**
Government	62,300	64
NGOs	35,000	36
Total	97,300	100

Source: Computed

The Table-2 exhibits the per capita distribution of assistance to fishery related livelihood activities. As observed in the Table per capita provision of assistance is Rs. 97,300 for fishing activity with the share of 64 per cent contributed by the government and (36) per cent by NGO.

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Performance of Fishing Activities

Global action intimated Micro Enterprises Rehabilitation Project (MERP), which distributed equipment for tsunami affected people to enable them to recommence their respective livelihood measures in this Taluk. Tsunami affected women received training in production and marketing skills, which helped them to enhance their small business. The training also served as a motivator for setting up micro enterprises in fishery in this Taluk.

It is a widely accepted fact that poverty has a gender bias as 70 per cent of the people living in abject poverty are women. A high proportion of coastal fishing community is below poverty. The approach and mission of micro finance is helping poor to move out of poverty.

Based on PRA (Participatory Rural Appraisal) conducted during field visits, it was observed that there is insecurity of livelihood as the fishing is prohibited by various notification of the fisheries department for adopting conservation measures as well as for the safe guard of wild life sanctuary and missile testing range operation. The following livelihood opportunities including improvement in the present livelihood process as well as innovative emerging opportunities are identified and validity is analyzed taking into account local skills, markets, and potential available for utilization of natural resources in eco-friendly manner. The following livelihood activities are identified for economic uplift of women in coastal fishing community through adoption of SHG's movement.

Fish Vending

In coastal fishing community, women take lead role in fish marketing. Over the years, even though the participation of middlemen and their involvement in this activity has come down, still it has a lot of significance in their livelihood. In all the coastal districts of the State, women vendors take up fresh fish vending within a radius 5-10 km mostly. On an average, each fisher women carries a head load of

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15-20 kg of fish, prawn, and crab in locally made bamboo baskets. Income generation from the activities varies between Rs. 30-60 per day and shows a wide fluctuation. Limited mobility on account of poor investment capacity, communication facility, perishable nature of the commodity and seasonal variation in catches are factors responsible for such wide fluctuation in price. With the development of communication facility, provision for basic preservation facility like ice and development of market places would give a boost to this livelihood.

Prawn Pickle Making

Fish or prawns have very limited shelf life and they need to be processed immediately to preserve them for a longer period. Making pickle is one such easy method. Fish / prawn pickle can be made in any part of the country, but it should be made under proper hygienic conditions adding required salt, spices and preservatives pickle. This manufacture is concentrated on the north-east region in Nagapattinam District as it has ample varieties of fish and the non-vegetarian food is fairly popular in most of the states. Manufacturing process is not very complicated and the capital investment is not much. Hence a new entrant would not find it difficult to venture into this product line.

Net Making

A fishing net or fish net is a net used for fishing. Nets are devices made from fibers by women in a grid-like structure. Fishing nets are usually meshes formed by knotting a relatively thinner thread. Early nets were made by women from grasses, and other fibrous plant material. Later cotton was used. Modern nets are usually made of artificial polyamides like nylon, although nets of organic polyamides such as wool or silk thread were common until recently and are still used.

Fish Frying

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You hook 'em', we cook 'em' is this fishing-themed campground's slogan and it means exactly what it says – catch fish at the campsite's lake and for a nominal fee, guests can bring their fish to the café where the cook will fry them up. Or, campers can clean and cook the fish around their campsite's fire ring. No fishing license is needed and there is no limit to the number of fish campers can catch. The campground offers 60 campsites some with full RV hookups, showers, restrooms and a swimming pool. This model can be introduced in the fishing towns and villages in Tamilnadu.

Table - 3

Performance of Fishing Enterprises in Kilvelur Taluk

Rs. 000 per year

Sl. No.	Fishing Activity	Capital Investment	Gross Income	Cost of Production	Net Income	Rate of Returns (%)
1.	Net making	150	155	490	335	37
2.	Prawn pickle making	55	729	540	189	35
3.	Fish frying	30	560	400	160	40
4.	Fish vending	25	510	360	150	41

Source: Computed

The Table-3 shows performance of fishing activities in study area. The rate of return is the highest for Fish Vender (41%) whereas prawn pickle making has the lowest rate of return (35%) among the four fishing activities in study area. While the investment is the highest for net making, their rate of return is the lowest as compared to fish vendor and fish fry activity.

Conclusion

The findings of the study suggest that through actively promoting Self-Help Groups and co-operatives among women in coastal fishing communities and through linking these associations with financial institutions, investment and working capital needs of their members can be met. To make the best use of capital inputs, SHGs and their federations need vocational and enterprise development training from NGOs and from Fisheries Training and Research Institutions as well as assistance for establishing links to new market outlets for their products, both domestically and for

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export. So, poverty in coastal fishing communities can be reduced and livelihoods improved with diversified micro finance and through micro enterprise development and training support.

The existing Self Help Group activities may be strengthened to involve more women in developing fishing related activities to sustain income and employment. Tsunami reconstruction by encouraging fishing activities is a successful example of Government and NGO as these agencies have built the houses and infrastructural facilities and provided other amenities to the tsunami affected people in the study region.

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Language Shift
The Case of Punjabi in Sargodha Region of Pakistan

Barirah Nazir
Umair Aftab
Ammara Saeed

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Abstract

This paper examines the linguistic scenario of Punjabi (second major language in Pakistan after Urdu) in Sargodha and the social mechanism which poses threat to the sustainability of Punjabi on a broader scale. It deals with the attitudes, causes and effects of the language shift from Punjabi to other languages due to prestige, modernity and social mobility issues. Triangulation (Questionnaires from n=80 and In-depth interviews from n=3) was used in order to observe the trends of shift. The findings exhibit that Punjabi speakers are not so loyal to their language, Punjabi language shift is a real not perceived phenomenon and a day may not be far away when Punjabi will be considered endangered language in Pakistan.

Key Words: Punjabi, Language Shift, Language Loyalty

1. Introduction

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Weinreich (1953) defines language shift as "*the change from habitual use of one language to another*" and argued that even sociological aspects of the process should be studied as well. Language shift is a long process influenced by plethora of factors more of which are sociological in nature. (Swadesh, 1948) Language shift is mostly a slow and gradual process in which cultural and linguistic attitude of a group of people counts a lot in changing stable linguistic situation to the favor of one or more governing languages (Falk-Bano, 1986). The term 'Punjabi Language Shift' as we are using it does not denote to the absolute migration of Punjabi language speakers to other languages but most often it is shift in domains of language use with particular set practices.

1.1 Punjabi in Pakistan

Pakistan is a multilingual country with rich linguistics heritage. Its national language is Urdu while official language is English. The table below explicates the percentage of speakers using regional languages.

Table 1. Pakistani Regional Languages

Languages	Percentage of speakers
Punjabi	44.15
Sindhi	14.10
Siraiki	10.53
Urdu	7.57
Balochi	3.57
Others	4.66

Source: Census 2001: 107

Taken from Rehman (2003)

In order to render the current size of the Punjabi speaking population, one has to determine the definition of "Punjabi" first, and this in turn depends on the definition of "language". *Ethnologue* lists not one but three languages that are called "Punjabi": Western Punjabi, Eastern Punjabi and Mirpur Punjabi. On the other hand, if we use the criterion of mutual intelligibility, it can be grouped into a whole chain of language varieties together and give it a

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convenient label, such as Greater Punjabi. Restricting ourselves to Pakistan, this would probably include Hindko of Peshawar, Kohat, Attock, Hazara, and the Kashmir region in Pakistan, Pahari of the Murree hills, Mirpuri in the Kashmir region in Pakistan, Potohari spoken in the plains around Rawalpindi, the different Punjabi varieties spoken in central Punjab, and the forms of Siraiki to the South and West of that.

1.2 The Site

Sargodha is located in Northern Punjab. It is twelfth largest city of Pakistan and is famous for citrus fruits. It is known as 'city of eagles'. District Sargodha lies between two rivers, Chenab and Jehlum. It is bounded on the North by District Jehlum, on the South by District Jhang, on the North East by District Mandi Bahaudin, on the South East by District Hafizabad and on the West by District Khushab. According to the 1998 census of Pakistan, the district had a population of 2,665,979, of which 27.96% lived in urban settlements. According to the Punjab Education Department's figures, Punjab's average literacy rate was around 44 percent in 2003, Sargodha has 46.3 percent while female literacy rate in Sargodha is 32.66 percent. Why we selected this site? It was selected because of convenience to researchers, emotional attachment with motherland and the ease of access.

2. Language Shift – Causes

Language is supposed to be passed on from one generation to the other for its survival and is posed to threat when either speakers of a community stop imparting it breaking the continuous chain of language transmission. Grosjean's (1982) model of intergenerational shift shows that the first generation is mostly monolingual in the home language, the second generation is bilingual in the home language and the language of the dominant society, and the by the third generation, the speakers are all monolingual in the language of the dominant society. Though the situation is bit different in multilingual Pakistan, the changes in linguistic scene manifest analogous patterns. Furthermore, development and maintenance of any language is prior and of grave importance for the language to sustain and endure. There are several causes of language shift which are social, economic and political in nature.

2.1 Economic Factors

> Economy is one of the factors leading to Punjabi language shift. Urbanization has led to migration of people from urban areas to the rural ones for search of better jobs and professional opportunities, due to migration they tend to use the language of that area

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they have migrated to and do not pass on their c mother tongue because it would be of no use in the area they have migrated. Related with economic factor is the concept of Power associated with language. Rehman (2003) defines it as 'quality which enables the users of a language to obtain more means of gratification than the speakers of other languages.' Simply put Punjabi won't be able to bring employment to its speakers as unlike Urdu and English, it is not the language of offices.

2.2 Demographic Factors

Language requires speakers for its survival; it is quite evident that larger the size of a community (using one language), the more are the chances of language survival, vitality, sustainability and vice-versa. If the speakers of a language die out and it's is not being transferred to the next generations then the language suffers from loss. The elder members of a community may be *fluent* and *language loyal* but their children and grand children may not necessarily be that much *fluent* and *language loyal.*

2.3 Status of Language

Power and dominance comes with status. The status of a language determines how powerful it is. An *official* or *national* language may be the reason of shift from local languages and even the mother-tongue. The more dominant languages have severe effects on all other languages because people tend to learn and use the language that is more powerful in order to gain mobility and higher status in the society. Moreover, another important factor is that which language is considered more reputable and influential. People will prefer to speak the prestigious one over the non-prestigious one for obvious reasons. The languages that lack instituitional support (non-usage in education, media and offices) are usually the one that are cast off by their users.

3. Research Methodology

The research was performed using both qualitative and quantitative methods i.e. Survey method and Interviewing. This combination of methods was mandatory to generate a complete picture of Punjabi linguistic scenario. Survey was done through questionnaires (including both open and close ended questions) in which a total number of 80 participants (both male and female) took part. The number of both young and elder participants was 20. Similar was the case of females, 20 participants from both young and elder generations. The age limit was specified within two categories i.e. 18-25 and 45-80.

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The reason for specification of age limit was to analyze trends of language shift between different age groups by comparison and contrast. Questions were included regarding habitual use of language in several domains and with several people e.g. with parents, in market. In addition to these, several opinion based poll questions were included regarding the prestige, transmission, education policy, maintenance and last but not the least, effects of other languages on Punjabi. Moreover, in-depth interviews were set up with two speakers – each from one category. These interviews were then transcribed and coded in data analysis phase.

4. Data Analysis

In this section, first of all the analysis of questionnaires will be presented. After this, coded answers from interviews will be provided and a combined picture will be drawn.

4.1 Gender/ Age and Language Shift

The questionnaires were analysed firstly according to variable of gender and then of age. As discussed in Research methodology, out of sample size of 80, 40 (20 each from Age group 1 and 2) are female. In age group, the population is evenly distributed i.e. 40 each. Frequency was generated and results were tabulated for display purpose.

4.1.1 Female Speakers from Age Group 1

Table 1.1 includes the figures containing information regarding use of language by young female speakers in different domains and with people of different age groups. Clear shift is to be seen from Punjabi to other languages especially Urdu (85% with Parents,40% with Grand Parents, 8% with Siblings, 85% with friends, 60% teachers and 95% at market). The speakers tend to use Urdu in most of the domains, with most of people, except for the grandparents. Moreover, they tend to use English with their friends (5%) and within educational institution with teacher (40%) but still usage of Urdu prevails within educational institutions.

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Table 1.1

	Parents	Grandparents	Siblings	Friends	Teachers	Market
■ Punjabi	15.00%	60.00%	15.00%	10.00%	0.00%	5.00%
■ Urdu	85.00%	40.00%	85.00%	85.00%	60.00%	95.00%
■ English	0.00%	0.00%	0.00%	5.00%	40.00%	0.00%
■ Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
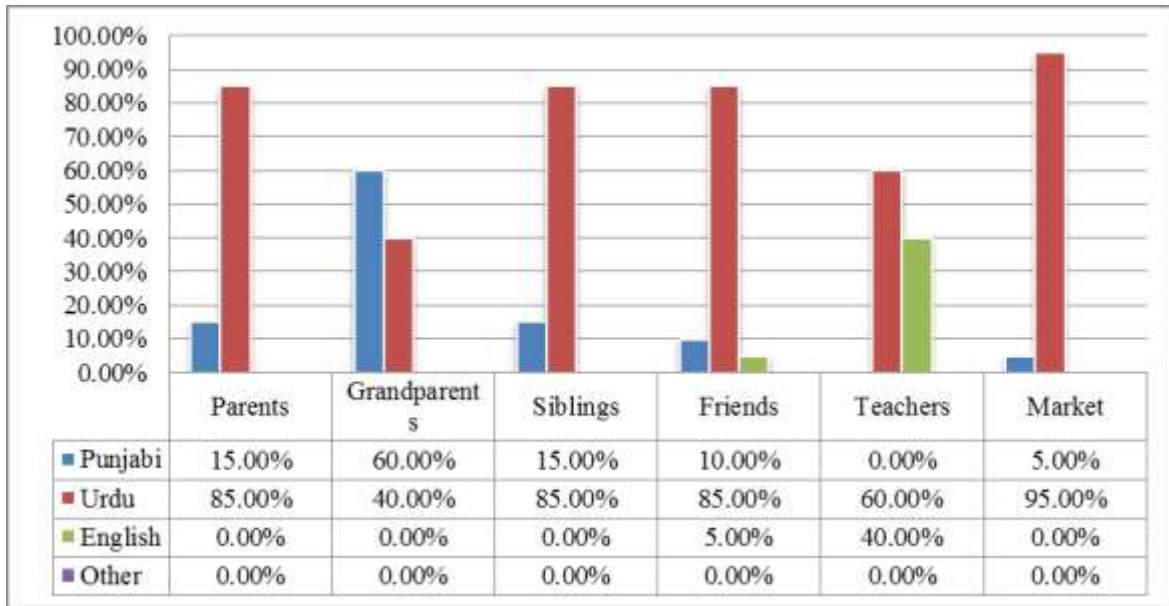
Table 1.2 shows trend of proficiency of speakers in Punjabi. It is observed that they have relatively good listening abilities because they have been hearing that from their parents and speaking to some extent as well. On the other hand, reading (25%) and writing abilities (25%) were relatively poor (as the data collected via questionnaires exhibit) because they did not have much exposure to Punjabi. The most important issue was the lack of different registers/styles in Punjabi speakers' speech. Code mixing is more common and often they switch altogether to Urdu when they cannot find vocabulary item.

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Table 1.2

	Reading	Writing	Listening	Speaking
■ Poor	75.00%	75.00%	30.00%	15.00%
■ Good	15.00%	25.00%	15.00%	50.00%
■ Better	10.00%	0.00%	45.00%	15.00%
■ Best	0.00%	0.00%	10.00%	20.00%
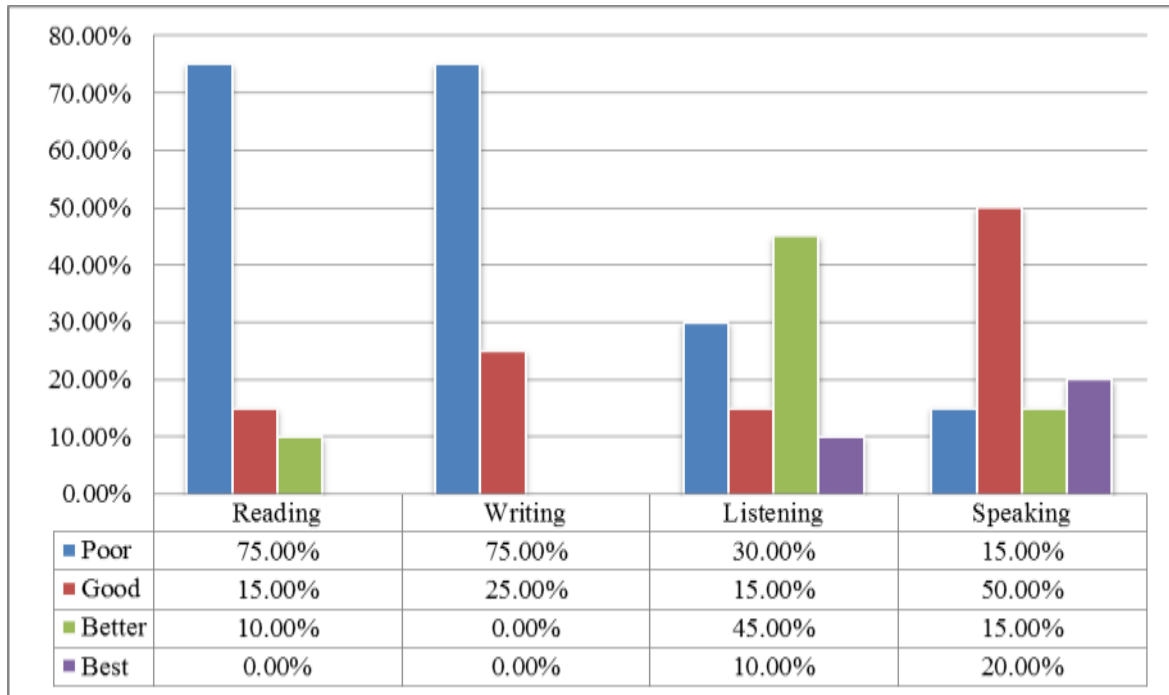
Table 1.3 shows the results of several poll questions based on the opinion of the participants regarding transmission, prestige, social importance, maintenance and last but not the least, educational policy with respect to Punjabi.

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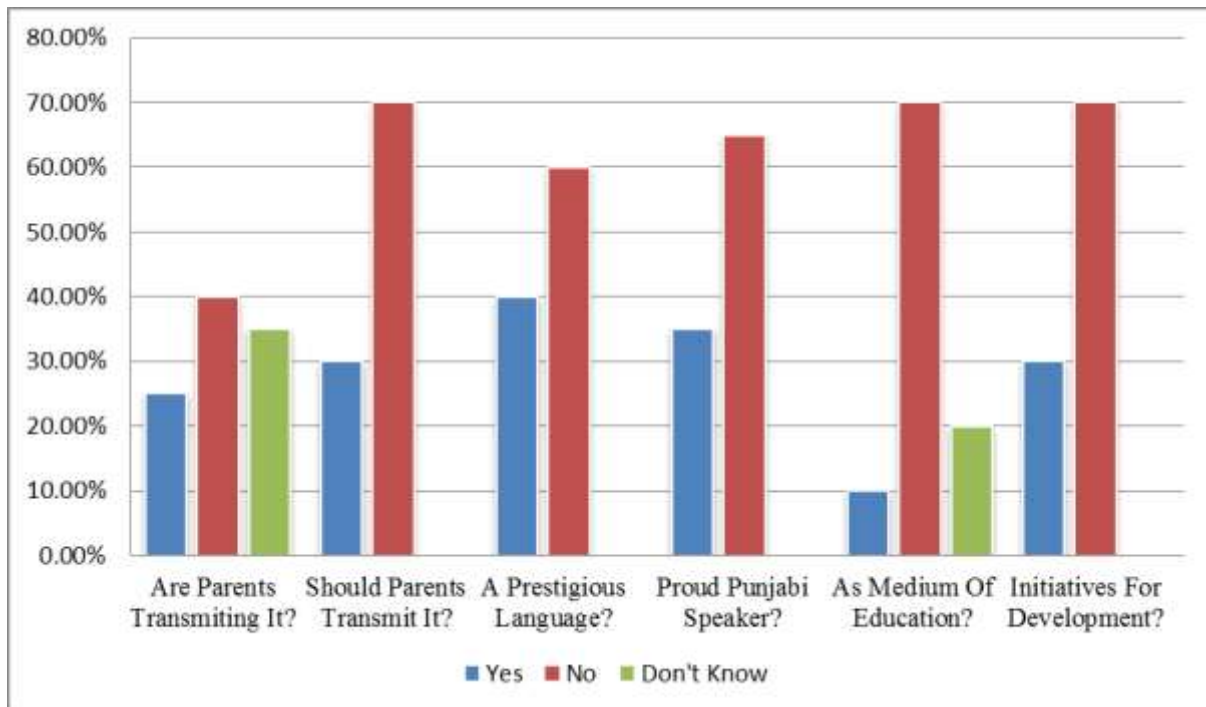
The results clearly show that most of the young participants i.e. 40% that took part in survey were of the view that Punjabi is not being transmitted by parents to the next generation while in the same context 70% think that it should not even be transmitted to children by the parents. Contrary to this, a minority of 25% participants were of the view that it is being transmitted and in the same context 30% of them think that Punjabi should be transmitted to the children by their parents. While 35% answered that they do not know whether Punjabi is being transmitted to the younger generations or not.

Prestige is another matter of significance when it comes to language. The results show that 60% of the participants think that Punjabi is not a prestigious language and 65% are not even proud of being Punjabi speakers. On the other hand, 40% of the participants think that Punjabi is a prestigious language and 35% of them are proud of being Punjabi speakers. The reason for considering Punjabi to be non-prestigious is that "*it has been associated with Sikhs which were considered enemies*" (Zaidi, 2010). In addition, a misplaced and wrong belief is that Punjabi is a language of abuse, villagers and illiterates.

For long, sociolinguists and educational linguists have been of the view that education should be provided to children in their mother-tongue (Rahman, 2002). The results of survey show that 70% of participants believe that Punjabi should not be used as the medium of education, 10% were of the view that it should be used while 20% answered that they do not know whether it should be or shouldn't be used for educational purposes. Moreover, most of the participants i.e. 70% think that initiatives are not being taken for the development of Punjabi while 30% think the other way.

Participants were asked in the questionnaire about *language that they think would help them gain prestige in society*, the results show incredible shift to Urdu and especially to English as 55% opted for English, 45% for Urdu and 0% for Punjabi. Moreover, another question was asked regarding *which language they would wish to be fluent at.* 90% expressed that they would like to be fluent at English while 10% opted for Urdu, with Punjabi again at 0%.

Table 1.4

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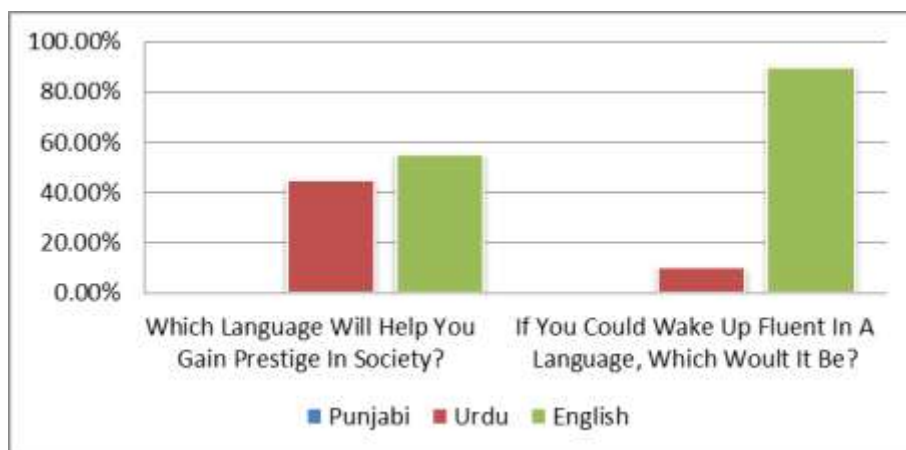
4.1.2 Female Speakers from Age Group 2

Table 2.1 includes the figures containing information regarding use of language by elder female speakers in different domains and with people of different age groups. It is clearly seen that they maintain to use Punjabi within most of the domains (75% with parents, 15% with children, 80% with siblings, 65% with friends and 65% at market place). There is exception of usage of Punjabi with the children (to a great extent) and in workplaces (totally), as the employer may restrict the employee from using certain language and force one to prefer another one. This shows that English proves to be an importance factor for determining the social mobility because those having good command over English are preferred over other individuals.

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Table 1.1

	Parents	Children	Siblings	Friends	Work Place	Market
■ Punjabi	75.00%	15.00%	80.00%	65.00%	0.00%	65.00%
■ Urdu	25.00%	85.00%	20.00%	35.00%	55.00%	35.00%
■ English	0.00%	0.00%	0.00%	5.00%	45.00%	0.00%
■ Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
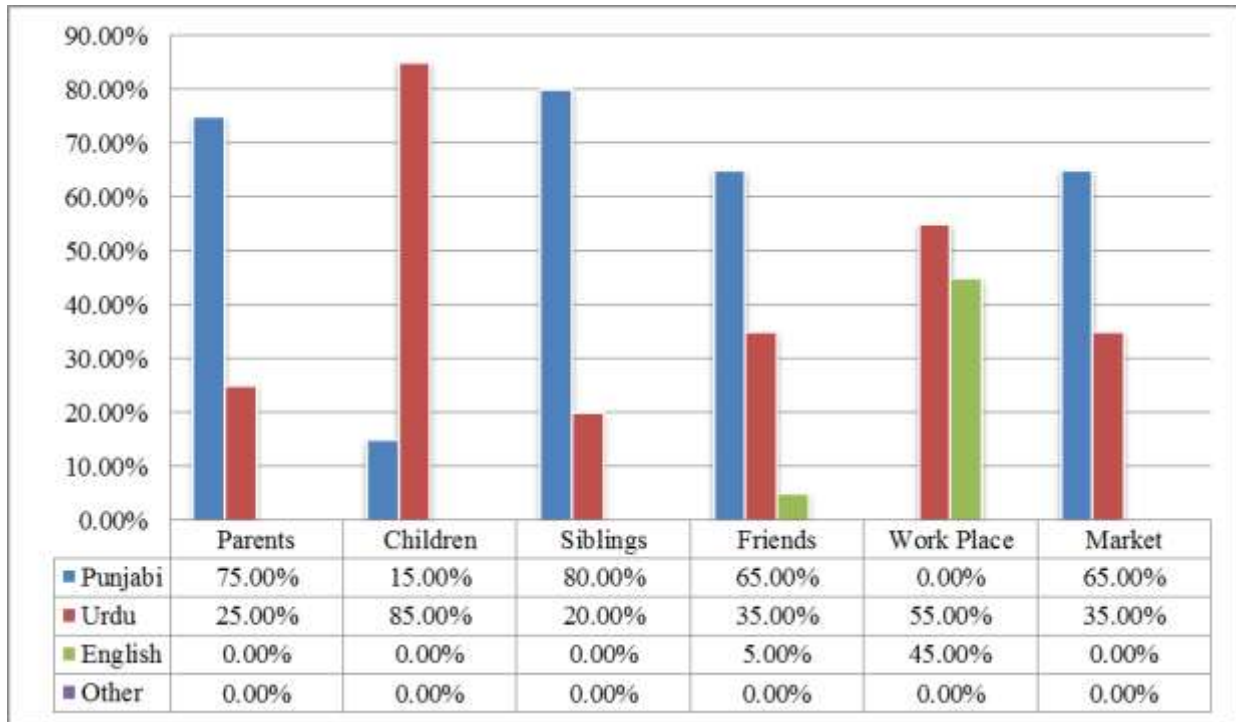
Table 2.2 shows the proficiency levels of the speaker in Punjabi. It is observed that the elder speakers have relatively better reading and writing abilities as compared to younger ones. Moreover, elder speakers have excellent listening and speaking abilities in Punjabi. The reason behind this high proficiency level is that they have been using it throughout their life.

Table 2.2

	Reading	Writing	Listening	Speaking
■ Poor	0.00%	20.00%	0.00%	0.00%
■ Good	10.00%	0.00%	0.00%	0.00%
■ Better	30.00%	15.00%	0.00%	0.00%
■ Best	60.00%	65.00%	100.00%	100.00%

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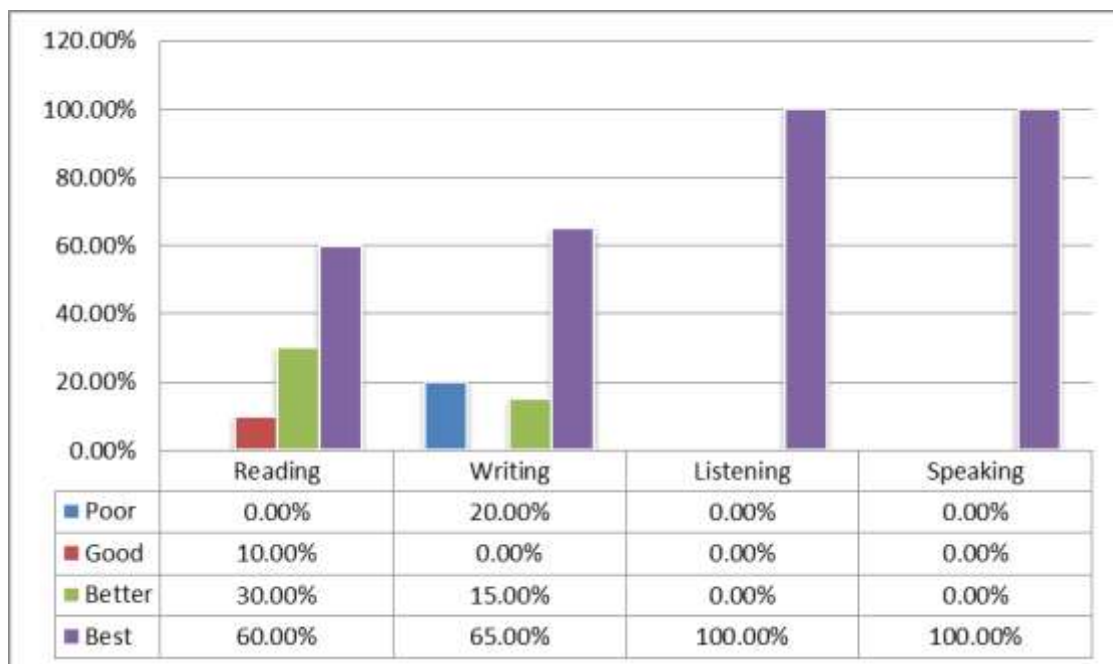
Table 2.3 show the results of the same poll based questions, as asked in the case of young female speakers. It was observed that 40% of them think parents are transmitting Punjabi, 50% think they do not transmit while 10% don't know. Moreover, 45% were of view that it should be transmitted to children while 55% believe it should not be.

Table 2.3
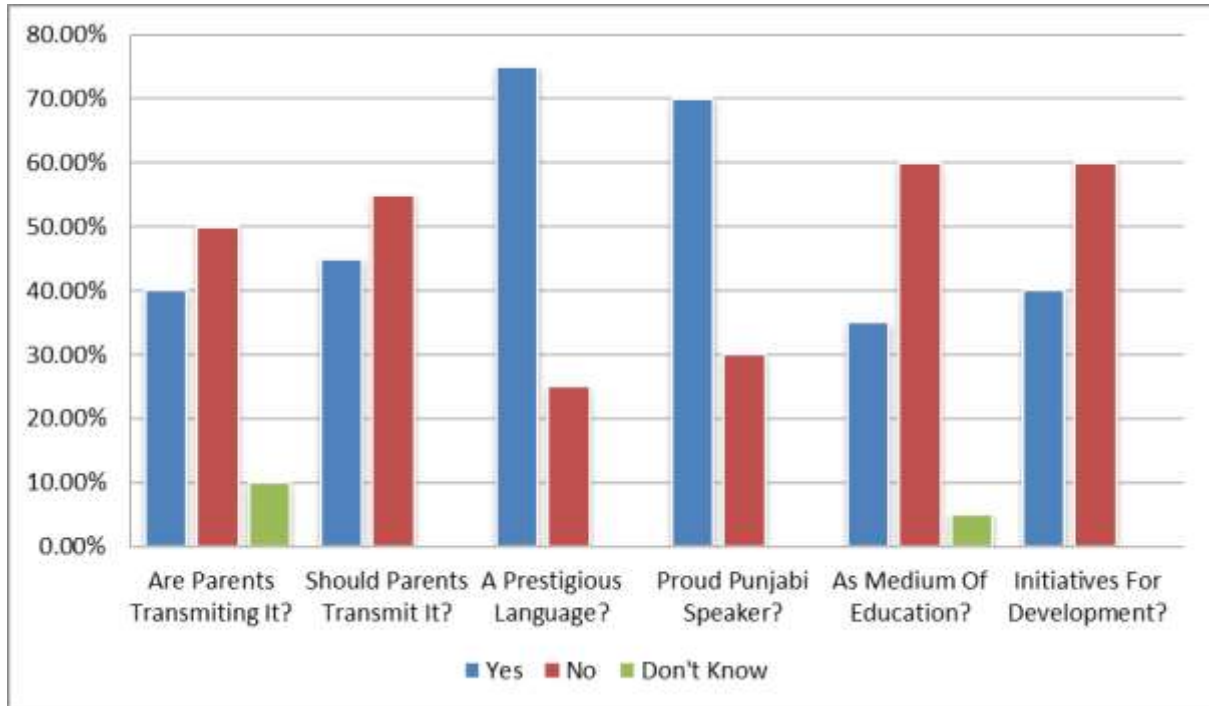
Regarding the matter of prestige, 75% think it is prestigious language & 70% are proud of being Punjabi speakers. On the other hand, 25% think it is not prestigious while 30% are not proud of being Punjabi speakers. A greater level of language loyalty is to be seen in the case of elder speakers as compared to the younger ones. Similarly as in case of young speakers, shift is also observed in elders ones but not to that greater scale as compared to young speakers. 35% of them think it should be used as medium of education, 60% think it should not be and 05% do not know. Moreover, 40% of elders were of view that initiatives are being taken for Punjabi while 60% do not think likewise.

Elder participants were also asked in the questionnaire about *language that they think would help them gain prestige in society*, the results (as in Table 2.4) show shift to Urdu and English but was less as compared to be in case of young speakers as 35% opted for English, 45% for

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Urdu and 20% for Punjabi. Moreover, another question was asked regarding *which language they would wish to be fluent at.* 55% expressed that they would like to be fluent at English while 40% opted for Urdu, with Punjabi at only 05%.

Table 2.4

4.2 Male Speakers from Age Group 1

Table 2.1

	Parents	Grandparents	Siblings	Friends	Teachers	Market
Punjabi	35.00%	80.00%	30.00%	35.00%	5.00%	30.00%
Urdu	65.00%	20.00%	70.00%	65.00%	75.00%	70.00%
English	0.00%	0.00%	0.00%	5.00%	25.00%	0.00%
Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Table 3.1 includes the figures containing information regarding use of language by young male speakers in different domains and with people of different age groups. Shift is to be observed from Punjabi to Urdu but it is somewhat on a lesser scale than that in case of young female speakers, the reason for this may be that females tend to use more prestigious language as comparative to males. Still, the speakers tend to use Urdu in most of the domains, with most of people, except for the grandparents (with them Punjabi is used).

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Moreover, they tend to use English with their friends and within educational institutions (to a great extent) with teachers, but still use of Urdu prevails. In additions to this, the comparison of male and female data shows that female speakers tend to use English (within educational institutions) more than the male speakers being considered a more prestigious language.

Table 3.2

	Reading	Writing	Listening	Speaking
Poor	65.00%	75.00%	0.00%	0.00%
Good	25.00%	25.00%	0.00%	0.00%
Better	10.00%	0.00%	35.00%	45.00%
Best	0.00%	0.00%	65.00%	55.00%
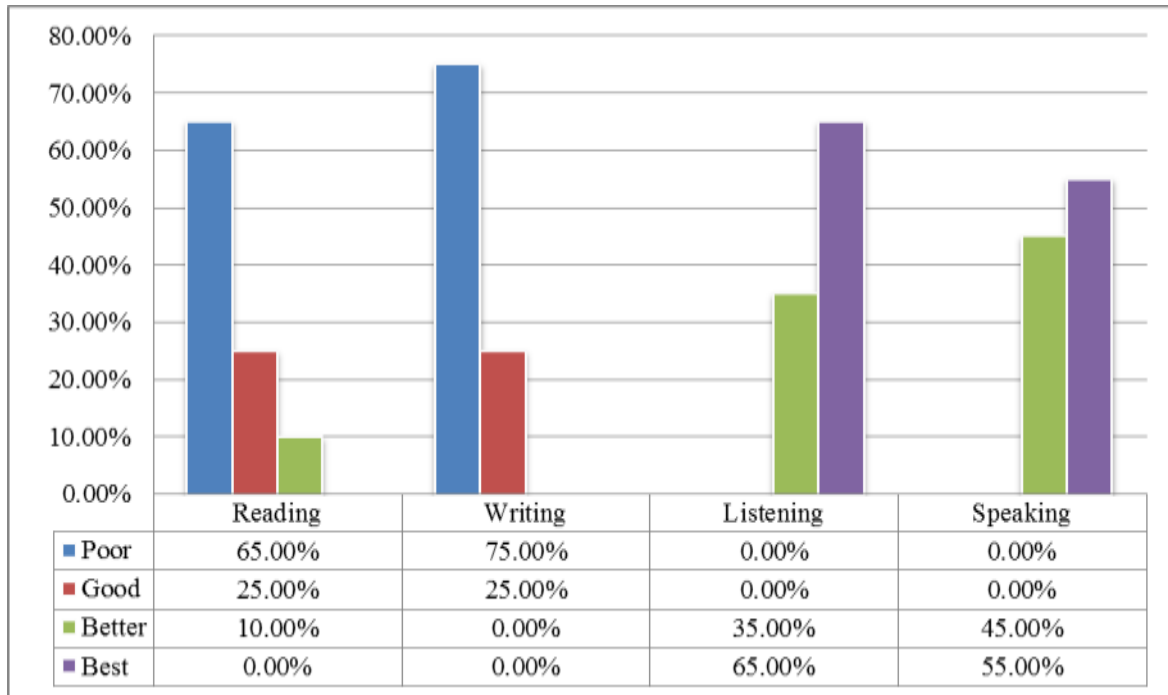
Table 3.2 shows trend of proficiency of speakers in Punjabi. The results show that as female speakers, male speakers are also not that much skilled in reading and writing Punjabi but they have excellent skills in listening and speaking Punjabi. The comparison between data from male and female participants show that the ability of males to speak and listen Punjabi is much better than that of females, this may be because males tend to use Punjabi regularly (even if on a smaller scale) in several domains.

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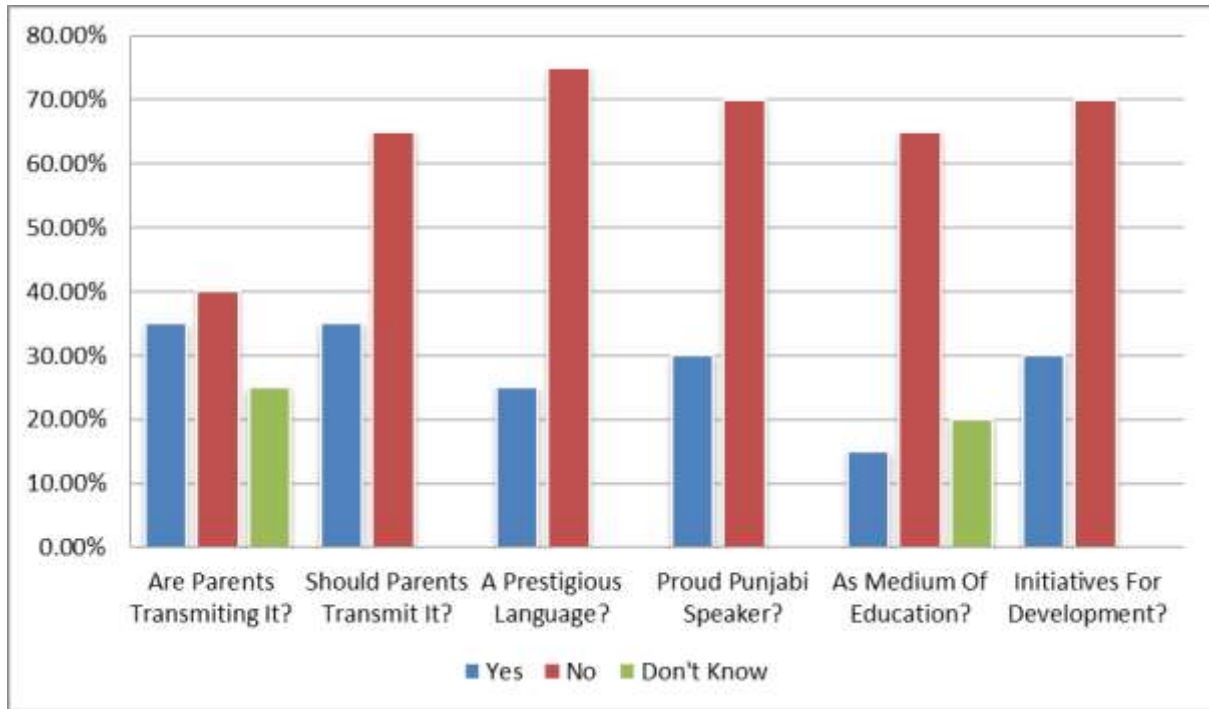
Table 3.3

Table 3.3 shows the result of the poll questions added in the questionnaire. It was observed that 35% of them think parents are transmitting Punjabi, 40% think they do not transmit while 25% don't know. Moreover, 35% were of view that it should be transmitted to children w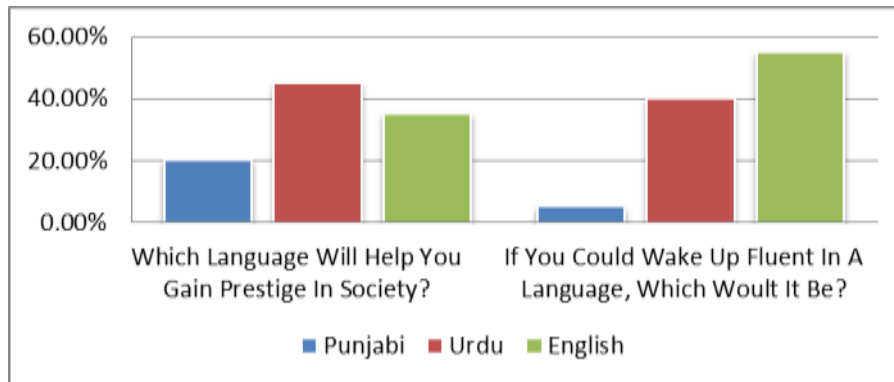hile 65% think it should not be. Regarding the matter of prestige, 25% think it is prestigious language & 30% are proud of being Punjabi speakers. On the other hand, 75% think it is not prestigious while 70% are not proud of being Punjabi speakers. Similarly, as in case of young female speakers, shift is also observed in young male speakers. Question was added regarding the use of Punjabi for educational purposes. 15% of the participants think it should be used as medium of education, 65% think it should not be used. The reason for not selecting the use of Punjabi for educational purposes may that it lacks that prestige as it is considered to be the language of abuse and is not considered fit for educational matters. A more amazing fact is that in some schools students have to pay fine if they speak Punjabi within the domains. Moreover, 30% of participants were of view that initiatives are being taken for Punjabi while 70% said the efforts are negligible.
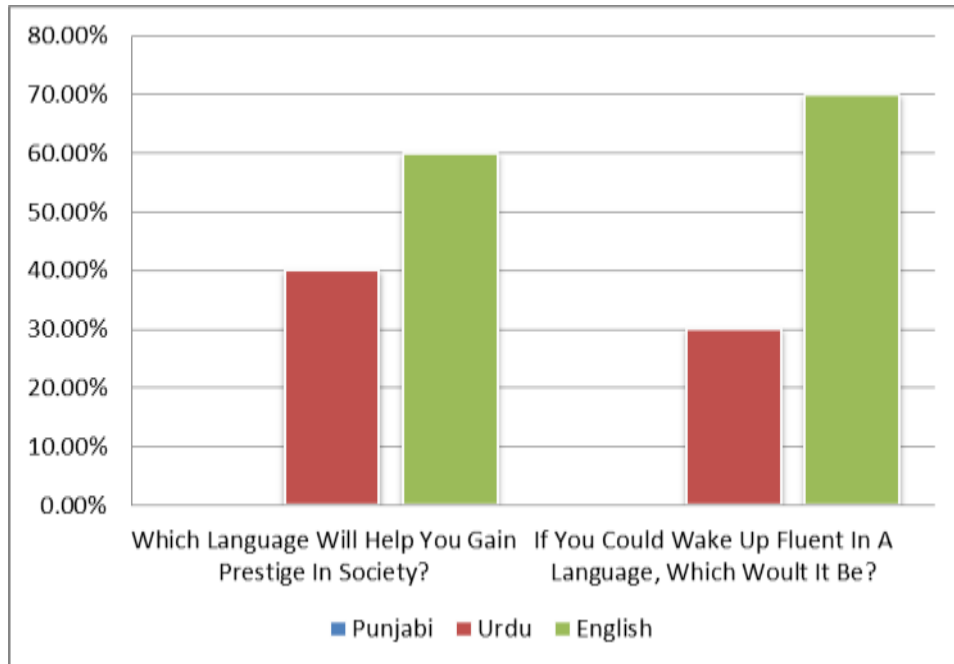
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Table 3.4

Participants were asked in the questionnaire about *language that they think would help them gain prestige in society*, the results show incredible shift to Urdu and especially to English as 60% opted for English, 40% for Urdu and 0% for Punjabi. Moreover, another question was asked regarding *which language they would wish to be fluent at.* 70% expressed that they would like to be fluent at English while 30% opted for Urdu, with Punjabi again at 0% (cf Table 3.4)

4.2.2 Elder Male Speakers from Age group 2

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Table 3.1

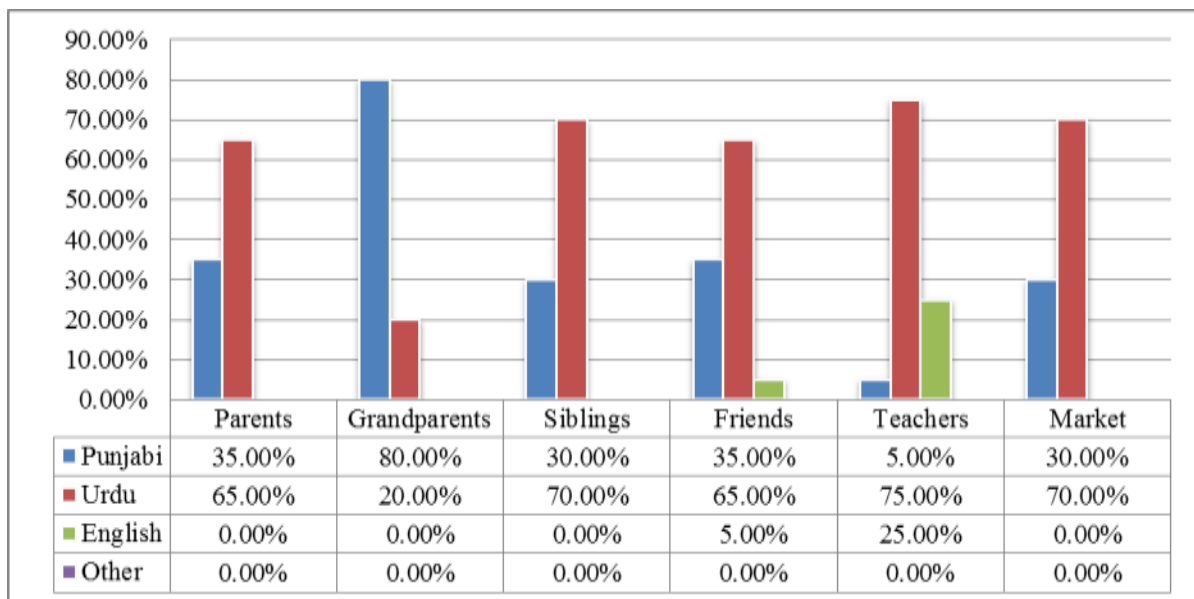|	Parents	Children	Siblings	Friends	Work Place	Market
■ Punjabi	80.00%	40.00%	100.00%	73.00%	0.00%	100.00%
■ Urdu	20.00%	60.00%	0.00%	27.00%	40.00%	0.00%
■ English	0.00%	0.00%	0.00%	5.00%	60.00%	0.00%
■ Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
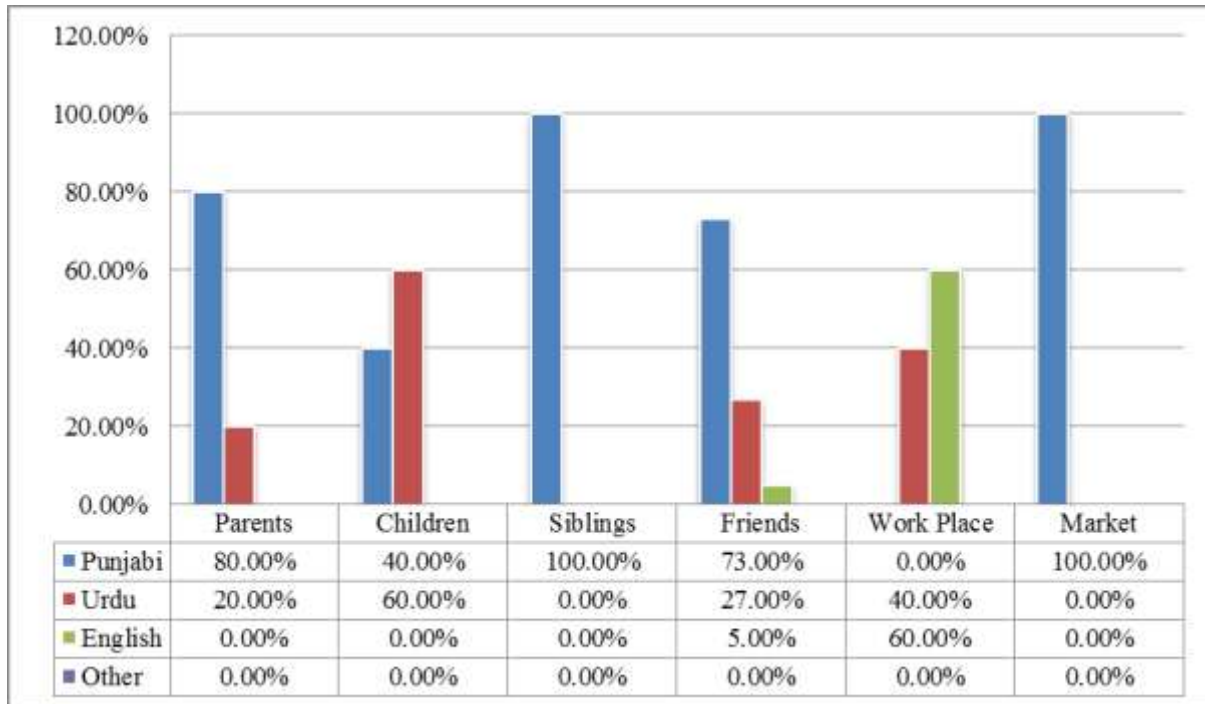
Table 4.1 includes the figures containing information regarding use of language by elder male speakers in different domains and with people of different age groups. It is clearly seen that they maintain to use Punjabi within most of the domains. There is exception of usage of Punjabi with the children (to a great extent) as 40 % of them use Punjabi while 60% use Urdu. Shift is seen in the use of language within workplaces. 40% of the participants use Urdu while 60% of them use English. The reason for shift is that employers may restrict the employees from using certain language and force one to prefer another one. This shows that English proves to be an importance factor for determining the social mobility because those having good command over English are preferred over other individuals.

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Table 4.2

	Reading	Writing	Listening	Speaking
■ Poor	0.00%	0.00%	0.00%	0.00%
■ Good	15.00%	20.00%	0.00%	0.00%
■ Better	85.00%	20.00%	0.00%	0.00%
■ Best	0.00%	60.00%	100.00%	100.00%
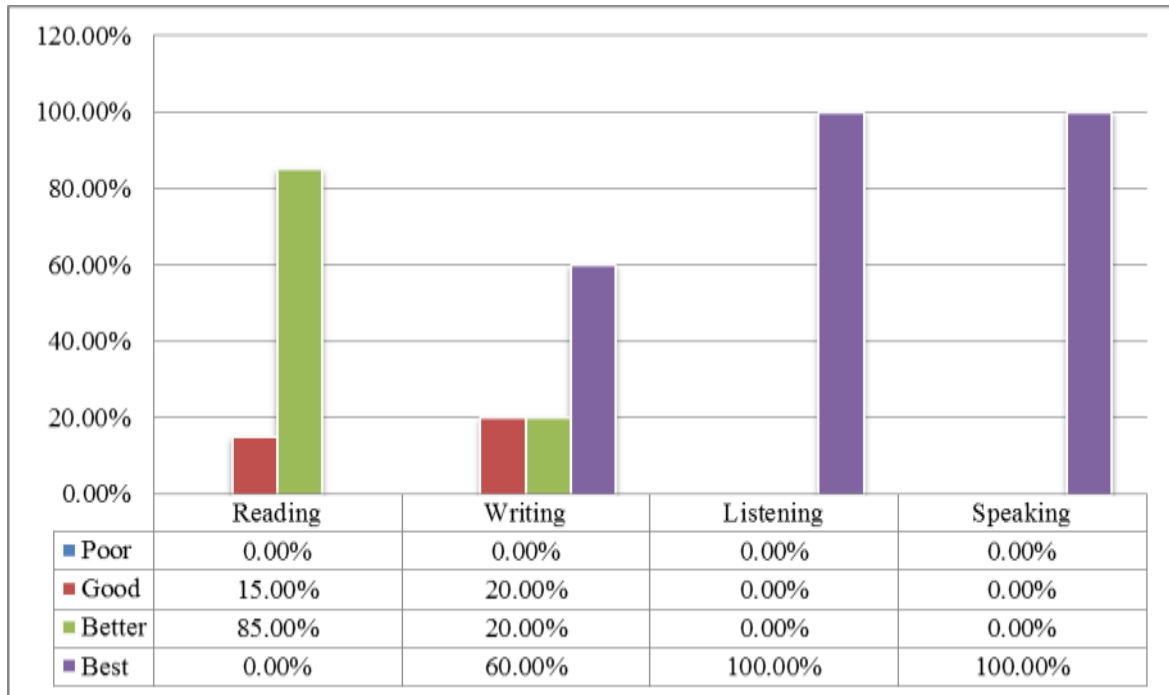
Table 4.2 shows the proficiency levels of the speaker in Punjabi. It is observed that the elder speakers have relatively better reading and writing abilities as compared to younger ones. Moreover, elder speakers have excellent listening and speaking abilities in Punjabi. The reason behind this high proficiency level is that they have been using it throughout their life because of being loyal to their mother-tongue.

Table 4.3

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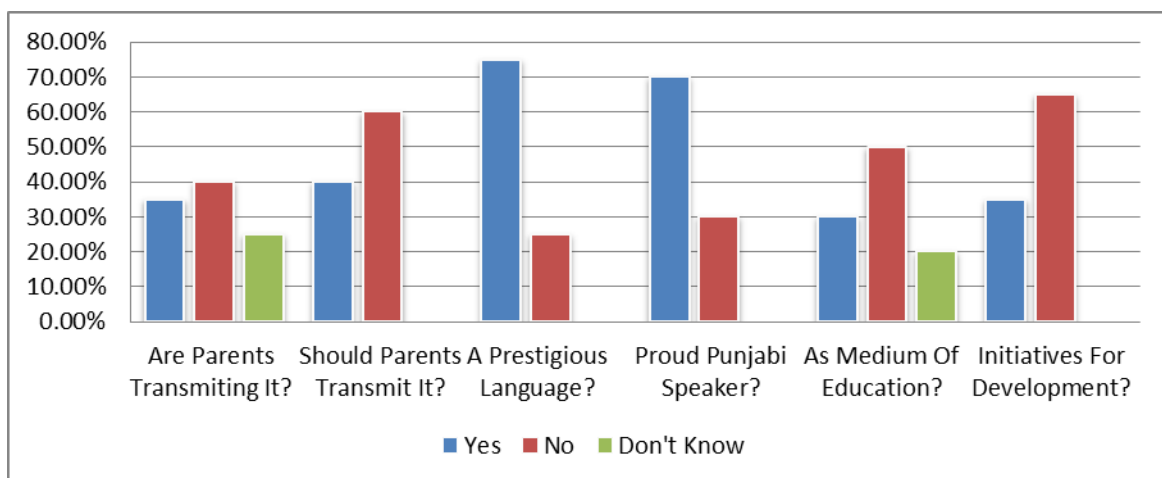
Table 4.3 show the results of the same poll based questions, as asked in the case of young male speakers. It was observed that 35% of them think parents are transmitting Punjabi, 40% think they do not transmit while 25% don't know. Moreover, 40% were of view that it should be transmitted to children while 60% think it should not be.

Regarding the matter of prestige, 75% think it is prestigious language & 70% are proud of being Punjabi speakers. On the other hand, 25% think it is not prestigious while 30% are not proud of being Punjabi speakers. A greater level of language loyalty is to be seen in the case of elder speakers as compared to the younger ones. Similarly as in case of young speakers, shift is also observed in elders ones but not to that greater scale as compared to young speakers. 30% of them think it should be used as medium of education, 50% think it should not be and 20% do not know. Moreover, 35% of elders were of view that initiatives are being taken for Punjabi while 65% do not think likewise.

Table 4.4
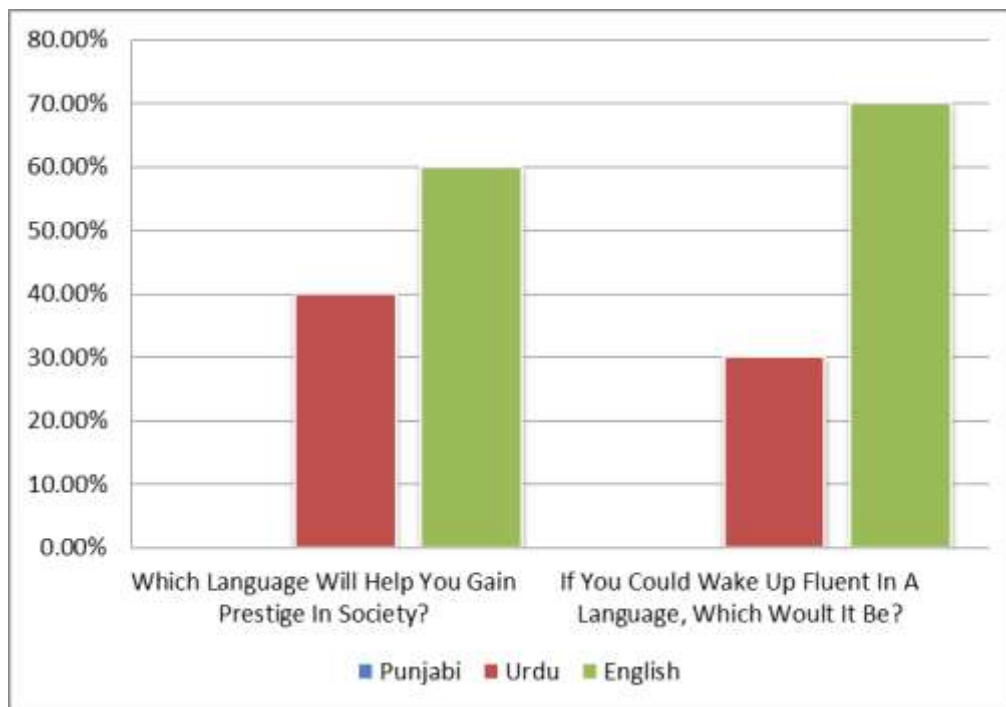
Elder participants were also asked in the questionnaire about *language that they think would help them gain prestige in society*, the results (as in Table 2.4) show shift to Urdu and English but was less as compared to be in case of young speakers as 65% opted for English, 40% for Urdu and 20% for Punjabi. Moreover, another question was asked regarding *which language*

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they would wish to be fluent at. 70% expressed that they would like to be fluent at English while 30% opted for Urdu, with Punjabi at 0%.

4.3 Semi-Structured Interviews

In order to establish validity of data, Interviews (semi-structured) were conducted. For this one informant from each age group was selected and several questions were asked regarding the Punjabi language and its current scenario in Pakistan. The speakers were identified from the original group and the two were selected who had quite divergent point of views about the status of Punjabi in the eyes of its speakers.

Speaker A is a male, 45 years of age (Age group 2) living in urban locality of Sargodha and a teacher by profession. Speaker B is a male, 18 years of age (Age group 1) and belongs to rural side of Sargodha region while studies at University.

4.3.1 Do you think Punjabi is a prestigious language?

For Speaker A, the answer was '*Obviously yes, I'm of the view that Punjabi is a prestigious language. It has rich literature and a very historic and strong background. It's a sweet language to speak. The problem here in Pakistan is that we consider Punjabi to be language of abuse and lower-class (villagers). Young ones should meet the experienced elders in the struggle to find out how sweet and prestigious Punjabi really is.*' For Speaker B, the answer was an emphatic 'No'. He elaborated further by saying, 'No body, if given choice, would like to learn Punjabi. I believe that schools should strictly enforce No Punjabi policy as Punjabi causes accent problems for speakers when they use English later on.'

4.3.2 Which language do you think helps people gain prestige in society?

In the words of Speaker A, '*Urdu is the right choice as it is national language and symbol of pride and honor.*' Let us quote Speaker B, to him its

'*English obviously, Don't you see all these academies for English, Ielts Toefl, Language courses. Why they are for? To teach English like goras'. If we have adopted their dresses why are people ashamed of adopting their language?*'

Notice the train of thought of young speaker from Age group 1. There is no doubt that English is global language and mandatory for communication but he depicts most of the youngsters of his times who consider sticking to their mother tongue as remaining 'paindos' [uncultured]

4.3.3 Should Punjabi be used as a medium of education?

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The answer was in affirmative by speaker A. Supporting his view point he cited the example of Sindh where primary focus is on Sindhi language. Speaker B believed that it's impossible to use Punjabi as medium of education for Punjabi lacks scientific vocabulary and 'sophisticated' expression.

> Speaker B: Aj tak Urdu main to parha nahi sky science, bat ap
> kr rahy hain Punjabi ki. Bhai aisa kaisay hoskta hai?
> [We have been unable to use Urdu for scientific Education.
> How is it possible to use Punjabi when Urdu has failed. It is
> quite impossible, brother]

4.3.4 What effects do you think other languages are having on Punjabi?

The question was asked because Urdu and English are dominating linguistic scene of Pakistan. It is quite obvious that giving more status to one language gives the very language power and prestige. The powerful language will tend to use in the important domains of society such as media, education and movies. Speaker A, in this regard, opined that due to the more powerful and more prestigious languages, Punjabi is being marginalized rather slowly being murdered at their hands. For Speaker B, the effect is positive and it must be continued till Punjabi 'absorbs more vocabulary and becomes a standard language'

5. Fieldwork Findings

The main variable considered for this research was Age and the findings show that the trends of shift are more evident in young speakers who tend to use Punjabi less than the elder speaker and prefer Urdu and English over Punjabi though some of them speak Punjabi with elders such as parents and grand-parents. In informal settings like hanging out with friends, preference is given to Urdu language over Punjabi as Punjabi lacks prestige. Modern Punjabi speaker has inculcated Punjabi linguistic shame that is hard to be dispelled of and this is the reason why young speakers are not loyal to their mother tongue. Most of the young speakers are of the view that Punjabi should not be used as a medium of education because not everyone has that much receptive and productive ability in Punjabi. This speaks volumes about the future of Punjabi in multilingual Pakistan.

Elder speakers use Punjabi nearly in all the domains of life. Sometimes with children too but not in most cases as they do not want them to learn Punjabi due to changing trends of society. Elder speaker may switch to languages other than Punjabi for sometime in certain special circumstances (teaching in school, talking to people who cannot understand

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Punjabi) but they prefer using Punjabi in normal circumstances. It must be noted that their writing competency in Punjabi is also not as good as they have in Urdu or English – the languages they have learnt in formal settings. Elder speaker consider Punjabi prestigious and it is an honor for them to speak it. For them, it is instrumental to express thoughts and ideas. It must be promoted as medium of education so that its survival and development is ensured. They are of the view that language should be taught to children in order to ensure the continuous transmission through generations.

The data hints at the signs of language shift, but it also exhibits signs of hope for Punjabi. Language attitudes expressed in these interviews showed that:

- Speakers are aware of Punjabi attrition
- Members want to try to keep Punjabi alive
- Elder Speakers are more loyal to their Language
- It is usually the youngest child who has weak affiliation with Punjabi. He knows the most 'imperfect' form of language and is mostly 'semi-speaker'.

6. Conclusion

Punjabi being the second most spoken language in Pakistan is declining and losing hundreds of speakers day by day due to more powerful languages which pose a threat to the existence of Punjabi. Language maintenance and shift are the long-term, collective consequences of consistent patterns of language choice. (Fasold, 1984).The phenomenon is far beyond language attrition as a huge majority of speakers are shifting their loyalties to Urdu. The reasons of shift are numerous like lack of prestige, lack of power, lack of institutional support, linguistic shame etc. It is, therefore necessary, to start projects for the development of language and moreover parents should teach their children the language as mother-tongue (at least the Punjabi families) in order to ensure the sustainability of language.

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Revisiting A. W. Grimke: Releasing the Stored Energy

Shubhanku Kochar, M.Phil.

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Courtesy: http://en.wikipedia.org/wiki/Angelina_Weld_Grimk%C3%A9

Angelina Weld Grimke

Great writers do not write for their own age, but for all the ages to come. Their creative genius is not curtailed to one century. They have a universal appeal. They even do not write for a particular sect, class, race or gender. Their appeal is to all people in all ages in all places. Any critical theory or any standard of judgement can be applied to evaluate their

works. Their view of human nature is broad. The writers like: Chaucer, Shakespeare, Milton, Wordsworth, Tolstoy, Kalidas, and Prem Chand are only a few examples.

Angelina Weld Grimke is also such a writer who can be placed in this unending catalogue. Her writings can be interpreted in more than one way; moreover her appeal is also not limited. Though, she was an Afro-American, but her writings appeal to everyone whether black or white.

Focus of This Paper

This paper is an attempt to analyse Grimke's selected poems, chosen randomly, and a short story from three different perspectives. The paper is divided in three parts. The first part is an attempt to apply the standards set by Langston Hughes in "The Negro Artist and the Racial Mountain" (1926). The second part is an attempt to analyse her writings from the criteria laid down by Carolyn F. Gerald in "The Black Writer and His Role" (1969). The third and final part is devoted to an eco-critical evaluation of her writings because of the utility and the topicality of the environmental issues after 1990s.

Langston Hughes

Langston Hughes in "The Negro Artist and the Racial Mountain" writes that at present, there are many writers who are trying to copy the white life around them. They want to be poet, but not the Negro poet. For them, the white culture provides finest substance for literature. They imitate the ways of the white while their own ways go unnoticed. He gives many examples to prove that how the Negro writers have been ignored so far. The novels of Chesnutt go out of print, without being noticed by any of the race. Dunbar also was not accorded enough respect that he perhaps deserved. The black writers write under severe criticism by their own race and unintentional bribes by the white. He writes:

> The Negro artist works against an undertow of sharp criticism and misunderstanding from his own group and unintentional bribes from the whites. "Oh, be respectable, write about nice people, show how good we are," say the Negroes. "Be stereotyped, don't go too far, don't shatter our

illusions about you, don't amuse us too seriously. We will pay you," say the whites. (Hughes 47)

These people might have told Jean Toomer not to write *Cane*. The white did not purchase it. The black did not praise it. The black who read it, hate it because they are afraid of it. Though, the critics gave positive reviews yet the public remained indifferent. For Dubois, *Cane* contains the finest prose ever written by a Negro and like the singing of Robeson, it is racial. Hughes is hopeful that in the coming decade a group of black artist will emerge who will write about their own race without being ashamed. They would not flatter their own people, but be true to their essence. With the force of their art, Hughes desires that the Negro artists should change the hidden aspiration of their people, "I want to be white … to "Why should I want to be white? I am a Negro-and beautiful!" (Hughes 48).

He concludes the essay with the following famous lines:

We younger Negro artists who create now intend to express our individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they are not, it doesn't matter. We know we are beautiful. And ugly too. The tom-tom cries and the tom-tom laughs. If colored people are pleased we are glad. If they are not, their displeasure doesn't matter either. We build our temples for tomorrow, strong as we know how, and we stand on top of the mountain, free within ourselves. (Hughes 48)

Angelina's Writings

Grimke was an Afro-American female writer. Her writings were appearing chiefly in the 1920s when Langston Hughes came out with the above mentioned essay. She, through her poems and a short story, fulfils the criteria laid down by Hughes. She does not go to the white community for material. She is not even ashamed of being a Negro. She gives voice to the cries of her own people. She does not try to flatter them by any means. In her writings, the characters do not crave to be white. They are what they are. They may weep, they may go to

the heaven for justice, but they never leave their racial heritage. Sometimes, they even want to bury themselves beneath the grass, but this is natural, everyone wants some relief or moment of happiness in one's own life.

For example, in "Little Grey Dreams" (1924), she portrays the disappointment and the disenchantment in the black community through her persona. When blacks were emancipated, there must have been many promises of growth and equality. But, in 1920s, there was practically nothing to cheer the black. In fact, the physical bondage was metamorphosed into the psychological enslavement. The racial stereotypes oppressed and tormented the black like the plantation masters in the past. The frustration and the helplessness in front of the larger white dominant culture is given vent in this small lyric. There is a persona who sits on the bank of a river and lets the dreams go away because, as it seems to her, there is no hope. She writes:

> Little grey dreams,
> I sit at the ocean's edge,
>   At the grey ocean's edge,
>   With you in my lap.
>
> I launch you, one by one,
>   And one by one,
>   Little grey dreams,
> Under the grey, grey clouds,
> Out on the grey, grey sea,
> You go sailing away,
> From my empty lap,
>   Little grey dreams.
>
>   Sailing! sailing!
> Into the black,
> At the horizon's edge. (Honey 73)

The agony of being black is skilfully captured in the last two lines of "The Black Finger" (1925). There, the character confuses the tree with the black finger and rhetorically asks, "Why, beautiful still finger, are you black? / And why are you pointing upwards?" (Honey 184).

Subject Matter of Angelina

Angelina selects the subject matter for her poetry from the black community that was still poor and whose condition was still like that of the slaves. After reading her, it seems that she was not in a mood to flatter the white masters for money or fame. She does not betray her essence. Though, she does not speak overtly about the Negroes' conditions, still the diction and the images hint covertly towards the exploitation of the black. Even if this is a lapse, it can be excused because she is an artist and unlike preachers she can afford to play with words and images. In "Tenebris" (1927), she presents a tree that seems not a tree, but that hand of a slave. She writes:

There is a tree by day

That at night

Has a shadow,

A hand huge and black,

With fingers long and black.

   All through the dark,

Against the white man's house,

In the little wind,

The black hand plucks and plucks

   At the bricks.

The bricks are the color of blood and very small.

   Is it a black hand,

  Or is it a shadow? (Honey 185)

Black Is As Black Does

In the short story, "Black is, As Black Does (A Dream)," she shows the frustration in the black community. Justice was denied to them on the earth, so the alternative selected is that of the heaven. There is a character who falls asleep and wakes up in the heaven. There, she is greeted by the angels, clad in white. There, before the throne of the Almighty, justice is delivered. The black are blessed there and the white are cursed. There is a white person whom God punishes because he did not treat his men well on the earth. His skin was white, but his soul was black. There is a Negro who is blessed by God because he was true and innocent. His skin was black, but his soul was white. This is how she explains his condition:

> I saw that he was lame, torn, and bleeding, and quite unrecognizable, for most of his features were gone. I saw him waving his poor stumps of arms, begging for mercy. By these tokens I knew that he came from my country, and that he was one of an oppressed race; for in America, alas! it makes a difference whether a man's *skin* be black or white. Nothing was said, but I perceived that he had been foully murdered. (Grimke 30)

Scathing Criticism

In this way, there runs a scathing criticism of the white and a desire for justice for the black. There must have been countless people at that point of time who after finding that earth was worse than hell might have flown towards the heaven in their dreams for justice and relief. In this way, it can safely be argued that Grimke captures the essence of her people. She presents the reality as she sees it. She does not glorify anything. Like Hughes, she is least bothered whether the white are glad or not. She is what she is and she writes what she chooses irrespective of the fact whether the larger world will acknowledge her or not.

Angelina Fulfils the Duties of the Black Writer

Similarly, her writings can also be said to qualify the criteria set by the black critics in late 1960s. Carolyn F. Gerald (1976) in "The Black Writer and His Role" lays down the duties for the black writer.

The critic points out that how the images are destructive for the self-definition of the people on whom they are imposed. How images control the peoplehood. For Gerald, there are two types of realities: one is the reality itself and the other is the created one. And it is the created one that is pernicious for those on to whom it has been projected. What matters is the way in which the words have been used. A rose can be presented as a flower with fragrance and a flower with thorns. The black also in the white community are destroyed by the zero image. Wherever they go in the larger culture, the images of the white domination and the black subservience destroy their self-definition and lower them in their own estimation.

Images

Images are man-made and man projects his own being, his own self into them. They are anthropomorphic in nature whether positive or negative, the qualities associated with the images are that of man's and those qualities are attached with the objects for such a long time that they seem unquestionably real. That's why, a flower dances, the wind rushes angrily, the sun smiles down on the village and the mother earth provides. Similarly, the negative images that are used to describe the black are man's own. They are his own projections on to the universe. They reveal his own desire to explain the world in his own context, though they have nothing to do with the definition of the black. So, the task for the black writers in late 1960s is clear. They must try to debunk these images and myths. Artist is the guardian of the images. The writer is the myth-maker of his people. The concluding lines of the essay are significant in this context. The critic writes:

> These images must be mythically torn down, ritually destroyed. We cannot bury our heads before the existing body of myth, nor before our own Europeanization. Therefore, we cannot return nostalgically to a past heritage and pretend that historical continuity exists in anything but fragmentary form. We cannot block out the black-white struggle for control of image and create a utopianized world of all-black reflections. Our work at this stage is clearly to destroy the zero and the negative image-myths of ourselves by turning them inside out. To do this, we reverse the symbolism, and we use that reverse symbolism as the tool for projecting our own image upon the universe. (Gerald 133)

The critic further argues:

> … What is new, I believe, is the deliberate desecration and smashing of idols, the turning inside-out of symbols, to which black writers are now proceeding with a vengeance. Bitterness, which runs through the whole of black literature, is being replaced by wrath; a sense of frustration is giving way before a sense of power. It is the sense of power which proceeds from a mythic consciousness based on a people's positive view of themselves and their destiny. (Gerald 133)

Debunking Stereotypes

Grimke in her writings debunks stereotypes related to the black. Her works present not a static zero image of the black. The black are presented as human beings who shine in glowing colours. She does not make the black as subservient to the white culture. For example, in "I Weep" (1927), she presents a character that is stoic and indomitable in will. She is not a buffoon or a savage. She knows the art of restrain. After reading the poem, one certainly wonders! Is the persona a human being or a super human being? Whatever may be the answer, the persona certainly is not less than a great human being. She looks like as if she is a saint. After reading such a poem, the black must have felt inspired rather than condemned.

The poem must have contributed to their spiritual growth. This is how she presents the black character:

-I weep-
Not as the young do noisily,
Not as the aged rustily,
But quietly.
Drop by drop, the great tears
Splash upon my hands,
And save you saw them shine,
You would not know
I wept. (Honey 148)

Response to Nature

Similarly, towards the end of "At the Spring Dawn" (1923), one meets a persona who is sensitive in her response towards nature. She is a conscious person who is mentally and physically agile to all the happenings in nature. She is not a dull or dumb character who hardly bothers about the surroundings. Such a view of the black was also new in the literary arena. Earlier, the blacks were perceived only as slaves whose task was to provide complete satisfaction to their masters. The Sun rise or the Sun set did not bother them. They were supposed to remain same during birth or death of their relatives. Their first duty was to cater their masters. Such a character who is conscious of the all-around happenings more particularly the happenings in nature tends to debunk the zero image. The persona extends her arms to welcome the spring dawn. She feels alive amidst nature. She feels as if she is part of it. A sense of belonging makes her a true human being. She is happy at the spring dawn. Such a view regarding the black certainly must have contributed to the- if not physical then at least the spiritual growth of the black.

Turning the Image Upside Down

Likewise, in the short story mentioned above, she turns the images upside down. The black are presented in positive colours while the white are presented in dark colours. There is a white person who has perpetrated atrocities on his men, but he is not ashamed. He laughs before the Almighty. When God asks him whether he has treated all his men well, his reply is affirmative. He is a liar. God knows him very well. So, he is condemned. He lacks the strength to confess his sins before God. Earlier in the story, the readers are acquainted with a poor Negro who is lame and tortured severely. God blesses him and gives him a place in the heaven. He not only weeps but confesses before God. When the white man is condemned, the readers are shown another Negro coming forward with a petition for mercy not for his own but for the white men. He prays, "Forgive, oh, forgive my brother, for he knew not what he did" (Grimke 31).

Increase in Self-worth

Such an image of the black tends to aggrandize the self-worth of the black rather than devaluing it. She uses the same tools earlier used by the white to accomplish her mission. She uses the same heaven with its Garden of Eden as a platform for justice. She does not go to Africa in the lap of her own Gods to pray for justice. She knows it pretty well that even the Christian God with His wonderful Garden of Eden would not condone the deeds of white. Here, one thing should be kept in mind, as Gerald also points out, "Black writers have also attempted to reflect spiritual oneness by writing within a totally black framework. But, white images are implanted at the core of black life, the most obvious example being that of the Church, where God is white" (132).

Haunting White Supremacy

The dominant image of the white supremacy haunted the black wherever they went. And as a result, they also internalise within themselves white as a colour of purity and redemption. In the story, the angels who are blessed and the human beings who receive God's benedictions are presented as clad in white. But, it may be because she was using their own tools to horrify them. The Negroes who go to the heaven and blessed there are also clad in white. Perhaps, she is trying to prove that if you consider white as such a divine hue then one day the black will also attain this, but this happens not in reality but in dream. The over all emphasis as it seems after reading the story is on the act of justice performed by God in favour of the black in the heaven itself. The black are not only allowed an entry in the heaven but are also blessed in the end while white are condemned. Had the story been written by a white author, he might have barred Negroes from entering in the heaven or would have perhaps shown them as even servants in the heaven whose mouth must have watered after seeing the opulence of the white.

Emergence of Ecocriticism

In the late 1990s, an altogether new branch of literary studies named as Ecocriticism came into being. As the world witnessed more and more danger of extinction because of the increasing environmental crisis, the writers and the critics became conscious of their role to

promote the environmental awareness among the masses to save. The critics like: Cheryll Glotfelty, Harold Fromm, Christopher Manes, Lyne White, Jr., William Rueckert, William Howarth, Scott Slovic, and Randy Malamud came forward with their theories of the relationship between nature and culture.

Before presenting a detailed analysis of Grimke's works, it will be pertinent to first understand the term *ecocriticism*.

Ecocriticism is an effort to read literature along with environment. It is a way of linking nature with culture. It is a desire to save environment by creative use of literary imagination. It is an endeavour to spread the consciousness among the masses (of course those who read and write) about nature and its benedictory influences. It is an attempt to keep the earth as an inhabitable planet as long as possible. In short, it is one effort among many in the society by the responsible citizens of the world, not the rulers of the world, to save the environment. An ecocritic is both a critic and ecologist. In fact, he is a literary ecologist whose prime task is to save nature.

Angelina's Poems

Before a comprehensive critique of her writings is undertaken, it will be in place to draw attention towards some relevant points. First of all, the poems and a short story taken for the analysis are from 1920s and before, a time when environmental concerns did not become explicit at least in the manner as they are today. That was the time when air and water were still pure as compared to the present. However, this fact does not undermine the possibilities of an ecocritical reading of her poems. As science and technology have advanced in recent years so has the artillery of the readers. Today's reader is armed with so many theories and methods of reading that he can do almost anything with the text in hand. Moreover, the nineteen twenties were the time when Imperialism had started declining especially after the First World War. The act of destroying indigenous societies with their natural surroundings had already taken place. Its effects were perhaps beginning to come to the surface slowly and steadily because whether it is progression or regression, it is not an overnight process. Centuries have passed before man acquired his present status of the dominator. So, at that

point of time when Grimke was writing, the ill effects caused by the destruction of the environment had begun to come to notice.

The second point that should be kept in mind before reading Grimke is that she is a woman; hence she is closer to nature than man because of the reproductive quality that she shares with nature. That's why there is a point in her writings where nature and her gender converge. The third important point is that she is an Afro-American. Her father was an emancipated slave, though her mother was white yet one cannot neglect the racial legacy that she might have inherited from her father. All these influences (of being placed in a certain time, of being a woman, and of being a member of a particular race) converge very subtly in her poems which facilitates an ecocritically remunerative reading.

Angelina's View of Nature

In her poetry, nature is not merely a tool to serve the anthropocentric purpose; it has its own existence. It is not just the presence that enables the poet to express the inner workings of the mind and has its own utility. Nature in some of her poems occupies more space than human beings. It is not a framing device or an objective correlative deployed to convey an abstract idea. Her poetry offers a delicate representation of nature. The smoothness of her verse and the simplicity of diction presents readers with no difficulty whatsoever in grasping the images from nature. She wastes no words to accomplish her mission. She presents nature in its "entirety" untainted by human motives. In short, nature is here not given any task by the creative mind to accomplish. She records it as she sees it. "Dawn" (1923), can be cited as an illustration. She presents an exact picture of the morning seen before the sunrise. In fact, the simplicity of both matter and manner reminds the readers of Wordsworth. She writes:

> Grey trees, grey skies, and not a star;
> Grey mist, grey hush;
> And then, frail, exquisite, afar,
> A hermit-thrush. (Honey 180)

Her description of the dusk is also exact and accurate in "Dusk" (1927). This is how she unravels the entire scene:

> Twin stars through my purpling pane,
>   The shriveling husk
>   Of a yellowing moon on the wane,
>   And the dusk. (Honey 182)

Similarly, in "At the Spring Dawn," one comes across the same simplicity of expression and richness of the images form nature. Nature in this poem too is described in its wholeness unmodulated by human vision. She describes the scene of spring dawn as she observes it. The sun, the quietness, the bird singing, whirring, and flying all are presented as she perceives them. This is how she unfolds the entire scene:

> I watched the dawn come,
>   Watched the spring dawn come.
> And the red sun shouldered his way up
>   Through the grey, through the blue,
> Through the lilac mists.
> The quiet of it! The goodness of it!
>   And one bird awoke, sang, whirred,
> A blur of moving black against the sun,
>   Sang again –afar off. (Honey 179)

In the remaining half of the poem, she presents human response to the entire situation. There is a persona that feels elated at this time. She records how that persona extends her arms to welcome the sun and the spring dawn. She feels as if she is part of it. She is ecstatic to be loved. She feels as if she is alive. She records:

> And I stretched my arms to the redness of the sun,
>   Stretched to my fingertips,
>   And I laughed.
> Ah! It is good to be alive, good to love,

At the dawn,
At the spring dawn. (Honey 179)

In "Grass Fingers" (1927), she addresses grass to touch her. In fact, she presumes that there is a spirit in nature that can act according to her wishes. She personifies grass and calls it grass fingers. She refers it as "elusive" and "delicate". The poem begins with an address:

Touch me, touch me,
Little, cool grass fingers,
Elusive, delicate grass fingers,
With your shy brushings;
Touch my face-
My naked arms-
My thighs-
My feet. (Honey 183)

Women and Nature

As has been mentioned earlier, women feel more affinity with nature because of the exploitation that they both have to face and the power of reproduction. The way she addresses nature proves that she wants to merge in it. In the second stanza of the poem, she points to the fact that after death, man becomes part of the earth and is buried beneath it, so there is no need of behaving like the sole emperor. She asks grass to touch her because after her death, she will go beyond its touch. She maintains:

Is there nothing that is kind?
You need not fear me.
Soon I shall be too far beneath you
For you to reach me, even
With your tiny, timorous toes. (Honey 183)

The entire poem reminds the readers of Walt Whitman for whom grass was also not a passive object but a reminder of life after death.

The images from nature and the experiences of being black merge in "The Black Finger." Here, the tree does not remain merely a tree. It becomes a black finger pointing towards the sky. Here, nature is subordinated to human concerns. One should not forget that her race had immense influence on her writings. Her father was an emancipated slave. He was a graduate. After receiving her education, she, herself, became a teacher and a writer. Though, her mother was white and Angelina was born in Boston, a city in the North far from the notorious cities of South. One can presume that Grimke might not have a blissful life.

Her father and her other acquaintances must have told her the horrible tales of slavery. She must herself have witnessed the injustices heaped on the black with her own eyes. In the poem mentioned above, she within a few words captures the agony of being black. She sees a tree and confuses it with a black finger. She writes:

> I have just seen a most beautiful thing:
>   Slim and still,
>   Against a gold, gold sky,
> A straight, black cypress
>   Sensitive
>   Exquisite
>   A black finger
>   Pointing upwards. (Honey 184)

The last two lines of the poem are most poignant in their appeal. Here, she seems to be asking questions that she might have asked from herself many a time after witnessing the exploitation of blacks at the hands of whites. Is there any hope for the black in this country? Is there any safe place for the black? And in response, she might have seen a tree that she mixes with the black finger pointing towards the sky. She writes: "Why, beautiful still finger, are you black?-And why are you pointing upwards?" (Honey 184).

Racial Experience and Nature

Similarly, racial experiences amalgamate with nature in "Tenebris." In this poem, a tree no longer remains a tree; it becomes the hand of a slave with long fingers. She skilfully captures the times of plantation era with its hard work and cruel punishments. Though, she does not mention them explicitly, but there are slight suggestions in the diction and in the images that she uses. She writes that there is a tree that during the night has a shadow. It is like a hand that has long fingers that in the dark of the night, in the wind, in front of the white man's house plucks at the bricks whose colour is red. The plucking was an activity that the slaves were required to perform on the plantations. They plucked cotton in the cotton fields. If any slave was discovered slackening in his task, he was given severe beating. So, the clothes moist with blood must have been a common site for the slaves. Within thirteen lines, she gives vent to such an experience with the help of skilfully drawn images from nature. She writes:

> There is a tree by day
> That at night
> Has a shadow,
> A hand huge and black,
> With fingers long and black.
>   All through the dark,
> Against the white man's house,
>   In the little wind,
> The black hand plucks and plucks
>   At the bricks.
> The bricks are the color of blood and very small.
>   Is it a black hand,
>   Or is it a shadow? (Honey 185)

Angelina's poetry seems to be presenting a perfect model for a perfect society. Perhaps, she envisaged in her own time that man with his arrogance will one day threaten the existence of nature. A modern reader can certainly derive a conclusion from her poetry that nature and

culture are interrelated. They are the two sides of the same coin. Nature needs culture to act on and to be acted upon. One cannot exist in isolation. For example, there is always some human presence amidst nature in her poetry. It is human perception that gives meaning to the phenomena of nature. In "At Spring Dawn," a protagonist is required to stretch her arms to welcome the sun. In "Dawn," the mentioning of "hermit-thrush" imparts human touch amidst inanimate objects of nature. In "Grass Fingers," a woman craves to be touched by the grass. It is the trauma of being black in the white society that enables a human being to confuse a tree with a black finger in "The Black Finger." Similarly, in "Tenebris," a tree becomes the hand of a slave with long fingers. So, the message is clear. Human and nature cannot survive without one another. Looking from the vantage point of the 21st century, the poems can be seen as a homily for the destroyers of nature.

Ecocritical Viewpoints in Angelina's Short Story

Likewise, the short story, "Black is, as Black Does (A Dream)," she offers enough substance to read her from an ecocritical viewpoint. First of all, nature is not silent in the text. Christopher Manes remarks in "Nature and Silence" that nature has been systematically silenced by the human subject down the centuries. But, here nature speaks rather it sings. The following lines divulge the objects of nature producing sweet sounds:

> Stretched all around was a wide, green, grassy plain. Each little blade of grass sang in the gentle wind, and here and there massive trees spread their branches. The leaves and the birds made music, while the river passing through the meadow sparkled and sang as it sped on its way. Listening, I heard no discord, for all the voices blended with each other, mingling, and swelling, and making one grand sweet song. (Grimke 27)

In this story, Grimke seems to be providing a message. There is an apocalyptic vision inherent in the text. Man is destroying nature in his greed. The animals and the birds are mercilessly slaughtered. When man will go to the heaven, there he will be punished by the Almighty. In the story, God punishes those persons who had not treated the other human

beings well. They are condemned. The entire episode of God communicating with the human can be read from an ecocritical standpoint. This is what God asks from man:

> And didst thou treat all my children justly? And I heard the man say: "Yea, yea, O Lord!" and I heard God again: "Whether their skin was black or white?" and the man answered: "Yea, yea, Lord," and laughed. Then I heard the thunder of God's voice saying: "I know thee, who thou art; wast thou who didst murder yon man, one of my faithful servants; it wast thou who didst hate and torture him, and who trampled upon and crushed him; but in-as-much as thou didst this wrong unto him, thou didst it unto me. Begone!" And I saw him who was condemned stagger from the bar, and that his hands and his clothes were covered with blood, and that he left behind him footprints tracked in blood; and as I looked at him more closely I saw that his skin was white, but that his son *soul* was black. For it makes a difference in the heaven whether a man's *soul* be black or white! (Grimke 31)

No More a White versus Black Problem – The Threat of Extinction

This is not about the problem of black and white when viewed from the vantage point of 21st century. Now, the world is facing the threat of extinction. Man's unbridled interference with nature has created more problems grander than the hubris of the ancient times. If man will not seize unleashing his cruelties on the non-human world then God will certainly not forgive him. God has created the entire universe. He loves all things including nature. The entire passage quoted above reminds one of S. T. Coleridge who in "The Rime of Ancient Mariner" sounds the same when he writes:

> He prayeth best, who loveth best
> All things both great and small;
> For the dear God who loveth us,
> He made and loveth all. (275)

In the words of W. E. B Du Bois, "The problem of the twentieth century is the problem of the color line" (5).

Dubois was referring to the exploitation of the blacks at the hands of the dominant culture in America. His statement was the result of centuries of exploitation that the Afro-Americans had to confront there. But, the twentieth century witnessed not only the exploitation of the blacks, but other minority groups such as the Jews as well. The other agencies which suppressed or terrified man were battles fought in the name of capitalism, democracy etc.

Grimke must have witnessed World War 1 and immense physical and psychological exploitation of the colonised in America and elsewhere. After that, there was Second World War, genocide of the Jews by Hitler, war against Vietnam, Iraq, and Afghanistan. In the 21st century, the entire world was taken aback by the terrorists' attack on the World Trade Centre. In India, these terrorist attacks are common. The counterpart of the colour line in India is the caste line. For many centuries, the so-called high born people have been oppressing so-called low born in the name of religion. There are constant clashes between Israel and Philistines for many years. The conditions in the 21st century have worsened so much that the 3rd World War seems imminent. The overall result of all this is that the human life is in jeopardy.

Indian Scene

In India, the practice of female foeticide corroborates this fact. By implications, if man is so cruel towards his own counterpart, then one can only imagine how merciless he might be towards nature. Every species on this earth has a right to exist. Everything has its own importance in the larger scheme of things. The smallest worm is as sacrosanct as the most giant mountains. Now is the high time to save human being from becoming an extinct species along with nature. If destruction of man by man does not halt then this possibility will one day become truth. The writings of Grimke offer a recipe to save not only human beings but nature as well. One has to acknowledge the integrity of the other. The distinctions have to disappear between the powerful and the powerless. In her poems, the tree becomes a black finger pointing towards the heaven and the hand of a slave with long fingers. The grass no longer remains grass, but hailed as fingers. Only when the distinctions between the human

and the vegetation world melt away, there will be some hope. Along with the problem of race, caste, and gender, colour green has also been added to the litany of the problems and if strong actions are not taken to save the environment, then the earth would no longer be a safe place to live.

To Conclude

To conclude, it can safely be asserted that Grimke can be read from as many perspectives as possible. Her writings were relevant in 1920s when they were written. They retained their freshness in late 1960s when the black community was trying to redefine itself both physically and spiritually. And as one heads towards the close of the 20th century and in the beginning of the 21st century, the relevance of her works increases because of the eco wisdom that is inherent in it. This write up is not the end of the discussion on Grimke, as human creativity will broaden its canvas; writers like Grimke will be revisited by the scholars in the coming generations and the stored energy in her writings will be released constantly that will keep her alive for ever.

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Emergence of Manju Kapur as Feminist in *Difficult Daughters* and *A Married Woman*

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Manju Kapur and *Difficult Daughters*

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This paper justifies the protest of Virmati, the protagonist in the novel *Difficult Daughters*. According to Christopher Rollason, Manju Kapur is the highly regarded living practitioner of Indian values (Christopher, "Women on the Margins: Reflections on Manju Kapur's *Difficult Daughters*"). Manju Kapur, like Shashi Deshpande, Arunthathi Roy, Gita Hariharan and Anita Nair, is one among the group of women writers in English live and write in India itself concerning the problems of the indigenous people here. Her novel, *Difficult Daughters* got the Commonwealth Writers Prize in the year 1998. It also acquired the international recognition, because this modern Indian fiction was translated into seven languages – Dutch, German, Greek, Italian, Portuguese and Spanish. This novel deals with the late colonization and partition of India and has assuredly earned a very considerable and critical success.

The Character Virmati

In her novels, Manju Kapur gives importance to the familial characters especially women. Women strive to study at college, take part in the national movements, and tend to break the clutches of society like the old values. Virmati, a young woman born in Amistar into a good, high-minded household, falls in love with a professor who is her neighbour. The professor is a married person who lives with his mother, spouse and two children. The professor finally marries Virmati and they settle down in his home which Virmati's parents have sublet to his family. His furious first wife leaves home in a difficult situation. The novel concludes with the emergence of Ida who is Virmati's daughter.

Context – Partition Days and Determination of Virmati

The story of the novel takes place during the partition of India and Pakistan. Education for women is denied at this period. However, Virmati conflicts with her parents and against their will, she joins her M.A. in Philosophy at an institution in Lahore. Secondly, she weds the Professor in secret and this makes her parents feel hugely embarrassed.

Throughout the novel, Virmati denies following the old social values in the name of custom. She fights against them all in a politically surcharged and convention-ridden society. Like Virmati, Ida also succeeds in breaking out of an unsuccessful marriage and staying single a phenomenon unheard of in her grandmother's time (Maini Cookie, 'Daughter's Labour of Love).

Significance of the Meaning of the Word '*Difficult*'

In this novel, Manju Kapur uses the word 'difficult' for the daughter of each character. For Kasturi (Virmati's mother), Virmati is a difficult daughter and for Virmati, Ida is a difficult daughter. In fact, the very first monologue of this novel is –"I have decided not to be like my mother". Ida, the narrator of the story, says this in the introductory page of the novel. This is because the characters like Ida never wish to subdue themselves to the oppression of society in the name of tradition. It is true that they cannot do this instantly but by and by, they try to come

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out of the clutches of society which says 'a woman is by all means under the custody of her husband'. Though the female characters in 'Difficult Daughters' oppose the expectations of their parents, their thirst is for the freedom of women through the battle with the patriarchal society.

Why Use of Family Structure?

Why does Manju Kapur use the family structure in all her novels interpreting the problems of women? In an interview with Jai Arjun, Manju Kapur answers this question. She says: "Literature by women, always has the larger considerations, with years of studying texts, it becomes almost second nature to look […] gender relationship and how they are played[…] in my writings happens to be the home. But then, all sort of things happening outside do affect what is happening inside the home" (Singh, Interview of Manju Kapur)

Quest for Identity

No doubt Kapur's protagonists are essentially women and their quest for identity but for her, men and women constitute a family (Agarwal, "Manju Kapur's *Home*: A Chronicle of Urban Middle Class in India"). But in the view of Chhikara ("Manju Kapur's Difficult *Daughters* - A Saga of Feminist Autonomy and Separate Identity."), Manju Kapur yearns for autonomy and separate identity in her women characters. In *Difficult Daughters*, the novelist has portrayed women as the subjugated people caught in the conflict between the passions of the flesh and the passion for coming up in society. In the chain of events, Virmati becomes a rebel against the taboos of society, but at the same time, Kapur heightens this character through her tireless service to the innocent victims of violence who are numerous in number during India-Pakistan Partition. Virmati helps people as far as she could and encourages her neighbourhood for the same.

Feminist Way of Thinking and Family Conditions

Even though Kapur highlights the daughters' fight with the familial bondage, she never fails to showcase about how families would be broken because of a woman's feminist way of thinking (disagreements, parting or divorce). In this novel, Virmati does not give ears to her mother's advice and thus she loses all brothers and sisters in her family. She is not allowed to talk to them and her mother also hates her very much. As the Professor parts with her first wife, his children lose the love of their father. They are not able to be intimate with their father since their mother has parted with him and someone else has come in that place.

Ida is also unable to be cheerful, because she comes to know about the tearful story of her mother which breaks her heart. So she also abhors married life and eventually divorces her husband.

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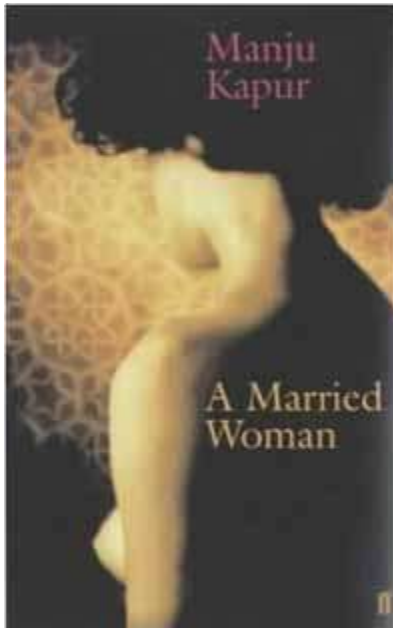
A Married Woman

Similarly in her other novels like *Custody* and *Home,* Kapur depicts the miserable life of the progeny of 'parted parents' very well. The novel *A Married Woman* which presents this ideology of Kapur was published in 2002.

When *Difficult Daughters* is the story of an audacious young woman falling in love with a man, who is already married, *A Married Woman* on the other hand talks about the different phases in the life of a woman, pre and post marriage. Kapur emerges as a contemporary feminist writer in this novel too. *A Married Woman* has been translated into Spanish and remains controversial in certain Indian critical circles.

Astha

Astha is the only daughter of a painter. Astha's life since beginning has been controlled by her mother, who has always imposed her stringent decisions on her daughter. Like a typical mother, she spends all her time for shaping Astha as an ideal wife, daughter-in-law and a good mother. Astha is married to Hemant finally.

This is the story and it deals with the entire journey (life) of Astha, the protagonist of *A Married Woman*. Though Astha has everything a woman can trust from her marriage- a responsible husband, caring in-laws, and two kids, Astha still feels incomplete as an individual. People at home belittle her likes and opinions continually. Her requirements as a person are in general

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packed down by her daily chores towards her family. Nobody in her family cares for her and eventually she finds herself being deserted and unnoticed.

Her life becomes entirely different, when Aijaz comes to the school where she teaches. Aijaz, a street play artist, asks her to build up the screenplay for a drama. The theme of this drama is 'Babri Masjid Chaos'. As far as Astha is concerned, she talks to an outsider for the first time in life. But Aijaz appreciates her talents and hence she feels drawn to him. Aijaz is murdered brutally all of a sudden while performing a drama involving the burning issue of Babri Masjid-Ram Janmbhoomi. After some time, Astha has to meet Peeplika, a social activist, with whom she becomes very close, and thus begins a relationship that breaks all the conventions.

A Popular Novel

This work is completely popular only because of the realistic depiction of Astha's problems and emotions. She searches everywhere for peace, but she acquires nothing. There is none in the world to cheer her up and share her problems. Her husband never understands any of her emotions and problems and gives least importance to them. Moreover, the way Astha's mother always blindly supports Hemant's decisions and the way Astha is not given even a separate room for her painting irritates not only Astha, but also the reading public. This novel stands as the best example for male chauvinism, oppression of women and the emergence of 'new women' in society. In spite of all the coercion against her, Astha is very happy and stands as a new woman. She has the power to carry on the charade of a happy married life just for the sake of her children and her family.

Marriage and Women in India

Until marriage, a woman in India is controlled by her parents and after that her husband, mother-in-law and everybody dominate her. The protagonists Virmati and Astha are not only the examples for the distinct portrayal of the lives of two women from different identity, but also for the depiction of the life of each and every woman in India. Women under the patriarchal pressure and control burn out and are subjected to social ostracism. They are subject to bias and prejudice. The patriarchal society for ages has degraded the word 'women'.

Virmati and Astha want to achieve something which goes beyond a husband and children. They are not silent rebels but are bold, outspoken, well-determined and action-oriented. That is what Manju Kapur had aimed at and has done it very successfully in her novels *Difficult Daughters* and *A Married Woman*.

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Different Phases of Women in Shashi Deshpande's Novel *Moving On*

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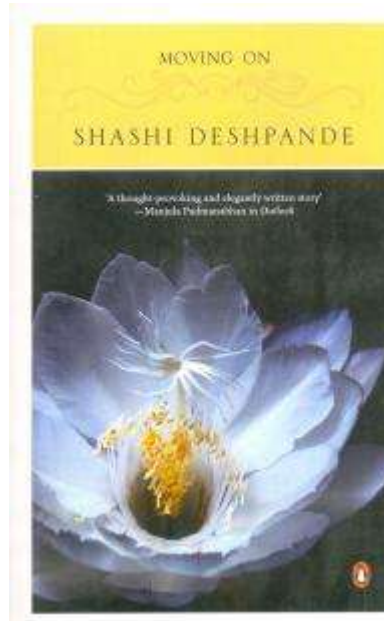
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Abstract

The Indian society has gone through a lot of changes in recent times regarding women's position. New situations demand women's active participation in various roles. While making choices women experience various problems, which create opportunity for women to transcend their traditional role. This is well captured by Indian women writers and portrayed in their novels. The present paper is motivated by such prevailing conditions and particularly focuses on the developmental phases of women in Shashi Deshpande's novel, *Moving On* (2004) (here after referred to as M.O).

Introduction

Shashi Deshpande
Courtesy: http://www.penguinbooksindia.com/en/content/shashi-deshpande

Shashi Deshpande as a writer takes it as her concern to set a direction for the modern Indian women to gain confidence to make her own choices. She can at best be called an articulator of women who are caught at the crossroads of change in a society, which is under going the birth pangs of transition from tradition to modernity. Her attempt to give an honest portrayal of changes in women's position with all their sufferings, disappointments and frustrations makes her novel unique. She concentrates on four major issues that are indispensable for the liberation of woman: education, financial dependence, control over her sexuality and the moral choice.

Moving On

The novel, *Moving On*, taken for analysis here, is in many ways, a departure from her earlier novels. The paper analyses how Shashi Deshpande's women characters like Gayatri, Mai, grandmother, Jiji and Sachi portray the developmental phases of women at the turn of twenty-first century. Deshpande also examines the environment and the negative factors in their environment that incapacitates the Indian women's efforts towards empowerment. The analysis would elucidate this fact.

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Before Independence

For a long time, women were not treated equally and considered only as secondary to men. Baba's grandmother is portrayed as a typical example of the status of Indian women before independence. Her helpless situation is clearly portrayed when her son who was expected to enhance the family's prestige with his foreign degree came back not only as a Gandhian but also decided to marry a Harijan girl.

> His father threatened, his mother wept, the family was in turmoil, but my father
>
> remained firm. He walked out ….. There was a complete severance between my
>
> father and his family; not even his mother could find any excuse for what he had
>
> done (*M.O*: 6).

Baba's father married an orphan Harijan girl, but he was bound by convention which did not encourage men to address their wives by name. There were also other traditional ways in which deterred women from developing their individuality.

While this situation continues even in today in most parts of the country, Indian Independence has brought with it many changes among various classes of people, especially in towns and cities in India.

After Independence

Even after independence women had to go by the dictum of traditional norms. Though Gayatri and Mai had their own individuality in thinking, society suppressed their feelings and they had to be part of the familial bonds. Mai and Gayatri experienced the power of freedom because their father brought them up imbibing in them a desire for freedom.

"The greater freedom our father permitted us made it possible for us to have a mixed group of boys and girls" (*M.O*: 9).

In this changing situation, where chaos is created between traditional expectations and new challenges in the role performances of women, Gayatri opts for the traditional expectations. Gayatri decides to quit her education for her husband's family. Though she receives support from parental home as well as her husband she denies all freedom for herself and decides herself to perform her role as a

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tradition-bound "good" wife and a "good" daughter-in-law. Gayatri, unlike Baba's grandmother, comes out with her desires, making positive sign towards her self as individual.

Unlike Gayatri, Mai, by her writings, comes out of her daily chores and develops her contact with the reading public. Among Mai and Baba, Baba was the admirer and she was the one who let him admire her. He always behaved as,

"I am the master in my house and I have wife's permission to say so" (*M.O*: 26).

Mai's profession did not affect her family routine. Her boldness and thirst for freedom portrays her as being caught in the roads of change in a society, which is undergoing the birth pangs of transition from tradition to modernity. She tries to unshackle herself from the centuries of bondage to social norms and pre-ordained roles. Through Mai's character Deshpande portrays that women have the capacity to determine their priorities for self-discovery and still weave the fabric of family harmony. After Mai's death, Baba proved to be a man of emptiness, in the world of nothingness.

"Yet without her I was incomplete" (*M.O*: 112).

Accordingly through the characters of Gayatri and Mai, Deshpande shows that, even after independence, the impact of society and tradition influenced them much on their individuality.

At the Turn of Twenty-First Century

At the turn of the twenty-first century Jiji seems to go by Deshpande's vision that women must assert. They must not succumb to the pressures of patriarchy in the domestic arena. Jiji disowns a ritualistic and tradition-bound life in order to explore her true self concerned with a woman's external quest for an authentic selfhood and understanding of the existential problems of life. She once decides her future, stays firm even when it was against her parents wish. Transcending her traditional role is only to redefine a new identity.

Jiji is the eldest child of Mai and Baba. Her real name is Manjari Ahuja. Her life before marriage with her parents is full of bliss and contentment. Jiji's marriage with Shyam makes her position in the family upside down.

"But that Jiji was part of the 'Baba-Mai-Malu-and-I' entity. Once that disappeared, the old Jiji vanished too" (*M.O*: 40).

Neglecting all the support of the family she decides her own life at the displeasure of her parents. She never surrenders herself to fate and stands all alone."Yet, I wanted Shyam too, Shyam above all

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things, Shyam more than anyone else" (*M.O*: 99). Though Mai disagrees she remains rigid in her verdict. Even after Shyam's death she does not accept any support from her parents, and manages to live alone and to take care of her own children.

Following Baba's death there was only blankness in her life. In the quest for survival she says, "Yes, I want to live" (*M.O*: 167). She says that she has never regretted for anything in her life. "You'll regret it, Baba said. I never did, no never. There's at least this left among the ruins: I never regretted anything" (*M.O*: 235). Even when Raja desires to marry Jiji, she decides never to go into the situation of marriage again, staking everything, her life and her future. In the journey into herself to a conclusion, she learns to free herself of guilt, shame, humiliation and she is also initiated into the mystery of human existence.

Jiji perceives marriage as an alternative to the bondage imposed by parental family and when opting for marriage, she realizes that one restrictive setup is replaced by another. The analysis of the self enables her to understand and solve her problems. She finally frees herself from the centuries of bondage to social norms and pre-ordained roles. She takes a lesson out of the life and finds solace for her own problems. Being responsible for their actions and courage to face the eventualities in the face of change characterize the modern women in Deshpande's novel.

Conclusion

Deshpande with her women characters present that every individual is a full-fledged human being full of potential. With the support of family and men, these skills which remained mute without any encouragement could come out and determine a new identity. After breaking from traditional roles, women characters engage in creating a new self-hood. Thus, the new space that Shashi Deshpande has created gives ample scope for Indian women to assert their self, find their identity, extend their compassion to the society, excel in performances and enjoy the freedom and responsibility.

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The Relationship between Teachers' Self-Efficacy and Students Academic Achievement at Secondary Level

Shafqat Ali Khan, Ph.D.

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ABSTRACT

The purpose of the study was to investigate the relationship between teachers' self-efficacy and academic achievement of the students in Attock District, Pakistan. Teacher's efficacy is a simple idea with significant implications. The sample of the study consisted of 192 respondents consisting 32 teachers and 160 students from District Attock, Pakistan. It was a survey type study.

A questionnaire was developed in Urdu Language based on Tschannen – Moran and Hoy, (2001) teacher efficacy scale. To analyze the data, Pearson r product Moment was used. On the whole it was concluded that there is significant relationship between teacher's self-efficacy and students' academic achievement in both the subject of Math and English. In the subject of Math, male teachers showed better results due to their high perception of self-efficacy than female teachers whereas in the subject of English, female teachers performed better due to their high perception in their self-efficacy than male teachers in the public secondary schools in district Attock, Pakistan.

Keywords: Self- efficacy, Achievement, Learning, Motivation

INTRODUCTION
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The role of classroom teacher is of critical significance in promoting learning. Teacher has a very crucial role in the success or failure of education system. The teacher is the point of contact between the education system and pupil. Any educational programme or innovation has the impact on the pupil and teachers. Thus maximizing teacher effectiveness is a major goal of education. All teachers make some difference in their students' lives. Some teachers consistently have a greater and more positive influence than others. They seem to relate to students better and to be more successful in helping their students gain meaningfully from their instruction.

According to Bandura (1997) self-efficacy has been defined as "a generative capability in which cognitive, social, emotional and behavioral sub skills must be organized and effectively orchestrated to serve innumerable purposes"(p.3). when self-efficacy is studied in the context of teaching, it is referred to as the teacher's sense of efficacy and is the belief that the teachers capabilities can be determined the outcomes of student engagement and learning among even the most difficult or unmotivated students.

Self-efficacy mediates between an individual's ability and purposive action. Perceived self-efficacy influences the course of action adopted, effort invested, endurance and resilience in the face of obstacles and failures coping and the level of accomplishments. Bandura, (2002) says that self-efficacy is a crucial mechanism in individual agency. He states that planning, forethought which includes outcome expectations, self-evaluation, motivation and self-regulation are crucial to exercising agency. Research studies show that teachers' sense of efficacy has strong effects upon students' motivation. A teachers' belief of self-efficacy impacts the achievement level of students within a particular school (Bandura, 1993, 1997; Tschannen-Moran & Hoy, 2001). Teachers with a strong sense of efficacy are open to new ideas and more willing to experiment with new methods to better meet the needs of their students. According to Gusky (1988), teachers having high sense of personal teaching efficacy are more likely to show great level of planning and organization. On the other hand, low teacher efficacy leads to low students' efficacy and low academic achievement.

Sources of Self-Efficacy

According to Bandura (1995) there are four sources of information that impact self-efficacy, these include mastery experiences, emotional or physiological condition, vicarious experiences and social persuasion. The detail is as under:

1. **Mastery Experiences**

   According to Woolfolk (1998), the strong most source of efficacy information is mastery experiences that an individual direct experiences. Efficacy-beliefs are promoted strongly when an individual successfully accomplishes a given task in a particular context or exhibits behaviour or skill, whereas failure of previous performance decreases self-efficacy.

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2. Emotional and Physiological Conditions

Physiological and emotional conditions, such as stress, excitement, joy, etc., impact individuals' beliefs about their capabilities to perform a particular task. According to Bandura (1995) the strength of physical and emotional reactions is not so crucial, as the beliefs of these reactions and understanding them. Individuals' beliefs about their abilities impact, the extent to which they experience stress and depression in adverse circumstances and also their motivational standard.

3. Vicarious Experiences

Observing others and modeling their behavior assists to shape efficacy beliefs. When an individual observes a model doing an action successfully, self-efficacy of the observer increases. Whereas, poor modeling is a skill decreases observer's efficacy. According to Tschannen-Moran, M., & Hoy, A. W. (1998), the more closely observer identifies with the model; the greater will be the impact on self-efficacy.

4. Social Persuasion

Social persuasion is another efficacy related source of information. According to Pajares (1997) the effectiveness of verbal comments from significant others though not as powerful source of efficacy information as mastery or vicarious experiences, impact individual efficacy beliefs. Positive constructive comments act as a source of encouragement and motivation for an individual to do harder effort to complete the given task. Whereas, negative opinions and unkind comments or doubtful remarks from important others make weaker one's efficacy beliefs.

Factors Influencing Teachers Efficacy

There are number of factors but Pajares (1996) pointed out three main factors that influence a teacher's self-efficacy:

i. Pre-Service Preparation

Investigation about efficacy beliefs identified changes to some extent, specifically where researchers explored the efficacy beliefs of novice teachers. According to Hoy (2000) practice teaching marked an increase in personal efficacy beliefs of pre-service teachers. Hoy & Spero (2005) also found high efficacy perception in novice teachers about their capabilities when after completion of their practice teaching. Hoy and Woolfolk (1993) observed pre-service teachers efficacy beliefs and found changes in efficacy beliefs as the teachers confronted classroom realities during practice teaching. Classroom context promoted confidence and perception of personal capabilities for teaching and decreased general teaching capabilities. Whereas, no efficacy beliefs changes occurred among pre-service teachers who had not practice thought.

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ii.   In-Service Participation

In-service education is conducted to assist teachers enhancing the knowledge and skills necessary to be successful (Garton and Chung, 1996).

iii.   Administrative Support

A strong principal will create an environment that emphasizes academic success among teachers. This environment as well as the principal acting as an advocate for the teachers will increase the teaching efficacy of a teacher. According to Yost (2002) efficacious teachers tended to promote conducive learning environment and practiced various instructional methods whereas, less efficacious teachers were inclined to traditional practice.

Teacher Efficacy and Student Achievement

Teachers at secondary level particularly, confronting a pressing demand for high level academic attainment. Numerous studies found out significant relationship between teachers' perception of teaching capabilities and student achievement in general academics and particularly, content areas of reading and math. Armor *et al.* (1976) conducted a study with the implication of Rand items to gauge the impact of teachers' self-perception about his or her capabilities upon reading scores on the California Test of Basic Skills. At the end of one year period, due to high level efficacious beliefs of teachers' the greatest gain was measured in students' reading scores.

Gender Differences in Self-efficacy

Research has been conducted to explore out relationship between gender and self-efficacy. Research findings show differential results. For example, Pajares and Miller (1995) reported that in the areas of mathematics, science, and technology males exhibited more confidence and performed better. Whereas females showed comparatively low performance, Pajares (1996) reported that multiple factors are involved in efficacy beliefs grounded in gender differences. The researcher concluded, when controlling previous level of academic attainment these differences diminished. Gender differences were observed when boys and girls expressed different attitudes while they responded efficacy beliefs scale.

Pajares and Valianate (1999) studied grade level gender differences in writing self-beliefs at middle school level. The researchers maintained that girls' performance was better as boys performed. However, when students were asked to express their belief in their writing capabilities as compared to their peers, girls exhibited a belief in their writing capabilities as for better writers than the boys. Some researchers pointed out another factor that is associated with gender differences.

STATEMENT OF THE PROBLEM

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Much research has been conducted on the concept of self-efficacy in the field of cognitive psychology and education in the advanced countries. However, little efforts have been made in Pakistan to integrate self-efficacy beliefs and their involvement in teaching learning process. Keeping in mind the profound influence of self-efficacy on students' performance and academic achievement, the present study will focus on the topic of "Relationship between teachers' self-efficacy and students' academic achievement at Secondary level."

OBJECTIVES OF THE STUDY

1. To measure relationship between teachers' self-efficacy and students' achievement.
2. To examine relationship between teachers' self-efficacy and students' achievement gender wise and location wise.

HYPOTHESES OF THE STUDY

Ho1: There is no significant relationship between teachers' self-efficacy and students' academic achievement in the subject of Math and English.

Ho2: There is no significant relationship between teachers' self-efficacy and students' achievement (gender wise) in the subject of Math.

Ho3: There is no significant relationship between teachers' self-efficacy and students' achievement (gender wise) in the subject of English.

Ho4: There is no significant relationship between teachers' self-efficacy and students' achievement (location wise) in the subject of Math.

Ho5: There is no significant relationship between teachers' self-efficacy and students' achievement (location wise) in the subject of English.

METHODOLOGY

The present study focuses on the topic of "Relationship between teachers self-efficacy and students' academic achievement at Secondary level." The study involves to measure teachers' efficacy beliefs about their teaching behaviors in the classroom.

Population

The population of the study consisted of the following.

1. All the teachers teaching 10th class in public sector secondary schools in Attock District

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2. All the students of Attock District who appeared in the annual 2009 secondary school certificate examination of Rawalpindi board of intermediate and secondary education (BISE).

Sample

The sample of the study consisted of 192 respondents with a break up of 32 teachers and 160 students from District Attock. Half of the teachers were male and half of them were female teachers. Similarly, teachers were further divided into location wise i.e. rural and urban. The detail of sample is given below:

Table 1. Teachers

District	Subject	Sex	Rural	Urban	Total
Attock	Math	Male	4	4	8
		Female	4	4	8
	English	Male	4	4	8
		Female	4	4	8

Table.2 Students

District	Subject	Sex	Rural	Urban	Total
Attock	Math	Male	20	20	40
		Female	20	20	40
	English	Male	20	20	40
		Female	20	20	40

Table.3 Sample of Schools

Sample district	No. of school	Rural	Urban	Total
Attock	male schools	4	4	8
	female schools	4	4	8

Above mentioned tables show that from 16 sample schools in which, two teachers (One Math Teacher and one English Teacher) and ten students from that selected class were included in the sample by random sampling technique. Students were selected on the basis at least 75% of the class attendance of the particular teacher.

Delimitation

The study was delimited to the following levels.

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1. The study was delimited to Attock district of Punjab.
2. The study covered teaches of the secondary schools.
3. Students of 10th class were included.
4. Only public sector secondary schools were included.

Research Instrument

The latest tool for data collection teacher efficacy tool developed by Tschannen – Moran and Hoy, (2001) was adopted as this tool was very suitable for measuring teachers' beliefs about their personal capabilities in the context of Pakistan. The teachers' Sense of efficacy Scale, also called the Ohio State Teacher Efficacy Scale (OSTES). Long form version was utilized in the present study. In include 24 items. It comprises three subscales; efficacy in classroom management; efficacy in instructional strategies; and efficacy in classroom management. Each subscale loads equally on eight items, and every item is measured on a 5 point Scale anchored with the notations: "nothing, very littler, some influence, quite a bit, a great deal". In present study, the total reliability of questionnaire was calculated via Cronbach alpha which was found to be the high value of 0.81.

ANALYSIS AND INTERPRETATION

Data about students' academic achievement were collected from the relevant school record of the target schools. In order to draw the conclusion, the collected data were analyzed and presented in the form of tables. To analyze the data, Pearson r product Moment was used.

Ho1: There is no significant relationship between teachers' self-efficacy and students'

academic achievement in the subject of Math and English

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Table 4.   **Relationship between teachers' self-efficacy and students' academic achievement in district Attock**

Subject	Group	N	Mean	SD	Pearson "r"	Sig
Math	Teachers' self-efficacy	16	91.81	9.91	0.713	0.002
	Students' achievement	80	215.31	18.32		
English	Teachers' self-efficacy	16	92.68	9.03	0.906	0.000
	Students' achievement	80	222.12	32.82		

Significant at the 0.05 level

Table 4 shows that Pearson r value (0.713) found to be significant in the subject of Math at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between teachers' self-efficacy and students' academic achievement. Whereas, Pearson r value (0.906) found to be significant at 0.01 level in the subject of English, thus, null hypothesis is rejected and there is significant relationship between teachers' self-efficacy and students' academic achievement. But it is found that relationship between teachers' self-efficacy and academic achievement of students was better in the subject of English than Math.

Ho2:   There is no significant relationship between teachers' self-efficacy and students'

academic achievement (gender wise) in the subject of Math

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Table 5.   **Relationship between teachers' self-efficacy and students' academic achievement in the subject of Math in district Attock**

Gender	Group	N	Mean	SD	Pearson "r"	Sig
Male	Teachers' self-efficacy	8	95.87	9.31	0.809	0.015
	Students' achievement	40	220.75	13.56		
Female	Teachers' self-efficacy	8	87.75	9.28	0.622	0.100
	Students' achievement	40	209.87	21.63		

Significant at the 0.05 level

Table 5 shows that Pearson r value (0.809) found to be significant in the subject of Math at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between male teachers' self-efficacy and male students' academic achievement. Whereas, Pearson r value (0.622) found to be significant in the subject of Math, thus, null hypothesis is rejected and there is statistically significant relationship between female teachers' self-efficacy and female students' academic achievement. But it is found that relationship between male teachers' self-efficacy and academic achievement of male students was better than relationship between female teachers' self-efficacy and female students' achievement in the subject of Math.

Ho3:   There is no significant relationship between teachers' self-efficacy and students'

academic achievement (gender wise) in the subject of English

Table 6.   **Relationship between teachers' self-efficacy and students' academic achievement in the subject of English in district Attock**

Gender	Group	N	Mean	SD	Pearson "r"	Sig
Male	Teachers' self-efficacy	8	91.12	9.28	0.889	0.003
	Students' achievement	40	215.25	30.72		
Female	Teachers' self-efficacy	8	94.25	9.11	0.920	0.001

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	Students' achievement	40	229.00	35.45		

Significant at the 0.05 level

Table 6 shows that Pearson r value (0.889) found to be significant in the subject of English at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between male teachers' self-efficacy and male students' academic achievement. Whereas, Pearson r value (0.920) found to be significant in the subject of English, thus, null hypothesis is rejected and there is also statistically significant relationship between two female groups. But it is found that relationship between female teachers' self-efficacy and academic achievement of female students was better than relationship between male teachers' self-efficacy and male students' achievement in the subject of English.

Ho4: There is no significant relationship between teachers' self-efficacy and students'

academic achievement (location wise) in the subject of Math

Table 7. **Relationship between teachers' self-efficacy and students' academic achievement in the subject of Math in district Attock**

Location	Group	N	Mean	SD	Pearson "r"	Sig
Rural	Teachers' self-efficacy	8	91.62	10.28	0.961	0.000
	Students' achievement	40	204.37	15.54		
Urban	Teachers' self-efficacy	8	92.00	10.24	0.815	0.014
	Students' achievement	40	226.25	14.30		

Significant at the 0.05 level

Table 7 shows that Pearson r value (0.961) found to be significant in the subject of Math at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement. Whereas, Pearson r value (0.815) found to be significant in the subject of Math, thus, null hypothesis is rejected and there is statistically significant relationship between two urban groups. But it is found that relationship between rural teachers' self-efficacy and academic achievement of rural students was better than relationship between urban teachers' self-efficacy and urban students' achievement in the subject of Math.

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Ho5: There is no significant relationship between teachers' self-efficacy and students' academic achievement (location wise) in the subject of English

Table 8. **Relationship between teachers' self-efficacy and students' academic achievement in the subject of English in district Attock**

Location	Group	N	Mean	SD	Pearson "r"	Sig
Rural	Teachers' self-efficacy	8	92.37	9.45	0.864	0.006
	Students' achievement	40	218.62	32.28		
Urban	Teachers' self-efficacy	8	93.00	9.22	0.953	0.000
	Students' achievement	40	225.62	35.18		

Significant at the 0.05 level

Table 8 shows that Pearson r value (0.864) found to be significant in the subject of English at 0.05 level. Thus, null hypothesis is rejected and there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement. Whereas, Pearson r value (0.953) found to be significant in the subject of English, thus, null hypothesis is rejected and there is also a statistically significant relationship between two urban groups. But it is found that relationship between urban teachers' self-efficacy and academic achievement of urban students was better than relationship between rural teachers' self-efficacy and rural students' achievement in the subject of English.

DISCUSSION

The problem addressed in this study, as stated, was to determine whether teachers' perception of self-efficacy are academic achievement of the students are interrelated positive correlation between teachers' perceptions of teacher self-efficacy and academic achievement is significant. In this study findings show that there is significant relationship between teachers' self-efficacy and students' academic achievement in the subject of Math and English. Numerous studies found out significant relationship between teachers' perception of teaching capabilities and student achievement in general academics and particularly, content areas of reading and Math.

This result confirms Armor *et al.* study. Armor, D., Conroy, S. S., Cox, M., King, N., McDonneil, L., Pascal, A., (1997) conducted a study with the implication of

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items to gauge the impact of teachers' self-perception about his or her capabilities upon reading scores on the California Test of Basic Skills. At the end of one year period, due to high level efficacious beliefs of teachers' the greatest gain was measured in students' reading scores. Findings show that there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement. But it is found that relationship between rural teachers' self-efficacy and academic achievement of rural students was better than relationship between urban teachers' self-efficacy and urban students' achievement in the subject of Math. Findings indicate that there is significant relationship between rural teachers' self-efficacy and rural students' academic achievement in the subject of English. But it is found that relationship between urban teachers' self-efficacy and academic achievement of urban students was better than relationship between rural teachers' self-efficacy and rural students' achievement in the subject of English.

Findings of this study also show that there is significant relationship between male teachers' self-efficacy and male students' academic achievement. But it is found that relationship between male teachers' self-efficacy and academic achievement of male students was better than relationship between female teachers' self-efficacy and female students' achievement in the subject of Math. Researchers maintain that students perceive that interest and expertise in particular subject areas varies generally for male and female student. Therefore, male students are considered having dominant command in the areas of mathematics, sciences and technologies (Eisenbery, N., Martin, C.L., & Fabes, R.A., 1996). Anyhow, according to the findings of the research studies conducted, to explore gender self-beliefs and its impact on gender differences in academic settings, is an exciting and challenging task to change students' self-perceptions about their capabilities, that males and females are equally capable of learning all types of subjects.

Findings also indicate that there is significant relationship between male teachers' self-efficacy and male students' academic achievement. Whereas it is found that relationship between female teachers' self-efficacy and academic achievement of female students was better than relationship between male teachers' self-efficacy and male students' achievement in the subject of English. Khan (2011) supported findings of this study. Her study reflects that male and female teachers are efficacious and able to help the students in their learning but female teachers were more efficacious than male teachers. Shunk (1991) employed another approach to find out sex differences in self-efficacy of students of grade 6 and grade 8 for learning a new mathematical task. The students from both grades expressed their beliefs of efficacy perceptions. Then, learners were provided instruction, exercise practice, and right kind of feedback. The girls were found less efficacious at early stage. When receiving instructional programme, the girls performed equally well and no differences were observed.

CONCLUSIONS

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On the basis of findings following conclusions were drawn:

1. On the whole it was concluded that there is significant relationship between teacher's self-efficacy and students' academic achievement in both the subject of Math and English.
2. In the subject of Math, male teachers showed better results due to their high perception of self-efficacy than female teachers whereas in the subject of English, female teachers performed better due to their high perception in their self-efficacy than male teachers in the public secondary schools in district Attock.
3. Regarding urban of Attock self perception of male and female teachers about their capabilities is high therefore, their performance is better as compared to remote areas of Attock.
4. It was also concluded that relationship between rural male and female teachers' self-efficacy and academic achievement of rural students was almost equal in Math than English.

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Effect of Bimodal Bilingualism on the Performance of Selective Attention, Attention Switching Task and Attention Network Task

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Abstract

Introduction: *Bilingualism is thought to be strongly associated with higher order cognitive processing such as attention switching under cognitive load. According to a code-switching theory (Peal & Lambert, 1962), switching between languages provides the bilingual individual with a higher degree of mental flexibility and concept formation. This cognitive advantage may be based on use of inhibitory functions of the frontal lobe such that interference from another language is inhibited and one can selectively attend to the language that is currently in use (Green, 1998).*

Bialystok, Craik, Klein, and Viswanathan (2004) found that complex attention performance under a cognitive load among bilingual adults exceeded that of the same-age monolingual adults. In a study with children, Yang (2007) reported higher performance among bilinguals compared to monolinguals on an attention network test that involves several aspects of executive control and attention shifting skills.

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Research suggests that that the cognitive advantage associated with bilingualism is specific to languages that share output modalities. When a bimodal-bilingual user simultaneously uses two languages with different output modalities (e.g., spoken language and Sign Language), neither language is actively suppressed, as compared to bilingual speakers who can only use one spoken language at a time, hence it is expected that deaf people will perform similarly on selective attention tasks, but may show variation on attention-switching task due to bilingual proficiency level. Emmorey et al. (2008) proposed that deaf people who are users of two same-modality signed languages (e.g., ASL and ISL) should demonstrate similar cognitive benefits to those observed in dual spoken-language bilinguals. The effect of these differences on the cognition of deaf readers and proficient signers has not been explored. It is essentially "uncharted territory".

Need for the study: *Early deafness is thought to affect low level sensorimotor processing such as selective attention, whereas bilingualism is thought to be strongly associated with higher order cognitive processing such as attention switching under cognitive load. Empirical studies on bilingualism and cognition thus far have been limited to participants whose hearing ability falls within normal limits especially in Indian population. This study explores the effects of bimodal-bilingualism (in ASL and Spoken Kannada) on attention control skills.*

Aim: *To compare the performance of bimodal bilinguals (ASL and Spoken Kannada) and monolingual (ASL) adults on selective attention, attention switching task & Attention Network Task*

Method:
Participants: A total of forty hearing impaired subjects in the age range of 18 to 22 years participated in the study. All the subjects had severe to profound congenital hearing loss and were using hearing aids and these subjects were diploma students in pph. They were divided into two groups group one consisted of thirty individuals who used ASL predominantly for their communication and second group consisted of twenty bimodal bilinguals who used ASL in educational setting and their rest of the communication was using verbal mode (native Kannada speakers).

Procedure: two experiments were carried out.
1. Selective attention and attention switching task: Stimulus presentation and recording of responses were controlled by Dmdx software. The stimuli were presented on computer and responses were collected via any key pressed on the keyboard. Each of the attention conditions involved four cross-symbols (1) arranged in a square format in the center and corresponding 4cross-symbols in the periphery, with different instructions for each condition. Experiment comprised 120 test trials divided into three blocks (conditions) of 40 trials each. RT was recorded in milliseconds on all trials, for the "central" attention condition, the participant was asked to ignore the four distracters in the periphery and attend to the four crosses in the central vision and instructed to hit the key exactly "one red" cross appeared in the central vision (target). If not, asked to retain from hitting the key. For "peripheral"

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condition, the participant was asked to ignore the distracters in the center and press any key if exactly ''one red'' cross appeared in peripheral vision (target), third was the attention-switching condition, involved two types of cognitive load: switching between targets in the central and peripheral regions over trials and refraining from hitting the key or spacebar when a non target stimulus appeared after a repeated sequence of three targets.

2. Attention Network Task-Flanker Task (ANT): The task was designed using Dmdx software. The task consisted of a combination reaction time task with flankers. A row of 5 visually presented blue lines with arrowheads are shown pointing to the left or to the right. Target was a leftward or rightward pointing arrowhead at the center. Target was flanked on either side by two congruent or incongruent arrows (same or opposite direction), or by neutral lines. The task of the participant is to indicate the direction of the central target by pressing the right or left mouse button as quickly as possible.

These tasks were carried out in a relatively quiet environment, all the subjects were instructed verbally and also using written mode. Ten practice trials were included with clinician's feedback. The reaction times of all correct responses and number of wrong responses were scored.

Results: *Independent "t" test was conducted to compare the differences between two groups. The variables included were reaction times of responses for the selective attention, attention switch and attention shifts in ANT. The number of errors in each of the tasks were also analyzed and subjected to statistical analysis. The results showed that there was no statistically significant difference in performance between the groups of bimodal bilinguals and monolinguals for all the tasks mentioned (p>0.05).*

Discussion: *The results hence, indicated that there was no positive benefit of bimodal bilingualism on attention control skills considered in the present study. The results are in consonance with findings of Emmorey, Luk, Pyers, and Bailystok (2008), 15 hearing adults who are accustomed to speaking English while signing in ASL at the same time (bimodal-bilingual users) did not differ from 15 monolinguals (one spoken language) in performing a task requiring inhibition and mental flexibility. The authors argued that this is a consequence of simultaneous use of two different language output modalities such as spoken and signed language. This appears to promote development of a distinct neural system that permits simultaneous use or merging of these two languages, unlike using two spoken languages consecutively, which requires suppression or inhibition of one language during utilization of the other language. Another explanation would be however, subjects used ASL as the only signed language. They were able to read and write English, ranging from low to high fluency. Some of these individuals may not produce clear speech production but fluent in reading and writing English. If an individual is highly fluent in reading and writing English, then this individual is considered proficient in this language even if his/ her speech production is unclear.*

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Conclusion*: The results of the present study indicated no significant advantages on attentional abilities in bimodal bilinguals. The reading and writing abilities of the subjects would influence these findings. Studies in this direction considering the reading, writing abilities of hearing impaired may shed more light about the cognitive gains in bimodal bilinguals.*

INTRODUCTION

Bilingualism is thought to be strongly associated with higher order cognitive processing such as attention switching under cognitive load. According to a code-switching theory (Peal & Lambert, 1962), switching between languages provides the bilingual individual with a higher degree of mental flexibility and concept formation. This cognitive advantage may be based on use of inhibitory functions of the frontal lobe such that interference from another language is inhibited and one can selectively attend to the language that is currently in use (Green, 1998).

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Research suggests that that the cognitive advantage associated with bilingualism is specific to languages that share output modalities. When a bimodal-bilingual user simultaneously uses two languages with different output modalities (e.g., spoken language and Sign Language), neither language is actively suppressed, as compared to bilingual speakers who can only use one spoken language at a time, hence it is expected that deaf people will perform similarly on selective attention tasks, but may show variation on attention-switching task due to bilingual proficiency level. Emmorey et al. (2008) proposed that deaf people who are users of two same-modality signed languages (e.g., ASL and ISL) should demonstrate similar cognitive benefits to those observed in dual spoken-language bilinguals. The effect of these differences on the cognition of deaf readers and proficient signers has not been explored. It is essentially ''uncharted territory''.

Over the past twenty years, there has been a renewed interest in the possibility that early sensory deprivation may lead to enhanced perceptual and cognitive development in the remaining modalities (Bavelier and Neville, 2002; Pascual-Leone et al., 2005; Sadato, 2005). However, in the case of early auditory deprivation there has been some debate over whether early profound deafness results in visual attention deficits (Quittner et al., 2007) or compensatory changes to attentional processes.The division of labor hypothesis (Quittner et al., 2007) holds that integrative processes, such as multi- sensory integration, are essential for normal development. Thus, in the absence of auditory input, there is a loss of redundancy and a consequent impairment in the development of normal visual processing.

In contrast to the deficit view, several research groups have reported a reorganization of visual attention following early auditory deprivation that results in some degree of compensation. The argument being put forward here is that the visual system reorganizes to compensate for the lack of auditory input, such that visual skills now take over the functional role performed by audition in the typically developing child. In support of this view, many studies suggest that there is a spatial redistribution of visual attention toward the periphery, allowing deaf individuals to better monitor their peripheral environment based upon visual rather than auditory cues. A selective enhancement in deaf adults for stimuli that are peripheral has now been demonstrated using a variety of behavioral paradigms. Loke and Song (1991) showed that deaf participants reacted to a peripheral stimulus with an abrupt onset more rapidly than did hearing participants. Using kinetic perimetry, Stevens and Neville (2006) reported that deaf adults were better at detecting a moving light in the periphery but showed no such enhancement in a static perimetry task presented at fixation.

Need for the Study

Early deafness is thought to affect low level sensorimotor processing such as selective attention, whereas bilingualism is thought to be strongly associated with higher order cognitive processing such as attention switching under cognitive load. Empirical studies on bilingualism and cognition thus far have been limited to participants whose hearing ability falls within normal limits especially in Indian population. This study explores the effects of bimodal-bilingualism (in ASL and Spoken Kannada) on attention control skills.

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Method

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in a square format in the center and corresponding 4cross-symbols in the periphery, with different instructions for each condition. Experiment comprised 120 test trials divided into three blocks (conditions) of 40 trials each. RT was recorded in milliseconds on all trials, for the ''central'' attention condition, the participant was asked to ignore the four distracters in the periphery and attend to the four crosses in the central vision and instructed to hit the key exactly ''one red'' cross appeared in the central vision (target). If not, asked to retain from hitting the key. For ''peripheral'' condition, the participant was asked to ignore the distracters in the center and press any key if exactly ''one red'' cross appeared in peripheral vision (target), third was the attention-switching condition, involved two types of cognitive load: switching between targets in the central and peripheral regions over trials and refraining from hitting the key or spacebar when a non target stimulus appeared after a repeated sequence of three targets.

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These tasks were carried out in a relatively quiet environment, all the subjects were instructed verbally and also using written mode. Ten practice trials were included with clinician's feedback. The reaction times of all correct responses and number of wrong responses were scored.

Results

The mean reaction times for selective attention task and ANT were subjected to statistical analysis using SPSS version 10 software. The mean reaction time was obtained. The errors for each task was also calculated and mean errors for different tasks by both groups was obtained. The results are as follows.

Table 1: Mean Reaction Time for Selective Attention and Attention Switching Task

Selective Attention And Attention Switching Task		Mean Reaction Time	Standard Deviation	P value
Subtask 1	Normal	804.85	288.81	
	Hearing Impaired	865.30	309.85	0.657
Subtask 2	Normal	810.90	304.08	
	Hearing Impaired	871.88	314.12	0.664

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| Subtask 3 | Normal | 774.45 | 284.39 | |
| | Hearing Impaired | 857.42 | 288.50. | 0.525 |
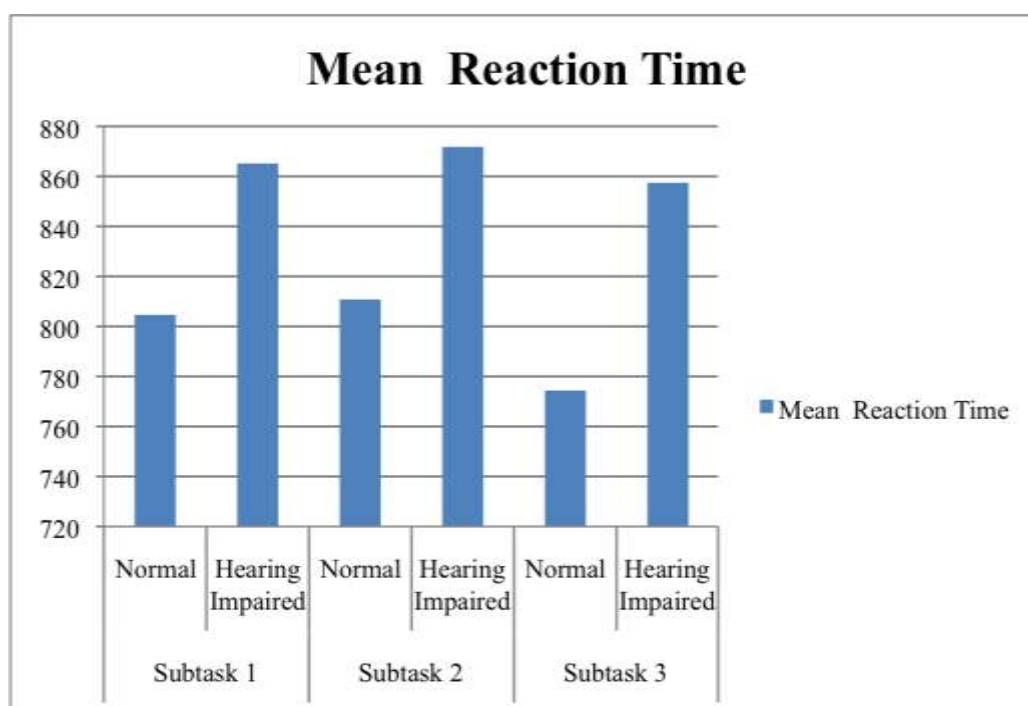
Graph 1: Mean Reaction Time for Selective Attention and Attention Switching Task

Table 1 and graph 1 reveals that, the mean reaction time for individuals with hearing impairment is greater than normal individuals in all the subtasks i.e. mean reaction time for normal for subtask 1 is 804.85 and for hearing impaired is 865.30, for subtask 2 the mean reaction time were 810.90 for normal and 871.88 for individuals with hearing impairment and for subtask 3 it was found to be 774.45 for normal and 857.42 for hearing impaired. However, independent sample test shows no significant difference between these groups i.e. $p > 0.05$ for all the subtasks between normal's and hearing impaired.

Table 2: Mean scores of errors

Selective Attention And Attention Switching Task		Mean	Standard Deviation	P value
Subtask 1	Normal	0.40	0.51	0.335
	Hearing Impaired	0.20	0.42	
Subtask 2	Normal	0.50	0.70	0.331
	Hearing Impaired	0.20	0.63	
Subtask3	Normal	0	0	0.343
	Hearing Impaired	0.10	0.31	

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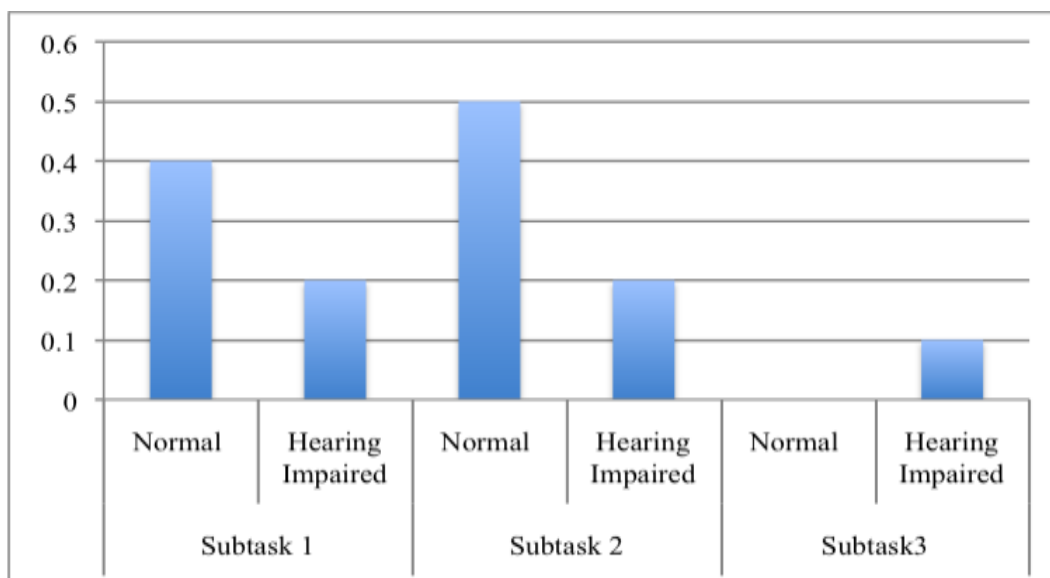
Graph 2: Mean scores of errors

It is evident from table 2 and graph 2 that mean error for subtask 1 and subtask 2 were more for normal compared to that of hearing impaired i.e. mean for subtask 1 is 0.40 and 0.20, subtask 2 is 0.5 and 0.20 for normal and hearing impaired respectively and in subtask 3 a mean score of 0 were found for normal where as for hearing impaired mean score obtained was of 0.1. However independent sample test shows no significant difference between these groups i.e. $p > 0.05$ for all the subtasks between normal's and hearing impaired.

Table 3: Mean Reaction Time for Attention Network Task

ANT		Mean Reaction Time	Standard Deviation	P value
Task 2	Normal	769.07	107.17	
	Hearing Impaired	840.05	212.26	0.358

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Graph 3: Mean Reaction Time for Attention Network Task

Table 3 and graph 3 depicts the mean reaction time for task 2 i.e. attention network task (ANT). The mean reaction time in ANT for normals was less compared to that of normal. However independent sample test reveals the results obtained were not statistically significant i.e. $p > 0.05$

Table 4: mean error for ANT

ANT		Mean	Standard Deviation	P value
Error	Normal	1	2.21	
	Hearing Impaired	1.3	2.05	0.757

From table 4 it is clear that the mean error for normal was less compared to that of normal, i.e., a mean score of I for normal and 1.3 for hearing impaired. However independent sample test reveals the mean error obtained for hearing impaired and normal group were not statistically significant i.e. $p > 0.05$.

Independent "t" test was conducted to compare the differences between two groups. The variables included were reaction times of responses for the selective attention, attention switch and attention shifts in ANT. The numbers of errors in each of the tasks were also subjected to statistical analysis. The results showed that there was no statistically significant difference in performance between the groups of bimodal bilinguals and monolinguals for all the tasks mentioned ($p > 0.05$).

Discussion

The results hence, indicated that there was no positive benefit of bimodal bilingualism on attention control skills considered in the present study. The results are in consonance with findings of Emmorey, Luk, Pyers, and Bailystok (2008), 15

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hearing adults who are accustomed to speaking English while signing in ASL at the same time (bimodal-bilingual users) did not differ from 15 monolinguals (one spoken language) in performing a task requiring inhibition and mental flexibility. The authors argued that this is a consequence of simultaneous use of two different language output modalities such as spoken and signed language. This appears to promote development of a distinct neural system that permits simultaneous use or merging of these two languages, unlike using two spoken languages consecutively, which requires suppression or inhibition of one language during utilization of the other language. Another explanation would be however; subjects used ASL as the only signed language. They were able to read and write English, ranging from low to high fluency. Some of these individuals may not produce clear speech production but fluent in reading and writing English. If an individual is highly fluent in reading and writing English, then this individual is considered proficient in this language even if his/ her speech production is unclear.

Conclusion

The results of the present study indicated no significant advantages on attention abilities in bimodal bilinguals. The reading and writing abilities of the subjects would influence these findings. Studies in this direction considering the reading, writing abilities of hearing impaired may shed more light about the cognitive gains in bimodal bilinguals.

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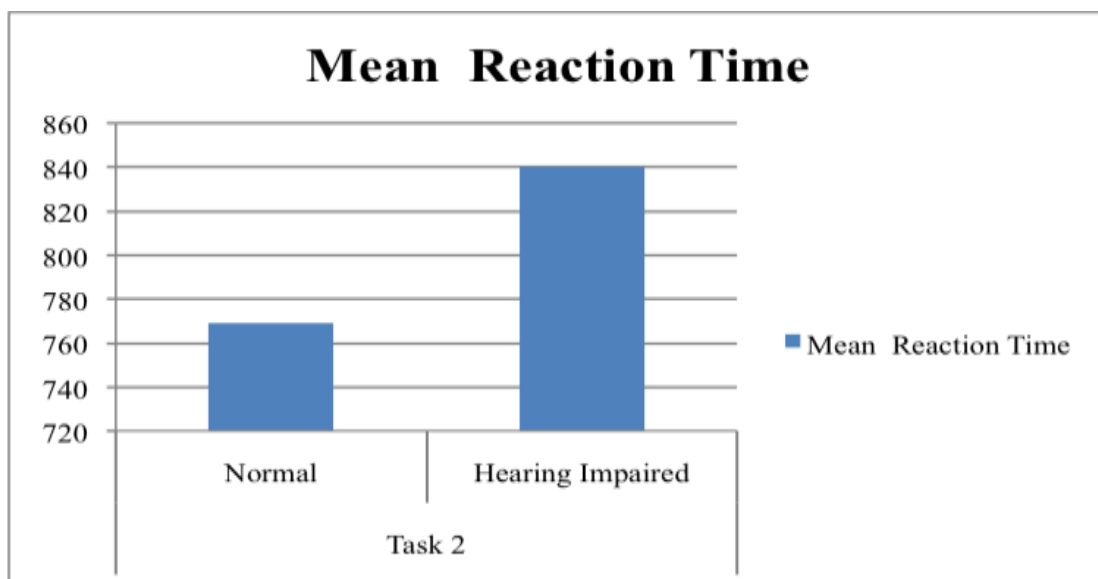Switching Task and Attention Network Task   461

Move Analysis and Stylistic Analysis of Plaint Letters of Finance Discovery for Genre-based Teaching of Legal English in Pakistan

Shagufta Jabeen, M.Phil., LL.B.
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Abstract

This study aims to analyze the legal genre of Plaint Letters (a 'statement of claim') used in legal proceedings in Pakistan, and is divided into two sections. Bhatia's analysis of Appeal Cases has been benchmarked for the first part of this study which submits some differences, based on comparison, between the moves structure of cases (Bhatia. 1983, 1993) and plaint letters (plaints). The comparison results into finding some new moves in the plaints for which the names have been suggested in the discussion and conclusion parts. The second part of the study is a stylistics analysis of the same plaint letters following the model of Crystal & Davy (1969). A brief literature review is given in introduction part to set the study in background. The

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findings of the study will be used in designing an ESP syllabus for the students of Law, and so, to promote and contribute to genre based teaching of Legal English to the students pursuing their Law degrees in Pakistan.

Keywords: ESP, Plaint letters, Legal English in Pakistan, Genre Analysis, Move Structure, and Genre-based teaching

1 Introduction

English is language of Law in Pakistan. Most of the important legal documents are drafted in English making it compulsory for the law practitioners to be competent both in the content, and use of English language. In Pakistan two modes of education are in practice to earn a degree of LLB: a three year LLB program which requires a Bachelor's degree or 14 years of education as a pre-requisite; a four year program for which Intermediate or 12 years of education is a prerequisite. Medium of education in the first type is bilingual, English and Urdu while for the latter type the medium is English but this degree program is comparatively very recent addition to the education system in Pakistan. The students coming to law colleges have a diverse background of schooling, medium of education, exposure to English language and its use. After having studied Law for three or four years when these graduates start professional practice they face difficulty in drafting legal documents. Even after having studied general English as a compulsory subject for 12 to 14 years, they find themselves incompetent to draft legal documents. Mellinkoff rightly pointed out that it is puzzling not merely to the untutored non-lawyer, puzzlement extends to bar and bench. (1963).

Discussions and interviews with the law specialists inform that it is a common practice for the new lawyers, in Pakistan, to spend many months sitting with the senior lawyers just to learn how to draft and understand legal documents, including plaints. In the judiciary system in Pakistan, a plaint letter performs the very first step of a judicial process by invoking the help of court, and presenting an issue requiring the legal solution. Plaint is a statement of

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facts presented to the civil court explaining the reasons of action to be taken by the plaintiff. A plaint is used as a tool to obtain help from the court. Stating some claims, it aims at initiating a civil suit. Plaint is always in writing and must be written in legal language. It is crucially important for a practicing lawyer to be able to draft a plaint letter aright. To address this problem the present study sets at analyzing the genre of plaints for the analysis to serve pedagogic ends and purposes.

2. Literature Review
2.1 Genre Analysis and Moves Structure

Move structure and genre analysis cannot be discussed without referring to each other. It is necessary to set a back ground for the study to briefly describe the both. In any profession, along with the content knowledge, skillful communication is mandatory to interact with the coworkers, to document and report, to get peculiar assignments carried out in a specific context. The required level and areas of such skills may vary significantly for different professions. The best linguistics techniques and style for one profession might prove the worst for the other.

Genre analysis, recommended by Swales (1990; 2004) and explained by Bhatia (1993), comes to help here to find out what kind of language skills are needed in a professions, what linguistic features are specific to the discourse of a profession, and to train learners to be efficient communicators at a particular profession in a particular workplace. The set of such unique linguistics features and patterns contribute to the genres incorporative to the unique professional settings (Swales, 1998) e.g. making language of Medicine different from the language of Law because of preferred vocabulary items and grammatical structures.

Genre analysis has been successfully employed to understand how a text efficiently functions for practical purposes. The essence of the notion of genre analysis is to consider a genre text as a recognizable communicative event characterized by a set of a communicative

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purpose(s) reflected in the cognitive structuring of the genre (Swales 1990; Bhatia 1993). Swale's (1981) discussion on communicative moves had profound influence on the teaching of English for Specific Purposes. He analyzed the introduction part of the research articles and found four basic moves which he later revised in 1990 and put forward a refined three-move model, CARS (Create A Research Space).

Mellinkoff wrote a seminal work on the English legal register in his book *The Language of the Law* (1963). He identifies a number of patterns that characterize the style of legal texts. He throws light on the importance of knowledge of legal language for lawyers and law students. Works of Swales (1983, 1990), Dudley-Evans (1986), and Berkenkotter and Huckin (1995) highlight the usefulness of adopting a genre based approach to teach professional discourse.

To analyze the genre of plaints I have benchmarked Bhatia's moves analysis of Cases (1983, 1993) in this study. He has anatomized the genre of legal cases used not only in court rooms but also in classrooms and lawyer's offices. The students of law need to understand why legal documents are written the way they are to acquire increased self-confidence, and sensitivity to the use of legal genres by acquiring genre skills (Bhatia, 1983).

2.2 Stylistic Analyses

The present study also offers a stylistic analysis of the plaint letters for an easy understanding and teaching of the genre. Though the word stylistic was first recorded in English in 1882, it actually appeared in 1860 and was modeled on the German terms stilistisch, Stilistik , and the stylistics as a theoretical study of style was established in the second half of 19th century (Dámová, 2007).

The term 'style' is highly interdisciplinary and has been defined and used differently by various different researchers and experts causing a great amount of confusion so it is necessary to

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mention here for clarity that this study follows the concept of stylistic analysis spelled by Crystal and Davy (1969) that stylistics or general stylistics can be used as a cover term for the analysis of non-literary varieties of language, or registers (M. M. Bakhtin in *The Dialogic Imagination*, 1981 and *The Problem of the Text*, 1986).

In Crystal´s reference book *A Dictionary of Linguistics and Phonetics* stylistics is defined as "a branch of linguistics which studies the features of situationally distinctive uses (varieties) of language, and tries to establish principles capable of accounting for particular choices made by individual and social groups in their use of language"(1992).Due to the active research in legal language since 1970s, stylistic and linguistic properties of the variety have been much explored and presented under different theoretical paradigms. According to Wang (1980), English stylistic analysis describes and investigates the language characteristics of each English style, and emphasizes that each style has its own typical ways of expression demanding the choices of language to match its purposes.

Reinhard (1995) holds the view that stylistic analysis in linguistics refers to the identification of patterns of usage in speech and writing to analyze the use of language to identifying some linguistic features, ranging from the general mass of linguistic feature to those which are restricted to some social contexts. There is no fixed number of styles or varieties in any language and to know "what types exist, how many there are or whether they are all clearly distinguishable – these are things a stylistic theory should tell us" (Crystal, Davy 1997). I am following Crystal & Davy's (1969) definition of stylistics analysis in this study to find the similar patterns and arrangement of linguistics items used in the genre of plaints.

3. The Current Study

The purpose of this study is to analyze moves structure and language of plaints and to present the analysis for pedagogical use by learners, teachers, and users of legal discourse. Through this study I intend to answer these questions:

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1. How far the move structure proposed by Bhatia can be applied to analyze the language of plaint letters of Finance Recovery used in judiciary system in Pakistan?
2. Are there any differences in the move structures of Cases (Bhatia) and Plaints? If yes, then what are those structural differences?
3. What lexical, syntactic, and stylistic feature define the genre of plaint letters?

3.1. The Context and Participants of the Study

The context of this study are the lawyers of District court Multan and Lahore High court Multan bench, the LLB students and teachers of the law department of a university and two law colleges well recognized in the region. 16 sample plaint letters from previous records were obtained from two senior and three junior lawyers of the afore mentioned courts. These lawyers that how important it was to be good at writing plaints and other legal documents, and that how inevitable it is to work with a senior lawyer to learn this writing skill. Interviews and discussions were held with the LLB students to understand the problems they face in their legal English classes. Also the teachers' opinions were taken about how to well equip these students to enter the profession with good legal drafting abilities.

3.2. Data Collection and Analysis

Sixteen random samples of Plaint Letters (plaints for short) for Finance Recovery Suits were selected from Lahore High Court, Multan Bench, and District court Multan. For authenticity, the samples were collected from three sources: two senior lawyers, and three undertraining lawyers. While analyzing the plaints, I removed personal information, i.e. names and addresses of the clients to keep their privacy. Repeated thorough readings and analysis were made for two reasons: 1, to apply Bhatia's Move structure to recognize Moves used in PLs and that what communication purposes these

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Moves serve; 2, and to carry out a stylistic analysis of the same plaints according to the model of stylistic analysis provided by Crystal & Davy (1969).

4. Major Findings

4.1. The Move Analysis of Plaint Letters

I have attempted to analyze the Plaint Letters of R*ecovery of Finance* into four moves as proposed and found by Bhatia (1983) in examination of Appeal Cases. These four moves are: *Identifying the case; Establishing facts of the case; Arguing the case;* and *Pronouncing judgment.* The study presents a move by move examination of the plaints in the order presented by Bhatia to observe their presence or absence.

4.1.1. Move 1- Identifying the Case

Bhatia identifies it as the first move in cases and puts forward this example: "Roles **V.** Nathan Court of appeal [1963] 2 all Er. 908". This move is present in plaints and is the first in sequence, but in a plaint of recovery suit it is not as brief. Name of court is centralized on the top of the first page, then details of the parties are stated followed by an account of the nature of the suit. The first move comprises a complete paragraph written in capital letters, and showcases the detailed information of both the parties is given including names, place of residence, caste and profession. The first move in a plaint letter is of introductory nature and is constituted by:

1- The name of the court
2- The detail of plaintiff
3- The detail of the defender
4- Suit number, type, introduction

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IN THE BANKING COURT NO.1, MULTAN.

Suit No. _____2002

The Bank of Punjab, a Banking institution constituted under the Bank of

Punjab act, 1989 having its Head Office At 7-Egerton Road Lahore with its

Wes Branch (address)

PLAINTIFF

VERSUS

1. M/s ABC electric store (address) through its proprietor DEF son of XYZ
2. DEF son of XYZ caste (caste name) resident of (address)
3. GHI son of XYZ caste (caste name) resident of (address)

SUIT U/S 9 OF THE FINANCIAL INSTITUTIONS (REOVERY OF FINANCES)ORDINANCE, 2001 FOR THE RECOVERY OF RS.5,32,152.50 (AS ON 31-1-2002) ALONGWITII FURTHER MARKUP @ 52 PAISAS PER THOUSAND PER DAY PLUS 20% LIQUIDATED DAMAGES TILL REALIZATION FROM THE PERSONS AND PROPERTIES OF DEFENDANTS   AND PLEDGED/HYPOTHECATED STOCKS PLUS COST OF FUNDS OF THE PLAINTIFF BANK FROM THE DATE OF DEFAULT TILL THE DATE OF REALIZATION AS PROVIDED IN SECTION 3 OF THE FINANCIAL INSTITUTIONS (RECOVERY OF FINANCES) ORDINANCE, 2001.

4.1.2. Move 2—Establishing Facts

The second Move identified by Bhatia in Cases is also present in the plaints

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examined for this study. After *identifying the case* (first Move), the facts are described in a series of paragraphs. The facts are established strictly in their chronological order and provide information about *the amount and mode of the loaned money; information about the parties; cause/s of action; and important dates and places*. This part of PLs must be crafted very carefully, logically and convincingly yet clearly to achieve the desired objectives, usually demanding and getting the money back.

According to my data the minimum number of the paragraphs comprising second move were thirteen while some plaints had as many as twenty-three paragraphs all structured by long sentences. e.g., Para 3of the example move is formed by one long sentence.

While establishing facts most of the plaints state the details of the paid and due balance in tabular form "Description of paid and due balance". I wonder if this tabulated information suggests a sub-move, not because of it is in different format but because of its unique function. Following is the example of second move from one of the plaints.

Respectfully Sheweth:-

1. That the plaintiff is a Banking Institution established under the Bank of Punjab Act, 1989 having its Head Office at 7-Egerton Road, Lahore with its' Layyah Branch, Layyah where its normal banking business is carried out. M is the Branch Manager, who is fully authorized to sign, verify pleadings, to engage counsel and to do all such things and acts which are necessary and incidental thereto. He is well conversant with the facts of" the instant suit and is able to depose about the same   before this Honorable Court.

2. That defendant No.1 is a sole proprietorship business organization owned by defendant No.2. Defendants have been previously obtaining facilities of cash finances from the

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plaintiff Bank. They had have their account with the plaintiff Bank at Layyah Branch. Said account is operated by defendant No.2 as sole proprietor of his business concern i.e. M/s. Sohail Electric Store. Defendant No.3 is a guarantor of his co-defendants. Therefore all the defendants are jointly and severally liable to the payment of amount claimed in the instant suit.

3. That defendant No.1 through defendant No.2 had requested the plaintiff Bank for renewal/enhancement of their previous running cash (Finance facility from Rs.0.250 million to Rs.0.400 million and the same was sanctioned vide advice No.HO/CR/99/13 072/03/29676 dated 02-1 W999 against securities (I) hypothecation of stocks of electrical appliances, (ii) collateral registered mortgage of Rs.10,000/- over a residential house already executed in favour of plaintiff Bank, fresh equitable mortgage of the same property and irrevocable general power of attorney by the owner of property and other charge documents.

4. That the defendant No.2 being sole proprietor of his business concern i.e. defendant No.l upon the issuance of sanction advice executed following documents in favour of the plaintiff Bank:-

(i) D.P. note of Rs.5,19,800/- dated 10-11-1999 along with acknowledgement of the execution of pronote of the same date. Letter of hypothecation dated 10-11-1999.

Guarantee dated 10-11-1999.

Agreement for financing for short/medium/long term on mark-up

basis dated 10-1 I-1999. Letter of continuity dated 10-11-1999.

5. That while obtaining the last cash finance facility clelen cliants No.l & 2 also relied on the following documents already executed:-

Mortgage deed for Rs.10,000/- elated 19-1 1-1996 in respect of property plot No.9/722/B-lll measuring eight and a half marlas bearing Khewat No. 115 situated at Mohallah Ward No.

13,-MHPKI with all present and future constructions thereon. This document was registered on the same day in he office of Sub-Registrar,

(ii) Irrevocable general power of attorney dated 25-2-1997 which was registered on the same day in the office of Sub-Registrar, Layyah, in respect of property as mentioned in the mortgage

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deed.

(iii)   Personal guarantee executed by defendant No.2 on 19-1 1-1996.

(iv)   Iqrar Nama dated 14-1 1-1996 executed by defendant No.2.

(v)   Memorandum of deposit of title   deeds dated   14-11-1996.

   Along with this memorandum the defendant No.2 deposited

'   original sale deed dated 30-11-1964 registered with the Sub-

Registrar, Layyah(S.No.384, Volume No. I at pages 260, 261).

(vi)   Two bonds of personal guarantee dated 19-1 1-1996 executed by

repayment of loan obtained by defendants No. 1 & 2.

(vii)   Stock Report of M/s. 3HHT1. Electric Store dated 21-09-1999 signed

by defendant No.2.

6. That apart from above documents, the defendants No. 1 & 2 also submitted

Encumbrance Certificate dated 02-07 1-996 issued by Sub-Registrar, Layyah

and copy of P.T. 1'of the mortgaged property for the year 1997-98 issued by

Excise & Taxation Officer, Layyah on 13-11-1997. Furthermore an evaluation

report of the property mortgaged by defendant No.2 in favour of the Bank i.e.

shop No.!05/B was also obtained by the plaintiff Bank from *WUMK*

Associates. Said report bears reference No.863 1(.C)/08/MA dated 4-8-2001.

7. That details of finance availed by defendants No. 1 *& 2* and the amounts

paid by them and the balance due against them (principal amount and

mark-up) are given below as required by sub-section 3 of Section 9 of the

Finance Institutions (Recovery of Finances) Ordinance 2001 are given

below:-

<div align="center">STATEMENT OF THE PRINCIPAL AMOUNT</div>

Date	Particulars	Withdrawals	Deposits	Balance
10-11-1999		Rs. 24438.00		
10-11-1999			Rs. 110000.00	
10-11-1999	Cheq. 757945	Rs. 42515.00		

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10-11-1999	Cheq. 757946	Rs. 50234.50		
10-11-1999	Cheq. 48476	Rs. 5000.00		
13-11-1999	Cheq. 48447	Rs. 35000.00		
18-11-1999	By cash		Rs. 10000.00	
19-11-1999	Cheq. 4878	Rs. 10800.00		
22-11-1999	By cash		Rs. 24000.00	
29-11-1999	By cash		Rs. 22500.00	

8. That defendants No.l *& 2* acknowledged their liability regarding the amounts payable by them on 31-12-1999, 30-6-2000/31-12-2000 and ' 30-06-2001.

9. That since the defendants had failed to comply with the terms and conditions of the sanction advice and they had not repaid the original outstanding amount as well as markup, therefore, a letter No.BOP/LYY/2000/453 dated 13-10-2000 was sent to defendant No.2 as proprietor of M/s. SABRl Electric Store asking him to pay the outstanding amount within .7 days of the receipt of said letter but the outstanding amount was not adjusted. Ultimately legal notice dated 15-12-2000 was sent to defendant No.2 by Legal Department of plaintiff Bank. In spite of all efforts on the part of plaintiff, the defendants have failed to pay the amounts claimed in this suit. Therefore, the instant suit is being filed.

10.That the cause of action firstly arose to the plaintiff against the defendants on sanctioning of loan and disbursement thereof. Thereafter the cause of action has been continuously going long ago when the defendants flatly refused to liquidate their liabilities.

11. That defendants obtained the loan from plaintiff Bank at Layyah. The loan was disbursed at Layyah. The hypothecated stocks are lying atLayyah, the mortgage property is situated in Layyah. The cause of action has also arisen at Layyah, therefore, this Honorable Court has jurisdiction to adjudicate the said suit.

12. That the value of the suit for purposes of court fee and jurisdiction is fixed as Rs.5,32,152.50 on which amount the plaintiff has affixed a court fee of Rs.15000/- as per law.

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4.1.3. Move 3- Arguing the Case (Not Found in Plaints)

The third move "Arguing the case" is essential part of 'Appeal Cases" analyzed by Bhatia, but it is absolutely missing in the plaint letters. My discussions with the lawyers about this section of plaints made it clear that a plaint is just the first process in a lower / session court in nature of an original writ so reference of previous proceedings or judgments is out of the question.so, the absence of this move is justified because the purpose of a plaint is to state facts and not to argue.

4.1.4. Move 4- Pronouncing Judgment (Not Found in Plaints)

Fourth move identified by Bhatia in *Cases* i.e. Pronouncing Judgment too is missing in plaint letters, and reason is the same nature of the document to focus on stating the facts only.

Proposed Moves:

The comparison of move structures of cases (Bhatia) and plaint letters clearly show the overlap of first two moves in the same order. Bhatia Moves 3 and 4 could not be found in plaint letters but some other moves do exist is a certain order to perform certain discursive functions. Because no on record examination of plaint letters in Pakistani context was found, I must present and name these move uniquely associated with the plaints.

4.1.5. Proposed Move 1 – Claiming the Relief

After establishing the facts the aid of court is invoked by claiming Relief. This forms the *third move* in a Plaint Letter and I call this move 'Claiming the Relief". This move is signaled by a heading "Prayer". This move comprises different paragraphs of varying lengths and in almost all plaints used for this study these paragraphs are usually formed by one long sentence. The paragraphs are numbered / alphabetized and each starts with "That".

Prayer:-

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In view of the above, it is respectfully prayed:

A.

That a decree of Rs.5,32,152.50 (as on 31-1-2002) along with markup @ 52 paisas per thousand per day plus 20% liquidated damages till realization be pqssed in favour of plaintiff bank and against the defendants jointly and severally with costs of the suit.

B. That cost of funds of the plaintiff bank may also be awarded

from the date of default till the date of realization as provided in

Section 3 of the Financial Institutions(Recovery of Finances)

Ordinance.2001.   :

C. That an interim' decree for Rs.5,32,152.50 (as on 31-1-2002) along with markup @ 52 paisas per thousand per day plus 20% liquidated damages till realization be passed in favour of the plaintiff bank and against the defendants jointly and severally with costs of the suit.

D. That the decree as prayed for be ordered to be executed by sale of the mortgaged properties and the hypothecated stocks.

E. That if the decretal amount remained unsatisfied by sale of mortgaged properties and hypothecated stocks, that may be ordered to be recovered by attachment and sale of other personal assets of defendants and by way of arrest and detention of Judgment Debtors in civil prison till full and final payment.

F. That any other relief(s) which this Honorable Court may deem

fit and proper under the circumstances of the 'case may also be paid.

4.1.6. Proposed Move 2- Referring to the Lawyer

After claiming the relief the plaintiff puts forward the name of the lawyer who *will* pursue his/her case. I identify this part as fourth move and I name it 'Referring to a Lawyer'. (Name of the lawyer has been changed for privacy reasons). This move is signaled lexically using the word "THROUGH".

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4.1.7. Proposed Move 3- Verifying the Plaint

Each plaint ends with VERIFICATION. The function of verification is to state that the contents of the plaints have been verified on oath. Verification is necessary to avoid trivial cases and to save the time of the court. This, though very brief but, should be dealt as a separate independent move because it performs a function different from the previous one and cannot be a continuation of the Proposed Move 2. I name thios move " Varifying the Plaint".

VARIFICATION:

Verified on oath at Multan this_day of June_2002 that the contents of paras 1 to 9 and the prayer are correct to the best of my knowledge whereas the rest of paras 10 to 12 are correct to the best of my belief.

A comparison of the sequence of moves in cases (Bhatia, 1983) and plaints will also be helpful in recognizing a hierarchical discursive structure of the two legal genres. (In the right column PM stands for Proposed Move.)

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Table 1. Sequence of Moves in Cases (Bhatia) and Plaints

Sequence of Moves in Appeal Cases (Bhatia)	Sequence of Moves in Plaint Letters
1- Identifying the case 2- Establishing the facts 3- Arguing the case 4- Pronouncing judgment	1- Identifying the case 2- Establishing the facts > *Description of paid and due* balance PM 1- Claiming the Relief PM 2- Reference to the lawyer PM 3-Verifying the plaint

Here is quick review of the findings of this study.

Table 2. A review of the findings

Moves	Moves identified by Bhatia in Legal Appeal Cases	Bhatia's Moves identified in Plaint Letters	Bhatia's Moves not identified in PLs	The Proposed Moves for Plaints
1	Identifying the case	✔ (same move in detailed style)		
2	Establishing	✓		Sub-move:

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	facts of the case			*Describing the paid and due balance*
3	Arguing the case		✓	
4	Pronouncing judgment		✓	
PM-1				Claiming the Relief
PM-2				Referring to the Lawyer
PM-3				Verifying the Plaint

4.2. Stylistic Analysis of Plaint Letters

According to Davy and Crystal (1969) through linguistic analysis of language we can describe the patterns which differentiate varieties of a language form each other. The following linguistic analysis of plaint letters is done mainly in accordance with Davy & Crystal's approach with some references to Bhatia as well.

4.2.1 Vocabulary

The vocabulary used in legal English has always been a matter of concern for the learners to master and for teachers to deliver. Interviews and discussions with the law experts reveal that the lawyers have to choose the ''notorious' vocabulary items conventionally even when they themselves would like to prefer using simpler or contemporary expressions. These "dead and deadly words" (Mellinkoff, 1992) can be traced to Latin, French, and German prevail legal discourse. The PLs under

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study are strewn with such vocabulary items, for example, *For and on behalf of, with effect to, et al, prior to, in personam, forthwith, schedule, signed, henceforth, jurisdiction to adjudicate terms, subject to, sanctioned vide advice contract, hypothecation of stocks, sheweth, elated, thereon etc.*

Such vocabulary items augment the language learning problems of the students of Law in Pakistan who are already struggling even with general English. Another characteristic of the choice of words in plaintsis a free use of local lexical items are used freely. Most such words are nouns and are used to eschew any misinterpretation of the content and so minimizing ambiguity and maximizing clarity of the massage with the help of well-established local terms and concepts. It also emphasizes the fact that even very formal documents are shaped by the socio-cultural contexts in which they are written(Bhatia, 2004). Here are some examples from the plaints. "Mohallah,18-Marlas, Iqrar Nama, Khata, Paisa."

4.2.2 Bare Use of Punctuation

Period (.), comma (,) and parenthesis are the only punctuation marks used in plaint letters. Here is a typical example from a plaint letter, of a long sentence that has just one punctuation mark, full stop.

Example:

> That the cash Finance facility was chargeable *55* paisas per
>
> thousand per day and it was to be adjusted on or before 31-05-99 but
>
> the defendants have not paid the principle a m o u n t as well as markup
>
> within the stipulated period.

Parenthetic expressions are much common and frequent for these reasons:

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a)	Give detail of the preceding fact/ information, aiming at totality of the information;

b)	Eliminate the chances of wrong and unwanted interpretations.

Example:

> "Even the margin for the guarantee No 91/49 issued on 10.07.1991 (subject matter of this case was defrayed towards the payment of guaranteed and a sum of RS. 57,000/-) is in balance and the plaintiff has already filed a suit No. 61/1992 in this honorable court for the recovery of guarantee amounts paid to above companies which is fixed for 13.04.1991(copy of plaint is attached)"

4.2.3 Length of the Sentence

Sentences used in Plaint letters are longer than those used in common speech. Most of the short paragraphs are formed by single sentences each.

Example:

> "Therefore the plaintiff bank as it was bound under the terms of guarantee had to pay the amounts shown in above table aggregating to Rs.5.000 Million to the respective companies under intimation top defendant company after defraying the margin held by the plaintiff bank in the shape of cash and fixed deposit receipts."

4.2.4. Passive Voice

The plaint letters under analysis use passive voice profusely. The frequent use of

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passive voice aims at giving an impartial impression about the stated facts. One such sentence from plaint letters is given below.

Example:

> "The details of finance availed by defendants no. 182 a n d the amounts paid by them and the balance due a g a i n s t them (principal amount and mark-up) are given b e l o w as required by subsection 3 of Section 9 of the Finance I n s t i t u t i o n s (Recovery of Finance) Ordinance 2001 are g i v e n b e l o w ..."

4.2.5 Less Use of Pronouns

I found bare use of pronouns in the PLs. Repetition of nouns are preferred where undesired interpretation can be the epiphenomenon of using pronouns.

Example:

> Defendents No.5 to 9 also mortgaged their properties as security for their liabilities of defendants No. 1 to 5. Defendant N o .1 had still has his account in his name at Alipur branch of the plaintiff Bank.

4.2.6 Capitalization

Two different uses of capitalization were observed in the language of plaint letters. One, lexical items of factual importance are always started with capital letter to make such words stand out because of their importance. For example:

> *Rs.5,000 Million, Cash Finance facility, Residential h o u s e , Manager,   plaintiff*

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Bank.

Two, major part of Move 1 awhole paragraph about the *type and nature of the case* is capitalized e.g. this feature was common in all the PLs under study. Example:

SUIT U/S 9 OF THE FINANCIAL INSTITUTION (RECOVERY OF FINANCE) ORDINANCE, 2001 FOR THE RECOVERY OF 5,32,152.50 (AS ON 31-1-2002). ALONGWITH FURTHER MARKUP @ 52 PAISAS PER THOUSAND PER DAY PLUS 20 % LIQUIDATED DAMAGES TILL REALIZATION FROM THE PERSONS AND PROPERTIES OF DEFENDANTS AND PLEDGED / HYPOTHECATED STOCKS. PLUS COST OF DEFAULT TILL THE DATE OF REALIZATION AS PROVIDED IN SECTION 3 OF THE FINANCIAL INSTITUITIONS (RECOVERY OF FINANCE) ORDINANCE, 2001.

4.2.7 Paragraphing

I found excessive use of paragraphs in plaint letters. The paragraphs in plaints under study are numbered or marked by alphabets for easy reference and to show the logic progression of the case. For reference 2nd Move in the preceding section dealing with 'Moves Structure' can be seen. While analyzing sixteen copies of the plaints, I found an average number of thirteen paragraphs in each document, the minimum number of paragraphs being twelve and the maximum twenty three. The purpose is to deal each distinguished point separately and exclusively.

4.2.8 Nominal Expressions

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Legal language is highly nominal and results from avoiding the use of pronouns. The impersonal construction creates an impression of objectivity and authority (Tiersma, 1999). Such expressions are common in the recovery suit plaints.

Example:

> "Those defendants obtained the loan from plaintiff bank in Layyah. The hypothecated stocks 'are lying at Layyah. The mortgaged property is situated in Layyah. The cause of action has also arisen in Layyah…."

Use of "binominals" and "multi-nominals" ,synonymous and near-synonymous, are also found common in the plaint letters focused by this study.

Example:

> "Full and final", "terms and conditions", "jointly and severely", "things and acts"

4.2.9 Use of Qualifications

Use of qualifications is very important in legal genre. Qualifications are added within the main clausal structure and represent the cognitive structuring of the text and facts. In legislative provisions cognitive structuring displays a characteristic interplay of

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main provisionally clause and the qualifications inserted at various syntactic openings within the structure of the sentence (Bhatia, 1982). Here are two examples of Qualifications, from the plaint letters of recovery suits, in the fashion of Bhatia:

Figure 1: Example 1 of use of Qualification

Provisionary clause   **Qualification**

That the plaintiff is a banking institution established under the bank of Punjab Act 1989

Having its head office on 7-Egeter Road, Lahore, with regional office at Nusrat Road, Multan.
With its Alipur branch at Ali pur, district Muzaffararh

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Figure 2: Example 2 of use of Qualification

Provisionary clause   **Qualification**

Mr. Zahid Abbas   Manager is one of its

                                         officers, holding special

                                         power of attorney on behalf

                                         of the bank.

Is authorized   To sign, verify pleadings,

                                         engage courts and

To do all such things   And acts

Which are necessary   And incidental there to
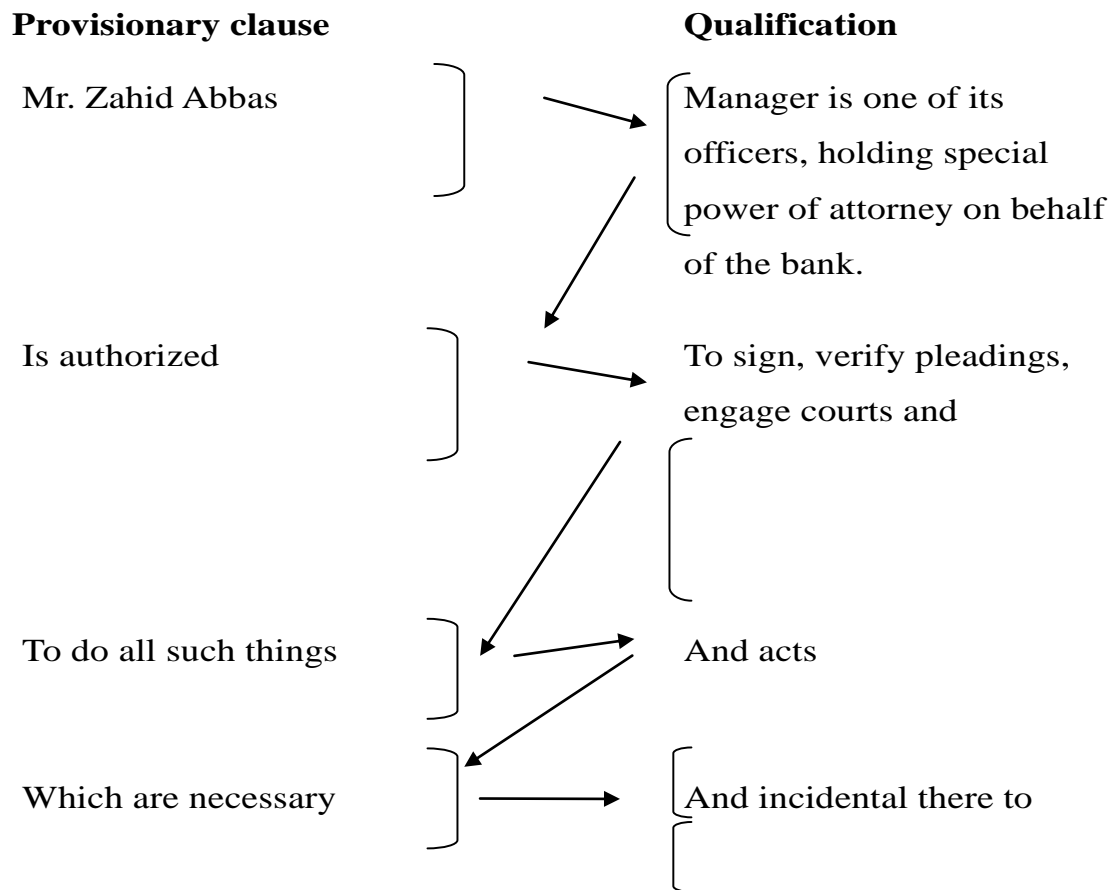
5.   Discussion and Conclusion

This study is an attempt to analyze the moves structure and linguistic features of Plaint Letters of Finance Recovery Suits to serve the purpose of genre based teaching of legal English in Pakistan.

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After analyzing sixteen plaints, I come to conclusion that the language of plaints has a unique move structure and pattern of linguistic features which persists in all the understudy plaints.

Out of four moves found by Bhatia in Cases, two moves exist in the plaints too i.e. 'Identifying the case', and 'Establishing facts of the case'. The first move 'Identifying the Case' differs in its structure but performs the same discursive function in plaints as in Cases. The third and fourth moves identified by Bhatia in Cases i.e. 'Arguing the Case', and 'Pronouncing Judgment', respectively, are not present in the plaints. This study identifies three more moves in the discourse of plaints. As no study has been conducted on genre of plaints in Pakistan, I find it compulsory to suggest names for these identified moves. The proposed names for these three moves are: 'Claiming the Relief', 'Referring to a Lawyer', and 'Verifying the Plaint', details of which are given in section 4.1 of this study.

Moves in the PLs are not cyclic in nature, unlike Bhatia's moves in *Cases*; rather they must adhere to the given slots for clarity and cohesion. This would be the order of moves in plaints: Move 1, Move 2, Proposed Move 1, Proposed Move 2, and Proposed Move 3.

The stylistic analysis of the plaints mainly draws upon the description of stylistic analysis by Crystal & Davy (1969), and puts forward the examples of the specific use of linguistic features in the genre of plaints. Keeping lines with Crystal and Davy's (1969) view that stylistics analysis can be done in the lexical, grammatical, syntactic and semantic criteria, this study has presented its observations on vocabulary, use of punctuation, length of the sentence, passive voice use of pronouns, capitalization, paragraphing, nominal expressions, and use of qualifications in the plaints.

The above findings convince that if writing of plaints is taught through the concept of moves, their construction and order, and through identifying the unique use of

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linguistics features, students will grasp and master the skill of writing plaints more efficiently. Though ESP is not a new concept in Pakistan, a genre based teaching of professional English is not a common concept in colleges and universities here. English being the language of courts, the law students must be efficient in drafting legal documents which they cannot be if they are taught with conventional way of lecturing and parallel translations. Hopefully the teachers dealing with the courses on legal English will find this analysis useful to design tasks and activities deemed to be productive of the desired results.

It must be stated here that the focus of the study is limited to professional context and does not touch upon the inter-discursivity (Bhatia: 2004) of the written documents. Also some rough drafted (by new lawyers) plaints were examined to categorize the kinds of language errors to better understand the causes of the writing difficulties, but this will be dealt in a different study. The study optimistically believes that a pedagogical implication of this study will ameliorate the outcomes of the teaching process to help law students stepping into the practical profession with more confidence, and that future studies will find this article helpful to explore and examine other genres of legal English in Pakistan, for pedagogy or some other area of utilization.

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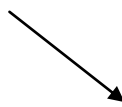Move Analysis and Stylistic Analysis of Plaint Letters of Finance Discovery for Genre-based Teaching of Legal English in Pakistan   488

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Resisting Patriarchy- A Study of the Women in *The God of Small Things*

Chippy Susan Bobby, M.A.
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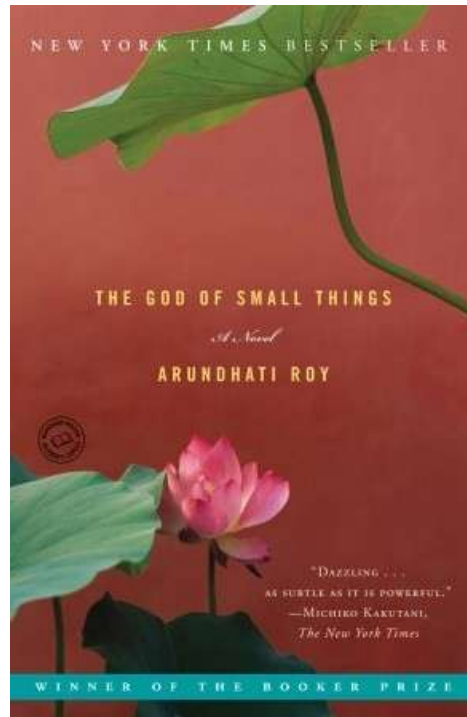
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Abstract

The God of Small Things depicts the social reality in the last few decades where organized movements to raise the consciousness of women began. There has been a very strong resistance to harassment, cruelty and discrimination against women, finding an organized expression for assertion of rights. The women in The God of Small Things are depicted as victims by the forces of history, dead convention, false pride, the tyranny of the state and the politics of opportunism and andocentric order. They stand for those women who are aspiring for freedom and equality, challenging traditional ideas and conventions.This idea is brought out clearly by the author in portraying a slow but definite assertion of confidence in the women in the novel, with every passing generation. This defiance of the social, political, sexists and casteist prejudices that society conforms to make the novel end on a promising note- the promise of a better 'naaley'- tomorrow.

Complexity of Small Things in Society

Much has been written and discussed about the wide variety of complex issues dealt within this novel. In one of her interviews, the author Arundhati Roy has said: "Fiction for me has been a way of trying to make sense of the world as I know it…..if I had to put it very simply, it is about trying to make the connections between the very smallest things and the very biggest things and to see how those fit together".(*Roy, Amitabh. The God of Small Things-A Novel of Social Commitment,pg.45)*

The novel thus reflects the author's deep concern for the 'small things' and her commitment to these issues. The 'small things' are the victims of the state, society and the will of a powerful, dominant class. One such category she strongly portrays is that of women who are placed in a subordinate position by society and left defenceless by the state. In her book, *The Broken Republic*, where she writes about the plight of the tribals and marginalised groups in various parts of India, she asks a pertinent question - "When people are being brutalised what 'better' thing is there for them to do than to fight back? It's not as though anyone's offering them a choice, unless it's to commit suicide, like the 180,000 farmers caught in a spiral of debt have done." (Roy, Arundhati. *Broken Republic - Three Essays*,pg.21)

Women Characters in *The God of Small Things*

The God of Small Things depicts the social reality in the last few decades where organized movements to raise the consciousness of women began. There has been a very strong resistance to harassment, cruelty and discrimination against women, finding an organized expression for assertion of rights.

The female characters belong to the Syrian Christian community, a community founded when St. Thomas, the apostle of Jesus Christ, reached Kerala in the first century and established several churches. These women belong to different age groups and three different generations. The novel records their joys and sorrows, successes and failures, and what they have attempted and attained.

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Baby Kochamma, Victim of Social Oppression

Baby Kochamma is the daughter of Reverend E. John Ipe, a priest of the Mar Thoma church. Although she and her brother were brought up in a religious atmosphere, she makes use of religion as a deceptive goal to fulfill her biological impulses. She falls in love with Father Mulligan and converts herself to the Roman Catholic faith hoping to be in close contact with him. But this plan of her fails and her parents realize that she would not be able to find a life partner from the Syrian Christian Community and therefore, send her for higher education to America.

Her obsession with the priest who always remains an elusive figure continues even after his death. She keeps writing love notes in her diary and continues to live a teenager's life even at the age of eighty three. By refusing to live like a widow, she tries to live her life backward by living a materialistic life and trying to regain what she did not get in her youthful days. She becomes a narcissist which eventually leads to the extent of sadism.

In the name of decency and restraint, she submits to the very sexist, casteist and communal prejudices which denied her gratification. Thus she herself becomes a victim of social oppression.

She also maintains double standards in matters regarding sex. So she allows Chacko to carry on relationships with the women labourers in his factory, she denies her niece, Ammu children only because they are 'half-Hindu's.

Baby Kochamma seems detestable when we consider her role in killing Velutha which eventually leads to the death of her niece Ammu and ruins the lives of Estha and Rahel. But she is not only a victimizer but a victim of false notions of society herself. Brainwashed with notions of ideal womanhood, sexist, castiest and communal ideas, she finds her own life ending in defeat and failure.

Mammachi

Mammachi is the sister-in-law of Baby Kochamma, who again is similar in submitting to the traditional notions of male supremacy, love and marriage. However, she is more of a victim because of her unhappy marriage to Benaan John Ipe who is seventeen years older than her.

Mammachi is not only a passive sufferer of her husband's physical abuse but a victim of his jealousy too. By breaking her violin and discouraging her business acumen in running the pickle factory, he turns her married life completely devoid of love, understanding and co-operation.

Although Mammachi is hardworking and deserves to be called better at business than her son, her son cleverly takes over the pickle factory which she had been running successfully. Mammachi submits to the idea of being a sleeping partner and the domination of her son in her old age. Like Baby Kochamma, she subscribes to the ethics of male chauvinism when she silently supports her son's sexual adventures but punishes her daughter for the relationship she has with Velutha. Because of her

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caste and class bias, she summons Velutha to her house and is also largely responsible for his murder by the police.

Ammu, the Rebel

Ammu is the daughter of Mammachi and Benaan John Ipe. Because of her father's male chauvinism, education especially higher education is considered "an unnecessary expense for a girl". But the son Chacko is sent to Oxford for higher studies. (*Roy, Amitabh. The God of Small Things-A Novel of Social Commitment,pg.69)*

Ammu, however shows a lot of independence of mind, courage and moral strength, even when she has to live will her ill-tempered father and wait patiently for marriage proposals. She manages to escape to Calcutta and ends up marrying a Bengali Hindu. Thus she transgresses the laws of her family and society by marrying in an unconventional manner.

Ammu shows her strength of mind not only in marrying the man of her choice but also in divorcing him when the choice proves wrong. Ammu refuses to join the axial line of femininity.Seeing her mother victimised by the patriarchal system, symbolised by her unempathetic, dominating father, she becomes the carrier of her mother's rage inside her. She tolerates the atrocities of her husband, a lazy drunkard, for some time, but reacts very strongly when he shows utter disregard for her 'self' and prods her to have a relationship with his boss. She leaves him and returns to Ayemenem, thus rebelling against the patriarchal system.

Unlike Mammachi, she hits him back when he resorts to violence, thus breaking the traditional idea of the ideal Indian woman. She also challenges the andocentric notions of society when she avoids the surname after divorce.

As a mother, she loves her children. When she returns to her parental home after divorce, she creates a very special bond of love and care with her children and resists the hypocrisy with which society tries to sympathize with them.

The rebel in Ammu is seen when she proceeds to reclaim her body through her elaborate dressing and midnight swims in the river. She is attracted to Velutha not just because her children love him, but also because of the rebel she saw in Velutha when he led a procession holding the red flag. So what seems an illicit relationship between a divorcee, touchable women and an untouchable Paravan is actually a union of two rebels protesting against hypocritical laws of society not in word, but in deed. According to Emma Goldman,*"Society considers the sex experiences of man as attributes of his general development, while similar experiences in life of a woman are looked upon as a terrible calamity, a loss of honour and all that is good and noble in a human being".*(Roy, Amitabh. *The God of Small Things* - A Novel of Social Commitment, pg.74)

Even when Velutha dies in the police lock up, Ammu goes to the police station with Estha and Rahel to set the records straight. Here she is humiliated and branded as a 'Veshya' and asked to leave without registering the case. The indomitable courage and spirit she holds on to in such tragic and humiliating circumstances is truly admirable.

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Resistance to Patriarchal Hierarchy

We find Ammu and her children, Rahel and Estha, constantly resisting the patriarchal hierarchies of caste, race and gender in society. Ammu, the biggest victim of the system, is an archetypal image of a daughter marginalised in a patriarchal society. "Perhaps Ammu, Estha and Rahel were the worst transgressors. They all broke the rules. They all crossed into forbidden territory. They all tampered with laws that lay down who should be loved and how. And how much." (Panigrahi, P.K. *Encyclopaedia of postcolonial literature in English*, pg.1073)

Ammu, the central character of the novel, has only a marginal existence in the family structure. A traditional patriarchal society does not give much importance on women's education and so Ammu is married off at a young age. However, the marriage ends in divorce, and she has to face ostracism from her family and society.Ammu, however, learns to despise the ugly face of sympathy.

Finally Ammu and the children are thrown out of the Ayemanam home, which separates three lives and ruins all of them. This is extremely poignant. However she fights till her death against the powerful tyrannical forces and dies early at thirty-one.

Narrative Strategy – Through the Eyes of a Child

The story, told from the child Rahel's point of view is an indictment of society. It also shows how a woman's wishes are disregarded by patriarchy. Our culture idealizes female martyrdom and self-denying women are extolled in the various myths that constitute a part of the Indian cultural legacy. Women are conditioned and brought up through the examples of timeless feminine symbols of Indian womanhood like Sita and Savitri. (Singh, Jyoti. *Indian Women Novelists-pg.31)*

Rahel

Ammu's daughter Rahel is the last in the line of the generation of women in the novel. It seems that Rahel is able to understand the agony of her mother, realise the great injustice and cruelty done towards her and is filled with profound compassion for her. Having lost her parents and facing neglect from relatives, she has grown into an independent, daring and capable woman.

She leaves the Ayemanam house and joins the college of architecture where she drags on for eight years so that she can live and stay on her own there. Her marriage with Larry, a research scholar, turns out to be futile and she refuses to be in the relationship and breaks it soon. Unlike her mother, there is no feeling of shame about the divorce but she takes her decisions with clarity and perception and confidence.

In spite of the difficult situations in her life, she moves ahead and takes up odd jobs in New York, where she has to work under tough conditions. We can also see the great sense of responsibility Rahel has for her brother, who is a part of her own self to her. She leaves her job to look after her brother whose traumatic experiences have turned him speechless. Thus she returns from New York to Ayemanam again.

Validating the 'Self'

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The feeling of resistance required for validating the 'self', however, is often stifled by the dominating society or by the pressure of circumstances. Whenever a woman wanted to break her silence and speak out, she has been brutally silenced. Ammu adopts a course that challenges hegemony. Rahel is often an eyesore because of her self-willed actions that are branded as perverted. The march of these women is towards freedom. The author absolves them of guilt and, instead of indicting them for their desires and urges, tries to understand their intentions. They are victimised at emotional and physical levels, but they transcend the image and refuse to ascribe to the given construct. (Singh, Jyoti. *Indian Women Novelists-pg.159,160)*

From victims to victors- a hope for a better future

Thus the women in *The God of Small Things* are depicted as victims by the forces of history, dead convention, false pride, the tyranny of the state and the politics of opportunism and andocentric order. Both Baby Kochamma and Mammachi are conditioned by society to identify with the ideas and forces of oppression. They are in a way dehumanised as a result of suffering in a society dominated by men and money.

Ammu and Rahel, on the other hand, are the rebels who represent the defiance of the present state of society from educated, passionate and thinking women. They stand for those women who are aspiring for freedom and equality, challenging traditional ideas and conventions. Interestingly, the character of Ammu draws some similarities in the author's own mother, Mary Roy. Mary Roy won a lawsuit in 1986 against the inheritance legislation of the Syrian Christian Community in the Supreme Court. The judgment ensured equal rights for Syrian Christian women, with their siblings in their ancestral property.

It is significant to note that resistances pertaining to any victimised group do not spring up out of nowhere. They are tools which over a period of time gather momentum over history. This idea is brought out clearly by the author in portraying a slow but definite assertion of confidence in the women in the novel, with every passing generation. This defiance of the social, political, sexists and casteist prejudices that society conforms to make the novel end on a promising note- the promise of a better 'naaley'- tomorrow.(Roy, Arundhati. *The God of Small Things*,pg.340)

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Assessing Lexical Collocations in the *Masnavi Manavi* by Maulana

Mohammad Reza Pahlavannezhad, Ph.D.
Shima Ebrahimi, M.A.

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Masnavi manuscript
Courtesy: http://en.wikipedia.org/wiki/Masnavi

Abstract

In different languages, there is a sense relation between lexicons which makes syntagmatic and paradigmatic relations among linguistic structures. One of the sense relations is

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collocational relation which is based on a relevance and sequence of two or more vocabularies whose co-occurrence can be predicted. Lexical collocations are of considerable importance in any language and in close association with a community's literature, attitudes and customs. Any poet's innovative and unique use of lexical collocations in syntagmatic axis makes his work semantically relevant, graceful, and different from other poets' works.

Due to the fact that one of the most significant characteristics of Maulana Jalalu-D-Din Muhammad I Balkhi's poems, the present study seeks to investigate and categorize the existing collocations in his Masnavi Manavi according to semantic and corresponding collocations, synonymous collocations, antonymous collocations, situational collocations, historical and Quranic collocations.

Keywords: syntagmatic relations, collocation, semantic relevance, Quranic collocation, syntagmatic axis, paradigmatic axis

1. Introduction

Maulana Jalalu-D-Din Muhammad I Balkhi

Courtesy: http://afghanland.com/poetry/rumi.html

The important issue in collocations is how the arrangement and juxtaposition of vocabularies which commonly co-occur is possible and which words can be collocated with each

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other. Being able to recognize which words can be linked is a great help both with understanding and translating a text. By and large, it can be alleged that any vocabulary can be collocated with one or more vocabularies, and this characteristic makes the speakers of a language capable of structuring statements or larger units in a text. Collocations can be studies from different point of views such as theoretical, descriptive and applied linguistics. Nowadays, researchers' studies should be more extensive and accurate since collocations' horizons have been hugely broadened to the other spheres of study such as mathematical linguistics, corpus-based linguistics, lexicography, second language acquisition, natural language production and processing, and especial translation studies. It can be a reasonable indicative of collocations' importance in Persian Language.

Generally speaking, lexical collocations define a sequence of two or more words which are used by native speakers and indicate their capability of coining and are prevalent between different dialects of a language. Learning collocations is essential at the time of both first and second language acquisition, since there is no generalized criterion in their grouping and functioning. Different factors such as syntactic, semantic, phonological, historical and pragmatic are effective in defining how and how many words can be collocated with each other. Frequency of a word's co-occurrence with different adjacent vocabularies can be various and sometimes two words are so associated with each other that make a compound word; these hybrids should be noticed in defining collocations.

Owing to the fact that there is no specific and universal criterion for collocations' grouping, we can only assess the collocations' causes, investigate them through literary corpuses and find out how and based on which linguistic elements a poet has created lexical collocations in his/her work; therefore, one of the most considerable features of poetic texts and compositions is the way a poet has taken advantage of collocations in his/her poems. Appraising a poet's style in applying collocations can also reveal the poetic features of his/her compositions.

One of Maulana's strategies in composing the Masnavi Manavi was citing the Holy Quran, using semantic relevance, and cultural collocations which created more subtlety and elegance in his work. His coherent and homogeneous application of collocations demonstrates his special capability of using language and vocabularies. Different categories of collocations in Maulana's Masnavi will be exemplified after reviewing the literature.

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2. Review of Literature

The concept of collocation is of great importance in different languages and widespread researches have been conducted apropos of this field. Collocations have a principal role in structuring the lexical and syntactic system of a language, so the inquiry into collocations is a major focus of interest. Before any discussion in relation to collocations, it is required to explain them. It should be pointed out that although a wide range of definitions have been presented for collocations until now, no universal and clear-cut one has been accepted due to their complexity. It shows that there is no identical attitude towards the concept of collocation, its features, representation and classification.

The term of collocation was first introduced by J. R. Firth (1957) in his semantic approach arguing that "you shall know a word by the company it keeps" (Firth, 1957, 90).

Influenced by Firth's original idea of collocation, some other linguists such as Halliday and Sinclair have spread this concept. Halliday (1966) considered lexis as complementary to, but not part of, grammatical theory. He introduced the notion of '*set*' as an extra dimension of the collectability of words. A collocation, in his definition, is "a linear co-occurrence relationship among lexical items which co-occur together", whereas the *set* is "the grouping of members with like privilege of occurrence in collocation" (p. 153). For example, *bright, hot*, *shine*, *light*, and *come out* belong to the same lexical set since they all collocate with the word *sun* (1966, p. 158).

Sinclair is also a Neo-Firthian linguist who mostly agrees with Halliday. In Sinclair's terms, a collocation is "a tendency for words to occur together" and it can be identifiable by frequency of occurrence (Sinclair, 1991:71). He stated that these tendencies "ought to tell us facts about language that cannot be got by grammatical analysis".

Jackson (1988:96) uses the term 'collocation' to refer to the combination of words that have a certain 'mutual expectancy', and his definition therefore excludes clichés which are 'ossified collocations', as it does of proverbs and idioms which are fixed expressions. There is always some degree of choice, however limited, where collocations are concerned.

Recently, the collocational behaviour of words has been examined not just from a traditional point of view which has only been in relation to grammatical structures, but it can be explored through studying their applications in lexical semantics, morphology, lexicography,

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terminology and natural language processing (Heid, 1994, p. 226). For instance, Porzig (1934) claimed that on the syntagmatic level, the choice of words is governed not only by grammatical rules, but by lexical compatibility. Therefore, collocations are not just restricted to the juxtaposition of verbs and adverbs, but it can be broadened to nouns and adjectives.

Baker (1992) has given a definition of collocation as the tendency of certain words to co-occur regularly in a language. She has indicated that words are not tied together at random in any language; on the other hand, there are always restrictions on the way they can be combined to convey meaning. She states that there is a specific relationship between different vocabularies of any language which can affect lexicography, any work associated with translation and language description. These relations cab be drastically effective in selected words in the process of language production. The concept of collocation is the most comprehensible reality of any language; therefore, structures' prediction can be achieved through linguistic universals.

According to Brown (2006, cited in Sinclair), collocation is a semantic phenomenon which happen between two or more vocabularies in speech chain and can be recognized by the high frequency of occurrence in a long piece of writing. So, meaning is obtained by two or more words grouped with each other.

3. Research Analysis

Owing to the fact that one of the most prevalent ways of assessing lexical collocations is corpus-based analysis, a literary corpus has been chosen in this research to assess the diachronic etymology of collocations. It should be also noted that some restrictions are always accompanied with these studies, so various interpretations and commentaries can be construed on the basis of the corpus's type and nature. Therefore, reliable and valid resources should be cited in determining lexical collocations. To achieve this goal, 143 couplets have been selected from total 3693 couplets in six books of the Masnavi by Maulana Jalalu-D-Din Muhammad I Balkhi, who is a poet of the seventh century A.H., and different sense relations such as synonym, antonym and semantic correspondence have been appraised. Some collocations applied by Maulana are nowadays very popular with other poets and ordinary people; therefore, the linguistic analysis of his poems is of considerable importance in Persian literature.

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3.1.   Classification and linguistic analysis of lexical collocations in Masnavi's poems

Mojtaba Namvar (2007), in his M.A. thesis has proposed five following classifications of lexical collocations in Persian Language: semantic, phonological, contextual, situational and cultural collocations. The authors of the present research have added two other categories of antonymous and Quranic collocations into the aforementioned ones.

3.1.1. Semantic and corresponding collocations

In this kind of collocation, two or more vocabularies are grouped with each other due to their close semantic relationship. In other words, similar semantic features can make two or more words be often collocated with each other (Namvar, 2007:113).

This type of collocation can be regarded as synonymy. In other words, close association of words can be the result of their synonymy and focus on importance. Poet can focus on his statement and make it more graceful through using synonymous vocabularies. These collocations can be also used in dialogical speech between ordinary people. By using synonymy, one of the words can remind us of the other word and make it a fixed collocation. It can be also called as corresponding collocation which is the consequence of their close relation and correspondence. In semantic collocations, two juxtaposed vocabularies are mostly nouns and adjectives which means that two words that are grouped are often nouns or adjectives. Since their sense relation is based on synonymy, their grammatical gender should be the same.

The following examples, in which some semantic collocations have been used, have been chosen from the Masnavi.

اصل آن   چون ز رنجور آن حکیم این راز یافت

                                    درد و بلا را باز یافت

PF[1]**:** čon ze ranĵur ?ân hakim ?in râz yâft   ?sle ?ân dardo balâ râ bâz yâft

CT[2]**:** When the sage became aware of the patient's secret, he could find out the root of <u>pain</u> and <u>agony</u>.

ای لقای تو جواب هر سوال   مشکل از تو حل شود بی **قیل و قال**

PF: ?ey leqâye to ĵavâbe har so?âl   moškel ?az to hal šavad bi qil-o qâl

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CT: If I become successful to see you, I won't have any other problem, and all my difficulties will be solved without any <u>noise</u> and <u>ruckus</u>

چون به عشق هرچه گـویـیم عشق را **شرح و بیـان**
آیـم، خجل بـاشم از آن

PF: har če guyim ?ešq râ šarho bayân   čon be ?ešq ?ayam, xeĵel bâšam ?az ?ân

CT: I can <u>explain</u> and <u>talk</u> much about love, but when it comes to practice, there is nothing but embarrassment.

نـه چو آن ابـله کـه یـابـد قـرب شـاه **سـهل**
و آسـان درفـتـد آن دم ز راه

PF: na čo ?ân ?ablah ke yâbad qorbe šâh   sahlo-?âsân darfetad ?ân dam ze râh

CT: Not like that fool who could see the king with lots of adversities, but he missed the opportunity very <u>easily</u> and <u>simplistically</u>.

بـاز از وهمش همی پـاک دانـستش از هر **غش و غل**
لـرزیـد دل

PF: pâk dânestaš ?az har qešoqel   bâz ?az vahmaš hami larzid del

CT: Although he knew that she was far from any impurity and dishonesty, he was afraid.

In the aforementioned couplets, it is totally obvious that the poet has been aware of the existing synonymy and correspondence between lexicons and taken advantage of them. The applied collocations in his poetry have been popular with most of the people. The poet gets advantage of the synonymy to extend his speech and preserve the couplet.

3.1.2. Antonymous collocations

In this kind of collocation, two words are the opposite of each other. The poet conveys a unified meaning through collocating two antonymous words in a collocation. Different types of antonymy such as bilateral, graded, directed and converse antonymy have been applied in Maulana's poetry. Both words in a collocation should be necessarily of the same grammatical gender, so both of them should be either nouns or adjectives.

قـدر پشه مـیخورد آن پـیل تـن فـجفجه افتـاد انـدر <u>مـرد و زن</u>
PF: faĵfaĵe ?oftâd ?andar mardo zan   qadre paše mixord ?ân pil tan

CT: A ruckus has been raised between <u>men</u> and <u>women</u>, since the champion ate just as much as a mosquito.

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شه طبیبان جمع کرد از **چپ و راست** گفت جان هر دو در دست شماست

PF: šah tabibân ĵam? Kard ?az čapo râst   goft ĵâne har do dar daste šomâst

CT: The king gathered lots of medicine men together from <u>right</u> and <u>left</u> (different parts of the world), and told them that you would be responsible for their health and life.

گه **یمینش** می‌برد گاهی **یسار**   گه **گلستانش** کند, گاهیش **خار**

PF: gah yaminaš mibarad gâhi yasâr   gah golestânaš konad, gâhiš xâr

CT: Sometimes he took them to the right and sometimes left, sometimes in the rosary and sometimes in the wasteland

پادشاهی داشت یک برنا پسر   <u>ظاهر و باطن</u> مزین از هنر

PF: pâdešâhi dâšt yek bornâ pesar   zâhero bâten mozayan ?az honar

CT: King had a young boy, with lots of <u>outward</u> and <u>inward merits</u>

It should be noticed that antonymous words can mostly create collocations. Maulana has also taken much advantage of this strategy in his poetry and he could maintain his poems' rhyme and rhythm through antonymous collocations; therefore, this type of collocation is of great importance.

3.1.3. Situational collocations

Situational collocations are based on our knowledge about the situations and refer to those vocabularies which are often used in the same situations. It can be claimed that this type of collocation is not associated with language, but is in close relation to various situations in which two collocated words are accompanied with each other (Namvar, 2007, p. 114).

Identical usage of the vocabularies in the same situation can be the reason of their linkage. They are frequently of the same semantic domain or are applied in an identical semantic field; therefore, the grammatical gender of collocated vocabularies cannot be accurately defined, since they are closely associated with context and situation. Consider the following examples.

سر من از ناله من دور نیست   لیک **چشم و گوش** را آن نور نیست

PF: Serre man ?az nâleye man dur nist   lik češm-o guš râ ?ân nur nist

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CT: My secret is not irrelevant to my mourning, so my <u>eyes</u> and <u>ears</u> cannot see and hear as before.

در مــیــان قــوم مــوسی چنـد کس   بـی ادب گفــتـنـد کـو **ســیــر و**

عـدس

PF: dar miâne qome musi čand kas   bi?adab goftand ku sir-o ?adas

CT: Some of the impolite men of Musa asked about <u>garlic</u> and <u>lentil</u>.

عقـل در شرحش چو **خـر در گـل** بـخفت   شرح **عشق و عـاشقی** هم عشق گفت

PF: ?aql dar šarhaš čo xar dar gel bexoft   šarhe ?ešq-o ?âšeqi ham ?ešq goft

CT: reason was unable to explain it like a <u>donkey</u> in <u>mud</u>, just love can explain about <u>amour</u> and <u>love</u>

خـواجگـان و شهـرهـا را یـک بـه یک   بـاز گفـت از جـای و از

نــان و نــمک

PF: xâĵegân-o šahrhâ râ yek be yek   bâz goft ?az ĵâyo ?az nâno namak

CT: He named all dignitaries and their cities one by one, and explained about <u>bread</u> and <u>salt</u> (everything which happened between them, especially their dinner)

زیـنت او از بـرای دیـگران   بـاز کـرده بـیهده

چشم و دهـان

PF: zinate ?u ?az barâye digarân   bâz karde bihode čašm-o dahân

CT: Her beauty belongs to others, and it has opened their <u>eye</u> and <u>mouth</u> in vain (has made them surprised)

3.1.4. Quranic collocations

These are some couplets in which proper nouns such as Prophets' and Imams' names, their miracles or some verses cited in the Holy Quran about them have been mentioned as collocations. In Quranic collocations, grammatical gender of the collocated words should be the same; therefore, both words should be either proper nouns or adjectives, for instance "Harout" and "Marout" have been collocated with each other on the basis of a existing verse in Quran about them.

Maulana benefited from Quranic collocations by referring to the Holy Quran and made some innovative and creative collocations to transfer his meanings. The reasons of making such

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collocations can be also found in historical roots. Maulana intended to deliver the Quranic message to the people through a pleasant and melodious language which demonstrates that he has been very fond of the Holy Quran. In Maulana's poetry, it can be noticed that there is a distance between collocations. This characteristic has considerably enhanced their beauty and attraction. In this way, he can both focus on the Quranic story and put the collocated words at a distance from each other.

سیصد و نه   آنکه آن **اصحاب کهف** از نقل و نقل

                                                          سال گم کردند عقل

PF: ?ânke ?ân ?ahâfe kahf ?az naql-o qol   sisad-o noh sâl gom kardand ?aql

CT: Ashab e Kahf slept for 309 years.

The story of "Ashab e Kahf" or the "people of Kahf "(seven sleepers of Ephesus) is so important that has been allocated a complete surah to itself, so appraising its collocations is notably important. Long sleep of Ashab e Kahf is the main focus of interest between poets. In this couplet, not only their collocation of Ashab e Kahf has been mentioned, but also 309 years which they slept has been noted as if the whole story has been skilfully summarized in just one couplet.

تا که **آب نیل** ما را   ز آنکه **موسی** جادوی کرد و فسون

کرد خون

PF: zânke musâ jâduy kard-o fosun   tâ ke ?âbe nile mârâ kard xun

CT: Since Musa performed a miracle, the Nile River killed us

موسیم پنهان و من   من **عصا** ام در کف **موسی** خویش

پیدا به پیش

PF: man ?asâ ?am dar kafe musiye xiš   musiyam penhân-o man peydâ be piš

CT: My rod is in my Musa's hand, and my Musa is hidden in me

One of Musa's miracles happened when he struck his walking stick on the Nile River and a path was created like a bridge for him and his followers to cross over to the other side. Fir'awn and his men were drowned under the waters of the Nile River which closed over them after Musa and his men had safely crossed. The name of Musa can remind us of this miracle and the Nile River. It should be pointed out that in addition to this collocation, there are some other collocations of rod, Fir'awn and Musa in the Masnavi which can be the consequence of Musa's

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miracle when he fought Fir'awn's magicians and his rod had turned into a snake and swallowed the sorceries of Fir'awn's magicians.

هفـت سـال **ايـوب بـا صبر** و رضا   در بـلا خـوش بـود بـا
ضیف خـدا

PF: haft sâl ?ayyub bâ sabr-o rezâ   dar balâ xoš bud bâ zayfe xodâ

CT: <u>Ayoub</u> has stayed there for seven years <u>patiently</u> and satisfactorily, although he had difficulties, he was happy of being God's guest

The amazing patience of the Prophet Ayoub at the time of pain and agony has attracted lot of poets' attention and even Ayoub's patience had become an expression between Iranians and Arabs to show someone's great patience to tolerate different problems. In Persian Language, Ayoub is symbol of much patience, so these two vocabularies can be easily collocated with each other. It is interesting that in the West, Christian and Jewish culture, Ayoub is symbol of patience and poverty too. There is a story about Ayoub in Torah which aims to show us that poverty and agony are not always to punish somebody, it can be to test and purify him/her. Maulana repeated the collocation of 'Ayoub patience' many times in his poems since it is a Quranic story.

4. Conclusion

Lexical collocations, their underlying reasons and their description are of considerable importance in Persian Language. Collocations are closely associated with semantics and lexicography, and widespread researches in this field can be an indicative of its significance. The findings of different researches demonstrate that only individual vocabulary's meaning cannot determine a collocation, so there are some other effective criteria in determining lexical collocations and linguistics cannot impose restrictions on them, although they are going to be fixed by the high frequency of their application in different poets' and authors' works. Some of them are even used by ordinary people. The more the existing relations are stable between collocations, the more they can be similar to idioms and regarded as a general pattern; therefore, assessing underlying reasons of lexical collocations is so significant in any language.

One of the most prominent features of the Masnavi by Maulana is the existing harmony and relevance in syntagmatic axis which made his work outstanding. He combined different vocabularies in syntagmatic axis through Quranic verses and sense relations to prove his eminent artistry in composing poetry. The obtained findings of the research indicate that Maulana has

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been so skilful at using sense relations in his work and has benefited from all of them. It can be concluded that synonymy and antonomy are of significant importance in his Masnavi which were also repeated many times. In addition, it has been recognized that Maulana has been fully conversant with the Quranic issues which has made him capable of creating new lexical collocations to remind us the Quranic stories through a pleasant language.

It should be noted that the aforementioned classification can be also applied in lexicography and teaching specific Persian collocations to the foreign learners.

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Women's Search for Identity in Marriage
Special Reference to Shashi Deshpande's Fiction

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Abstract

Feminists regard marriage as a subtle expression of patriarchal control and the most powerful weapon for female subjugation. With the shift from feudal patriarchy to capitalist bourgeois patriarchy, the nature of social relations has altered and strong individualism, self-interest and self-determination have evolved as the essential human factors in the social relations. Woman too though comparatively in a restricted way, has begun to grow as an individual and the primary center of collision for her becomes the institution of marriage which has, so far, constituted the limits of her space. The self-subsuming, suffering and self-sacrificing woman, with her gender typical traits has begun

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to thwart the compulsions of endorsing patriarchal gender ideology. The woman who has moved to the center and become an important entity in the social setup is keen to explore new avenues for self-improvement and intellectual gratification and establish her individuality in marriage.

This article addresses marriage issues as seen in the work of women writers. The creative women writers re-define the husband-wife equation in their novels. They reveal woman's capacity to assert her own rights and individuality in marriage and become fully aware of her potential as a human being.

Key words: marriage, patriarchy, individuality.

The Quest for Identity

The quest for identity which involves self-definition and self-development is a central theme of contemporary women's fiction. This process is both environmental and psychological, and it entails coming to terms with multiple social and cultural forces, external as well as internal, that infringe upon the path toward female individuation and an understanding of the individual self. Rites of passage are depicted as the woman's awakening to the reality of her social and cultural role as a woman and her subsequent attempts to re-examine her life and shape it in accordance with her new feminist consciousness. It is significant that it is not solely a search for identity per se that engages women writers in general, but rather an exploration and articulation of the process leading to a purposeful awakening of the female protagonist.

The Focus of This Paper – Shashi Deshpande and Marriage Issues

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This research paper delineates women's search for identity in marriage because marriage is an issue that concerns women more than men and education has added to the complexity of this issue. Educated woman does not want sexual gratification but emotional fulfillment in marriage. She wants to explore new avenues for self-improvement and intellectual gratification. She wants to establish her individuality in marriage. For her, marriage means caring and sharing, not exploitation and oppression of female.

This work will address marriage issues as seen in the work of Shashi Deshpande. This study explores how the aspiring Indian woman, at the turn of the new century, performs cultural balancing acts to defend personal autonomy while maintaining her place within the family.

The Old Testament states that bond of Adam and Eve started life on Earth. The humanity developed and transformed itself from nomadic life to settled life, and this gave rise to the necessity of satisfaction of psycho-social needs and systematic relations to stabilize society. So our ancestors developed the institution of marriage to perpetuate the human race and to satisfy sexual need for personal gain.

Dictionary of Sociology defines marriage as socially sanctioned sex relationship involving two or more people of the opposite sex, whose relationship is expected to endure beyond time, required for gestation and the birth of children. In Hindu dharma, marriage is viewed as a sacrament and not a contract. Hindu marriage is a life-long commitment of wife and husband and is the strongest social bond that takes place between a man and a woman. *Grihastha ashram,* the second of the four stages of life,

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begins when a man and a woman marry and start a household. In ancient India, marriage was considered necessary for the complete fulfillment of the purpose of men and women without which it was believed they could not achieve *'moksha'*. It was considered compulsory for women due to tradition and culture and above all because of the complete economic dependence of women on men. A necessity, because of tradition and culture, to which she must adhere to for personal and social security.

Feminism

Feminism regards marriage as a subtle expression of patriarchal control and the most powerful weapon for female subjugation. Simone de Beauvoir writes: "It has been said that marriage diminishes man, which is often true; but almost always it annihilates women" (De Beauvoir 496). Germaine Greer comments in *The Female Eunuch* (1971): "Self-sacrifice is the leitmotif of most of the marital game played by women" (80). In the politics of gender and sex, radical feminists perceive marriage as distinctly a conspiracy to both marginalize and confine women in a domestic area and to make her transition from womanhood to personhood inconceivable. Family is constituted as the essential moral center of the society of which woman is the silent, unpaid domestic guardian. Woman's social identity is obliterated and the home acquires elusive power and appeal, security and comfort.

A Work Contract

Assumed risk and terror in breaking through the walls of home help maintain the harmony of this patriarchal unit. To the socialist feminist, the marriage contract is a work contract in which a woman produces mainly for the family's internal use. Marriage, thus,

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becomes "the institution by which unpaid work is extorted from a particular category of the population, women- wives" (Delphy 138). John Stuart Mill, one of the strong male supporters of women's cause, is also right in saying that marriage is the worst form of slavery for women. He says that "no slave is a slave to the same length and in so full a sense of words as a wife is" (Mill 207).

Compulsory Sexual Rights

Compulsory sexual rights which marriage permits to man over a woman's body damage feminine sensibility irreparably and cause psychological fragmentation. Feminists focus on male sexual violence and sexual domination through forced and compulsory sex which the husband uses as a weapon to possess, dominate and demean the wife. Defeated and displaced and a loser in power-politics in marital inversions, sex is not man's source of gratification and fulfillment, but a rape like act and a sadistic expression of power and hatred for the wife.

Phallocratic power-holds become imperative for marital status quo but when marital structures are determined by re-negotiated sex roles, the conventional equations are jeopardized. Both man and woman are emotionally uprooted and psychically fragmented and the conventional marriage plot is extricated from its prevailing morality to be appropriated for a more complex and crucial representation of new gender linked determinants.

From Feudal Patriarchy to Capitalist Bourgeois Patriarchy

With the shift from feudal patriarchy to capitalist bourgeois patriarchy, the nature of social relations has altered and strong individualism, self-interest and self-determination

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have evolved as the essential human factors in the social relations. Social consciousness and social living are not the absolute determinants of modern life.

Patterns of existence are structured by individual concerns and, therefore, an individual begins to come into constant conflicts with social structures. Woman too, though comparatively in a restricted way, has begun to grow as an individual and the primary center of collision for her becomes the institution of marriage which has, so far, constituted the limits of her space. The self-subsuming, suffering and self-sacrificing woman, with her gender typical traits, begins to resent the compulsions of endorsing patriarchal genderization, looks suffocated in her narrow "woman's room", seems to feel the need for equality and freedom and ways of existence other than in marriage.

Woman in Search of Identity

The individual moves to the center and becomes an important entity in the social setup. Individual values and priorities clash with social beliefs which generate many problems. Woman in search of identity in marriage tries to find a solution to these problems in marriage.

Women's sense of individuality has matured by the introduction of education; she does not want to lead a passive married life of a sacrificial and shadowy creature. She expects a measure of satisfaction in life and marriage.

Promilla Kapur, a sociologist, analyzes the change:

> With a change in women's personal status and social status has come a change in her way of thinking and feelings and the past half century has witnessed great changes in attitude towards sex, love and marriage.

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An Indian woman has to perform many roles at a time. Promilla Kapur thinks that the husband and the society are mainly responsible for the tension:

> They like wives to take up jobs but dislike them to change at all as far as their attitude towards their roles and status at home is concerned and dislike their traditional responsibilities being neglected which results from their out-of-home vocation. Their attitude toward their wives being employed is found to be ambivalent.

Role of Education and Economic Conditions

Education and economic conditions have changed the attitudes and have created a need to work. The working wife has to face the problems of marital adjustment. She experiences a conflict of values. She tries to combine the two roles thrust upon her and avoids disturbing the harmony of the family. A woman has to work hard to achieve success in this multi-dimensional role. A woman faces fever and fret in an uncongenial atmosphere. Her life means trials and tribulations, tireless efforts to assert an identity in a society which is callous.

The total socio-economic structure gives the women the couch of apparent security that makes the women shy away from defying social norms or from questioning old values. At the same time, women have not yet been able to form a clear concept of new values that could replace old and outdated values without toppling the balance of basic human relationships. Women are in-bondage even during this period of transition in roles, in ideologies about the woman-question.

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Besides, there is the tremendous conflict that arises out of the positive and normative roles- what woman is within the present social framework. On the other hand, lays the other question what woman is expected to be in a more Utopian social framework where more egalitarian roles have been dished out to members of either sex.

Idealization and Reality

Since time immemorial, the institution of marriage has been valued and idealized. And the secret of happiness considered in this rumble of life was the organized family life. But on closer scrutiny, we realize that in most cases women have been at the receiving end in the scheme of things and this resentment is working within them for quite some time.

Writers' Concern

Writers have raised their voice time and again against this unchanged deplorable condition of women. Some of the prominent writers who have taken the cause of women are George Eliot, Bronte Sisters, E.M. Forster, Thomas Hardy, G.B. Shaw, Kate Choping, etc., and in the Indo-Anglian literature are R.K. Narayan, Nayantara Sehgal, Kamala Das, Shashi Deshpande, Arundhati Roy, Shobha De, etc. A lot of work has been done in the past two decades to show visible cracks in the crumbling monument of male chauvinistic society.

After the metamorphosis of the good woman, the New Woman is on her way in quest of her identity. This New Woman no doubt has boldness and strong affinity for tradition but a stronger attachment to self-respect and individuality. Obviously the institution of marriage in its present form has also come under scrutiny.

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The first generation women novelists depicted, woman who were traditional in outlook and resigned themselves to life. They wrote mainly to voice their concern for and sympathize with the suffering of Indian woman, rather than to censure the society. The second generation women novelists depicted the fact that the woman of today no longer wants to be a Cinderella, she is all set for change. Novels written during the last two decades of the twentieth century provide glimpse into the female psyche and deal with a full range of feminine experience.

Many Indian writers now present a picture of women which is totally different from the image of the past. Change in the economic conditions has brought a remarkable change in our attitude towards gender, and as a result, woman has substantially consolidated her position as she has shed off her servile attitude towards her husband. This has led to the creative writers to re-define the husband-wife equation, as depicted in the novels of Anita Desai, Nayantara Sahgal, Bharati Mukherjee, Manju Kapur and Shashi Deshpande.

Shashi Deshpande and Her Novels

The writings of Shashi Deshpande, ten novels, six collections of short stories, four books for children and a screenplay prove that she is one of the most prolific women writers in English in contemporary India. Recipient of a string of literary awards including the Sahitya Akademi Award in 1990 for her novel *That Long Silence,* her works have been translated into a number of languages: German, Russian, Finnish, Dutch and Danish. She is one of those stay-at-home writers, who have not necessarily hankered after foreign publishers. Nevertheless, she prefers to remain an invisible writer not wishing to draw

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much attention, perhaps the reason being that as a writer she is rooted in reality. She never wrote from the point of view of 'marketability', no exotic themes to attract the West, no adapting her style to target readership. She writes of simple day-to-day Indian middle class life. Each of her novels offers sufficient food for thought especially in context of human relationships and emotions.

Sashi Deshpande on Anguish and Conflict of the Modern Educated Indian Women – Reflecting the Different Phases of Women's Movement in India

Shashi Deshpande's major concern is to depict the anguish and conflict of the modern educated Indian women caught between patriarchy and tradition on the one hand, self-expression, individuality and independence for the women on the other. Her fiction explores the search of the women to fulfill herself as a human being, independent of her traditional role as daughter, wife and mother. She has examined a variety of common domestic crisis, which trigger off the search.

Deshpande's concern and sympathy are primarily for the woman. While revealing the woman's struggle to secure self-respect, self-identity, enlightenment and autonomy for herself, the author subtly bears her multiple levels of oppression including sexual oppression experienced by women in our society. Her work has progressed through different phases of the women's movement in India.

The search for new metaphors necessarily involved a deconstruction of the age old concepts of *'sati', 'pativrata'* and *'devi'*- concepts vested in the idea of purity, passivity and surrender. For a woman to become a person, she has to cross over from being a possession or a property from no will of her own and no role in carving her life to a

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woman who can take her own decisions and compel others to listen to her. It also implies a crossover from victim hood to subject hood.

Deep Insight into the Female Psyche

Shashi Deshpande, an eminent novelist has emerged a writer possessing deep insight into the female psyche, focusing on the marital relation. She seeks to expose the tradition by which a woman is trained to play her subservient role in the family. Her novels reveal the man-made patriarchal tradition and uneasiness of the modern Indian woman in being a part of them. Shashi Deshpande uses this point of view to present social reality as it is experienced by women. Her young heroines rebel against the traditional way of life and patriarchal values.

Roots and Shadows

Roots and Shadows her first novel highlights the agony and trauma experienced by women in male-dominated and tradition bound society. She brings out the absurdity of rituals and customs, which, help to perpetuate the myth of male superiority. This clearly points out, how a woman grows from self-surrender to assert her individuality with newly emerged identity.

The Dark Holds No Terrors

The Dark Holds No Terrors, her other novel, rejects the traditional concept that the sole purpose of a wife's existence is to please her husband. It reveals a woman's capacity to assert her own rights and individuality and become fully aware of her potential as a

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human being. It projects the post-modern dilemma of a woman who strongly resents the onslaught on her identity and individuality. Saru, the protagonist in the novel, is a symbol of a progressive woman who tries to exercise her personhood.

That Long Silence

That Long Silence traces the passage of a woman through a maze of doubts and fears towards her affirmation. Looking at the man-woman relationship objectively, the novelist does not blame entirely the men for subjugation of women. She sees how both men and women find it difficult to outgrow the images and roles assigned to them by the society.

The Binding Vine

The other novel *The Binding Vine* depicts how the educated earning woman helps poor women inculcating the spirit of solidarity among women. The novel is also about the agony of a wife who is the victim of marital rape; the plight of women raped outside marriage, who would rather suffer in silence in the name of family honor. Through her novel, she expresses the frustrations and disappointments of women who experience social and cultural oppression in the society.

A Matter of Time

A Matter of Time expounds the human predicament of four women representing four generations of the same family. Besides that the novel also deals with motherhood,

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husband-wife relationship, mother-daughter relationship, problems of Indian joint-families, marriage, mental and physical trauma of women, sex and sexuality, etc. The novel is a fine expression of the pain rampant in the lives of the leading women, their suffering at domestic and social levels and the imposed endurance in marriage.

Moving On

Her novel *Moving On* presents the protagonist Manjari, who breaks all relationships and moves ahead alone and independent refusing to take the crutches of re-marriage that Raja offers. Manjari's moving on in another search projects the contemporary women's unending search for selfhood.

Small Remedies

In *Small Remedies,* Shashi Deshpande adopts the structure of a biography within a biography. Madhu Saptarishi, the protagonist, has been commissioned by a publisher to write a biography on a famous classical singer, Savitribai Indorekar, the aging doyenne of Hindustani music, who avoids marriage and home to pursue her genius. She has led the most unconventional of lives, and undergoes great mental trauma due to the opposition by a society that practices double standards- one for men and the other for women. Besides, Madhu narrates her own life story and those of her aunt Leela and Savitribai's daughter, Munni. In the process, Shashi Deshpande reveals the dilemma of the Indian woman trapped between her own aspirations as an individual and the forces of patriarchy which confine her.

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Shashi Deshpande's Fictional Forte - Exploration of the Psyche of Her Women Characters

All Desphande's protagonists are extremely intelligent, introspective and hyper sensitive women who embark on a quest for identity and true meaning of life. In fact. her fictional forte happens to be the exploration of the psyche of her women characters of all age groups. She not only speaks of liberation (though still within the framework of marriage), but also attempts to trace the actual processes by which women are 'womanized'. She does so by locating and fore grounding the overt and covert means of women's bondage and conscription by ideologies, stereotypes and limited choices. She also focuses on the strategies of re-adjustments her female protagonists undertake in order to forge an identity of their own. Her women characters struggle to learn to become "one's own refuge".

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Linguistic Obfuscation in the Name of Legislation: A Stylistic Analysis of *234next* Online Magazine *Op-Ed* of 21st January, 2011

OLUSAANU, James Boaner, M. A.
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Abstract

This paper examines the stylistic analysis of the article titled: *Excuse Me, Igodomigodo Must Not Comatose,* written by Victor Ehikhamenor about the erstwhile magniloquent member of the House of Assembly in the last political dispensation, Hon. Patrick Obahiagbon whose style of communication on the floor of the Lower House could be best described as 'linguistic obfuscation in the name of legislation'. The article under analysis is an online *Op-Ed* of the 234NEXT Magazine published by Timbuktu Media Ltd., Lagos. The paper examines the notion of style and stylistics as a sub-discipline of linguistics, it looks at language as used in the political arena and the theoretical framework on which the work is predicated is Halliday's Systemic Functional Linguistics and Register Configuration. The issue of communication is also critically examined against backdrop the socio-cultural context of the article as every text is a product of a specific context. The lexical density of this 879-word article is also used to evaluate its level of difficulty and readability. This makes us come to the conclusion that the text is relatively obfuscating in its diction but wittily and

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aesthetically interesting in its satirising posture. Other literary and stylistic aesthetics employed by the author to embellish the piece are also examined.

Introduction

Style has been traditional defined as the manner of linguistic expression in prose or verse – as *how* speakers or writers say whatever it is that they say. The style specific to a particular work or writer, or else distinctive of a type of writing, has been analysed in such terms as the rhetorical situation and aim; the characteristic diction, or choice of words; the type of sentence structure and syntax and the density and kinds of figurative language. A very large number of loosely descriptive terms have been used to characterise kinds of style, such as "pure," "ornate," "florid," "gay," "sober," "simple," "elaborate," etc. Lawal (2003) identifies the different ways in which the notion of style has been perceived.

Stylistics

"The study of the use of language in literature," involving the entire range of the "general characteristics of language . . . as medium of expression." Abrams and Harpham (2009). Stylistics incorporates most of the concerns of both traditional literary criticism and traditional rhetoric. It insists on the need to be objective by focussing on the text itself and by setting out to discover the "rules" governing the process by which linguistic elements and patterns in a text accomplish their meanings and literary effects. Stylistics, as a sub-discipline under linguistics, has been variously defined and described by various scholars. David Crystal and Derek Davy (1992) adopt this broad linguistic view of stylistics: "Stylistics is simply the employment of linguistic tools in the analysis and interpretation of linguistic events, including religious, sports, legal and literary discourses." Hartman and Stork (1972) describe Stylistics as "the application of linguistic knowledge to the study of style". Leech and Short (1981) describe Stylistics simply as "the study of literary style, or… the style of the use of language in literature." Katie Wales (1990) observes that Stylistics, as the study of style, has the goal "not simply to describe the formal features of texts for their own sake, but in order to show their functional significance for the interpretation of the text; or in order to relate literary effects to linguistic causes where these are felt to be relevant."

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Theoretical Construct

The theoretical framework adopted for this analysis is the Systemic Functional Grammar by M.A.K. Halliday (1961) as expatiated by Tomori (1977:46-56). It highlights the basic assumption of the Systemic Functional Grammar, which is also referred to as Scale and Category Grammar. Systemic Functional Linguistics recognizes language analysis at the levels of syntax, semantics and pragmatics. It also recognizes various layers and relationships in the communication of a message which are *Substance, Form* and *Situation.* Halliday (1985) as referred to by Taiwo (2006) succinctly captures the major theoretical claims of Systemic Functional Linguistics: language is functional, the function is to make meaning, these functions are influenced by the social and cultural contexts in which they are exchanged, and the process of using language is a semiotic process, the process of making meanings by choice. Halliday's semiotic structure of situation, also known as Register Configuration, (Field, Tenor and Mode) is also used in the analysis of this work. Some refer to it as Register Theory. Taiwo (2006:160), citing Halliday and Hasan, (1976:22), explains that: "Systemic linguists are not just interested in what language is, but why language is; not just what language means, but how language means." He further offers:

> Register is variety that is determined according to the use the language is put to. There are three kinds of situational factors that determine the kinds of selection made by speakers/writers in the linguistic system. These situational features are called the **variables of register**. The register variables are **field**: what is happening, the kind of social activity taking place; **tenor**: the nature of the participants in a particular discourse, their status, their roles and their roles relationships; **mode**: the channel of communication, written, spoken, etc. The register therefore, is constituted by *the linguistic features which are typically associated with a configuration of situational features – with particular values of field, mode and tenor*.

Language and Politics

Ayeomoni (2005) opines that language and politics are widely conceived to be interconnected. Language is considered to be the means of expression in politics. It is the means by which politics or political discourse and ideas are widely disseminated. Mario Cuomo, a U.S. politician once said: "You campaign in poetry. You govern in prose." Mazrui (1975:48) corroborates this when he writes that: "Language is the most important point of

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entry into habits of thought of a people. It embodies within itself cumulative association derived from the total experience of its people." In the same vein, Harris (1979:58) states that "in politics words have a powerful effect". Furthermore, he asserts that George Orwell is interested in demonstrating how "political language is designed to make lies sound truthful and murder respectable." In his discussion of Disraeli, Harris opines that he (Disraeli) is of the view that "with words we govern men", and in his own contribution to the issue of language and politics, Harris opines that "language is the means by which political ideas are transmitted to the community," It is apparent that according to the various opinions stated above, language is the key factor in political behaviour intended to mobilise the people into action, revolution, participation, etc.

The Text as a Political Satire

Satire involves the literary art of diminishing or derogating a subject by making it ridiculous and evoking towards it attitudes of amusement, contempt, scorn, or indignation. Satire has been justified by its practitioners as corrective of human foibles and follies. Abram (2009) identifies: **Formal Satire**, in which the satiric *persona* speaks out in the first person. **Horatian Satire**, the speaker manifests the character of an urbane, witty, and tolerant man of the world, who is moved more often to wry amusement than to indignation at the spectacle of human folly, pretentiousness, and hypocrisy, and who uses a relaxed and informal language to evoke from readers a wry smile at human failings and absurdities – sometimes at his own.

The text under analysis aptly fits into the above described categories. The writer satirises Hon. Patrick Obahiagbon, a linguistically bombastic member of the House of Assembly who enjoys spewing out verbalism with a locomotive concatenation at the expense of the comprehension of his fellow lawmakers, that of his immediate constituency and of the generality of Nigerians. As a well-read legal luminary and experienced parliamentarian, he claims that there is no deliberate attempt to confuse or obfuscate his teeming audience in a state of *hugger-mugger*. As an *omnivorous, elliptical* and a *polyvalent* reader, he has taken it upon himself to know the meaning of every word he comes across. He asserts that these words spew out of him like the *rattle of the gun,* and this, he claims, goes beyond his control. In an interview with *The Vanguard*'s Luka Binniyat (March 10, 2010), he admitted to not wanting to confuse his listeners. The trouble was that even that admission was high flown: *I*

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do not set out to deposit my audience in a portmanteau of indecipherability… (Obahiagbon's words italicised). But with all the self-abnegation of his alleged linguistic indecipherability and recondite abstruseness, it is obvious that the essence of his communication is not always realised. He has taken his penchant for bombast as a pastime and he is seen also as a captive to it.

Babajide (2004) posits that if the essence of communication is not realised, some linguistic and paralinguistic factors can be adduced to. He identifies "ambiguity, use of jargon, use of language in a non-literal sense, inappropriate use of words, inability on the part of the reader to decipher the message owing to lack of knowledge about the immediate context and extensive background information". Most of these issues have to do with the encoder of the message. Communication has to be made as clear and simple as possible so that the reader would benefit from such. To show that communication has not been achieved, an online reader responded thus:

- I wish you would write an article about this article saying exactly what you intend in YOUR own language and style so that even Obahiagbon would understand it. (Posted by **Atilaawi** on Jan 22 2011)

Use of Bombast

We see this judiciously employed by Victor Ehikhamenor in his *Op-Ed*. Bombast denotes a wordy and inflated diction that is patently disproportionate to the matter that it signifies. The magniloquence is at times inappropriate to its sense. The style is over-elaborate and the language pompous. An idea that could have been expressed in simple terms is presented in a convoluted manner. Instead of saying "the fact is that burglary involves not only heavy financial loss but quite often irreparable loss of life," Echeruo (1977:9) calls our attention to how a correspondent of a newspaper says it in Victorian English:

> apart from the heavy amount of pecuniary losses collateral with and inseparable from the act of burglary, the far more imminent danger of irreparable loss of human life which is the natural sequence frequently attending the act of burglary, is most certainly neither a mere wanton jest nor is it a frivolous idle thought, but a real tangible and solid fact. . .

Ubahakwe (1974) noted that this type of English represents the prototype of bookish Nigerian English with its bombast. Achebe in a passage in *No Longer at Ease* (1961:32) refers to the audience applauding this type of English read out by the Secretary in an address:

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He wrote the kind of English they admired if not understood: that kind
that filled the mouth, like the proverbial dry meat. Obi's English, on the
other hand, was most unimpressive. He spoke 'is' and 'was.'

This variety of English is satirised by writers. Wole Soyinka makes Teacher Lakunle in *The Lion and the Jewel* denounce the payment of bride price as:

A savage custom, barbaric, outdated
Rejected, denounced, accursed
Excommunicated, archaic, degrading
Humiliating, unspeakable, redundant
Retrogressive, remarkable, unpalatable . . .

The epithets came to a sudden end because the entries in his dictionary have been exhausted. In *Veronica My daughter,* Ogali makes his character, Bomber Billy, a student and master of bombast, come up with the most linguistically outrageous expressions, including English-sounding nonsense words:

I must advise you Madam to let your conversational communication
posses (sic!) a cherified consciousness and cogency, let your
extamporaness discernment and unpermitted expectation have
intangibility, veroness and versity. Avoid pomposity, proticity, verbosity
and rapacity.

As far as Bomber Billy is concerned, what he is saying here is not what really matters but the sheer display of big words. In trying to say *as I was walking quickly down a slope yesterday, I tripped and fell on the tarred road*, Bomber renders it this way: *As in was decending* (sic!) *from declivity yesterday, with such an excessive velocity, I suddenly lost the centre of my gravity and was precipitated on macamadised* (sic!) *throughfare* (sic!). George Orwell exemplifies this in his article *Politics and the English Language* when he demonstrates how a simple unambiguous text extract could be semantically veiled by the use of stilted expression. Quoting from a passage in Ecclesiastes*: I returned, and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favor to men of skill; but time and chance happeneth.* He then renders it in modern English: *Objective consideration of contemporary phenomena compels the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.*

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Ehikhamenor, in this *Op-Ed* under analysis, has obscured his readers. If they would have to pause and check the dictionary before they are able to comprehend what is being said, then the whole essence of communication is defeated and meaning is lost. There are many expressions he could have rendered in a more plain way, rather than resort to the long stilted and unwieldy sentences he employed to deploy his mind. Alo (1998) opines that language communication begins in the mind of the encoder of thoughts who picks out suitable words which comprises thought or ideas in the mind. The encoded message must be intelligible to the receiver. He posits that communication is effective when the encoder adequately conveys what is desired to be said and when the message is reciprocally intelligible to the receiver who is able to comprehend the words and meanings of the speaker. The use of bombastic language has shrouded the meaning of the text being analysed.

Field, Tenor and Mode of Discourse

Scholars of register studies and stylistic variation have identified three abstract situational features, which, influence language use. Halliday particularly developed these three main parameters, which are useful for characterising the nature of the social transaction of the participants, to understand how the language acts and how it is being used in a particular field of discourse. Halliday classifies the semiotic structure of situation as 'field', 'tenor' and 'mode', which, he suggests, tends to determine the selection of options in a corresponding component of the semantics. Eggins (1994: 52) refers to these as "register variables." The field of discourse refers to what the text is all about, that is, the social activity in which language plays a part. This, according to Rothery (1980:7), is most clearly reflected in the lexical items chosen. The mode of discourse refers to the channel of communication (written, spoken, spoken-to-be-written, written-to be-cited, etc.). It involves distances of two kinds:

- How far the language of the text is from the activity it describes, for instance, speech is close to the activity it describes, while writing is far from it.
- How far removed speakers and listeners are from one another, for instance, speakers and listeners are closer in face-to-face interaction while they are farthest in writing.

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Downes (1998:316) recognises two distinct aspects within the category of mode and suggests that not only does it describe the relation to the medium: written, spoken, and so on, but also describes the genre of the text. Halliday refers to genre as pre-coded language, language that has not simply been used before, but that predetermines the selection of textural meanings. The tenor of discourse refers to who is taking part, and this includes the role relationships, which obtain between the language users in a particular situation (teacher-pupil, preacher-congregation, parent-child, *etc*). The tenor of a discourse also determines the choice of lexical items, which may reflect intimacy, equality, solidarity, friendliness and so forth, as in the situation of lovers' conversation, conversation of colleagues, friends and peer group.

The vocabulary may also be highly specialized and technical such as used by professionals in the pursuance of their jobs, or the language of research article, which presupposes that the co-participants have the same intellectual and research concerns. The field of discourse has a primary influence on the tenor variable. A field with a high degree of formality relations produces an impersonal, official and frozen linguistic behaviour, while a field with a low degree of formality relations produces a personal and intimate behaviour. In a highly institutionalized setting, a higher degree of formality will tend to prevail, like in public lecture. The levels of formality will tend to be lower where the institution is more in the nature of a social practice in the society. Farinde and Ojo (2005) classify field, mode and tenor of discourse as "situational features of register". They distinguish between field and subject matter because they have been equated in the past. Subject matter, according to them, is subsumed under field. Field is megalithic while subject matter is monolithic.

The **field** of the text of analysis is an essay, an Opinion-Editorial of the NEXT Online Magazine. It is constructed in an electronic environment and it focuses on the political trauma of Hon. Obahiagbon, popularly referred to as *Igodomigodo,* while at the same time lampooning his style of speech which tends to throw his listeners and audience into a state of abstruseness – an ironic instance of using language as a barrier when it ought to be an access. The **mode** of the discourse is in the written form. A detailed analysis on the mode of discourse is attempted later in this work. The **tenor** of discourse in this work cannot be completely seen as formal. Under normal circumstances, *Op-Eds* always carry the air of formality in terms of its language. But this construction of this article has some elements of

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informality in it. The writer makes use of indigenous loan words as though he and his audience already share a Mutual Contextual Beliefs (MCBs). His lexical choice tethers around comic, which may be justified by the goal of the write-up – to satirise the linguistic style of *Igodomigodo.*

Analysis under Mode of Discourse

Under this we shall look at the following:

Graphology - This considers elements of foregrounding, spacing, paragraph structure, punctuation, deviation, etc. No element, apart from the title and the author's name, is foregrounded. Spaces are used to set off one paragraph from another to present the logical development of the author's ideas. There is however, a clear case of deviation. All the locally loan words are written in the normal case when they are actually supposed to be italicised, written in bold, put in inverted commas or quotation marks, underlined or capitalised so as to mark them off from the conventional English lexical items. This makes the reader struggle to know whether they are lexicalised English words or not. Examples include: *Igodomigodo, Obeche, igbanaka, oduma, Atikuated, Nwodonised, iyemen o, Edegbe* and *dotoa.*

Paragraph Structure – There is a general agreement among scholars that a paragraph as a unit of text is easy to recognize in the graphic medium with its marginal indentation or greater space between lines, but it is not so easy to define it linguistically. According to K. Wales: "the paragraph can be seen as a subdivision (or macro-structure) of a text that comprises a unit of thought or a single topic (or aspect of topic)." Although it is sometimes difficult to decide where a paragraph boundary should be placed, the advantage of paragraphing is that is enables the stages of an argument to be made visible on the page and more coherent. Unless the paragraph is highly descriptive there is usually one key or topic sentence, which determines the subject matter of each paragraph: usually occurring in a focus position at the beginning. Some obvious functions of paragraphs are illustration, temporal sequencing, comparison and contrast (Wales 1990:334). The whole article is structure into 7 paragraphs comprising, 29 sentences and 879 words.

Lexico-Semantic Features

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Lexis has to do with word organisation in a language. It tries to elucidate how words mean and how they interact with one another meaningfully. A language user is not recognised by the size of his vocabulary or his knowledge of formal grammar. Rather, his ability to choose words appropriately in a context is what makes him an effective user of English. In talking about the style of discourse, that is, Writer-Reader Relationship, Alo (1998) posits that it is instructive for a writer to ask the following questions about his audience:

- What do they need to know?
- What do they already know?
- Are all the readers alike or are they a mixed group?
- What are their attitudes to the subject, to the writer and to the writer's objectives? What are the social and psychological contexts within which the new information will be received?

He further stressed that a good writer endeavours to communicate by:

- Making the message clear to the reader.
- Telling them what they need to know.
- Keeping to the topic and purpose of writing; and
- Stating something for which evidence is available.

The following are noticed in the work in terms of its lexical choice:

The Use of Jargons (Professionally Marked Lexis) – this is also known as professionalisms (informal language of people of the same profession or professional interests). It involves professional expressions which often create a whole complex of language means. This dotted the essay but the writer may have used their less technical referents so as not to veil himself or put his readers at a loss on the subject of his treatise as shown below:

- Biological/Medical/Psychological Jargons - malady, medulla oblongata, fibular, tibia, encephalo, cranium bifidum, defibrillator, ventricular, psyche and cephalo.
- Culinary Jargons - mandibles, masticated, oral-cavity, digest, gastronomical,
- Chemical Jargons - calcium carbonate, helium, cadmium.

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The use of these jargons by the writer may however look abstruse; the writer has employed them to further heighten his satirical undertone of Obahiagbon's language. The meanings of these jargons are a puzzle to non-initiates and as such, a good technical dictionary is needed to crack out the meanings from their esoteric kernels.

Indigenous Loan Words: Instances of Code Mixing – Some words specifically from the *Esan* language are used by the author without any graphological foregrounding to mark them off as non English expressions. They include:

- **Igodomigodo** - *Igodomigodo* is the ancient name and home of the Edo of Nigeria now located at Edo State, Nigeria. According to oral history of the Edo, *Igodomigodo* was the named given by king or *ogiso Igodo*. The *ogiso, Igodo*, was the first *ogiso* who took on the title and the *ogiso* era was the first dynasty of what would be in modern times known as Benin Empire (1180-1897). The *ogiso* era would be replaced by the 'oba' era and the name *Igodomigodo* changed to Edo by *Oba Eweka* 1

- *Igbanaka* - ladder

- *Aruanran* - gorilla

- *Iyemen o* – exclamatory cry of despair, dejection, anguish and woe.

- *Oduma* - lion

- *Edegbe* – the name of a popular mass transit enterprise in Edo State used as a verb in the sense of 'transport' as in "I am yet to 'transport' (*Edegbe)* myself to see Hon. Obahiagbon…"

- *Dotoa* – an expression meaning "sit down"

All these loan words from the writer's indigenous language may not be understandable to a non-Edo individual, but he has used them to help convey some particular images which he believes will retain and highlight the picture he has in mind when he employed those indigenous words. To a reader from Edo socio-cultural context, the meaning of the words in the context of their usage will better drive home the point the writer is making. Babajide A. (2004) opines:

> That language and culture rub off on each other is a fact that has been long established in language, communication, and cultural studies. Neither the knowledge of the culture of a people nor proficiency in a language is all alone sufficient to fully understand a discourse. As

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much as both knowledge of a culture and proficiency in a language are crucial to proper interpretation of a discourse, knowledge of the context of text (co-text) equally deserves serious attention in decoding a message.

Background information of a particular cultural aspect of language is veritable tool in decoding meaning. Birch (1995:3), as quoted by Babajide (2004), asserts: "The sets of knowledge needed to interpret the text lie not in the context of the situation, as is the case in the texts of casual conversation in particular but in the context of text and the context of culture."

Coinages – Because a writer is the 'creator' of his text, he has the right to use language as a wordsmith. He sees language as a malleable entity through which he shapes or fashions whatever word he deems fit for his purpose; though this must obey the rule of grammaticality and acceptability. It is akin to the concept of 'poetic license'. Some of these coinages may not be found in the English lexicon, the writer has deliberately employed them to convey his meaning or intention within a particular context. Instances of this include the highlighted words below:

1. Those that are guffawing…must be reminded Hon. Obahiagbon is a seasoned centaur who has **Phoenixial** prowess…*Igodomigodo* will soon **cohobate** to cohabit with PDP that sculpted him to a gigantic figure in Nigeria's flatulent opinionated quagmire square…he must take succour in the gospel genuineness that he was not a peculiar specimen in the Niger area's **Atikuated** primary experimentations…Most hopefuls were woefully **Nwodonized.**

The highlighted as used by the writer are not found in contemporary English dictionaries; though it is obvious that 'Phoenixial' has to do with 'Phoenix'. There are referents to living personalities in the political sphere whose names were lexicalised – *Atikuated* as adjective and *Nwodonized* as a verb. Abubakar Atiku was a PDP presidential candidate who had earlier left the party but later returned and eventually lost in the presidential primary elections. One of the comments posted by a reader who goes by the identity 'truth seeker' compares *Igodomigodo* with Atiku:

I was disgusted when he left PDP for AC, in the first place. I had always thought of him as someone very intelligent. He spewed his usual stuff, interpreted along the lines of 'I want to go and join my Governor who is doing well'. The usual excuse of every political whore... And in the end, he got 'done' like a whore...Dumped. He can be

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of no value to PDP now, other than as a comical figure and likeable person. Maybe LP will have him. A lesson to other would-be political prostitutes... In the end, you end up on the pavement outside. It is not by accident that those who have risen to the top of the political food-chain in Nigeria (good and bad Characters) are those who have remained relatively honest to their platform. Atiku is a high profile case of political whorism and its dangers for political careers. Only the very smart and very lucky can make successful jumps back and forth.

The writer used that coinage to 'console' Igodomigodo that he was not the first to be involved in political harlotry. The usage also gives the reader a picturesque form of what the writer is saying and it brings to the reader the context of Atiku's political escapades, details of which space may not permit the writer to include. Nwodo was the former PDP chairman who was sacked from the post because of his ignominious forgery of court papers which allegedly claimed his reinstatement as the party's chairman, so that he could preside over the party's presidential primary election. The writer implies that many have also fallen victim of Nwodo's situation. Through the lexicalisation of a proper noun as an adjective, the writers has achieved elliptical and laconic effects– he has said a lot without necessarily saying so much. This kind of a coinage is not strange to the Nigerian politics. There is a precedent in the case of Joseph Tarka and Dabor, who were *Tivs* from Benue state. One of them threatened to release incriminating material about the other and the reply of the other birthed the statement: "if you **Tarka** me, I will **Darbor** you."

Allusions

This has to do with a passing reference, without explicit identification, to a literary, historical, mythological or biblical person, place or event. Most allusions serve to illustrate or expand upon or enhance a subject. Since allusions are not explicitly identified, they imply a fund of knowledge that is shared by an author and the audience for whom the author writes. In the text being analysed, three forms of allusion are identified. They are:

- Classical – "He might be discombobulated now by the errant *Brutus that anchored a usurious sword* in his promissory broad back . . ." (Sentence 18, Paragraph 4). This is a reference to the powers that be in the PDP that call the shot.

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- Mythological – ". . . Hon. is a seasoned *centaur* who has *Phoenixial* prowess . . ." (Sentence 14, Paragraph 4). Centaurs are half-human, half-horse. This is a probable reference to the centaur Chiron, who was noted for his goodness and wisdom. Several Greek heroes, including Achilles and Jason, were educated by him. The Phoenix is a legendary bird that lived in Arabia. According to tradition, the phoenix consumed itself by fire every 500 years, and a new, young phoenix sprang from its ashes. In the mythology of ancient Egypt, the phoenix represented the sun, which dies at night and is reborn in the morning. Early Christian tradition adopted the phoenix as a symbol of both immortality and resurrection. This implies Obahiagbon's political comeback.

- Historical – "Hon. Obahiagbon was a staunch reminder of. . . Chief Festus Okotie-Eboh aka Omimiejor. . ." (Sentence 4, Paragraph 1). Okotie-Eboh was the former Nigeria's Finance Minister who was renowned for his outlandish sartorial flamboyance. Hon. Obahiagbon too is renowned for his outlandish grandiloquent flamboyance and both of them are from Edo State.

  ". . . he was not a peculiar specimen in the Niger area's Atikuated primary experimentations." (Sentence 13, Paragraph 4)

  "Most hopefuls were woefully Nwodonised" (Sentence 14, Paragraph 4).

This reference to 'Atiku' and 'Nwodo' has been discussed under 'coinages'.

Collocations

Words exist both in paradigmatic and syntagmatic relations. Tomori (1977) sees syntagmatic relationship as "a number of linguistic units joined in a structural bond according to the rules of utterance formation in that language." It is necessary to touch on this because of its relationship with collocation. There is a tendency for linguistic items to co-occur in a syntagmatic relationship. When this happens, such words are said to collocate. When words share the same range of collocational possibilities, they constitute a 'lexical set'. Halliday (1961:276) in Tomori (1977) sees collocation as ". . . the syntagmatic association of lexical terms, quantifiable, textually. . ." For the purpose of achieving cohesive structural bonds in his linguistic choice, Victor Ehikhamenor judiciously allows his words to collocate. This heightened the semantic deportment of his message in the instances where such collocations occur.

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Examples as drawn from the text:

Paragraph 1
- "…mandibles . . . masticated…" (Sentence 1)
- "…wetlands . . . moat…" (Sentence 1)
- "…jaw-jaw . . . oral cavity…" (Sentence 5)
- "…coagulated . . . jargon…" (Sentence 7)

Paragraph 2
- "…turbulence . . . pounding…" (Sentence 8)
- "…fanned . . . embers…" (Sentence 11)

Paragraph 3
- "…ascension . . . Everest altitude…" (Sentence 12)

Paragraph 4
- "…hues. . .iridescence. . .razzle-dazzle. . .peacock's plumage…" (Sentence 15)
- "…specimen . . . experimentations…" (Sentence 19)

Paragraph 5
- "…navigate . . . track…" (Sentence 21)
- "…lion . . . roars…" (Sentence 22)
- "…ventricular . . . heart…" (Sentence 23)

Paragraph 6
- "…lexis . . . structure…" (Sentence 28)
- "…Niger area . . . country…" (Sentence 29)
- "…lingers on . . . choo-choo locomotive."

The Use of Personal Pronouns

We find from the text that the writer uses such personal pronouns as "I", "my", "we", "our", "you", "your", "their" etc. This is due to the fact that in write-ups of this nature, the relationships among the participants in the discourse situation are mediated by personal pronouns "which delineate a social or political 'space' in which people and groups have a 'position'" (Chilton and Schaffner, 1997: 216). Examples from the text are given below:

- **I** submit to **you** that **I** was overtly flabbergasted beyond **my** usual bemusement in matters related to **our** motherland's political lowballing. (Sentence 3)
- **I** usually wear hard hat whenever Hon. Obahiagbon jaw-jaw with **his** oral cavity. (Sentence 5)
- **I** qualm if **your** answer is dissimilar to a million fans that once fanned the embers of Igodomigodo's lingo. (Sentence 11)
- Those that are guffawing…must be reminded that Hon. Obahiagbon is a seasoned centaur…and this…must reverberate even in **their** egalitarian slumbering. (Sentence 14)

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- **We** the people need to chortle again, despite the sordid rituals of **our** current democracy's insidious repercussive and cataclysmic exigencies. (Sentence 25)
- That is the only way **we** from the Niger area can snicker again at **our** wanton encumbrances… (Sentence 29)

Lexico-Syntactic Features

The syntactic arrangements of words to form group/phrase, clause and sentence patterns are examined under this section. In his article, the writer makes use of various types of sentences that can be classified both structurally and functionally.

Structural Classification - The writer makes use of 5 different sentence types in his work. They include the simple, complex, compound, compound-complex and multiple complex sentences. The table below shows the statistical distribution of the sentence types:

Text sections	Simple	Complex	Compound	Compound-complex	Multiple-complex	Total
Paragraph 1	2	3	1	1	-	7
Paragraph 2	1	3	-	-	-	4
Paragraph 3	1	1	-	-	-	2
Paragraph 4	2	-	3	1	-	6
Paragraph 5	2	1	2	-	1	6
Paragraph 6	-	1	1	-	-	2
Paragraph 7	1	1	-	-	-	2
Total	**9**	**10**	**7**	**2**	**1**	**29**
Percentage	31%	35%	24%	7%	3%	100%

From the table above, it is obvious that there is the dominance of the complex sentence pattern and this is closely followed by the simple sentence pattern. The whole extract is dotted with complex expressions and this gives the text a complex coloration. But from a critical standpoint, the text is not beyond what could be understood. As a political satire which satirises Hon. Obahiagbon's obfuscating linguistic flamboyance, the work thrives on the mimicry of his manner of speech, hence the bombastic language and syntactic jugglery

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that permeated the text. What has happened to the writer is a contagion of Igodo's style in his presentation, though this is deliberately done by the writer. The message of the text is however clear and simple:

> All and should rally around and reposition the great and gaudy Hon. Patrick Obaiagbon a.k.a. *Igodomigodo* who has been schemed out of the centre point of political activity via some calculated political dexterity, so that his political occupation should not comatose. Though he might have been a victim of double-dipping, he should take solace in the fact that he is not alone; he should find a way of realigning himself with the powers that be and take respite in the public support he incontrovertibly enjoys.

This then explains the reason why the sentence pattern that comes after the preponderance complex sentence pattern is the simple sentence pattern. On the whole, simple sentence accounts for 31% of the overall sentences, while non-simple sentences altogether account for 69% of the total sentences used. Relatively, the text is somewhat obfuscating.

Functional Classification – according to the functions they perform, sentences can be classified into four categories: declarative, exclamatory, interrogative and imperative. In the article, the writer makes an astounding use of 28 declarative sentences out of the total 29 sentences that constitute the work. This accounts for 97% of the total sentences used while only one interrogative sentence which accounts 3% of the total sentences used. The preponderance of the declarative sentences shows that the writer's main preoccupation is to provide his readers with the information, educate and enlighten them about the political trauma of *Igodomigodo* while at the same time, satirising his high-flown language with which his readers are obfuscated. Since *Op-Eds* are used to disseminate certain information, persuade the public to perform some action or arouse the enthusiasm of the audience, declarative sentences are most favoured by the speakers to describe the events, express their feelings, or publicise their beliefs. The interrogative sentence helps the writer to evince his feelings about Hon. Obahiagbon's political double-dipping. (This is discussed more under 'Rhetorical Question'). A tree diagram of the interrogative sentence is shown below, where the syntactic formation process is that of Subject-Operator inversion:

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Shall we shed tears for the tumbling of his political tibia broken to pieces like disingenuous China dashed on igneous rock?

Intensely Modified Headwords in the Nominal Groups

In the text of analysis, a trend is discovered in the nominal groups that dotted the 29 sentences of the text both at the subject and complement positions. The writer has profoundly modified the headwords in the nominal groups in order to intensify the meanings of the nominal groups by giving them a vivid image. Tomori (1977:58) posits that in the pre-head position, it is possible to have eleven modifiers with each occupying a unique position relative to others. He gave the example of this nominal group below:

- All the first five strong huge rotund young white African sea horses…

However in everyday life, it is not usual to have more than two or three modifiers before the headword. But in the article, the writer used modifiers ranging from one to six modifiers. Examples include:

        M   H

- "…ostensible mandibles..." (1 modifier - **N**)

        M   M   H

- "…federal financial finagling… (2 modifiers – **E, N**)

      M M   M   H

- "…the dead ventricular muscles…" (3 modifiers – **D, E, N**)

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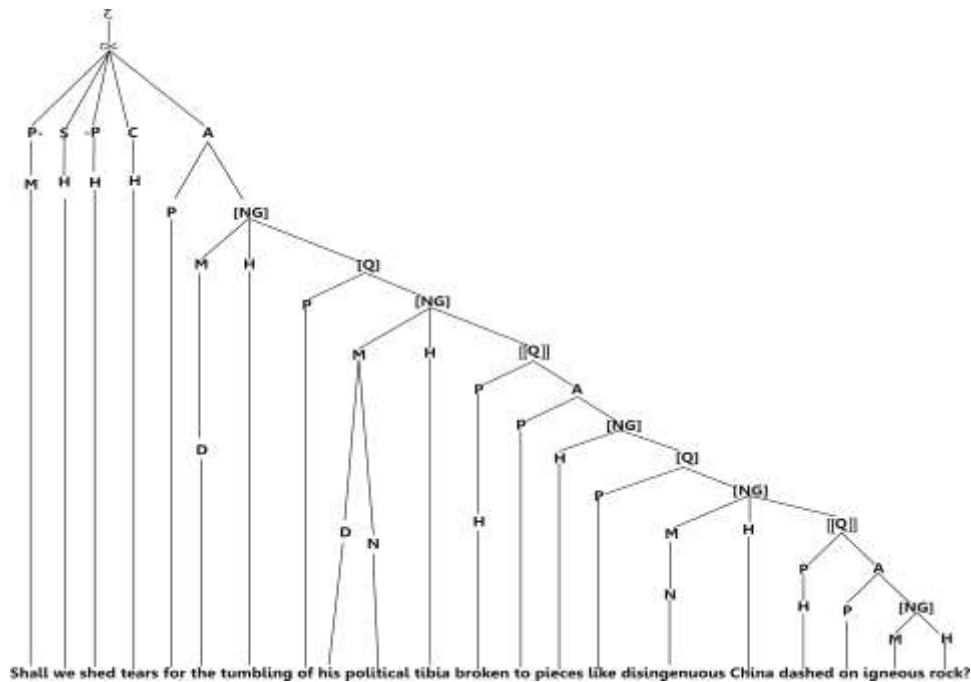12 : 10 October 2012
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M   M   M   M   H
- "…Nigeria's flatulent opinionated quagmire square…" (4 modifiers – E^1, E^2, E^3, N,)

                M M M   M   M   H
- "…a razzle-dazzle palace peacock's plumage…" (5 modifiers – **D**, E^1, E^2, E^3, E^4, N)

              M M   M   M   M   &   M   H
- "…our current democracy's insidious repercussive and cataclysmic exigencies..." (6 modifiers – **D**, E^1, E^2, E^3, E^4, E^5, **N**)

(Key: M-Modifier, **H-**Headword, **D-**Deictic, **E-**Epithet, **N-**Nominal)

Some of the nominal groups in the subject position are very long and have other groups rankshifted under them. This is to convey so many descriptive pieces of information about his subject of discourse. This could also be to conserve space and at same time, say all he intends to say within the shortest breath available to him. This gives the nominal group a semantically congealed outlook. Two of such nominal groups (Sentences 12 – Paragraph 3 and 20 – Paragraph 5 respectively) are described with phrase markers below:

Hon. Obahiagbon's meteoric ascenscion to a paramountical everest altitude in a rocky political terrain in the People's Democratic Party

 The adjective-headed nominal groups in the text are also richly modified with adverbs. This is also to enhance the meanings of the adjective-headed nominal groups and to convey them in vivid terms to the readers. Examples include: "…highly flamboyant, egregiously high falluting, popularly gregarious, mysteriously askew, woefully Nwodonised…"

Highly Embedded Clauses

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Another striking feature of this text of analysis is the use of embedded clauses in the post-head modifiers or the qualifiers. This is due to the fact that the writer is wont to expressing too many ideas in few sentences, so he resorts to using embedded clauses at a position which ordinarily a clause should not be found. This phenomenon is known as 'Rank-shifting'. Tomori (1977:51) describes a rank-shifted clause as one that operates within another clause or goes lower down by one rank to operate in a group. All the embedded clauses are also instances of relative clauses which provide additional information about the antecedent nouns or pronouns. Examples of the embedded clauses rankshifted to operate at the qualifier position in the nominal group include:

- "…the textile elongation *that spanned kilometres behind Chief Okotie-Eboh.* (Sentence 4)

- "…a comical academic exercise for *those who are learned in the Webster ways.* (Sentence 6)

- Igodomigodo was not a charlatan *who suffered from cranium bifidum thereby romanticizing Webster's convoluted compilations at every opportunity…"* (Sentence 15)

- Igodomigodo will soon cohobate to cohabit with *PDP that sculpted him to a gigantic figure in Nigeria's flatulent opinionated quagmire square.* (Sentence 17)

- He might be discombobulated now by *the errant Brutus that anchored a usurious sword in his promissory broad back…"* (Sentence 18)

Two of the sentences are represented by tree diagram to graphically depict the point being discussed:

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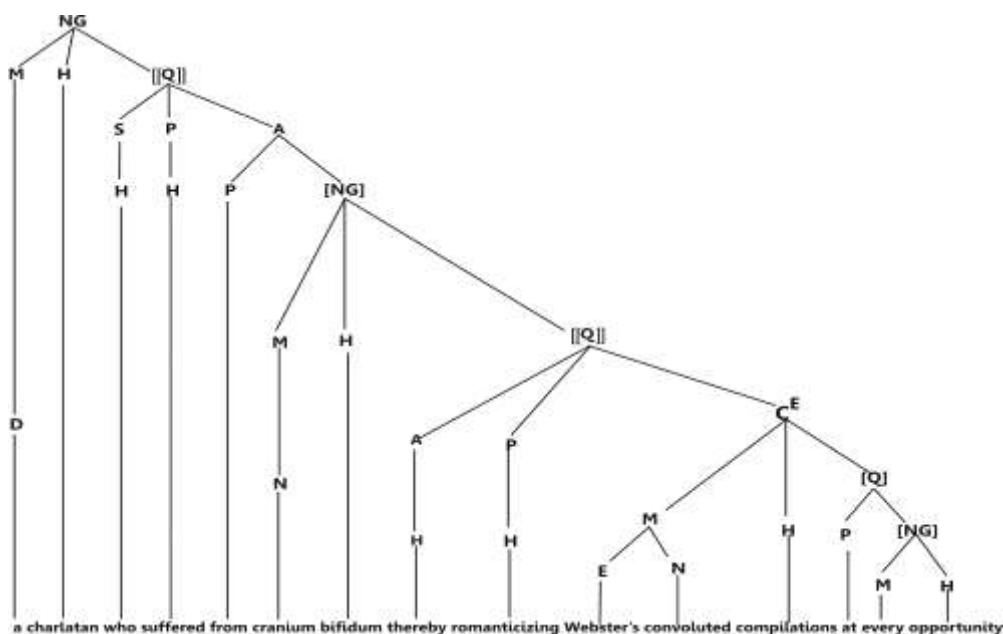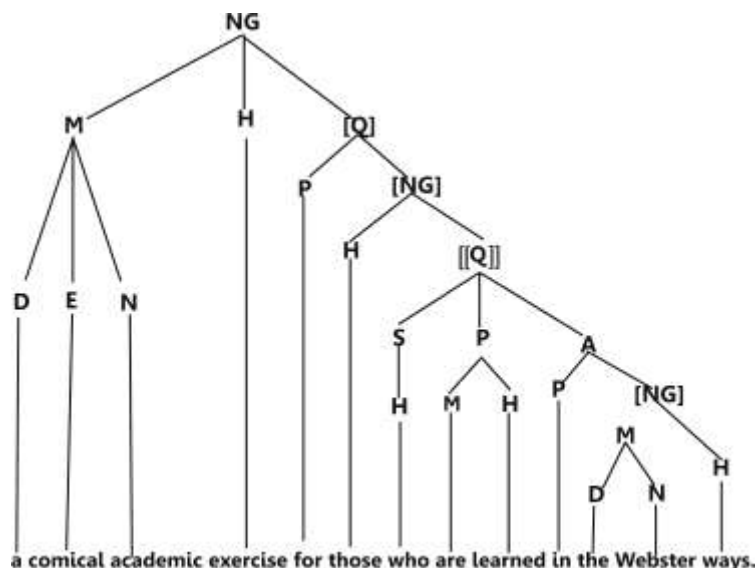12 : 10 October 2012
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NG

M   H   [Q]

D   E   N   P   [NG]

H   [[Q]]

S   P   A

H   M   H   P   [NG]

M   H

D   N

a comical academic exercise for those who are learned in the Webster ways.

NG

M   H   [[Q]]

S   P   A

H   H   P   [NG]

D   M   H   [[Q]]

A   P   C   E

N   H   H   M   H   P   [Q]

E   N   [NG]

M   H

a charlatan who suffered from cranium bifidum thereby romanticizing Webster's convoluted compilations at every opportunity

Cohesion and Coherence

 In general any text consists of sentences which are connected or woven together by linguistic means. The analysis of these linguistic means (which make the parts of the text hold together) is in fact the analysis of cohesion, cohesion models or cohesive links. A text is an integrated structure where all cohesive ties are invisible, implicit but palpable connections between words in different sentences. Cohesion ensures the compactness using reference devices which link up items within an extract. The reference could be anaphoric, cataphoric and exophoric. The writer ensures cohesion in the work through the devices mentioned above. Examples include:

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Anaphoric References

- "The ostensible mandibles of Edo political juggernauts masticated <u>Hon. Patrick Obahiagbon</u> aka Igodomigodo and spat <u>him</u>…"
- "I usually wear hard hat whenever <u>Hon. Obahiagbon</u> jaw-jaw with <u>his</u> oral cavity."

Cataphoric References

- "PDP…his old party."
- "But <u>I</u> am persuaded that soon the honourable and <u>my very individual self</u> will dotoa in his palatable palatial palace…"

Exophoric References

- "deceptive <u>gargantuans</u>."
- "Edo State's political <u>igbanaka</u>…rest in the hand of a fierce <u>oduma</u>…"

Rhetorical Figures

These depart from what is experienced by competent users as the standard, or "literal," use of language. This has to do mainly with the arrangement of words to achieve special effects, like metaphors and other tropes, by a radical change in the meaning of the words themselves. Examples include:

<u>Alliteration</u>

- "<u>m</u>andibles…<u>m</u>asticated…" /m/
- "…<u>W</u>ebster's <u>w</u>ays." /w/
- "…coa<u>g</u>ulated…lin<u>g</u>ua…le<u>g</u>al…<u>j</u>argon hard <u>j</u>uggernauts to digest and caused…<u>g</u>astronomical malady." /g/ and /dʒ/

<u>Assonance</u>

- "…p<u>a</u>latable p<u>a</u>latial p<u>a</u>lace in the c<u>a</u>pitol…" /Ψ:/
- "…a g<u>au</u>dy g<u>o</u>d of lexis…" /ɒ/
- "…ch<u>oo</u>-ch<u>oo</u> l<u>o</u>c<u>o</u>m<u>o</u>tive." /əʊ/

<u>Onomatopoeia</u>

- "…ch<u>oo</u>-ch<u>oo</u> l<u>o</u>c<u>o</u>m<u>o</u>tive."
- "…abracadabra…"

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- "Igodomigodo"

- "…jaw-jaw…"

- "…razzle-dazzle…"

Euphemism

- …"he must take succour…that he was not a peculiar specimen in the Niger area's Atikuated primary experimentations."

- "Most hopefuls were woefully Nwodonized."

Metaphorisation

- "The ostensible mandibles of Edo political juggernauts…"

- "…deceptive gargantuan…"

- "…a seasoned centaur…"

- "…the revelling lions…"

- "…gaudy god of lexis and structure…"

Hyperbole

- "…a gaudy god of lexis and structure that wakes one's laughing bones from a thousand years of solitude."

Simile

- "…his political tibia broken to pieces like disingenuous China dashed on igneous rock?"

- "…while the country lingers on like a malfunctioning choo-choo locomotive."

Rhetorical Question

- "Shall we shed tears for the tumbling of his political tibia broken to pieces like disingenuous China dashed on igneous rock?"

Latinised Expression

- "… Igodomigodo must find a clever modus operandi to navigate…"

Other stylistic aesthetics abound in the text; but the highlighted ones would suffice for the purpose of analysis.

Conclusion

This work has focused on the stylistic values of the article "Excuse me: Igodomigodo must not comatose." This work is rich in its linguistic choice, stylistic variation/deviation,

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syntactic arrangement and semantic import. Language is a dynamic concept and having a linguistic competence brings one into a realm of semantic omnipotence – a state where a writer, speaker, poet or any literary minded individual becomes a wordsmith. The work has also examined the importance of meaning in communication. This thrives so much on the mode of encoding one's message. This could either be esoteric or exoteric to the reader. In any linguistic interchange, one's audience is of primal importance. Effort should be geared towards making oneself lucid enough so that the essence of communication can be achieved. Social actors like politicians, especially lawmakers, should endeavour to deploy language appropriately and appositely, taking into consideration their socio-cultural context and their audience. This will enhance effective governance where it is not the volume of words spoken that matters, but how these words translate into the betterment of the lots of the masses and the generality of Nigerians; and into the infrastructural development of the nation at large. Victor Ehikhamenor of the NEXT Online magazine has displayed linguistic artistry through his aesthetically woven and a satirical discourse on the political adventures and stupendous verbosity of the great Hon. Patrick Obahiagbon, also known as *Igodomigodo*.

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APPENDIX

EXCUSE ME: Igodomigodo must not comatose - Victor Ehikhamenor – 21st January, 2011

The ostensible mandibles of Edo political juggernauts masticated Hon. Patrick Obahiagbon aka Igodomigodo and spat him out to the wetlands of Benin mote dug by aruanran giants who knew how to arm-twist abracadabra gods. When I first read the communiqué in the by-product of Obeche trees, I somersaulted. I submit to you that I was overtly flabbergasted beyond my usual bemusement in matters related to our motherland's political lowballing. Hon. Obahiagbon was a staunch reminder of the great son of Niger Delta, Chief Festus Okotie-Eboh aka Omimiejor, though Igodomigodo does not match the textile elongation that spanned kilometres behind Chief Okotie-Eboh. I usually wear hard hat whenever Hon. Obahiagbon jaw-jaw with his oral cavity. Though egregiously high falluting, his means of communication was highly flamboyant, a comical academic exercise for those who are learned in the Webster ways. While in the House most makers of law fundamentally found his coagulated British lingua franca and legal Latin jargon hard juggernauts to digest and often times caused them gastronomical malady.

It is hard for one to be suffused with emotional turbulence which could exacerbate the pounding of one's medullar oblongata because of his miscalculated political calculus. Igodomigodo, though popularly gregarious with the powers that be, decided to oscillate to a party who's fibular is still too feeble in federal financial finagling. Shall we shed tears for the tumbling of his political tibia broken to pieces like disingenuous China dashed on igneous rock? I qualm if your answer is dissimilar to a million fans that once fanned the embers of Igodomigodo's lingo.

Hon. Obahiagbon's meteoric ascension to a paramountical Everest altitude in a rocky political terrain in the People's Democratic Party was hitherto devoid of flukiness, until he dabbled into double-dipping in the hands of deceptive gargantuans. Igodomigodo should have known that Edo State's political igbanaka which helps neophytes in climbing to the apogee of senatorial castles rest in the hand of a fierce oduma whose face is mysteriously askew.

Those that are guffawing off Igodomigodo's downward inclination from the acme of Abuja politics must be reminded that Hon. Obahiagbon is a seasoned centaur who has Phoenixial prowess and this factual appurtenance must reverberate in their Encephalo, even in their egalitarian slumbering. Igodomigodo was not a charlatan who suffered from cranium bifidum thereby romanticizing Webster's convoluted compilations at every opportunity, he was a man of many hues with characteristics more radiant than the iridescence of a razzle dazzle palace peacock's plumage. One could articulate his profundity of profitable politics as riding the high horse of uncertainty after the primaries, but only chronological prolongation

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of Homo sapiens' existence will be able to discombobulate or corroborate such hasty conclusiveness. Igodomigodo will soon cohobate to cohabit with PDP that sculpted him to a gigantic figure in Nigeria's flatulent opinionated quagmire square. He might be discombobulated now by the errant Brutus that anchored a usurious sword in his promissory broad back, but he must take succour in the gospel genuineness that he was not a peculiar specimen in the Niger area's Atikuated primary experimentations. Most hopefuls were woefully Nwodonized.

As an ex-legal luminary in the metro-political geographical enclave of Edo State he must not kowtow and confine himself to a snail house of calcium carbonate, instead he should imbibe public supportive helium and soar above this reckless display of narcissistic hedonism by disloyal recalcitrant and be parsimonious instead of the expected profligacy. The recent gory cadmium topography of Edo campaign terrain does not allow for a protracted political highhandedness, therefore Igodomigodo must find a clever modus operandi to navigate the shark-infested and crocodile guarded track back to his PDP kibbutz. He should not placard any Homo sapiens with compulsive rhetoric; instead he must placate the revelling lions that roar in the godfather's expanse fiefdom in our sedimentary FCT city. This is the time to deactivate the defibrillator that will arrest the fibrillation of the dead ventricular muscles of the heart of his old party. Igodomigodo must not dissipate teaming loyalists by wailing about his primary trouncing and yelping iyemen o, iyemen o, which could lead to the comatose of his fascinating political occupation. We the people need to chortle again, despite the sordid rituals of our current democracy's insidious repercussive and cataclysmic exigencies.

I am yet to Edegbe myself to see Hon. Obahiagbon since the debilitating debacle and indiscriminate fiasco that finagled his fathomless and inestimable bird-at-hand from his grasp in Edo State. But I am persuaded that soon the honourable and my very individual self-will dotoa in his palatable palatial palace in the capitol to rub our psyche and situate our cephalo together in locating a means of rescuing the people of Niger area from a burgeoning conflagration that is currently brewing in our body polity.

I bawl out to every non-apolitical personage without timorous tendency to augment support and reposition the great Igodomigodo, a politician with cacophonic communicative prowess, a man whose consternation could re-arrange one's homily faculty, a giant with low tolerance for unjustifiable judiciary acrobatic manipulation, a gaudy god of lexis and structure that wakes one's laughing bones from a thousand years of solitude. That is the only way we from the Niger area can snicker again at our wanton encumbrances while the country lingers on like a malfunctioning choo-choo locomotive.
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A Study to Investigate the Quality Management Level (QML) of the Pakistani institutions of Teacher Education

Muhammad Arshad Javaid Ph.D Scholar
Prof. Dr. Muhammad Yousaf

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ABSTRACT

The notion of quality is rather new in the arena of developing countries like Pakistan. In Pakistan, this notion was introduced quite after the establishment of HEC in 2002 during the Musharraf regime. The 21st century is the century of economic development. The objective of each nation is to achieve sustainable, social and economic development that is only being achieved through the quality education. The quality in education comes through the quality of teacher education. Unfortunately the quality of teacher education in Pakistan as per numerous reports is deteriorating.

This paper presents findings of the study designed to investigate the quality management level (QML) of the six Pakistani institutions of teacher education. The study was

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delimited to only Punjab province. These six institutions were the constituent campuses of the University of Education in the said province .To arrive at findings, the opinions of all the directors/Principals and ninety six (96) teachers including male and female of these campuses regarding quality management were surveyed through questionnaires that were prepared as per quality management principles for leadership and for teachers given by the Dr. W. Edward Deming and Dr. Joseph M Juran, known as the father of quality management.

The data were analyzed by applying descriptive as well as inferential statistics. Parts from these questionnaires, demographic information about these institutions were also interpreted in a graphic form by using a simple checklist type questionnaire. The results revealed the poor infrastructure and quality management level of these institutions. There was no significance difference between the quality management level of the sample from upper Punjab and the sample from lower/southern Punjab .In short the quality management level of these institutions of teacher education remained very low. The paper suggests adopting the quality management principles to all the Directors and teachers of these institutions of teacher education; particularly their training in this connection is inevitable.

The paper also lays emphasis upon the inclusion of the "TQM in Teacher Education" as a separate discipline in all the teacher education programs for the better awareness of this discipline both for the quality managers as well as all the stakeholders.

List of Abbreviations
1. QML   Quality Management Level
2. QAM   Quality Awareness Mechanism
3. QMM   Quality Management Mechanism
4. QC   Quality Council

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5. QMPs   Quality Management Principles

6. AED   Academy for Educational Development

7. QMFW   Quality Management framework

8. QMS   Quality Management System

INTRODUCTION

Modern times in education demands strongly to take attention on teacher Education which is the most prominent subsystem of education. Teacher education means "the programs of education, research or training of persons for equipping them to teach at different levels" (Aggarwal, 1988).

So in this context, it is imperative to boost the teacher education with a fresh look in to all subsystems of education. As there are other major challenges threatening the present teacher education, the demand for quality management in teacher education draws little attention and high sensitivity is required to realize the problem. The most important means for improving the quality of education is to upgrade the quality management level of teachers producing institutes.

The concept of quality is not easy to define. It is more useful to consider the various notions of quality and to bear in mind that quality may have more than one interpretation; quality can be viewed in terms of perfection or consistency; excellence and transformation. (Harvey and Green, 1993)

Perfection means both faultlessness and that 'standards' are checked to achieve consistency with zero defects and getting things right first time (Brookes 2005). Excellence implies notions of reputation and a high class operation. (Ashcroft and Foreman-Peck 1995)

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For example; popular perceptions of Oxford and Cambridge would suggest that they are self-evidently high quality universities.

Transformation is an ongoing process that includes empowerment and enhancement of the student satisfaction (Becket and Brookes, 2005).

Harman and Meek (2000) conducted a report for the department of education training and youth affairs in Australia and defined quality in education as:

"A systematic management and assessment procedures adopted by any educational institution or system to monitor performance and to ensure achievement of quality outputs or improved quality".

If the quality of education is to improve, however the improvement must be led by today's education professionals. Quality management is a vehicle that education professionals can use to cope with the "forces of change". That is buffeting our nation's education system. (Bradley, 1993)

Quality management is something else as compared to the word just quality. Quality management is the tool used by the managers/administrators to manage quality by adopting the quality management functions and principles depicted by the fathers of quality management known as Deming's and Juran's principles. (Arcaro, 1997)

In the teachers training institutes, the role of the principals and teachers has become more fundamental with special reference to quality management because these institutes produce teachers to every institute at country wide. If the quality of these institutes will be better, the product will also be better and the quality of the other educational institutes will automatically boost that is the fundamental objective of

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education. "Quality has so many determinants but whereas the quality management is concern, it means the quality of the managers of the institutes (principals) and the quality of the classroom managers (teachers)". In the broadest sense, quality management means to what extent the quality management norms and principles have been adopted by these managers within their respective institutions. (Sharma, 1993)

Numerous reports, commentaries and books have expressed an increasing dissatisfaction with the quality management level of teachers training institutions in Pakistan.

According to UNESCO report (2006):

"The quality of education provided by the public sector in Pakistan has been poor due to low levels of teacher competence, lack of classroom based support for teachers, poor quality of textbooks and learning materials, lack of systems to assess student learning outcomes, uneven supervision, insufficient resources for critical teaching and learning materials, and weak sector governance and management."

In the National Education Policy 2009 Pakistan, there is such kind of report about the declination of teachers' education (PP.33):

"The quality of teachers in public sector is unsatisfactory. Poor quality of teachers in the system in a large number is owing to transfiguration in governance, an antediluvian pre-service training structure and a less than adequate in-service training regime. Presence of incompetence in such a huge quantity and infusion of malpractices in the profession have eroded the once exalted position enjoyed by teachers under the eastern cultural Milieu.

In a recent report published by UNESCO (2008), it is strongly recommended that "The reforms in the Pakistani institutions of teacher education with reference to quality management are strongly needed".

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The main stigma that was lodged in these reports was non availability of quality leaders and teachers in these teachers training institutions. In other words the quality of these institutions has been so poor to meet the needs and demands of the society. All of criticism may not be acceptable but reality is that to some or great extent, there is a little rift in the quality management of these institutions. So it is great need of the time to focus on the quality of these teachers training institutions in Pakistan. This paper is an attempt to determine the quality management level of some top most teacher education institutions in the Punjab province of Pakistan. The study may help the educationists to improve the quality in education.

- They may also attain awareness "How quality in education can be improved".

- The study may be beneficial for the administrators of teachers training institutions as they will be in better position to implement changes in management procedures as per quality management principles and norms.

- The study may be helpful for the teachers of teachers training colleges for diagnosing their strengths and weaknesses in imparting quality education.

- The study will be helpful to the teachers in adopting new teaching skills & methods of evaluation and class room management principles.

- The study may also be helpful for future researchers who will intend to work on quality of education, as it will enable them to understand different perspectives of quality.

- The study will be helpful for agencies like HEC to have a feedback for improving quality management level in teachers training institutions in Pakistani perspective.

REVIEW OF THE RELATED LITERATURE

According to Edwin (1992), the head of the institute has to focus the following areas for quality management,

1. Management of material resources.

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2. Management of curricular and co-curricular activities.

3. Management of human resources. (Staff &students)

4. Management of financial resources.

Within any educational institute, the role of leadership is pivotal. On his direction, style, attitude, behavior and strategies the personnel within the institute set themselves on working lines. He may take some concrete steps in enhancing quality management level only when he is fully aware of the quality management process (quality awareness mechanism). **"**Total implementation of quality requires leadership. A new philosophy of quality management cannot be adopted without leadership. Fear cannot be eliminated without leadership." (Anita, 1991)

The Principal or head of the institute is responsible to establish a quality oriented environment within his/her college. Being a Quality leader he performs different functions that may enhance the quality management level of his/her institute.

Quality Management Principles/functions framework for the administrators/Leaders mentioned by Dr. W. Edward Deming and Dr. Joseph M Juran.

S#	Quality Management Principles	Description
1	**To Identify the Mission**	Seeks to accomplish reasons why institute exists
2	**To Create a Vision**	A shared mental image of a desired future of the institute
3	**To Develop Quality Council**	Develop a quality mind set within the institute
4	**To Create a Quality Culture**	Patterned ways of thinking and acting shared by members of organization
5	**To Establish Goals and Objectives**	Linkage between the macro level focus of mission, vision and culture and operational activities of the institute.

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6	**To Utilize Leadership Skills and Techniques**	Tactics used to upgrade the standards
7	**To Introduce a Shared Leadership Culture**	Everyone is a leader being a building block of the institute responsible for taking quality measures
8	**To Involve Staff Members in Decision 1Making**	Each and every employee is a building block
9	**To Provide Professional Guidance to the Teachers**	To correct and upgrade the employees skills
10	**Problem Solving and Conflict Management**	Problems may perish the effectiveness
11	**To Remove the Barriers to Worker Pride**	Critic without suggestion is useless
12	**Equal Emphasis on Curricular and Co-Curricular Activities**	Substantive for total personality grooming
13	**Motivation**	Key to quality management
14	**Innovating or to Encourage Changes**	Creative function of the management
15	**To Develop a Sense of Self Accountability**	Self-evaluation first despite of others

Source: Taken from the book, Quality in Education : An implementation hand book, by Jerome S Arcaro, (1999) published by Vanity books international: New Delhi

Role of Teachers in Quality Management Process

Teachers are the mediators who provide or fail to provide the essential experiences that permit students to release their awesome potential. (Asa Hilliard, 2002)

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In the classroom, the teacher is both the teacher and manager. In the classroom, the role of the teacher is multipurpose. He has to select different teaching methods according to the students' demands. He has to manage discipline problems, individual differences within the class. The teacher must be able to observe and to give concrete feedback to the students. (Dove. 1986)

Qualities of a Quality Teacher

A quality teacher must have the following qualities as narrated by Arcaro, 1997

- Quality teachers always lead, they never boss.
- Quality teacher is a professional.
- Quality teachers always teach useful skills and share useful information.
- A quality teacher is a sympathetic to his students.
- Always remain punctual.
- Never sit in the class.
- Try to make his students creative.
- Drive out fear from the class.
- Always keeps his knowledge fresh to meet the demands of their students.
- Always try to solve the student's educational and personal problems.
- Keep himself extend beyond the prescribed curriculum.
- Always lay emphasis on the character and moral building of his students.
- Always motivates the students on new tasks and procedures.
- Always remains unbiased with the students.

A quality teacher must be familiar with the quality management process and its implementation rules in the class. He must have a clear written statement of objectives of the institute, so that in the light of these objectives, he might plan and incorporate strategies to achieve the desired objectives emphatically (Smith, 1989).

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Some other functions that a quality teacher should adopt are given as under as per quality management principles of Dr. W. Edward. Deming.

- Provision of Desirable and Current Information
- Efficient Planning for Teaching (Lesson Planning)
- To Provide Opportunities for Activity
- To Provide Sympathetic and Co-operative Teaching
- To use Instructional Aids
- To do Diagnostic and Remedial Teaching
- To adopt discipline handling techniques
- To create learning environment
- To drive out fear in the class
- Equal focus on curricular and co-curricular activities
- To use motivational techniques
- Have a firm belief on guidance and counseling of the students
- To accept and encourage positive change
- To show commitment and devotion to duty
- To Introduce a Concurrent Evaluation System
- Finding new ways to improvement
- Always prepare for accountability and self-accountability

In the light of the Arcaro, Deming and Juran quality management functions and principles a frame work was devised in order to determine the QML of the teachers training institutes in Pakistan. The frame work is shown in a figure given below.

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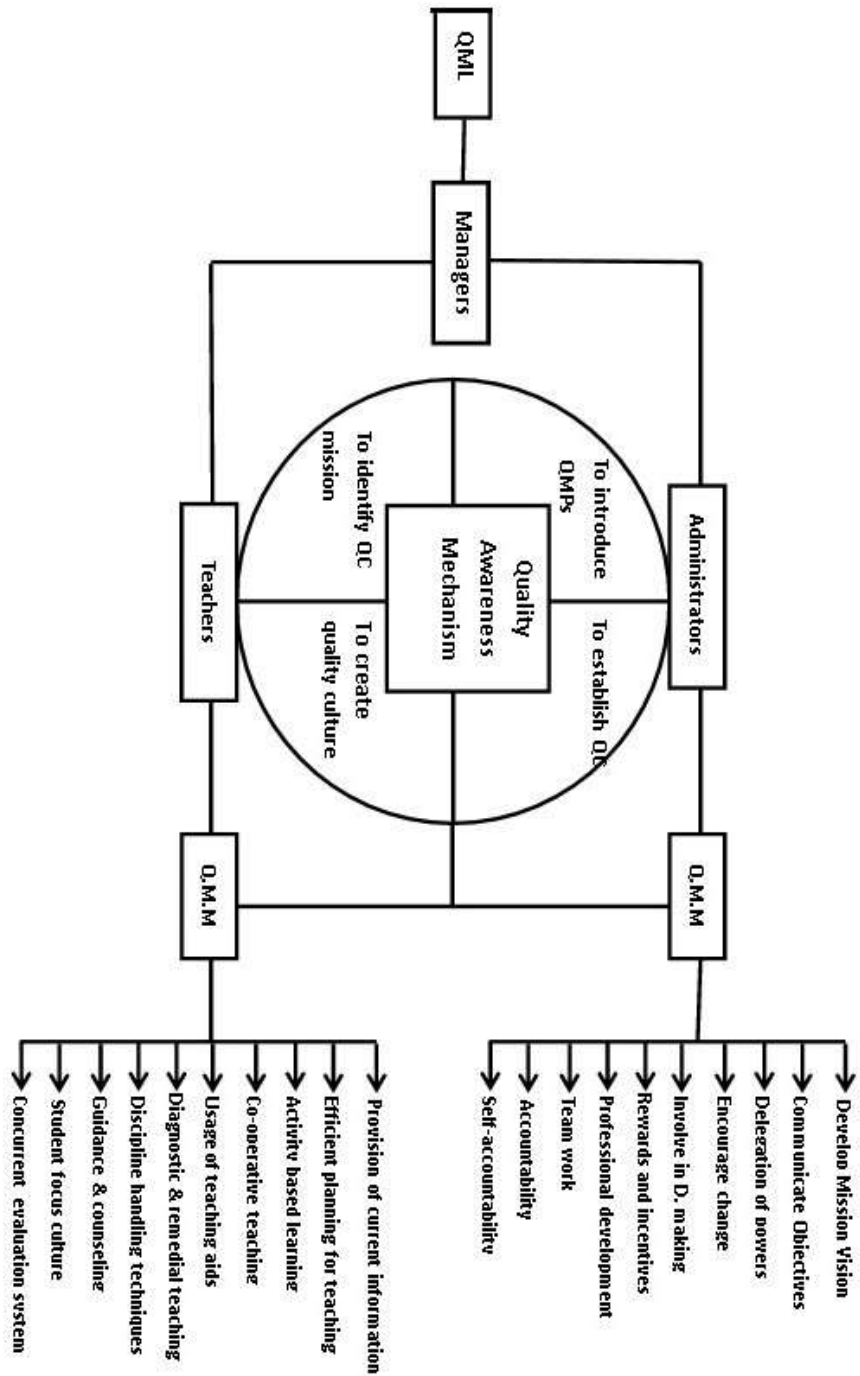
Objectives of the Study

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The objectives of the study were as under:

1. To explore the available physical facilities in the Pakistani institutions of teacher education.

2. To determine whether the quality management functions and principles are being adopted by the heads of these institutes.

3. To find out the quality management level of the teachers of these institutes.

4. To find out the overall quality management level of these teacher training institutes.

5. Suggestions for improvement.

Delimitations

In Pakistan, 270 teacher training institutes exist of which 227 are run by the government sector and 53 are operated by the private sector. In the Punjab Province total numbers of teacher training institutes are 82 out of which 75 are in the public sector including University of education Lahore Punjab and seven institutes are in private sector. (AED, 2005)

This study was delimited to six campuses of the University of Education in Punjab the most popular university in teacher education. The names of these campuses are:
University of education D.G Khan Campus, University of education Multan Campus, University of education Faisalabad Campus, University of education Lower Mall Campus Lahore, University of education Township Campus Lahore and University of education for woman Bank road Lahore. Out of these campuses, only two campuses are situated in the southern Punjab while the other four are in upper Punjab.

Procedure of the study

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All the principals and teachers of these Campuses in Punjab served as the population in this study. The principals altogether were selected as a sample of the study due to their lesser strength. There were 196 teachers in the six campuses out of which 82 were female and 114 were male teachers. The desired sample size was 96. By using stratified random sampling technique, 56 male and 40 female teachers were selected as a sample for the study. Total sample of the teacher was 96, in which four groups were concluded.

1.   Number of Male teachers   56
2.   Number of female teachers   40
3.   Number of teachers from upper Punjab   64
4.   Number of teachers from Southern Punjab   32

So total numbers of male & female teachers were 96 and total number of teachers from upper & Southern Punjab were also 96.

Instruments for the Study

After a thorough review of the literature related with quality awareness and quality management mechanism as shown in figure 2, two Likert type questionnaires were developed as per Deming (1999) QMP frame work for the principals and teachers of these campuses of University of Education Lahore Punjab. Each questionnaire was consisted of 35 statements. Every statement was divided into five grades.

A= Always, M= Mostly, S= Sometimes, R= Rarely, N= Never

The weight age of these grades was given as under.

Statement	A	M	S	R	N
Positive	5	4	3	2	1
Negative	1	2	3	4	5

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Questionnaires were got validated by the experts opinions and final version of QML scale was finalized for the teachers and Principals. The scale reliability was also calculated that was 0.85. The researcher personally administered the Questionnaires on the selected sample. Twelve questionnaires were distributed among the principals and one hundred and fifty among the teachers. Out of twelve distributed questionnaires among the principals, 6 questionnaires received back and out of one hundred and fifty distributed questionnaires among the teachers ninety-six questionnaires were received back, despite continuous efforts. The percentage of return was 50 from the principals and 64 from the teachers. After awarding marks to each statement, total score was computed. To reach certain conclusion statistics like percentage, arithmetic mean and standard deviation was computed. Z-test was also used among the following groups of the teachers to compare their quality.

    i.   Between Male and Female teachers.

    ii.   Between teachers from upper Punjab and teachers from southern Punjab (including both male and female teachers)

Analysis of Data

The data were collected after administering two questionnaires on the selected sample of the directors/Principals and teachers of the six campuses of the most popular university of education situated in the Punjab province. The collected data were analyzed by applying descriptive and inferential statistics. The analysis of the available physical facilities was also done by using a check list.

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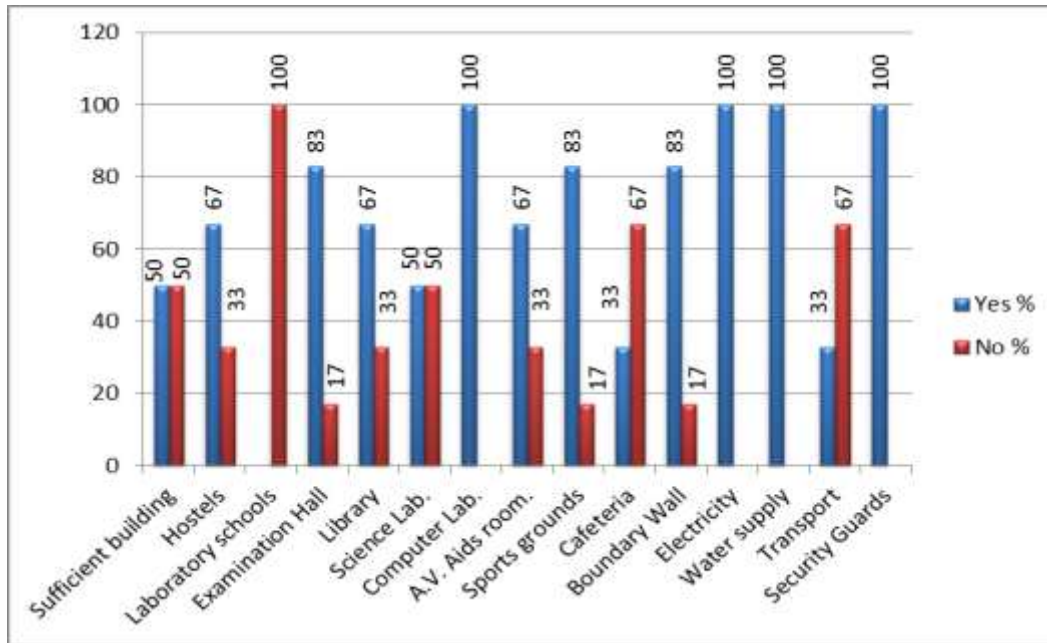of Teacher Education   565

Figure 2 depicts that 50% of the Campuses (3 out of 6) have no sufficient building for the students. Hostel facility is not available in 33% of the campuses (2 0ut of 6),Laboratory schools that are used for practicum are not available in any of the campuses, 17% campuses are deprived of examination hall (4 out of 6), 33% campuses have no proper libraries (2 out of 60), 50% campuses are without well-equipped science labs, A.V.aids rooms are not available in 33% campuses (2 out of 6), 17% campuses are without sports grounds (1 out of 6), cafeteria facility is not available in67% campuses, 17% campuses have no boundary wall & 67% are without transport facility. The facility of computer labs, electricity and security guards are available in all the selected campuses.

Results and Discussion

This study was conducted through two likert type questionnaires to determine the quality management level of the teacher training institutes in Pakistan. Table 1 shows the overall mean position of the questionnaire of the directors (statement wise).

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Assessment of Statements on the basis of means score

Statement No.	Mean Score	Statement No.	Mean Score
22	4.00	10	2.83
		18	2.83
23	3.83	27	2.83
30	3.83	28	2.83
16	3.66	8	2.66
1	3.50	14	2.66
15	3.50	35	2.66
34	3.50	3	2.60
		12	2.50
19	3.33	13	2.50
26	3.33	20	2.50
33	3.33	29	2.33
9	3.16	2	2.30
17	3.16	32	2.30
11	3.00	4	2.16
21	3.00	31	2.00
24	3.00	5	1.00
25	3.00	6	1.00
		7	1.00

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Table No.1 indicates that 19 items (10,18,27,28,8,14,35,3,12, 13,20,29,2,32, 4,31,5,6,7) show negative level of acceptance on the part of the principals. On 9 statements, (19,26,33,9,17,11,21,24,25) acceptance level was relatively low, while on 6 items (23,30,16,1,15,34) the acceptance level was moderate. However, only on one statement (22), the degree of acceptance was high. On statements 1-7 (about quality awareness mechanism) the average acceptance level remained 1.92.This shows that the Principles have no proper awareness about the Quality management functions and principles. It supports the UNESCO report (2006) that most of the administrators of the teacher education institutions in Pakistan have less awareness about quality management functions. The same was the situation with the quality management mechanism (Statement 8-21) but it was rather better (Average mean=2.92) than the former mechanism of quality awareness (Average Mean=1.92).On one statements 22-24 about professional development, the acceptance level was (Average Mean Score=3.61) above the norm value (3.00). It contradicts the study of Isani and Virk (2005) about the startling professional development and competencies of teachers in Pakistan. On statement 25 comprising student's need focus culture, the mean score remained 3.00.On statements 26-35 relating to quality management mechanism, and the average mean score remained 2.87 which also below the norm score set to show the quality management level. It also supports the study done by Farooq, (1990) about the poor administration of teacher education institutions in Pakistan. Performance of the principles and directors of these teacher education institutions in Punjab (Pakistan) was also determined separately on Questionnaires comprising 35 statements each on five point rating scale. The total weight age of each questionnaire was 175 (total marks).The norm score set for the QML purpose was 105. Out of the total population of the Principals, only 33 percent were able to get score rather above the norm score (105). The performance of the others 67% of the principals remained below the norm score (105).The mean score of the total sample of the principals remained 98.16 that is much

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more below the norm score (105).It shows the poor quality management level of the teachers training institutions on behalf of the immediate administrators.

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Table No. 4.1.43

Performance (score) of the principals on the Questionnaires separately.

Name of Campuses	Score obtained by the principals	Total Score	Norm Score	Frequency of the score below norm score	Frequency of the score above norm score	% Of score below norm score	% of the score above the norm score	Mean Score of the Total sample
D.G. Khan	112	175	105	0	1	0	33%	98.16
Bank road Lahore	110	=	=	0 1	1	0		
Lower Mall Lahore	101	=	=		0	67%		
Town Ship	101	=	=	1	0			
Multan	92	=	=	1	0			
Faisalabad	73	=	=	1	0			

Table No. 4.1.43 shows that 67% of the principals obtained score below the norm score that shows negative performance with reference to Quality Management. Only 33% obtained score above the norm score. The Mean Score of the total sample of the Principal is 98.16, which is below the norm score (105). So, the performance or QML of the Principals remained very poor.

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Statement wise analyses of the questionnaires of the teachers on the basis of mean score.

Statement No.	Mean Score	Statement No.	Mean Score
29	4.13	23	2.76
		30	2.76
19	3.81	15	2.71
1	3.75	17	2.65
14	3.73	16	2.47
12	3.62	24	2.47
		28	2.44
18	3.41	07	2.37
20	3.39	04	2.30
11	3.34	27	2.26
8	3.22	2	2.25
32	3.18	10	2.15
21	3.14	06	2.14
31	3.08	33	2.12
22	3.00	25	2.09
		9	2.06
13	2.92	5	2.03
03	2.83	34	1.55

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26	2.82	35	1.46

Table NO:2 shows that 22 items (04,06,07,13,26,23,30,15,17,16,24,28,27,2,10,33,25,9,5,34,35) show the negative level of acceptance on the part of the teachers. On eight statements, (3, 18, 20, 11, 8, 32, 21, 31, 22) acceptance level was relatively low. While on statements, (19, 1, 14, 12) the acceptance level was moderate. However, only on one statement (29), the QML was high. On statements 1-6 comprising quality awareness mechanism, the average mean score of the sample of teachers remained 2.50 that shows negative level of acceptance. It supports the UNESCO report (2008) on teacher education in Pakistan which depicts the teachers' non cognizance towards quality awareness mechanism. On statements 7-15 relating to class room management techniques, the average mean score was below the norm score 3.00. It supports the study conducted by Shukla (2004) on problems and issues in teacher education in Pakistan. On statements 16-23 comprising teacher preparation for better delivery of content, guidance and counseling to the students, doing remedial teaching, give due prestige to the students, the average mean score was 2.30 that is very low. It supports the study conducted by Aly (2006). On statement 24-35 comprising use of teaching aids, different evaluation techniques and numerous class room management measures, the average mean sore on these statements remained below the norm score (2.50). It also supports the UNESCO report (2010) on teacher education in Pakistan with special reference to low quality of teachers in adopting the above mentioned class room management techniques.

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Groups	Statistics			
	N	$\overline{X}$	**SD**	**Z**
Male	56	103.25	12.75	1.83
Female	40	98.37	12.94	
U.Punjab	64	101.53	12.07	.31
L.Punjab	32	100.59	14.75	
Total	96			

Z – Test

(i) No difference exists between the means of male and female about quality management.

(ii) Significant difference between the means of male & female teachers about quality management.

$$Z = \frac{M_1 - M_2}{\sqrt{\dfrac{(SD_1)^2}{N_1} + \dfrac{(SD_2)^2}{N_2}}}$$

$M_1 = 103.25$, $SD_1 = 12.75, N_1 = 56$

$M_2 = 98.37,$ $SD_2 = 12.94, N_2 = 40$

$Z = 1.83$

$CV = 1.83$

$CV < TV$

Therefore the difference is insignificant Null hypothesis is accepted.

There exists no real difference between the means of two samples (Male Teachers & female Teachers).

Z. Test

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(i)   No difference exists between the means of sample from upper Punjab & from Southern Punjab (Null).

(ii)   Significance difference exists between the sample from upper Punjab and sample from Southern Punjab.

$$Z = \frac{M_1 - M_2}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}$$

$M_1 = 101.53$, $SD_1 = 12.07$, $N_1 = 64$

$M_2 = 100.59$, $SD_2 = 14.75$, $N_2 = 32$

$Z = 0.31$

CV < TV

Therefore the difference is insignificant Null hypothesis is accepted. There exists no real difference between the means of sample from upper Punjab and Southern Punjab.

CONCLUSION AND RECOMMENDATIONS

Quality is the single most important issue in education, business and government today. We all recognize that there are problems with today's education – system. For instance: lower and deteriorating standards of education. In this context the quality of the teachers in particular and that of leaders, administrators / managers in general is criticized. In a quality management process of any educational institute, teachers are considered the top level managers. QMS lays emphasis on the quality of students and the quality of the students is directly related with the teachers in the class.

The principals are considered middle level managers and the society and the Government those provide necessary resources / facilities are considered lower level managers. If the quality of education is to improve however, the improvement must be lead by today's educational professionals.

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Quality management is a vehicle that educational professionals can use to cope with the force of change so only leaders and teachers may enhance the quality management level of any educational institute.

Two questionnaires (five point rating scales) for the principals and for the teachers were devised in the light of the objectives of the study and in accordance with the Deming quality management principles framework and material reviewed in chapter 2. The help of the supervisor was also sought in this connection. The questionnaire for the principals was devised keeping in view his democratic, effective and cooperative leadership style and quality awareness and management mechanisms of QMFW of Deming.

A quality teacher is the demand of quality for better management level. A quality teacher is one who always leads never boss, is a professional is a change adopter teaches useful skills, transforms new and current information, sympathetic, respect paying and friendly.

All the principals and 96 teachers were selected as a sample through simple random sampling techniques. Out of 96 teachers, 56 were male and 40 female teachers. Out of these six colleges of education, only two colleges lie in southern Punjab and four colleges in upper Punjab. The questionnaires were delivered to the population personally to get their responses on each item of the questionnaire. The collected data was tabulated by using percentage and mean score formula.

Two charts indicating the assessment of statements on the basis of mean score were prepared separately for the principals and teachers. Total score of the teacher on questionnaires was calculated and arranged in descending order in tabulated form.

The mean score and standard deviation of the total sample of teachers was calculated. The means score and standard deviation of the sample (male and female teachers) was calculated separately. Similarly the means score and standard deviation of the sample of teachers from southern Punjab and upper Punjab were also calculated separately. Lastly

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z-test was lodged in order to determine the level of significance between different groups lying in the teachers' sample.

CONCLUSIONS

1. The infrastructural position of the campuses was alarming. Even the well-equipped labs and libraries were not available in these institutes. Scarcity of playgrounds and co-curricular activities was also observed. The facility of the dispensaries was not available in any of the six campuses. The situation of the cleanliness during the visit was also found deteriorating.

2. Statistically it was observed that the QML of these campuses remained too much below the norm score.

3. The quality management level of the principals of these institutes was very low (98) as per the norm score (105).

4. On questionnaires about quality awareness mechanism (QAM). The mean score of the Principals remained very low as per the norm score. While on QMM (quality management mechanism) their score was slightly above the score obtained on QAM but not above the norm score.

5. Only one director/principal out of six showed slightly satisfactory performance as per QMFW by Deming.

6. Same was the case with the teachers of these institutions. The performance of the total sample of the teachers remained very low with reference to quality management.

7. The performance of the male and female teachers and the teachers from upper and lower Punjab was also below the norm score. There was also no significant difference between the quality management level of male and female teachers and teachers from upper and lower Punjab.

RECOMMENDATIONS

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1. Sufficient physical facilities should be provided by the top level management/Government to all the teacher education institutes in order to upgrade their infrastructure which is one of the pillars of quality.

2. Quality management frame work introduced by Deming both for the teachers and administrators should be provided to every teacher education institution in a booklet form for their better awareness about quality management.

3. Mission and vision statements of the institutes should be clearly communicated to the teaching staff by all the principals/Directors so that the staff could know about their destination. For this purpose a written mission statement should be provided to very personnel of the campus.

4. The principals should appoint a quality council within their campuses from the positions having well familiar with the quality management techniques and principles.

5. "Quality management in Teacher education" as a separate discipline should be included in the teacher training programs and courses from B.Ed to Ph.D level.

6. Trainings of the faculty members with reference to quality management should be held every year in collaboration with the HEC.

7. Seminars should be arranged on quality management at institute level.

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Etymological Analysis of the English Language Words

Muhammad Javed, M.Phil.
Wu Xiao Juan
Saima Nazli

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Abstract

This paper is the brief description of borrowed words and etymology of the English language words based on documentary analysis. Longman Dictionary of Language Teaching and Applied Linguistics (2010) defined etymology as the study of the origin of words, historical perspectives, and modification in the meanings of these words. The theory regarding etymological analysis of the words helps to recognize that mostly the words originate through a limited number of fundamental parameters, the most important element is borrowing the words from other languages, formation of words such as derivation and compounding; and onomatopoeia and sound symbolism. Sometimes the semantic change also occurs. In regards to the etymological analysis, the English language vocabulary consists of two types of strata such as the native reservoirs and a pool of borrowed words. The number of borrowed words from different languages and sources is greater than the collection of

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native words. Etymology of English language words is beneficial for ESL students. It helps to enhance their vocabulary and knowledge.

Introduction

Etymology can be defined as the systematic study of the birth, historical perspective, and time-to-time changes in the forms and implications of words (Ross, 1962). The study of the etymology of the English language words is an interesting and useful area. According to Longman Dictionary of Language Teaching and Applied Linguistics (2010), the majority of the English language words have been derived from other primitive languages such as Latin and Greek. Moreover, the roots of the English language can be found in Greek and Latin languages. Most of the English language words are formed by adding prefixes of suffixed. Furthermore the continuous changes occurred in this language since its inception. Sometimes, while analyzing the origin of the English language words, one can easily perceive the philological aspect of the language and even can guess the actual meanings of the words (Pierson, 1989).

Significance of the Study

This study will provide the knowledge about the borrowed words and their etymological analysis. This will help the students increase their vocabulary regarding etymological approach in English Language. It will also help the students to develop the interest about the etymology of English language words. This study may assist the ESL teachers to provide the guidelines in the classroom effectively. This study may provide bases for further research also.

Objectives of the Study

The major objective of the study is to find out the different words borrowed from different languages and secondly to describe the etymology of most commonly used English language words

Research Methodology

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Through documentary analysis, the parameters and mechanism adopted by different linguistics regarding the etymology of the English Language has been examined in this research study.

Review of the related Literature

Knowing about the origin of the English language words is a valuable asset for second language learners; it could benefit second-language instruction a lot also. Moreover, the knowledge about the historical perspectives and changes in the forms of the English language words helps understand the real spirit of the English language learning and can make it a meaningful learning (Ausubel, Novak, & Hanesian, 1968).

Actually, 30% words of the English language are native; however, they are being used frequently in the English language in spite of the smaller number. Moreover, these words possess a broad range of lexical and syntactic structures (Klein, 1966).

Sometimes, it looks difficult to differentiate between a native word and a borrowed word that had been borrowed very long ago unless the word is analyzed etymologically. The study of historical development is also indispensable in this respect (Stockwell & Minkova, 2001).
It is natural fact that the languages influence each other if they have a contact for a long period. The words are taken for temporary use but latter are adapted by the other languages permanently. This is the process that is called borrowing (language does not give it back, but keeps it forever). In addition, these borrowed words are deemed as the part of the language.

As, we peep into the history and the background of the English language words, we came to know that the English language remained in contact with many other different languages of the world such as Greek, Latin, French and Old Norse. Many other colonial languages, where the British ruled over a long period, had a contact for centuries with the English language.

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There are multifarious reasons of borrowing words from other languages (Katamba, 2005), no specific reason for borrowing words is valid in this context. In addition, no limit for borrowing words from other languages is pertinent.

Shipley (2001) mentioned that the most important factor of borrowing words from other languages is an automatic transfer of words during the contact period with other languages. It is a natural phenomenon that the users of the English language take and adapt the words of other languages unconsciously while interacting with other people.

The source of borrowing and the origin of borrowing words have significant importance; therefore, they should be distinguished while analyzing the English language words. The close interaction between the languages is a rationale for borrowing words (Barfield, 1967).

The words of the English language can be categorized into different classes such as loan words and semantic loans. The loan words mean the words that have been borrowed from other languages, on the other side, semantic meaning the meanings of the English language words.

According to surveys conducted by Finkenstaedt, Wolff, Neuhaus, and Herget (1973), Williams (1986), modern English language has derived many words from different languages. The percentage of Latin (including words used only in scientific/medical/legal context), French, Germanic, Greek and others is 29%, 29%, 26%, 6%, and 10% respectively. According to Skeat (1892), the English language consists of 178 Anglo-Saxon root words and 280 others, and the majority of them is borrowed from Latin or Greek. Henry (1993) reported that 'twelve (12) Latin and two (2) Greek roots, besides 20 other most frequently used prefixes generated about 100,000 words.

Latin loans are classified into the subgroups: here is a brief list of words that have been borrowed from other languages and now they are commonly used in the English language. According to Cougar (2001), Derksen (2008), Harper (2000, 2001, 2010) and Matasovic (2009), the following words have been borrowed from other languages.

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Words Borrowed by the English Language from other Languages

Sr. No	Words and brief description	Borrowed from
1	*Ad hoc* (the thing that is done for a particular purpose only)	Latin
2	*Artist, Bureau, Cabinet, Chef, Cheque, Diplomat, Justice, Gallop, Nature, Précis, Restaurant,*	French
3	*Bona fide* (true, real or genuine).	Latin
4	*Calendar*	Latin
5	*Cookies*	Dutch
6	*Bangle, Bungalow, Chapatti, Curry, Jungle, Loot, Pyjamas, Shampoo, Yoga*	Hindi
7	*Democracy*	Greek
8	*Eureka* ('I searched or found it': Archimedes spoke spontaneously as he discovered the 'law of buoyancy'. This interjection is used when one finds or discovers something unique)	Greek
9	*Gestalt* ('figure, or a constituted sketch)	German
10	*Fog*	Danish
11	*Guitar*	Spanish
12	*Lemon*	Farsi
13	*Mafia* ('boldness, a group of people involved in criminal activities)	Italian
14	*Opera, Piano, Pizza, Studio, Solo, Traffic, , Umbrella, Volcano,*	Italian
15	*Paper*	Egyptian
16	*Pro forma* (A standard or prescribed form or documents)	Latin
17	*Plethora* (an excessive amount of fluid or blood in a body)	Greek
18	*Robot*	Czech
19	*Sputnik* ('co-traveler' Russian artificial satellites '*Nik*' is used as a suffix that denotes the state of original words)	Russian
20	*Troika* (a vehicle run by three horses, triple or a group of three powerful authorities)	Russian
21	*Ski*	Norwegian
22	*Tsunami* (a long sea wave caused by an earthquake or any other disturbance)	Japanese
23	*Tête-à-tête* (face to face, a personal or confidential conversation)	French
24	*Verbatim* (the exact or original words used in a passage)	Latin
25	*Vis-á-vis* (face-to-face' while sitting together)	French
26	Yo-yo	Tagalog
27	Yoghurt	Turkish
28	Zero	Arabic

Etymological Analysis of the Words

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Algeo (1980) Stockwell and Minkova (2001) stated that the words are formed with the help of different methods and processes. The relationship between sound and meaning and their changes over time that underline the reconstruction. They mentioned the most important processes of the formation of words which are as follows.

i. **Borrowing**: a majority of the words used in English today is of foreign origin.
ii. **Shortening or Clipping**: It is a process whereby an appropriate chunk of an existing word is omitted.
iii. **Functional Shift**: It is a process by which an existing word or formation comes to be used with another grammatical function.
iv. **Back-formation**: It occurs when a real or supposed affix is removed from a word to create a new one. (For example *Cherry* from *Cherise*)
v. **Blend**: Sometimes, the words are formed by blending two or more than two words (e.g. *brunch* from *breakfast* plus *lunch*)
vi. **Acronyms Formation**: It means the formation of words by acronyms (such as *radar* (**ra**dio **d**etecting **a**nd **r**anging)
vii. **Transfer of personal or place names**: The names of people, place or things may become generalized vocabulary words with the passage of time (e.g. *forsythia* developed from the name of a botanist William Forsyth)
viii. **Imitation of Sounds**: Words are created by *onomatopoeia* also, to name a thing by the reproduction of the sound. Words such as *buzz, hiss, and guffaw* are of imitative origin.
ix. **Folk Etymology**: A process, in which a word is altered, resembles partially to the word from which it is derived. For example, the Latin word *febrifuge* (a plant with medicinal properties, etymologically 'fever explore') was modified into English as *Feverfew*.
x. **Combining Word Elements**: It is the process when someone feels need to form a new word or idea with the help of considerable storage of prefixes, suffixes already existing in English. (For example many words and ideas can be developed with the help of *ism*)

According to Stockwell and Minkova (2001), and Webster (2006), etymology is useful for students to expand their vocabulary. The following words that are most commonly used in the English language are analyzed etymologically here briefly (Barnhart, 1995; Barnhart & Steinmetz, 1988, 1999; Barnhart, Steinmetz, & Barnhart, 1990; Harper, 2001; Hoad, 1993; Robert, 1988).

1- *Abstract*: from Latin word '*abstractus*' means 'to draw away' and '*abstrahere*' means 'to drag away'

2- *Aeroplane:* from Greek '*aero*' means 'air' + stem of French '*planer*' means 'to soar'; and from Latin 'plans means 'level' or 'flat'.

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3- **Alberta**: Canadian Princess Louise Caroline Alberta, she was the 4th daughter of Queen Victoria, She was named for her father, Prince Albert.

4- **Algebra**: derived from Arabic word '*aljebr*'. It means to recollect the broken pieces,' the Muslim mathematician Abu Ja'far Muhammad Ibn Musa al-Khwarizmi used it first.

5- **Alma Mater:** from Latin '*alere*' means 'to nourish'+ '*mater*' means 'mother', First used 1710 in the sense of 'one's university or school' with reference to British universities.

6- **America:** a person named 'Americanus, claimed to navigate and discover America.

7- **Anarchy:** from French word '*anarchie*' or from Modern Language '*anarchia*' and from Greek '*anarkhia*' that means 'lack of a leader' or 'the state of people without a government' or from '*anarkhos*', 'an' means without and '*arkhos*' means leader so it means '*leaderless*' or '*rulerless*'.

8- **Anatolia**: ancient name of Asia Minor, from Greek '*anatole*' means 'the east', originally 'sunrise' or 'a rising above; the horizon and from '*anatellein*' means 'to rise'; '*ana*' means 'up'and *tellein* means 'to accomplish' or 'to perform'.

9- **April Fool**: from Old Norse '*gaukr*; means 'a cuckoo'. The people were deceived and sent to a false place. The date on that day was 1st April. So this day is called 'April Fool's Day'. This custom came to England from France in the 17th century. Whereas, contrary to this, May 1st was considered to make the people fool in England.

10- **Badminton**: it was the name of a place where the game was played first. The name of place name is 'Badimyncgtun that means 'an estate of Baduhelm.

11- **Banana**: this word was used first time as a slang world at a mockery stage in1910. It is used as slang for 'comedian', especially at a burlesque show.

12- **Baseball**: a combination of American English words; '*base*' and '*ball*'. It means 'the game of 'rounders'.

13- **Boycott***: a British tiller named Capitan Charles C. Boycott (1832-1897), who rejected to reduce rent for his cultivators. The newspapers adopted this word instantly in 1880.

14- **Catharsis**: originated from Greek word '*katharsis*' it means to 'purify', or to make clean.

15- **Chocolate**: from Spanish word '*xocolatl*' or '*xococ*' which means *bitter* + atl *water,* or 'to make bitter'. '*Jocolatte*' is the oldest use of 'chocolate' since it was brought to Spain in 1520.

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16- ***Coffee***: derived from Turkish word '*caffe*' or '*kahveh*' and from Arabic word '*qahwah*'.

17- ***Daisy:*** derived from Old English words '*dægesege*' which means the 'day's eye' the reason being the petals of that plant open in the morning and close in the evening.

18- ***Dead Sea***: from Hebrew word '*yam hammelah*' means 'water with no life; and Arabic word '*al-bahr al-mayyit*'' means the sea which is dead, due to its salty water. Actually its water is twenty-six per cent (26%) salty whereas the water of the other seas is 3 or 4 per cent salty.

19- ***December***: from Old French, '*December*', and from Latin '*December*' '*decem*' means 'ten'; therefore it is considered the 10th month the year.

20- ***Dengue***: From West Indies, perhaps Swahili '*dingo*' and Spanish word '*dengue*' means a severe pain and stiffness in the body.

21- ***Dichotomy:*** from Greek word '*dichotomia*' means 'a cutting in half' and from '*dicha*' means 'in two' + '*temnein*' means 'to cut'.

22- ***Dilemma***: from Late Latin and Greek '*dilemma*' which means 'double proposition' a technical term in rhetoric, from '*di*' means 'two' + '*lemma*' means 'premise' anything received or taken, from the root of '*lambanein*' means 'to take'.

23- ***Dollar***: from Low German '*daler*' and '*taler*'. It was used later '*thaler*', The '*thaler*' which means a big silver coin.

24- ***Egypt:*** Old English '*Egipte*' and from French '*Egypte*' from Greek '*Aigyptos*' which means 'the river Nile'. The word '*Misr*' is used in the Arabic language. It has been derived from 'Mizraim' that is the son of Biblical Ham.

25- ***Encyclopedia:*** derived from French '*Encyclopédie*' and adopted by the Modern Language as '*encyclopedia*' that means a collection of words of information arranged alphabetically.

26- ***Equator:*** from Latin '*aequare*' means 'to make equal'.

27- ***February:*** from Latin '*februarius mensis*' 'month of purification', from *februa* 'purifications, expiatory rites'. The last month of the ancient Roman calendar, so named in reference to the Roman feast of purification. In Britain, replaced Old English '*solmonað*' means 'mud month'. English first borrowed it from Old French '*feverier*' which yielded '*feoverel*' before a respelling to conform to Latin.

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28- **Hague:** city in Netherland, from '*Du. Den Haag*', short for's '*Gravenhage*', literally 'the court's hedge'. In French, it is '*La Haye*'.

29- **Hamburger:** the word '*burg*' is German that means 'fort' Old High German '*hamma*' or '*ham*', means 'back of the knee'. A burger is a shot from hamburger.

30- **Jean:** from the Italian city '*Genoa*' where the cloth was made first as in blue jeans.

31- **Kaaba:** from the Arabic word means 'a cube-shaped building' or 'square house' The great Masjid of Makkah, Saudi Arabia.

32- **Mosque:** modern French word '*mosquée*' or '*moseak*', from Italian '*moschea*', from Spanish '*mesquita* (modern mezquita), means place of mosquito, The correct word for Muslim worship is 'Masjid' not mosque.

33- **Nicotine:** French word Nicotine, from Modern Latin '*Nicotiana*', named for Jean Nicot or Nicolas, who brought the seeds of tobacco.

34- **OK:** mistakenly or wrongly derived word perhaps*; Oll Korrect*, *All Right*, American president Martin Van Buren known as his nickname *Old Kinderhook*, or from *Objection Killed*.

35- **Olympic:** '*Olympos*', is a town or district in Greece, The athletic competitions were held in 776 BC. Since then Olympic Games are held after every four years.

36- **Paper:** from Anglo French and Old French word '*papier*, and from Latin '*papyrus*' means the paper plant' from which the paper is made of papyrus stalks. In addition, from Greek '*papyros*' means 'any plant of the paper' from which the paper is made. It is also said to be of Egyptian origin.

37- **Port:** derived from the Latin word '*porta*' means 'gate' or 'door' and '*portare*' means 'passage' and 'entrance'. Shortened form of Oporto, the chief port for exporting wines from Portugal.

38- **Portugal:** was the name of person '*Portyngale*'; the pioneer king of Portugal.

39- **Sadism:** from Fench word '*sadisme*' that means to feel pleasure in cruel act especially sexual indulgence deliberately.

40- **Sandwich:** the King of Hawaii Island whose name was Earl Sandwich. He used to eat the slices of meat inside it at his game table instead of a proper meal. Generally, this word is used to force someone to put in a squeezed space.

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41- **Tea**: basically derived from a Portuguese word '*chaa*', or Russian 'chai', or Persian 'cha' which means a drinking beverage. Initially the Dutch imported the tea plant leaves to England through the East India Company.

42- **Tobacco**: From Spanish, *tabaco'* means 'a roll of tobacco leaves' which were used for medicine purpose. The Arabic word '*tabbaq'* means the name of various herbs. So it can be said that word is, actually, a European that has been transferred to an American plant.

43- **Turkey**: 'guinea bird' that was imported from Madagascar via Turkey.

44- **Valentine:** Saint Valentine was a name of priest or Latin '*Valentinus'*, which means 'strength'. 14th February is celebrated as Valentine's Day every year. The people send cards or flowers to their dear ones.

45- **Xylophone**: coined from Greek '*xylon*' means 'wood' and 'phone' means 'a sound'.

Discussion and Conclusion

Etymology helps in learning a new language. The ESL students can learn new words easily and faster using etymology through the comparison and contrast of each foreign word similar in their native language. In this way, the students create link between English words learned by the students and their native language. The students understand the similarities between languages and they try to get the meaning of the words. The research carried out by Zolfagharkhani and Moghadam (2011) shows that etymology has a positive impact on the ESL students.

Etymology also improves reading speed and comprehension level. It helps to enhance the stock of vocabulary. It promotes and refines the quality of language to use proper words in writing and speech. It helps to think clearly and effectively to communicate vigorously. In a nutshell, it can be said that etymology is a 'tool' to understand the un-known words encountered by the ESL students (Anttila, 2000).

The teachers should provide guidelines to the students about the prefixes, roots, and suffixes in English so that the students can fully understand the different parts and syllables of words and their

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meanings also. Some linguists say that the provision of knowledge about etymology in the classroom can help the students whose native language is other than English such as Arabic, Chinese, and Urdu etc.

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Personal Names and Politics –
A Case Study of Tamil

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1. Introduction

On every occasion thousands of people eagerly wait to hear the speech of their leader in party meetings organized by Dravida Munerrak Kazhagam, DMK. The crowd maintains absolute silence when the leader M. Karunanidhi starts addressing the party cadres by name. When he utters the phrase `en uyirinum meelaana anbu uTanpirappukkale!' "You, my loving brothers and sisters, who are more valuable than my life" there is great roaring applause with passionate enthusiasm. In fact, the crowd has been waiting for that utterance from the mouth of their leader. In response to the address from the leader, they shout 'kalaingar! Tamilinakkaavalar! vazhka' (Hail Kalaignar, the protector of the Tamil race).

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This enthusiastic response from the followers of various political parties (with different words and phrases of greeting to greet their leaders) is and was seen and heard in Tamilnadu for M.G. Ramachandran and Ms. Jayalalitha and others. These leaders' beginning sentences addressed to their cadres greatly enthuse them and everyone around is affected with passion and love for their dear leaders.

Each leader has his or her own phrases to address the general public and their party cadres. Invariably, the phrases refer to kinship relationships between the leaders and their followers – brother, sister, elders in the family, etc. For an outsider, these may look strange and they may wonder as to why they use kinship terms in the political meetings which are formal gatherings. Why does the crowd hail the leader with some titles instead of their names? What is the role of this title in political domain? Why do they not use personal names? What is the politics of naming?

In this context this paper tries to explain those aspects with a brief introduction about the language of politics.

2. Language of Politics

Politics is connected to power. The political power is associated with the power to make decisions, to control and distribute resources, to control other people's behavior and often to control their own values. The acquisition of power and the enforcement of one's own political beliefs can be achieved in a number of ways. (Thomas Linde 1999). Political discourse is one among them. Political discourse is a type of register with special lexical items and syntactic features. Annamalai (1999: 7) states that the special property of the political discourse is the use of formal or ordinary language with the meanings of implicit or explicit ideological import and the communicative strategies of persuasion through an unconscious or conscious process. The communicative strategies employed in this language are to make an emotive behavioral and cognitive influence on the receiver to bring him or her to the point of view of the sender of the message.

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The political discourse of Tamil politicians, especially the politicians belonging to the Dravidian parties, is famous for its flavor of style and hyperbolic in content. The leaders of the Dravidian movement created a new trend in the political discourse. It is a well-known fact that the Dravidian parties captured power by focusing on the social inequalities and opposition to the imposition of Hindi through their trend-setting political discourses. They took Tamil language as a tool to achieve their political agenda. They established themselves as the saviors of Tamil language and Tamils. Their use of language was totally different from the expected rules of political communications. Emotional appeal, a vocal declaration of love towards language and culture plus a rhetorical oratory were their planks to fight against their adversaries.

The use of language by Dravidian politicians was totally opposite to the rules generally proposed for clear, effective communication in politics . They use lot of metaphors, similes, longer and circuitous expressions with passive construction. It is very common for a person who wishes to assert his authority and superiority to use long words to impress, to intimidate or to mystify and confuse the audience. Similarly, the uses of passive construction often sound more formal and more twisting and prove to be very difficult to understand. In spite of all these seemingly disadvantageous features, they embraced the ornamental and complex style, and succeeded in establishing close contact with the public.

The reason for the success of this style was that they used Tamil politically as a symbol. They created lots of images about Tamil language, and through the use of this language an intense political intent. The very phraseology they used was of cultural heritage and linguistic purity. They changed their Sanskritised proper names into those of pure and classical style. Thus the Dravidian parties not only created new trends in political discourse but also in the address and reference system of place names and proper names.

3. Names and Status

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Before attempting to explain the address / reference system in Tamilnadu politics, relationship between names and their status shall be seen, since status is always associated with power. Names are merely linguistic categories used to identify the individuals in a society as any other linguistic category. Personal names provide information about the sociocultural and religious background of the individual and also the belief system of the society he or she lives. Naming pattern also changes from society to society. The Tamil names do not have first name, surname or last name. The first letter of the father's name is taken as the initial of the personal name.

Apart from this, any suffixes and/or prefixes added to the name give status to the person. Prefixes attached to the personal names indicate his status in the society. Two types of status can be categorized using a name. They are 1. Ascribed status, and 2. Achieved status. The ascribed status is the status handed down to the person by virtue of his birth in a particular caste group. Caste name was attached to the personal names of males in the past. These indicated the caste of the individual and the assumed social status of the individual was revealed. This practice was given up around the 1920s and 1930s and people started using only their initials (which stood for the first letter of their fathers). This has become the most common practice now.

There are also some suffixes which indicate higher status when attached to the names. The suffix–a:r for male and amma for female indicate that the person has got some social recognition and honor. The suffix – a:r is a typical honorific added to a large number of personal names in Tamil right from the Cankam Age.

(eg)   Siva lingam – Siva linganar

Saraswathy - Saraswathy ammal

The second type of status is gained by one's own talent in a particular field, through their achievements. This status shall be called as achieved status. The examples for achieved status are the academic titles like pulavar, vidwan, munivar which traditionally indicate academic and/or religious achievements. Other titles like paavalar, naavalar indicate one's talents. These achieved titles are normally added before the names.

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When a person achieves some status in the society, the place where he belongs to is also added along with his name.

Example:

Madurai Somu

Cikkal Shanmugam

Pammal Sambandam

The italicized words all indicate the place to which the person belongs.

Most of the personalities belonging to the field of music normally have their place names before their personal names. This is added to distinguish him from other persons who possess similar personal name, even as these indicate great status and achievement in the field. In due course, the place names alone would become sufficient to refer to these artistes. The musician or the scholar comes to be known simply by the place name. The suffix – aar is added to the place name to denote the person. Example:

Vaalaippaadiyar,

Thindivantthaar, etc.

An interesting situation in Tamilnadu is that the place names and titles are used to address or refer to a person instead of personal names, and this is considered to be proper form of address and reference.

Thus, it is worth analyzing the use of the titles instead of personal names. Why do the place names indicate power positions, and why do the public address the people using their titles or place names, and not their given personal names? In order to understand this, the relationship between the person who addresses and the addressee is to be analyzed.

4. Address Terms and Power

Addressing is a type of speech act one performs to attract the attention of the other individual. The personal names need not be used for addressing purpose. Addressing

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system also varies from society to society. In a society, where a person has first name and surname, he may be addressed by either first name or personal name. Where there is no first name, then he can be addressed by some other names. The study of address system is as significant as the naming system.

A variety of social factors comes into the scene when a speaker starts addressing a hearer. Normally a person may be addressed by a personal name, title, nick name, first name, last name, simplified name, or some other pet names. Addressing shows the relationship that exists between the speaker and hearer and also it varies on situations such as formal versus informal, politeness versus rude, familiarity and non-familiarity. Apart from this, the status such as age, sex, economic condition, caste, etc., play a role.

In addressing others, the choice of personal name in Tamil indicates familiarity and status. Use of personal names for addressing higher level people is impolite and hence people add the suffix –ayya (sir) with the personal name to address or refer to them. The higher status is associated with power. So, intimate relationship is mostly avoided in the power domain. Addresses using titles like Professor, Doctor, etc., of the person also indicate less intimate but formal relationship. In other words, in the situation where power operates (power may be due to age, economic condition, sex, and other types of status), it is always formal and devoid of personal content.

Intimacy can be expressed by the use of first name, nick name and simplified names or pet names. The usage of pet names or nick names for addressing shows greater intimacy. Reciprocal use of personal names indicates familiarity, equal status, and lesser formality.

In society where status is ascribed one, non-reciprocal use of names and other type of graded address terms are found to be used depending upon the social structures .

5. Addressing in Political Domain

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As mentioned earlier, the political domain is heavily loaded with power. In the power domain normally we can expect formal and non-intimate forms of addressing. The addressing system in politics is different and peculiar. Even though it is a power system, we find the use of pet-names, place names, nick name and even kinship terms for addressing the persons of different status.

The address system in Tamil Political domain can be explained from two perspectives. They are 1) The address by the leaders. 2) The address by the party people.

I Address by the Leaders

The formal political meetings are arranged in a systematic way. The politicians are invited to address a meeting in a graded manner. The prime speaker normally speaks at the end. All types of formalities and grades that characterize the power domain are strictly followed. In the case of addressing system also, it is expected that the ranks of the party workers and public are to be addressed in a formal way. But the actual situation is contrary to the expectation. Each party leader, especially the former chief ministers, has exclusive use of addressing phrases to address the public. Others are not expected to use such phrases.

DMK leader M. Karunanidhi

a) Enatarumai utanpirappukale (My beloved brothers and sisters born in the same family as I was)

b) Kalakak kanmanikale (Endearing gems of our party)

AIADMK Leader M.G. Ramachandran
Former chief minister

"en rattattin rattangale"
"The blood of my own blood" (a rare phrase that defies rational or biological analysis), yet it invoked passion and devotion.

Ms. Jeyalalitha, the present chief minister.

"en idaya deivam puratcit talaivarin rattattin rattangale"

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"The blood of the blood of my mentor-god in my heart, revolutionary leader (MGR)"

The other politicians normally address the public as "Periyoorkale, taaiymairkale", "thozharkale", etc., ladies and gentleman and comrades, kalakat tozharkale "fellow party workers". But the former chief ministers address the party workers as people born with him in the same family, or his own blood, to show their affection.

Even though love and affection are not expected in the power domain, the power in politicis is achieved by hard work of the party cadres.   They form the basis of power. In the democratic setup, the popularity of the politician depends on how much he mingles with people and party workers. The leader makes the party workers feel that they are part and parcel of him. To express the oneness, they use these phrases.

These types of usages have their roots in the very foundation of the society. The Indian society, unlike the western societies, considers the family and blood relations most important ones for support and adoration. The party leaders consider the party as their family and the party workers as their family members. This is the highest status one can accord to a person he loves. This familial love served as a link between one and another and created harmonies homogeneity among the party cadres.   The party workers also consider their leader as their family member and address him as 'anna' 'elder brother'. This is not used for all but the leader they love the most. Use of kinship terms to address the leader can be further elaborated by taking usages like taatta, 'grandfather' ma:ma 'uncle', annai 'mother' tambi 'younger brother' in the political domain. The great leaders like Gandhi, Nehru, Indira Gandhi are introduced to the children using the kinship terms like ta:tta, ma:ma, and annai. The leaders who are loved by the people are given the status of family members. Keeping these sentiments in mind, the leaders address the people and party workers using the chosen 'kinship terms'.

II Address by the Party People

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The address/references of the party workers attested in Tamil system are many and varied. Some people address their leaders using kinship terms.

Amma 'mother' to refer to Jeyalalitha

Annai 'mother' to refer to Sonia Gandhi

Doctor 'Ayya' 'father' to refer to Mr. Ramadoss of a political outfit

Some people use titles to refer to their leader

'Kalaingar'	Karunanidhi
puratchi talaivar	MGR
puratchi talaivi	Jeyalalitha
na:valar	Neduniceliyan

Some leaders are addressed by the place name with –a:r suffix

va:laippa:diyar	'Ramamoorthy'
Panruttiyar	'Ramachandran'
Kaatu vettiyar	'Guru'

The very famous system of address is the simplified or abbreviated form of their personal name.

MGR	-	M.G.Ramachandran
Vaiko	-	vai.Gopalsamy
NTR	-	N.T.Rama Rao

There are also certain metaphors with a divine and spiritual flavour used to refer to their leaders as noted below.

Idaya teivam	-	'God in the heart'
Kaaviri taaye	-	'mother goddess Kaveri'
Tamil kaavalare	-	'protector of Tamil'

The status of power increases with the equation of the leader to an elevated status. In the political domain, the leaders are powerful and are equated with god/gods. The party workers consider themselves as disciples. Similarly the titles also reflect the power status. There are certain institutional power titles like talaiver, 'president', ceyalaalar 'secretary' porulaalar 'treasurer', etc. These titles are equal to the titles of achieved status such as doctor and professor in the society. If these titles are used for addressing, then the situation

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is very formal and we can assume a power difference operating in that context. But the use of kinship terms, short names and place names for addressing is a peculiar form in the power domain.

6. Power, Formality and Intimacy

In order to explain this, we have to distinguish the titles from each other and the reason for using these titles by the people. The titles may be classified into two types such as 1) the institutional titles 2) non-institutional titles. The institutional titles are the titles explained in the previous section which include President, Secretary, etc. The non-institutional titles are the titles given by some great personalities, or by common people out of affection and appreciation of the work of the leaders. There non-institutional titles not only give status to the holders but also help the public/party workers to move close with the leaders.

As referred to earlier, if the lower cadre politician addresses his leader by name, then it will be very impolite. The same politician addresses the leader by using institutional titles then it becomes very formal and so the non-institutional titles are used by the lower level politician to please the leader in a polite way. In The situations where intimacy is not permitted, these titles function as the markers which give power as well intimacy in the formal situations.

7. 1 Politics in Naming

The role of politics in naming is also an important process in personal names. By taking politics as a power domain, we have explained the status of names and the use of names for attaining certain personal ends. But in the case of politics in naming, we can discuss certain ideologies with reference to naming practice. There are three important political ideologies that need to be mentioned in the naming practice. They are

1) Politics of purism
2) Gender politics and
3) Politics of social justice

7.2 Politics of Purism

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Religion is the fundamental factor in the naming practice of Tamil society. In the name of religion, Sanskrit language penetrated and pervaded in every aspect of the life of the Tamils. Naming is not an exception. Domination of Sanskrit was such that it questions the very identity and independent nature of Tamil. Even now, one can see the impact of Sanskrit in naming. People, in the name of fancy, try to select simple, attractive Sanskrit names for their children, for example: Sujitha, Rasmitha, Parjanya, etc. A movement was initiated by a group of scholars at the beginning of the 20th century to oppose the domination of Sanskrit. Even though the ideology of pure Tamil movement was against the domination of Sankrit, it had a covert ideology of restructuring the power pattern of the society. Due to this covert ideology, the pure Tamil movement received the political patronage of Dravidian parties. The movement was used by them as a spring board to highlight the ancient origin of Tamil and this elevated the culture of the Tamils.

The fore-runners of the movement even changed their personal names to pure Tamil names. They almost replaced all sanskritic place names, and personal names by the chaste Tamil names.

Vedachalam	=	Maraimalai Adigal
Maatrubuudan	=	Taayumanavan.
Suriyanarayana sastry	=	Pariti maa kalainar

Tamil consciousness in the richness and independent nature of Tamil language was propagated by the purists. People, out of love for Tamil language, named their children and next of kin with the names of literary personalities and characters.
(

Tamil selvan	Ilango
Tamilmani	valluvan
Sentamil ko	Kambanatan

There has been a practice of the party workers, rather a fashion if not a ceremony, to request their political leader to name their children. The leaders of the Dravidian parties select pure Tamil names in order to show their affinity towards Tamil. Since protection and

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promotion of Tamil is a predominant aim in their political agenda, they name the children of their rank and file of their party in pure Tamil.

The purists also advise the parents to select pure Tamil names for the children. They even put up boards containing pure Tamil names in the streets for their business establishments .Lots of secular Tamil names, old Tamil king's names, (Kuricil) came into practice due to a Tamil consciousness.

7.3. Names and Gender Politics

Social inequalities always create power difference. In the case of gender also male domination could be noticed in the naming and address system. Women are considered as weaker and dependent. The assumed physical nature and the unfair cultural practices made them inferior to males and an object of conjugal felicity and enjoyment. The same is also reflected in the naming practice.

The differences such as non-availability of words and non-reciprocal use of address terms reveal the power difference. There are certain honorific prefixes for male and female equal to mister. From the usage of these suffixes for male, we cannot differentiate whether a person in married or not. But the prefix *Tirumati* differentiates married women from unmarried women. There is also a practice of taking husbands name with the personal name of female after marriage. Marriage is made an important cultural event for women. Adding the husband name with the personal name indicates her dependence and male domination. The women's identity is revealed through male's names.

The naming system sometime reflects the gender politics. So long as the girls are named after god or nature, there is no problem in the power status. But names are given on the basis of their face, eyes, speech, etc., and these indicate gender politics. There are certain names like poonkodi, Teenmoli, Malarvili, etc., describe the nature of body parts. There are no such names for male using body parts. These names indicate they are considered by men as an object of enjoyment.

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In the addressing system, women are forbidden to use the name of their husband for addressing, whereas husband can use wife's name. In some societies, even uttering the husband's name is a taboo. This type of differential use of language shows the gender difference. But nowadays, these practices are changing due to the modernization of the society.

7.4. Politics of Social Justice

The ascribed status created social inequalities. In the naming practice also one can notice this difference in the traditional societies. The so-called high caste people generally tend to use the names of major deities, whereas the socially suppressed people use the names of minor deities. The names Sudalai, Karuppan, Muniyan, etc., are some of the names used by the so-called lower caste people. In some cases, names of the latter category may be used in non-Brahmin castes without reference to social hierarchy. Even though the people belonging to different castes in a village may worship village deities and name their children after them, people still keep separate identity by some means. For example, Muniyan is the small deity of a village; people use the name differently to show their caste hierarchy. A person from a suppressed caste may use the name as Muniyan. The suffixes ending -an are relatively less honorific than the other suffixes. The people belonging to the other castes take the name with the suffix 'samy'. i.e Muniyasamy. People sometimes use caste names to show their caste identity and their status. Hence we find names like Muniyasamy Thevar, Karuppanna Chettiyar, etc. Here the use of the caste name gives their identity. The people of suppressed caste do not use their caste name.

In the address system also, even a boy belonging to a so-called high caste could use the name of the older man of a so-called low caste to address that person. The so-called lower caste people addressed the others as 'samy'. But, happily now-a-days, the trends are fast changing, providing opportunity for all to exchange mutual respect. There has been an awakening among the suppressed classes. Due to this awakening, they are proud of their own identities. Hence the people belonging to so-called lower castes also use the caste

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names to show their identity like any other people. Pallar, Parayar, Parayanar, are Pakadai are some of the titles now added to the personal names.

8. Conclusion

The process of social change brings change in every aspect of life. Because of the power of non-native and alien languages and cultures, many indigenous practices among the Tamils are nowadays vanishing. Naming practice is also subjected to such processes. Even though English hegemony is felt in all aspects of life, Indian Hindu people do not yet take English or European names. Even as most Tamil Christians tend to adopt the names from the Bible, they also show a tendency to use British or European names. There is also a tendency among the Hindus in urban parts of India (but mostly among those settled in western nations) to make their Hindu names sound like western names. Fancy Sanskrit names are being selected now-a-days without any caste difference. The popularity of Pure Tamil names has begun to wane.

The use of names in the political domain is more of a personal nature and politics in naming is of an ideological one. The use of pet names, titles, and simplified names, etc., in the political domain indicates the intimacy and familiarity intertwined in the formal and power domains.

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Fairy Tale and Popular Media: A Study of *Twilight*

Gulab Chand

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Courtesy: http://www.stepheniemeyer.com/twilight.html

Abstract

The present paper aims to foreground the ways in which the 'fairy tale tradition' has merged with the popular media and a different genre has been created. This modern day "fairy tale tradition" which is predicated upon the bringing together

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of human emotions, knowledge, memory and values has resulted in a new genre of "filmo-literature" wherein the ordinary life stories of the characters are resplendent with magical elements.

Based on observations from Stephanie Meyer's novel *Twilight* and its filmic version by Catherine Hardwicke, this paper analyzes the phenomenon within a pragmatic framework of Relevance Theory (Wilson and Sperber, 2002:249) and attempts to explicate the creation of the 'fairy tale'. Further, the paper contends that the present day 'fairy tale' has adapted itself to the technologically informed complex cultural and social environment from which explicitly or implicitly, the new text forms ensue and with which they interact.

Keywords: Fairy Tale, Popular Media, Relevance Theory, Ostensive Inferential Communication, Ostensive Stimulus

1. Introduction

Stephanie Meyer
Courtesy: http://www.stepheniemeyer.com/bio.html

Fairy tales can come true; it can happen to you. The fairy tale genre is a specific form of storytelling. To define fairy tale MacDonald in his "The Fantastic Imagination" said,

> "Were I asked, what is a fairy tale? I should reply…that I should as soon think of describing the abstract human face, or stating what must go to constitute a human being. A fairy tale is just a fairy-tale, as a face is just a face…." (1890.Web)

Nevertheless, for the purpose of the paper, a fairy tale can be defined as a genre featuring characters with magical powers and in it, the narration ends in a happy note. In addition, they usually contain superficial references to actual places, persons and events.[1]

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In the last decade, a small number of fairy tales in the form of literary texts and movies have been created which convey the fact that one does not need to be perfect to live happily ever after.

This study presents a pragmatic critique of Stephanie Meyer's *Twilight* (2005) and its filmic version by Catherine Hardwicke (2008) as an example of this new genre "filmo-literature" explicated with Wilson and Sperber's Relevance Theory (2002:249) which assumes that every discourse is an act of Ostensive Inferential Communication. The paper also attempts to foreground how an author applies pragmatic strategies to follow the rules of communication and then the director of the film in the process of making the film follows the same rules, which in turn are influenced by the norms of inferential communication.

We establish the usage of pragmatic strategies with the help of Relevance Theory, which assumes that human cognition tends to be geared to the maximization of relevance, and that every act of ostensive inferential communication communicates a presumption of its own optimal relevance. According to the theory, the writer/director wants the reader/audience to consider what is being communicated as the most relevant, which constitutes "cognitive effects" and which may be applied for interpreting any communicative event. Therefore, both the author and the director follow the RT assumptions for making effective communication.

Moreover, the paper follows Angela Carter (1991:20) views where she stresses the continuing significance of fairy tales by pointing out the existing link between fairy tales with the works of romance and other contemporary commercialised demotic forms, such as horror movies, pulp novels or soap operas. She also says:

> "Now we have machines to do our dreaming for us. But within that 'video gadgetry' might lay the source of continuation, even a transformation, of storytelling and story performance." (1991:12)

Thus, the study contends that the contemporary fairy tale effect is generated by convincing the reader/audience that "ugly ducklings" can find love and success in today's predominately-digitalized society.

2. Relevance Theory as a Theoretical Tool

The theory applied to the analysis of the *Twilight* in the present paper is Relevance Theory by Sperber and Wilson (1995). As we know, the process of communication encompasses a vast

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array of human activities and has many facets and manifestations. Therefore, the creation of a literary text and directing of a film can be considered as a form of communication taking place between author-reader and director-audience. The most comprehensive contribution to theorizing on relevance in a communication framework was made by Sperber and Wilson (1986, 1995), with the latest synthesis by Wilson and Sperber (2002:249).

Relevance Theory was originally associated with everyday speech or verbal communication, but later was extended to cover wider cognitive processes. Scholars now consider it a cognitive psychological theory. It claims to be a theory of cognition and of communication, combining them together based on relevance. However, the basic problem addressed in the theory is how relevance is created in dialogs between persons. It explains, "What makes an input worth picking up from the mass of competing stimuli" (Wilson and Sperber, 2002:252). In simple language, they argue about ostensive behaviour, manifestations, and presumptions of relevance. Simply put, out of many stimuli, we pay attention only to information, which seems relevant to us. Furthermore, to communicate is to claim someone's attention, and hence to imply that the information communicated is relevant.

At the centre of their theory, they postulate two principles, which according to them are a reflection of universal tendencies:

> 1. The cognitive principle of relevance which states that, "Human cognition tends to be geared to the maximization of relevance." (Sperber and Wilson, 2002: 251)

> 2. The communicative principle of relevance which states that, "Every act of ostensive inferential communication communicates a presumption of its own optimal relevance." (Sperber and Wilson, 2002:256)

In other words, human cognition is considered relevance-oriented, and so is human communication. The two principles lead to the specification of how relevance may be assessed in terms of two components: cognitive effects and processing effort:

Relevance to an individual

> 3. Other things being equal, the greater the positive cognitive effects achieved by processing an input, the greater the relevance of input to the individual at that time. (Wilson and Sperber, 2002:252)

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4. Other things being equal, the greater the processing effort expended, the lower the relevance of the input to the individual at that time." (Wilson and Sperber, 2002:253)

Application of Relevance Theory helps us to understand creation of the contemporary fairy tale with the help of 'cognitive effects' it has upon a reader/audience. The second principle is the one that operates in the creation of contemporary 'fairy tale' seeing that a literary text and its filmic adaptation may be viewed as a form of communication. According to the theory, the writer/director wants the reader/audience to consider what is being communicated as the most relevant, which constitutes "cognitive effects" and which may be applied for interpreting any communicative event. Thus, this paper contends that Relevance Theory can be regarded as a potent tool for analyzing how a new genre of filmo-literature is formed in the present day world.

3. *Twilight* as a Fairy Tale

Fairy tales can be distinguished as a distinct genre of literature. In this paper, we analyze these two media based on human cognitive abilities of optimal relevance on the part of the writer/director and reader/audience and their manifestation in pragmatic strategies employed by them with the help of the novel *Twilight* and its filmic adaptation. It is contended that through this novel and film, we learn about different depiction of a magic in ordinary life through story telling by the writer and director making *Twilight* an example of a fairy tale.

Twilight is a universal adolescent story described through suspense in the vein of other popular media texts. Isabella Swan the main character moves to a small town called Forks in Washington and is an ordinary teenage girl without any gift or talent. It is a common activity and could have been boring normal act. However, in that small place there exist characters of alluring and mysterious background. The entry point of our analysis takes into account the various characteristics of fairy tales (Steven Swann Jones, 2002.Web) and analyzes the different strategies used by the author and director with the help of examples:

1) According to the first characteristic of being a fairy tale, the context of the story and the film depict magical or marvellous events and phenomenon as a valid part of human experience. For example, both the text and movie starts with this quote:

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"I'd never given much thought to how I'd die… Surely it was a good way to die, in the place of someone else, someone I loved. Noble, even. That ought to count for something…When life offers you a dream so far beyond any of your expectations, it's not reasonable to grieve when it comes to an end. (Bella Swan, *Twilight*, Preface, 1)

2) The second characteristic of a fairy tale is incorporation of fantasy. It may be regarded as the most salient formal or stylistic feature of this genre. For example, both the text and movie describes the Cullens in the following manner:

"I stared because their faces, so different, so similar, were all devastatingly, inhumanly beautiful." (Bella Swan, *Twilight*, Chapter 1, 19)

"It seemed excessive for them to have both looks and money." (Bella Swan, *Twilight*, Chapter 2, 32)

"Well, you asked if the sun hurt me, and it doesn't. But I can't go out in the sunlight — at least, not where anyone can see." (Edward Cullen, *Twilight*, Chapter 9,189)

"Edward in the sunlight was shocking. I couldn't get used to it, though I'd been staring at him all afternoon. His skin, white despite the faint flush from yesterday's hunting trip, literally sparkled, like thousands of tiny diamonds were embedded in the surface."
(Bella Swan, *Twilight*, Chapter 13, 260)

3)   The third characteristic encourages the reader /audience to identify strongly with the central protagonist Isabella aka Bella, who is presented in an unambiguous way:

"Sometimes I wondered if I was seeing the same things through my eyes that the rest of the world was seeing through theirs. Maybe there was a glitch in my brain." (Bella Swan, *Twilight*, Chapter 1, 11)

4) The fourth characteristic comprises of confronting and resolving of a problem, frequently by the undertaking of a quest. It is an essential factor in a fairy tale and the Meyer and Hardwicke both utilizes this in their discourse.

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> "There are stories of the cold ones as old as the wolf legends, and some much more recent. According to legend, my own great-grandfather knew some of them. He was the one who made the treaty that kept them off our land." (Jacob Black, *Twilight*, Chapter 6, 124)

> "About three things I was absolutely positive. First, Edward was a vampire. Second, there was part of him — and I didn't know how potent that part might be — that thirsted for my blood. And third, I was unconditionally and irrevocably in love with him." (Bella Swan, *Twilight*, Chapter 9, 195)

5) The final characteristic of a fairy tale in the novel as well as the film is that of a happy conclusion (ending). It is such a basic and important aspect of the genre; it may be regarded as a third definitional feature.

> "So ready for this to be the end, for this to be the twilight of your life, though your life has barely started. You're ready to give up everything…Twilight, again. Another ending. No matter how perfect the day is, it always has to end." (Edward Cullen, Twilight, Epilogue, 495)

In these above examples we saw the manner in which an author and the director has employed phrasing and imagery as ostensive stimulus to create nuances of meaning and suspense and how it has portrayed and enhanced the magical quality of each presentation.

4. Fairy Tales as a Genre: Old and New

To conclude, this paper has examined Stephanie Meyer's *Twilight* and its filmic adaptation by Catherine Hardwicke in order to explicate and explain the ways in which the 'fairy tale tradition' has merged with the popular media and a different genre has been created. Traditionally fairy tales, were passed on by oral tradition from generation to generation, had anonymous authors, and their landscapes and characters were the dark wood, the handsome prince – which were archetypal rather than individualized. Hans Christian Anderson (1805-1875) followed by Oscar Wilde (1854-1900), C.S Lewis (1898- 1963) in the nineteenth and twentieth century for the first time made this literary art into a distinct genre. By contrast, the new genre fairy tale discussed in this paper is based on our own tales. This has been

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highlighted through the analysis of the novel and film examples with the help of general fairy tale characteristics. The great difference, and their great strength, is the sharp personal tone, the rich, extraordinary detail and the distinct, piquant humour. Stephanie Meyer and Catherine Hardwicke within the realm of their individual discourses have merged the fairy tale genre with the popular media. Their voice is a unique one in storytelling: while capturing the mythic resonance of traditional tales, they transformed popular culture text into a fairy tale.

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Note 1 http://en.wikipedia.org/wiki/Fairy_tale 20 September 2012.

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Cinematic Text

Twilight. Dir. Catherine Hardwicke. Screenplay. Melissa Rosenberg & Catherine Hardwicke. Perf. Kristen Stewart and Robert Pattinson. Summit Entertainment, 2008.

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